

The background features abstract red geometric shapes, including triangles and polygons, some overlapping and semi-transparent, creating a modern, layered effect. The colors range from light pink to deep red.

Welcome to our Parents' meeting

Wednesday 11th September, 2019

Purpose and aims of the session

- **Expectations for the end of the year - curriculum**
- **Meet the teacher**
- **Purpose of planners**
- **Clarify information about the school - based on parent questionnaire feedback**

Expectations of the academic year

- 8.45am - arrive to school on time
- Curriculum content
- PE kits need to be in school everyday - shorts, t-shirts and black pumps. KS2 can also have tracksuit bottoms and trainers for outside sports.

Reading - word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Reading - comprehension

Statutory requirements

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing - transcription

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - composition

Statutory requirements

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proof-read
- perform their own compositions,

Writing - composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spelling - years 5 and 6

Statutory requirements

1. Endings which sound like /ʃəs/ spelt -cious or -tious
2. Endings which sound like /ʃəl/
3. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
4. Words ending in -able and -ible Words ending in -ably and -ibly
5. Adding suffixes beginning with vowel letters to words ending in -fer
6. Use of the hyphen
7. Words with the /i:/ sound spelt ei after c
8. Words containing the letter-string ough
9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
10. Homophones and other words that are often confused

Vocabulary, grammar and punctuation - Year 5

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause mparenthesis, bracket, dash cohesion, ambiguity

Vocabulary, grammar and punctuation - Year 6

Year 6: Detail of content to be introduced (statutory requirement)

Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Terminology	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Maths - Year 5

Number - number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Maths - Year 5

Number - addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Statutory requirements

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Maths - Year 5

Number - fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Statutory requirements

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Maths - Year 5

Geometry - properties of shapes

Statutory requirements

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and $1/2$ a turn (total 180°)
 - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Maths - Year 5

Geometry - position and direction

Statutory requirements

Pupils should be taught to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

Statutory requirements

Pupils should be taught to:

- **solve comparison, sum and difference problems using information presented in a line graph**
- **complete, read and interpret information in tables, including timetables.**

Maths - Year 6 - Number - number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Maths - Year 6 - Number - fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Maths - Year 6 - Ratio and proportion

Statutory requirements

Pupils should be taught to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Maths - Year 6 - Algebra

Statutory requirements

Pupils should be taught to:

- **use simple formulae**
- **generate and describe linear number sequences**
- **express missing number problems algebraically**
- **find pairs of numbers that satisfy an equation with two unknowns**
- **enumerate possibilities of combinations of two variables.**

Maths - Year 6 - Measurement

Statutory requirements

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Maths - Year 6 - Geometry - properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Maths - Year 6 - Geometry - position and direction

Statutory requirements

Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statutory requirements

Pupils should be taught to:

- **interpret and construct pie charts and line graphs and use these to solve problems**
- **calculate and interpret the mean as an average.**

SCIENCE in Year 5-6

- ▶ Like Maths and English, Science is a **core** National Curriculum subject for which we are required to Teacher Assess the children at the end of Year 6.
- ▶ We deliver the Science Curriculum based on a Rolling Programme in order to teach and cover the range and depth of topics contained in the NC. This spans over 2 years, so the Year 5 and 6 children will cover the entire curriculum.
- ▶ Therefore it is essential that the children recognise the need to fully apply themselves, as with Maths and English, in order to reach their full potential.
- ▶ Regular assessments are carried out at the end of each topic to ascertain the children's understanding and identify possible misconceptions and map their progress.

Purpose of study

- ▶ A high-quality science education provides the foundations for understanding the world through the specific disciplines of **biology, chemistry and physics**. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

- ▶ The national curriculum for science aims to ensure that all pupils:
- ▶ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ▶ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ▶ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

- ▶ **'Working Scientifically'** specifies that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.
- ▶ At Blanford Mere the children use **Reporting Formats** in order to write about and record scientific investigations. The layout is familiar and the vocabulary is progressive from Y1 to Y6 to ensure continuity and develop their understanding and independence.
- ▶
- ▶ **Vocabulary:** Pupils should be familiar with, and use, **technical terminology accurately and precisely**. They should build up an extended specialist vocabulary. They should also apply their **mathematical knowledge** to their understanding of science, including collecting, presenting and analysing data.

Working scientifically

Statutory requirements

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

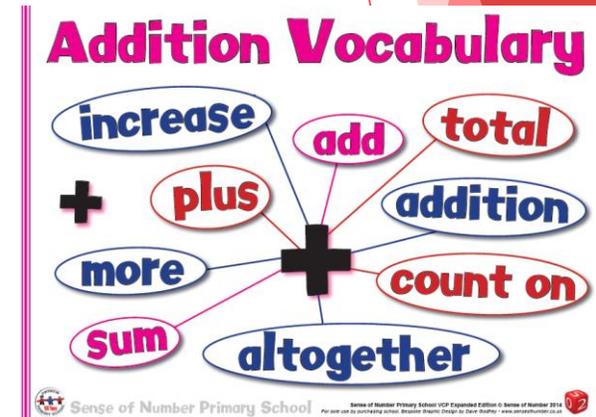
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Science (continued)

- ▶ [Science Parents Meeting Info - Year 5-6.docx](#)

Planners - expectations

- Planners
- Check them every day
- Reading
- English glossary of terms
- Writing - Alan Peat Sentences
- Maths - VCP
- Mathletics - homework, rapid recall of skills
- TT Rock Stars
- Spelling Shed
- Spellings
- School website - log on
- Assessment - developing, inline or greater depth



Planners

- ▶ Please sign the Home/School agreement at the front of the planner.
- ▶ Inside the front cover will be a sticker with your child's logon details for Mathletics, TT Rock Stars & Spelling Shed. It is the same logon for each website/app.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.
- ▶ Spellings should be learnt daily and will be tested on a Tuesday.
- ▶ Spellings will be given as a paper copy AND set online (Spelling Shed).
- ▶ Mathematics homework is set weekly and completed online (use small orange homework books for notes/jottings).
- ▶ TTRS should be completed daily (3 mins daily recommended).
- ▶ English homework may be set additionally (e.g. comprehension, SPAG, writing).
- ▶ Please ensure you sign the planner after your child has completed their homework.

Behaviour

- ▶ Rights Respecting School
- ▶ Rewards and sanctions
- ▶ KS1 and KS2 end of term treat - golden time (new for KS1)

All children's names will be placed on green on a chart like this in the class.

They can move up and down the chart, depending on their behaviour.

It is expected that children show good behaviour and remain on at least green as 'green is good'.

What will happen?	Examples of behaviour:	
<p>GOLD is great!</p> <ul style="list-style-type: none"> • Gold sticker to wear ☺ • Gold sticker in planner ☺ • Gold sticky dot on wall ☺ • After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly. 	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>	
<p>SILVER is super!</p> <ul style="list-style-type: none"> • Silver sticker to wear ☺ • Silver sticker in planner ☺ • Silver sticky dot on wall ☺ • After 5 times on SILVER, you will get a GOLD. 	<ul style="list-style-type: none"> - Respectful at all times - Polite and courteous at all times. - e.g. holding doors open - Kind and caring at all times 	<ul style="list-style-type: none"> - Listening and engaging in learning - High standard of work - Persevering with tasks - Ready to learn - A positive attitude to school life
<p>GREEN is good! EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> - Respectful - Effort (doing your best) - Polite - Kind - Listening well - Sitting properly 	<ul style="list-style-type: none"> - Producing a good standard of work - Ready to learn (planner, pencil, reading book, PE kit) - Correct uniform - Lining up sensibly - The right attitude to school life
<p>ORANGE = 1st WARNING</p> <ul style="list-style-type: none"> • Teacher will date chart • 5 oranges on separate days = 1 red (5 mins Golden Time lost). 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness 	<ul style="list-style-type: none"> - Being unkind - Moving when you shouldn't - Poor listening skills - Lack of effort/ focus - Incorrect uniform (not tucking shirt in, trainers, no tie) - Not lining up sensibly - A poor attitude to school life
<p>RED = 2nd orange WARNING (in 1 day)</p> <ul style="list-style-type: none"> • Teacher will date chart (& fill in behaviour log on computer) • RED sticker in planner • 5 mins golden time lost • 5 mins time out in another class • 5 mins make up the lost time at break/ lunch time. 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness - Moving when you shouldn't - Being unkind - Poor listening skills - Lack of effort/ focus - A poor attitude to school life 	<p><u>Each RED warning = RED sticker in your planner for parents to sign.</u></p> <p>1st = RED sticker in your planner for parents to sign</p> <p>2nd = RED sticker in your planner for parents to sign</p> <p>3rd = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</p> <p>4th = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</p> <p>5th = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. . Your play / lunch times will be limited. You will lose the end of term treat</p> <p>6th = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting</p>
<p>BLACK</p> <ul style="list-style-type: none"> • You will be sent to Mrs Miller or Miss Seanson • Your play / lunch times will be limited • Teacher will date chart & fill in behaviour log • Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day. • Dependent on the scenario, you could lose several intervals of 5 mins plus of golden time and get red warnings. E.g. you could lose 2nd intervals of 5 mins and get 2 red warning stickers. It could be 8. 	<ul style="list-style-type: none"> - refusal to do what an adult asks, - physical violence, - backchat, - inappropriate language directed at people. 	

If they go above and beyond expectations, they will move to silver and gold.

Rewards will be given for positive behaviour.

However, poor behaviour will mean they will move down the chart to orange, red or black.

Consequences for poor behaviour.

What will happen?	Examples of behaviour:	
GOLD is great! <ul style="list-style-type: none"> • Gold sticker to wear ☺ • Gold sticker in planner ☺ • Gold sticky dot on wall ☺ • After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly. 	GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.	
SILVER is super! <ul style="list-style-type: none"> • Silver sticker to wear ☺ • Silver sticker in planner ☺ • Silver sticky dot on wall ☺ • After 5 times on SILVER, you will get a GOLD. 	<ul style="list-style-type: none"> - Respectful at all times - Polite and courteous at all times. - e.g. holding doors open - Kind and caring at all times 	<ul style="list-style-type: none"> - Listening and engaging in learning - High standard of work - Persevering with tasks - Ready to learn - A positive attitude to school life
GREEN is good! EVERYONE STARTS on green every morning.	<ul style="list-style-type: none"> - Respectful - Effort (doing your best) - Polite - Kind - Listening well - Sitting properly 	<ul style="list-style-type: none"> - Producing a good standard of work - Ready to learn (planner, pencil, reading book, PE kit) - Correct uniform - Lining up sensibly - The right attitude to school life
ORANGE = 1st WARNING <ul style="list-style-type: none"> • Teacher will date chart • 5 oranges on separate days = 1 red (5 mins Golden Time lost). 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness 	<ul style="list-style-type: none"> - Being unkind - Moving when you shouldn't - Poor listening skills - Lack of effort/ focus - Incorrect uniform (not tucking shirt in, trainers, no tie) - Not lining up sensibly - A poor attitude to school life
RED = 2nd orange WARNING (in 1 day) <ul style="list-style-type: none"> • Teacher will date chart (& fill in behaviour log on computer) • RED sticker in planner • 5 mins golden time lost • 5 mins time out in another class • 5 mins make up the lost time at break/ lunch time. 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness - Moving when you shouldn't - Being unkind - Poor listening skills - Lack of effort/ focus - A poor attitude to school life 	<p><u>Each RED warning = RED sticker in your planner for parents to sign.</u></p> <p>1st = RED sticker in your planner for parents to sign</p> <p>2nd = RED sticker in your planner for parents to sign</p> <p>3rd = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</p> <p>4th = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</p> <p>5th = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. . Your play / lunch times will be limited. You will lose the end of term treat</p> <p>6th = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting</p>
BLACK <ul style="list-style-type: none"> • You will be sent to Mrs Miller or Miss Stanton • Your play / lunch times will be limited • Teacher will date chart & fill in behaviour log • Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day. • Depending on the scenario, you could lose several intervals of 5 minutes slots of golden time and get red warnings. E.g. you could lose 2nd intervals of 5 mins and get 2 red warning stickers. It could be 8. 	<ul style="list-style-type: none"> - refusal to do what an adult asks, - physical violence, - backchat, - inappropriate language directed at people. 	

What will happen?	Examples of behaviour:	
<p>GOLD is great!</p> <ul style="list-style-type: none"> • Head teacher sticker ☺ • After 5 consecutive GOLD weeks, you will get a certificate in assembly. 	<p>GOLD is consistently maintaining the following standards:</p> <ul style="list-style-type: none"> - Respectful at all times - Polite and courteous at all times - Kind and caring at all times 	<ul style="list-style-type: none"> - Listening and engaging in learning - High standard of work - Persevering with tasks - Ready to learn - An excellent attitude to school life
<p>SILVER is super!</p> <ul style="list-style-type: none"> • Silver sticker in planner ☺ • After 5 consecutive SILVER days, you will get a certificate in assembly. 	<ul style="list-style-type: none"> - Respectful at all times - Polite and courteous at all times. - e.g. holding doors open - Kind and caring at all times 	<ul style="list-style-type: none"> - Listening and engaging in learning - High standard of work - Persevering with tasks - Ready to learn - A positive attitude to school life
<p>GREEN is good!</p> <p>EVERYONE STARTS on green every morning (unless you are already on SILVER or GOLD)</p>	<ul style="list-style-type: none"> - Respectful - Effort (doing your best) - Polite - Kind - Listening well - Sitting properly 	<ul style="list-style-type: none"> - Producing a good standard of work - Ready to learn (planner, pencil, reading book, PE kit) - Correct uniform - Lining up sensibly - The right attitude to school life

ORANGE = 1st

WARNING

- Teacher will date chart

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc

- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness

- Being unkind
- Moving when you shouldn't
- Poor listening skills
- Lack of effort/ focus
- Incorrect uniform (not tucking shirt in, trainers, no tie)
- Not lining up sensibly
- A poor attitude to school life

RED = 2nd orange

WARNING

- Teacher will date chart & fill in behaviour log
- RED sticker in planner
- 5 mins golden time lost,
- 5 mins time out in another class
- 5 mins make up the lost time at break/ lunch time.

- Not ready to learn e.g. no planner, no pencil etc
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness
- Moving when you shouldn't
- Being unkind
- Poor listening skills
- Lack of effort/ focus
- A poor attitude to school life

Each RED warning = RED sticker in your planner for parents to sign.

1st = RED sticker in your planner for parents to sign

2nd = RED sticker in your planner for parents to sign

3rd = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.

4th = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.

5th = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. Your play / lunch times will be limited. You will lose the end of term treat

6th = a RED sticker will be put in the planner for parents to sign NM to call parents in for a meeting

BLACK

- You will be sent to Mrs Miller or Miss Stanton
- Your play / lunch times will be limited
- Teacher will date chart & fill in behaviour log
- Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.
- You will lose 3x of 5 minutes of golden time and get 3 red warnings, dependent on scenario.

- refusal to do what an adult asks,
- physical violence,
- backchat,
- inappropriate language directed at people.

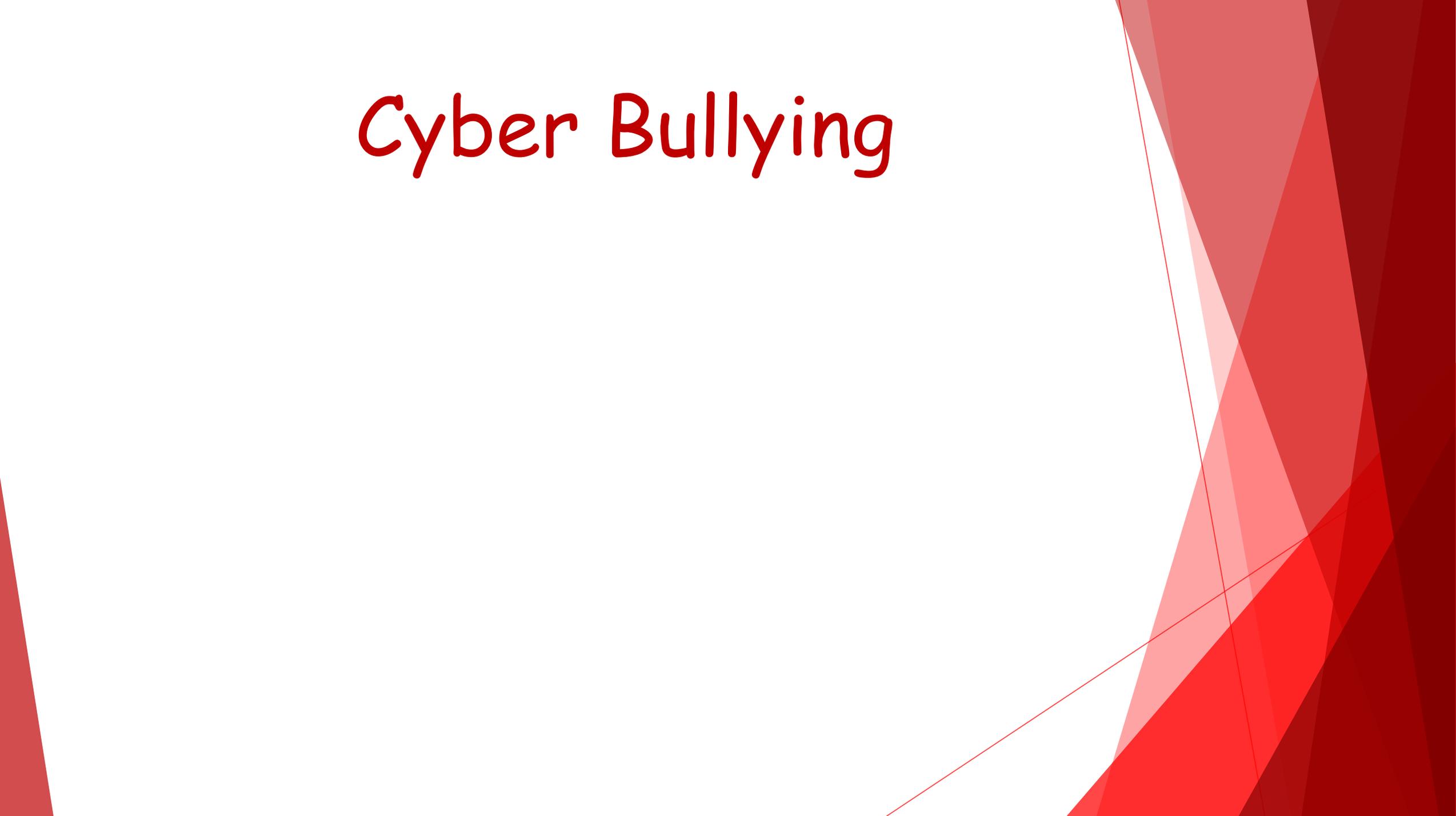
Behaviour chart

► Example

Super silver Sticker ☺	<ul style="list-style-type: none">- Respectful at all times- Polite and courteous at all times.<ul style="list-style-type: none">- e.g. holding doors open- Kind and caring at all times- Listening and engaging in learning- High standard of work- Persevering with tasks- Ready to learn- A positive attitude to school life
Green is good! EVERYONE STARTS on green every morning	<ul style="list-style-type: none">- Respectful- Effort (doing your best)- Polite- Kind- Listening well- Sitting properly- Producing a good standard of work- Ready to learn (planner, pencil, reading book, PE kit)- Correct uniform- Lining up sensibly- The right attitude to school life
Orange 1 st WARNING	<ul style="list-style-type: none">- Not ready to learn e.g. no planner, no pencil <u>etc</u>

STOP - anti bullying

Cyber Bullying

The background of the slide is white with abstract red geometric shapes on the right side. These shapes include overlapping triangles and polygons in various shades of red, from light pink to dark maroon. The shapes are layered, creating a sense of depth and movement. The overall aesthetic is clean and modern.

Finally...