

# Meet the Teacher Meeting

## Year 6



# Who is who?

Welcome to Year 6

The staff working in Year are:

- ▶ Teacher -Mrs Hill
- ▶ Teaching Assistant -Mrs Jones
- ▶ Covering PPA - Sports Coach - Steve

# School Rules

**At Nutgrove we are:**



**Nutgrove Methodist**  
Primary School

# School Rules

## Ready

Being ready means...

- We have good attendance
- We arrive on time
- We have equipment ready
- We show we are listening
- We follow instructions quickly
- We keep healthy – bodies and minds



# School Rules

## Respectful

Being respectful means...

- Use good manners
- Listen carefully to the teacher, visitor or friend who is talking
- Take care of equipment, resources and facilities
- Speak and treat everyone respectfully in school
- Embrace diversity



# School Rules

## Safe

Being safe means...

- Keep your hands and feet to yourself
- Follow the instructions of staff in school in relation to safety
- Act as a positive role model in the school corridors and classrooms
- Inform school staff of any concerns you have for your own safety or the safety of others.



# Habits for Learning



- At Nutgrove Methodist Primary School we are consistent, persistent and insistent on high expectations for all children. We use our Habits for Learning as our firm foundations for expectations for all.

**Habits for learning**

| Moving Around School                                                                                                                                                                                                                                                                                      | Showing Respect                                                                                                                                                                                                                                                          | Taking Pride                                                                                                                                                                                                                                                                               | Breaktime and Dinner Time                                                                                                                                                                                                                                                                                                                                                                                                                         | Positive Interactions                                                                                                                                                                                                    | Learning Time                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Walk on the left.<br>Move around quietly.<br>Look in the direction of travel.<br>Line up in single file.<br>Always accompanied by an adult when moving as a class.<br>Pupil at the front of the line holds the door open for the class.<br>Carry snacks to the playground instead of eating on corridors. | Pick items up from the floor.<br>Hold doors open.<br>Demonstrate good manners.<br>Say thank you.<br>Allow others to pass on corridors (give way).<br>Respond to the <b>Clap-Response</b> signal straight away.<br>Follow the 1-2-3 movement signals for all transitions. | Wear your uniform with pride.<br>Look after books and belongings.<br>Hang coat and bag on peg.<br>Store lunchboxes neatly in the correct tubs.<br>Resources away and chair under table before leaving the room.<br>Be a positive role model.<br>Take ownership of the Habits for Learning. | Line up quietly, in a single file line, facing forward when collecting lunch.<br>Collect your drink before you sit down at your table.<br>Eat quietly having conversations on your table.<br>Stay seated whilst eating until directed by an adult to move.<br>Tidy up your own plates. No food to be dropped on the floor.<br>Use reflection area quietly and respectfully.<br>Engage in games with playleaders.<br>Play in your designated zone. | Make eye contact with adults.<br>Say 'good morning' or 'good afternoon.'<br>Say 'please' and 'thank you' when asking for something.<br>Listen when others are speaking and wait your turn to respond.<br>Use kind words. | Sit up straight following correct seating position model.<br>Speak at appropriate volumes.<br>Raise your hand to show you would like to speak.<br>Have the same high expectations with all adults that teach you. |

## The expectation of pupils

**Habits for learning**

| Set the Expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Positive Interactions                                                                                                                                                                                                                                                                                                                             | Essential Routines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Resources                                                                                                                                                                                                                                           | Playground                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Environment                                                                                                                                                                                                                                                                                  | Pencil Grip, Positioning, Posture                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Notice and articulate positive behaviours, using a calm tone of voice.</li> <li>Model expectation of tidying up. Articulate, explain, encourage with a calm tone of voice.</li> <li>Have a presence in the corridor/around school.</li> <li>Address non-compliance discretely.</li> <li>Explicitly teach, model and practise expected behaviours.</li> <li>Teach from feet, so that movement around the room is routine.</li> </ul> | <ul style="list-style-type: none"> <li>Meet, Greet, Connect, Correct, Direct.</li> <li>Greet at the door at the start of every session.</li> <li>Hold doors open, say thank you.</li> <li>Provide clear and specific instructions.</li> <li>Thank pupils for their efforts.</li> <li>Clear communication channels for self regulation.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure pupils enter quickly and calmly.</li> <li>Gain attention quickly and calmly, using Clap-Response.</li> <li>Clear routines for transition points and movement around school.</li> <li>Notice and discretely deal with off task behaviour and reset.</li> <li>Consistently follow the school's Behaviour Policy.</li> <li>Praise in public, restore in private.</li> <li>Teacher leads the line and checks back so that all pupils are supervised.</li> </ul> | <ul style="list-style-type: none"> <li>Sharp pencils</li> <li>Resources prepared and ready before the start of the lesson.</li> <li>IT equipment charged up.</li> <li>All resources to be tidied away before pupils leave the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>Staff on duty engage with pupils in games and activities at all times. Ensure each zone is calm and pupils are engaging in appropriate play.</li> <li>Teachers accompany their class out onto playground and back inside</li> <li>Teacher always meets and greets their class at the door.</li> <li>2 whistles - 1 for stop, second for walk to line. Only blow second whistle once all children are still.</li> </ul> | <ul style="list-style-type: none"> <li>'The standard you walk past is the standard to accept.'</li> <li>Have an awareness and pride in environment.</li> <li>Tidy work spaces (including teacher).</li> <li>Cared for classroom (blinds, teacher desks, displays, prayer spaces).</li> </ul> | <ul style="list-style-type: none"> <li>Check for correct use of pencil grip</li> <li>Left-handed awareness for resources and seating position</li> <li>Teach deliberate seating posture</li> <li>TNT - Tummies Near Tables</li> </ul> |

## The expectation of all adults

**Habits for learning: Collective Worship**

| Set the Expectation                                                                                                                                                                                                                                                                                        | Positive Interactions                                                                                                                                                                                                                                                 | Essential Routines                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Resources                                                                                                                                                                                                                                                                                                                                                    | Additional Expectations and Routines During Worship                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Environment                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Notice and articulate positive behaviours.</li> <li>Model expectation of moving around school and entering and leaving the hall silently.</li> <li>Address non-compliance discretely.</li> <li>Explicitly teach, model and practise expected behaviours.</li> </ul> | <ul style="list-style-type: none"> <li>Remind the child at the front of the line to hold the door for the other children.</li> <li>Hold doors open, say thank you</li> <li>Provide clear and specific instructions</li> <li>Thank pupils for their efforts</li> </ul> | <ul style="list-style-type: none"> <li>Ensure pupils enter the hall quickly, calmly and promptly, ready for a 8:55am start. 10am on Wednesdays.</li> <li>Children walk in single file, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met.</li> <li>Uniforms are checked prior to leaving the classroom, ensuring children are wearing them with pride.</li> </ul> | <ul style="list-style-type: none"> <li>Y6 benches are set up prior to the children entering the hall.</li> <li>Worship leaders are in the hall promptly to play music and support setting out chairs for adults.</li> <li>The assembly is displayed on the board, worship table set up and music playing prior to the children entering the hall.</li> </ul> | <ul style="list-style-type: none"> <li>All staff in the hall to be pro-active in promoting positive behaviour from all children throughout worship and reminding children of the expectations. This may require moving to talk to children, rather than a 'look' from the side of the hall, as well as moving to sit with specific children who may need support.</li> <li>Staff to model appropriate behaviours during worship, e.g. quiet reflection during prayer time, actions when singing.</li> </ul> | <ul style="list-style-type: none"> <li>'The standard you walk past is the standard to accept.'</li> <li>Have an awareness and pride in environment.</li> <li>Tidy prayer space</li> <li>PE equipment returned neatly to PE cupboard</li> <li>Hall to be free of clutter and all resources stacked neatly or tidied away.</li> </ul> |

## The expectation of all adults

**Habits for learning: Playground**

| Set the Expectation                                                                                                                                                                                                                                                                                                                                                                                                                                          | Essential Routines - Start                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Essential Routines - end                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Additional Expectations and Routines                                                                                                                                                            | Environment                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Notice and articulate positive behaviours.</li> <li>Model expectation of moving around school and entering and leaving the playground calmly. Use the Pupil Habit for Learnings as a social story script to reinforce regularly.</li> <li>Address non-compliance discretely.</li> <li>Explicitly teach, model and practise expected behaviours.</li> <li>Remember 5 positive comments to every correction!</li> </ul> | <ul style="list-style-type: none"> <li>Ensure pupils enter the playground calmly and promptly, accompanied by an adult.</li> <li>Children walk in single file to the playground, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met</li> <li>Doors to be closed on entering and leaving playground.</li> <li>Children stay on footpaths and use the handrail when going up and down the stairs.</li> <li>They walk until they reach the main playground.</li> <li>Play in allocated zones.</li> <li>Staff on duty must wear Hi Vis vests and have whistles.</li> </ul> | <ul style="list-style-type: none"> <li>The whistle is blown for the first time. This should be loud and long (5-6 seconds) with the adult on duty standing in the middle of the playground so they are visible.</li> <li>The children stop and stand still in a relaxed position.</li> <li>A second whistle is blown and children line up in designated spaces walking purposely and quietly.</li> <li>Children walk in single file to the classrooms, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met.</li> <li>Uniforms are checked prior to leaving the playground, ensuring children are wearing them with pride.</li> <li>Follow expectations for moving round school.</li> <li>It is vital that staff arrive promptly on the playground.</li> </ul> | <ul style="list-style-type: none"> <li>Don't walk on walls or outdoor furniture.</li> <li>No climbing.</li> <li>Go to toilet before or after dinner and during transition time only.</li> </ul> | <ul style="list-style-type: none"> <li>Play equipment for each zone must be returned the children accessing the zone. Play leaders to ensure all equipment is neatly returned to storage.</li> <li>Playground to be free of litter and children encouraged to use litter pickers to remove any rubbish.</li> </ul> |

## The expectation of all adults

# Rewards

- ▶ Dojo points to gain certificates and prizes for 50, 100, 150, 200, 250, 300 and wear own clothes
- ▶ Christian Values Champion Award
- ▶ Star of the Week Award - curriculum based
- ▶ Prayer Bear
- ▶ The Golden Broom Award
- ▶ Kindness Award - Mrs Taylor award
- ▶ Reader of the week for reading x4 or more weekly
- ▶ Class attendance award - highest wins extra break
- ▶ Class with best punctuality and least lates- wins Golden Time
- ▶ Positive praise
- ▶ Stickers
- ▶ Showing work to leaders



# Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.



Behaviour



Rules



# Attendance and Punctuality



We want all our children to attend like stars- be in everyday and on time.

We believe that children must 'Attend to Achieve' - excellent attendance has a direct impact on attainment.

# Parental Role in Attendance

- ▶ The parental role in ensuring children attend school daily is key, and as such, we expect parents to fulfil their legal responsibility to ensure their child has good time keeping and attendance.
- ▶ **This means your child must attend, on time, every day that the school is open**, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence, in advance, from school. When children cannot attend school, we expect parents to report the absence as soon as possible and no later than 9am which is when registration closes to the school office.

# Attendance and Punctuality Rewards



Each term we will be holding termly 100% awards.

A child may not receive the award every term but hopefully they can get 1 or 2.

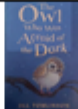
Autumn's reward is a chocolate treat party in December!



Weekly Awards:

Class attendance award - highest wins extra break

Class with best punctuality and least lates- wins Golden Time

- | <p><b>Nutgrove Methodist Primary School – Year 1 Long Term Plan</b></p> <p><i>For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11</i></p> <p><b>'My Best, Always, Everywhere'</b></p> |                                                                                                                                |                                                                                                                              |                                                                                                                                                   |                                                                                                                                   |                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn Term                                                                                                                                                                                                                                                                             |                                                                                                                                | Spring Term                                                                                                                  |                                                                                                                                                   | Summer Term                                                                                                                       |                                                                                                                                                         |
| English - Writing                                                                                                                                                                                                                                                                       |                                                                                                                                |                                                                                                                              |                                                                                                                                                   |                                                                                                                                   |                                                                                                                                                         |
| Core Text:                                                                                                                                                                                                                                                                              | Core Text:                                                                                                                     | Core Text:                                                                                                                   | Core Text:                                                                                                                                        | Core Text:                                                                                                                        | Core Text:                                                                                                                                              |
|  <p>Jack and the Beanstalk</p> <p>Mara Alperin</p>                                                                                                                                                     |  <p>The Snowman</p> <p>Raymond Briggs</p>     |  <p>Little Red</p> <p>Bethan Woolvin</p>    |  <p>Vlad and the Great Fire of London</p> <p>Kate Cunningham</p> |  <p>Dogger</p> <p>Shirley Hughes</p>            |  <p>Lost and Found</p> <p>Oliver Jeffers</p>                         |
| Poetry                                                                                                                                                                                                                                                                                  |                                                                                                                                |                                                                                                                              |                                                                                                                                                   |                                                                                                                                   |                                                                                                                                                         |
| <p><b>Poem/rhyme:</b></p> <p><i>The Highway Rat</i></p> <p>(Julia Donaldson)</p> <p><i>Perform</i></p>                                                                                                                                                                                  |                                                                                                                                | <p><b>Poem/rhyme:</b></p> <p>Little bit of food (Joseph Coelho)</p>                                                          |                                                                                                                                                   | <p><b>Poem/rhyme:</b></p> <p>Revoltin' Rhymes <b>Rosaid Dahl</b> (week 1 summer term 1)</p>                                       |                                                                                                                                                         |
| Reading                                                                                                                                                                                                                                                                                 |                                                                                                                                |                                                                                                                              |                                                                                                                                                   |                                                                                                                                   |                                                                                                                                                         |
| Reading Comprehension                                                                                                                                                                                                                                                                   | Reading Comprehension                                                                                                          | Reading Comprehension                                                                                                        | Reading Comprehension                                                                                                                             | Reading Comprehension                                                                                                             | Reading Comprehension                                                                                                                                   |
| Fiction                                                                                                                                                                                                                                                                                 | Fiction                                                                                                                        | Fiction                                                                                                                      | Fiction                                                                                                                                           | Fiction                                                                                                                           | Fiction                                                                                                                                                 |
|  <p>Paddington</p> <p>Michael Bond</p>                                                                                                                                                               |  <p>Rabbit and Bear</p> <p>Julian Gough</p> |  <p>Hotel Flamingo</p> <p>Alex Milway</p> |  <p>The Owl who was Afraid of the Dark</p> <p>JW Taminson</p>  |  <p>Amazing Grace</p> <p>Mary Hoffman (p)</p> |  <p>The Sea Saw Tam Percival (p)</p> <p>(Make links to Dogger)</p> |

| Mathematics                                                                                                                                                |                                                                                                                                                                                        |                                                                                                                                                                                |                                                                                                                                                                                                              | Science                                                                                                                                                                                                                          |                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NPV: Place Value (WK 1-2)</b><br><br>M: Length and Mass (WK 3)<br><br><b>AS/NF: Addition and Subtraction (WK 4-5)</b><br><br>G: 2D and 3D Shapes (WK 6) | <b>NF: Sequencing and Sorting (WK 1)</b><br><br><b>F: Fractions (WK 2)</b><br><br>M: Capacity and Volume (WK 3)<br><br>M: Money (WK 4)<br><br>M: Time (WK 5)<br><br>Consolidation Week | <b>NPV: Place Value (WK 1)</b><br><br>M: Length and Mass (WK 2)<br><br>G: 2D and 3D Shape (WK 3)<br><br>M: Money (WK 4)<br><br><b>MD: Multiplication and Division (WK 5-6)</b> | <b>M: Length and Mass (WK 1)</b><br><br><b>AS: Addition and Subtraction (WK 2)</b><br><br><b>F: Fractions (WK 3)</b><br><br>G: Position and Direction (WK 4)<br><br>M: Time (WK 5)<br><br>Consolidation Week | <b>NPV: Place Value (WK 1)</b><br><br><b>AS: Addition and Subtraction (WK 2)</b><br><br>M: Capacity and Volume (WK 3)<br><br><b>F: Fractions (WK 4)</b><br><br>G: Position and Direction (WK 5)<br><br>G: 2D and 3D Shape (WK 6) | <b>M: Time (WK 1)</b><br><br><b>MD: Multiplication and Division (WK 2)</b><br><br>S: Statistics (WK 3)<br><br>M: Measurement (WK 4)<br><br><b>NF: Sequencing and Sorting (WK 5)</b><br><br>Consolidation Week |
| Seasonal Changes                                                                                                                                           | Everyday Materials                                                                                                                                                                     | Animals including humans                                                                                                                                                       |                                                                                                                                                                                                              | Plants                                                                                                                                                                                                                           |                                                                                                                                                                                                               |

# Homework Expectations



## ▶ Reading



- Expectation that children read their reading book and parents sign reading records x3 a week.
- Those that read 4 times a week will be entered into a weekly prize draw to win a book.

## ▪ Y2-Y6 Times Tables

- TT Rock Stars play as much as possible. Garage is specified times tables set by class teachers.
- Log ins in reading records.

## ▶ Spellings

- Your child will be set a minimum 10 spellings weekly on a Friday for a test the following week in class on a Friday. These will be given on Class dojo and a quiz set up on Purple Mash.
- Children need to practise spellings in any format that aids them, e.g. orally, writing down and complete the quiz on purple mash.

# School uniform

## Uniform Requirements

### School Uniform (all items to be clearly named)

- ▶ Charcoal grey skirt, culottes or trousers
- ▶ Light blue polo shirt either with or without school logo or light blue shirt with tie
- ▶ Royal blue school cardigan or sweatshirt either plain or with school logo
- ▶ White or grey socks and white or grey tights
- ▶ Plain black shoes (no heels) or plain black trainers (not astroturf trainers or football-style footwear *or any visible labels*)



# School uniform

## PE Uniform- whole school

- ▶ Indoor PE (all items to be clearly named)
- ▶ Black pumps/trainers (not astroturf trainers or football-style footwear)
- ▶ Yellow T-shirt with school logo or plain
- ▶ Shorts or leggings/jogging bottoms- plain black or royal blue

## Games/Outdoor PE (all items to be clearly named)

- ▶ Black pumps/trainers (not astroturf trainers or football-style footwear)
- ▶ Yellow T-shirt with school logo or plain
- ▶ Shorts or leggings/jogging bottoms- plain black or royal blue
- ▶ Winter (colder weather) PE Kit compulsory: Royal blue (logo or plain) hoodie/sweatshirt and black or royal blue plain jogging bottoms or leggings with yellow T-shirt with school logo or plain

## Swimming Kit - (all items to be clearly named)

- ▶ Boys - swimming trunk or fitted shorts (not baggy)
- ▶ Girls - swimsuit (no bikinis)
- ▶ Swimming hats are not compulsory.

## Jewellery

- ▶ Small stud earrings are permitted but **MUST** be removed on PE days before they come to school. If children come to school with earrings on PE days, the children will be asked to remove them and store them in their bags. We cannot accept any responsibility for lost earrings. No other jewellery is permitted but children can wear a watch (not smartwatches).
- ▶ If they can not remove them themselves, they can not take part in PE.



# PE days

PE days are Thursday (swimming) and Friday until October half term



# Healthy Schools



At Nutgrove, we encourage our children to make positive food choices early on in order that they develop positive attitudes for life. As part of this, we talk about healthy eating regularly in class through the Science and RSHE curriculum and how food can help or hinder us being 'Ready' for our learning. We acknowledge the important connection between a healthy diet and a pupil's ability to learn effectively and achieve high standards in school.

To clarify our rules for packed lunches, they can include anything so long as there are no:

- Fizzy drinks
- Sweets and chocolate bars

Please note that:

- Cakes and biscuits are allowed – but only one of these per day.
- Crisps should be limited across the week to support a healthy balance
- Fruit and vegetables should be encouraged wherever possible.



We have shared the motto, '**No chocolate or sweets – save these as a special treat!**' with the children. If sweets or chocolate are packed, staff will ask pupils to leave them unopened and either speak to the parents concerned or send a note home in the child's lunchbox as these are not allowed.

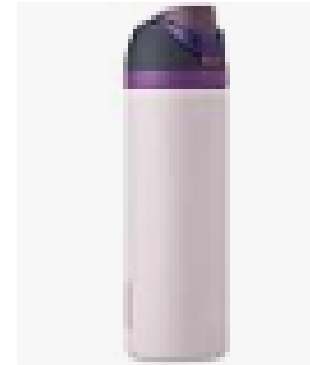
**Order dinners before school at home. This ensures you and your child know what they are eating and they like it. Ensure no missed learning time.**

# Healthy Schools - Water Bottles



Children need their own filled water bottle each day which needs to be taken home every day, to be cleaned and filled with fresh water only, daily. If your child has a medical condition which makes impacts this, please speak to us as we will listen.

Thank you for your continued support in helping the children make healthy choices.



# Healthy Schools - Snacks for break time

We want to keep our children as healthy as possible so the following snacks can be sent in for breaktime:

- Fruit
  - Vegetables
  - Yogurts
  - Bread sticks
  - Croissants
  - Humous
  - Cereal bars – containing NO nuts please
- Crackers
  - Raisins
  - Dried fruit

The following snacks are not allowed:

- Sweets
- Chocolate bars
- Cakes
- Biscuits
- Crisps



# Nutgrove is nut free!

A reminder to all parents and carers that **we are a nut-free school.**

Some children have serious nut allergies, and even contact with or being near nut products can cause a severe allergic reaction.

Please ensure that **all food brought into school**, including packed lunches, snacks and birthday cakes, is **completely nut-free.**

Thank you for helping us keep everyone in our school community



# Medication



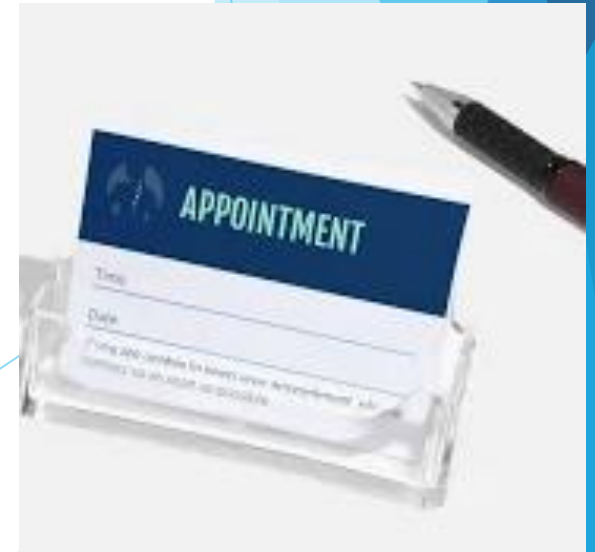
- ▶ Please can all medication be brought into school and signed into the office with a medical form completed including inhalers.
- ▶ All medication, including inhalers, need to be in the prescribed box showing the child's name.



# Medical appointments



- ▶ Please can all appointment cards/text/letter be shown to the School Office via in person or email.
- ▶ Please give as much notice as possible - thank you



# Ways to communicate

- Face to face communication is key.
- Please speak to us at the end of the school day, once children have all been dismissed.
- Staff will be on the gate each morning and after school.
- Class Dojo - this is for us to communicate information to you and will not be monitoring for messages.
- Book an appointment via school office.
- Instagram
- Newsletters and EWT resources are put on our school website each Friday

Any questions?

Thank you for coming.

We are excited for the year ahead together  
filled with learning and making new  
memories.