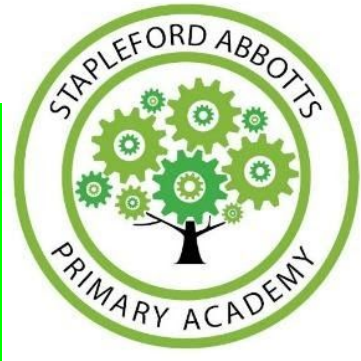


MEET THE TEACHER
CLASS - ASH
TEACHERS - MISS ROBERTS



Success for All

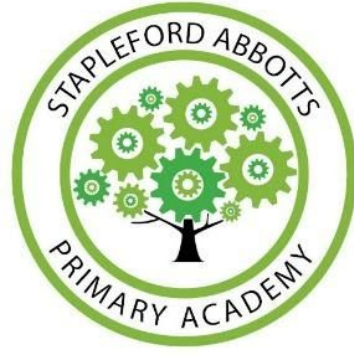
BEHAVIOUR



Stapleford Abbotts Primary Academy Our success pledge



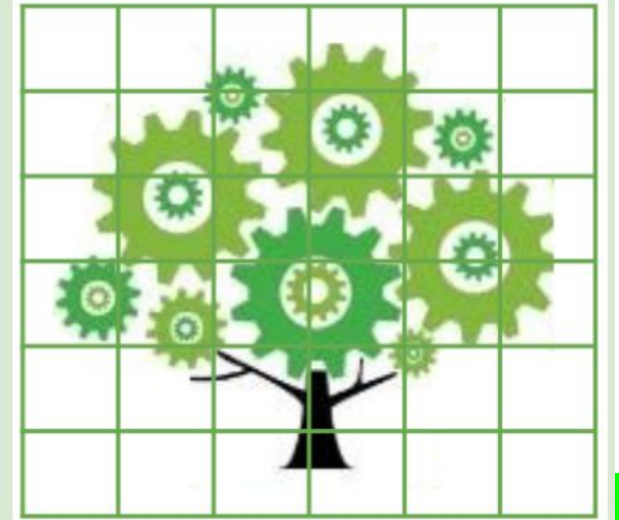
To be successful we will have a positive attitude
We will be kind and polite to others
We will be proud of our school
We will strive to be successful learners



BEHAVIOUR

Pledge time

When our pledge is complete we will celebrate by.....



BEHAVIOUR



Positive

- On Green
- Pledge points
- Marvellous Me
- Hot chocolate
- Headteacher's Awards



Negative

- Yellow 1
- Yellow 2
- Orange
- Red



BEHAVIOUR

Uniform Policy



TIMETABLE

Day	8:45 - 9:00	9:00- 9:45	9:45- 10:30	10:30 - 10:45	10:45 - 11:30	11:35 - 12:00	12-1:00	1:00-1:30	1:30 - 2:30	2:30 - 2:50	2:50-3:00
Mon	Independent Reading/ <u>Quizzes</u>	VIPERS (amend hyperlink)	Talk For Writing		Maths arithmetic lesson	Times tables	Lunch	PSHE Strengths, skills and interests.	Topic	Assembly Interventions	Big Read
Tues		VIPERS	Talk For Writing		Maths	HW		Maths Meeting (add hyperlink)	PE outdoor 1:45 - 2:30	Assembly Interventions	Big Read
Wed		VIPERS	Talk For Writing		Maths	Spelling test		Maths Meeting (add hyperlink)	Topic	Assembly Interventions	Big Read
Thur		VIPERS	Talk For Writing		Maths	Introduce spelling		PE indoor 1.00 - 1.45	Topic 1:45 - 3.00		Big Read
Fri		RWI/Non-fiction VIPERS	Talk For Writing	HT Assembly 10:30		Maths arithmetic		Spelling activity	Spanish	Science	Big Read

PE days:

Tuesday/Thursday

PE uniform:

Navy shorts or skirt

White T-shirt with
School Academy logo

Trainers for outside

Plimsolls for inside

Navy plain tracksuit

HOMWORK EXPECTATIONS

- OUT FRIDAY IN WEDNESDAY
- SPELLING TEST WEDNESDAY AFTERNOON - BACK OF BLUE BOOK



READING EXPECTATIONS

- Reading at home every night - your child may sign their reading record themselves with a short sentence of what they have read but we still encourage parents/guardians to read with and to their children as much as possible.
- Quizzing at least once a fortnight
- A reading for pleasure book may be read aside this if confident
- Children who read every night will be put into a class raffle for an end of half term treat.
- Children who are consistently not reading: chat with parent/guardian, formal letter and conversation with Ms Speller.
- Please speak to class teacher/Ms Speller for support and guidance

*Why do we encourage your child to read for
20 minutes every day at home?*



Child A



Child B

**JUST
ONE
MINUTE**

Child C

20 minutes a day

5 minutes a day

1 minute a day

3,600 minutes a school year

900 minutes per school day

180 minutes per school year

1,800,000 words a year

282,000 words per year

8000 words a year

If they start reading for 20 minutes per night in Nursery, by the end of Year 6,
child A will have read for the equivalent of 60 days,
child B will have read for 12 school days and
child C will have read for 3.

That's why.



READING RECORDS EXPECTATIONS

Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

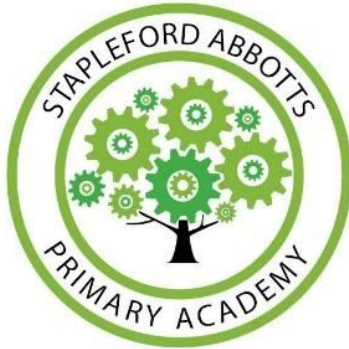
How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying, when they _____?

What does that imply/suggest/indicate about _____?



WRITING

- TALK FOR WRITING
- HANDWRITING
- SPELLING



MATHS MASTERY/TTROCKSTARS



TOPICS

Autumn 1 Vikings	Autumn 2	Spring 1 Ancient Greeks	Spring 2 Extreme Earth	Summer 1 Segregation	Summer 2 Twin Township
Science - Animals including Humans - teeth & digestion	Science - Electricity	Science - living things and their habitats	Science - Sound	Science - States of matter	Science - Animals including Humans - Producer, Predators & Prey
PSHE - What strengths, skills and interests do we have?	PSHE - How do we treat each other with respect?	PSHE - MIND - Brain Buddies	PSHE - How will we grow and change?	PSHE - How can our choices make a difference to others and the environment?	PSHE - Kindness/compassion
PE - Tag Rugby Personal	PE - Gymnastics/ Dance Social	PE - Basketball Cognitive	PE - Football Creative	PE - Athletics OAA Physical	PE - Cricket/Rounders Health and Fitness skills -
History - The Anglo saxons/Vikings	Geography - Locational Knowledge	History - Ancient Greeks	Geography - Natural Disasters	History - Segregated society - apartheid Benin	Geography - local area vs a non - European twin township
Art - collages; using different materials - dragon (VIPERS book)	DT - paper mache globes (locate continents, home, oceans)	Art - Ruth Daniels - tropical pictures inspired by rainforest habitats.	DT - plan and design a safety shelters	Art - Henry Moore, create a sculpture using clay.	FT -
Spanish - Phonics Lessons 1 and 2 - I am learning	Spanish - Musical Instruments	Spanish - Fruit or Vegetables	Spanish - Ice creams	Spanish - Presenting myself	Spanish - My family
Computing - Repetition in shapes		Music - Latin dance/ March from the nutcracker	RE - Beliefs and moral values (S)	Computing - Repetition in games	RE - Beliefs and moral values, prayer and worship (H)

DATES FOR THE DIARY

- CLASS ASSEMBLY : THURSDAY 19TH OCTOBER 2:30PM
- XMAS READING CAFE : TBC
- SCIENTIST VISIT - TBC NOVEMBER
- GUIDE DOG VISIT : 5TH DECEMBER
- OLYMPIAN VISIT : TUESDAY 3RD OCTOBER
- PARENTS EVENING : MONDAY 20TH NOVEMBER AND THURSDAY 23RD NOVEMBER



PTA

We would love to
invite you to join

Supporting the school
and raising money.

Organising fun events for the
children

If you are interested please
contact us via-

Instagram: pta stapleford

Email: pta@sapa-tkat.org

Meeting's are held the first
Thursday of the month.



BREAKFAST CLUB

PTA

PARENT GOVERNOR

CLUBS

