

WELCOME TO 5M



Name: **Sarah Munday**

Describe yourself in 3 words - **Optimistic, patient and... forgetful!**

What are you most excited about this year? - **Getting to know a whole new class; reading some of my favourite class novels and organising a residential!**

What is your favourite children's story? - **Winnie the Pooh.**

What do you enjoy doing in your spare time? - **I love spending time with my husband and dog (not necessarily in that order!), reading, crocheting, riding my bike and playing board/card games.**

OUR DAILY ROUTINE

Returning to school this year has been as busy as usual, getting used to our routines and expectations. Here are some key points:

- Children spend the majority of their days in their own classroom with the same people. Children have designated seats for most lessons.
- Year groups are all doing the same sequence of lessons each day, however some may be alternated (particularly in the afternoons) if, for example, resources need to be shared.
- Children are asked to bring minimal things in from home apart from a water bottle, lunch, a coat, planners/reading books and outdoor PE kit (in case they want a jacket or something over the kit they are wearing in colder seasons). Pencil cases are fine as long as they fit into trays (and don't become a distraction!)
- We follow a 'keep left' system when moving around school and have six Carr Behaviour Routines, one of which is focused on each half term.



LET'S GO!

WEEKLY TIMETABLE



5M Timetable 2024 - 2025

	8:45 - 9:00	9:00-10:00	10:00 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00 - 12:15	12:15 - 1:05	1:05 - 1:20	1:20 - 1:25	1:15 - 3:15		
Monday	Spelling / Entry Book Maths	MATHS	READING (10:00 - 10:30) SPELLINGS (10:30 - 10:45)	Break	ENGLISH	CLASS NOVEL	Lunch	Assembly	Times tables	PSHE	PE	
Tuesday	Spelling / Entry Book Maths	MATHS	READING	Break	ENGLISH	CLASS NOVEL	Lunch	Assembly	Times tables	COMPUTING	FRENCH	
Wednesday	Spelling / Entry Book Maths	MATHS	READING	Break	ENGLISH	CLASS NOVEL	Lunch	Singing Assembly	Times tables	BIG IDEA OR SCIENCE		
Thursday	Spelling / Entry Book Maths	MATHS	ENGLISH	Break	MUSIC	ENGLISH	CLASS NOVEL	Lunch	Assembly	Times tables	READING	BIG IDEA OR SCIENCE
Friday	Spelling / Entry Book Maths	VIP ASSEMBLY MATHS (9:30 - 10:15)	READING (10:15 - 10:45)	Break	ENGLISH	CLASS NOVEL	Lunch	Times tables	BIG IDEA OR SCIENCE		PE	

All lessons will take place in class groups but some children may need to move to where there is support.

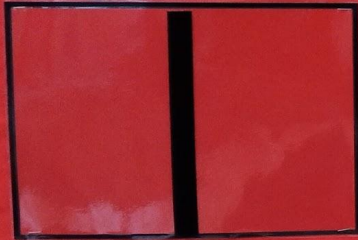
BEHAVIOUR

Marking someone, hurting others or the environment.
Aggressive physical contact (e.g. hitting, pushing or kicking).
Verbal aggression (e.g. intimidation or swearing).
Racism, homophobic or sexist language.
Stepping on another teacher or stepping on adults from doing their job.
Persistent Amber behaviour may also lead to Red behaviour.

I may **blame** to go to a safe place.
I need to reflect on behaviour choices and boundaries.
The adults who look after me will be informed about my behaviour.




RED
UNACCEPTABLE BEHAVIOUR



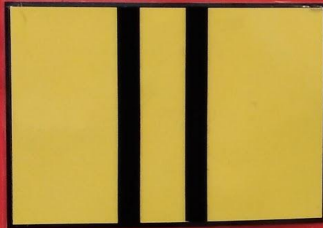
I am not showing respect and tolerance that others deserve.
I have disrupted other children from learning.
I am not working as hard as my teacher expects.
I am not thinking about how my actions affect other people's feelings.
I am not making kind and constructive contributions.
I am not following the classroom rules.
My behaviour choices are unsafe.

My name will be placed on Amber.
I will think about how to improve my behaviour, and how things around me can look and Evergreen.

I will reflect on my behaviour and have the opportunity to put things right.
I may be asked to talk to an adult about my behaviour.
My teacher may decide that my Amber behaviour is deserving of a sanction.



AMBER
TIME TO TURN IT AROUND



I follow the classroom rules.
I produce work that I am proud of.
I always make kind and constructive contributions.
I am always a quality and positive member of the school.
I demonstrate my 'right' attitude and the moral environment.
I am always respectful of others.
I always take responsibility for my actions.

I will reflect on Evergreen choices and my progress.
I will be entered for the Evergreen display prize.
I will be happy to make others' choices proud.
I will make others proud and happy and proud.



EVERGREEN
#CarrStars



I follow the classroom rules.
I produce work that I am proud of.
I always make kind and constructive contributions.
I am always a quality and positive member of the school.
I demonstrate my 'right' attitude and the moral environment.
I am always respectful of others.
I always take responsibility for my actions.

I will reflect on Evergreen choices and my progress.
I will be entered for the Evergreen display prize.
I will be happy to make others' choices proud.
I will make others proud and happy and proud.



GOLD
#TimeToShine



BEHAVIOUR



CARR JUNIOR
SCHOOL
Aim High, Shine Bright!

I have made an adult proud of me by
doing something special.

I have represented school in a positive
way.



I will receive a gold behaviour postcard.

I will make my friends, family and myself
proud.

I will be mentioned in the school
newsletter.

I will receive a mention in achievement
assembly.

GOLD

#TimeToShine

BEHAVIOUR

I follow the classroom code.

I produce work that I am proud of.

I always make kind and considerate contributions.

I am always a polite and positive member of the school.

I show respect for myself, others and the shared environment.

I am always tolerant of others.

I always take responsibility for my actions.



CARR JUNIOR
SCHOOL
Aim High, Shine Bright

I will receive an Evergreen stamp in my planner.

I will be entered for the Evergreen Raffle.

I will be helping to make school a happy place.

I will make others around me happy and proud.



EVERGREEN

#CarrStars

BEHAVIOUR

I am not showing respect and tolerance that others deserve.

I have stopped other children from learning.

I am not working as hard as my teacher expects.

I am not thinking about how my actions affect other people's feelings.

I am not making kind and considerate contributions.

I am not following the classroom code.

My behaviour choices are unsafe.



My name will be placed on Amber and I will think about how to improve my behaviour, and turn things around to get back onto Evergreen.

I will reflect on my behaviour and have the opportunity to put things right.

I may be asked to talk to an adult about my behaviour.

My teacher may decide that my Amber behaviour is deserving of a sanction.



AMBER

TIME TO TURN IT AROUND

BEHAVIOUR

Hurting ourselves, hurting others or the environment.



Aggressive physical contact (e.g. kicking, pushing or hitting).

Verbal aggression (e.g. intimidation or swearing).

Racist, homophobic or sexist language.

Stopping my teacher teaching or stopping an adult from doing their job.

Persistent Amber behaviour may also lead to Red behaviour.



I may have to go to a safe place.

I need to reflect on behaviour choices over lunchtime.

The adults who look after me will be informed about my behaviour.

RED

UNACCEPTABLE BEHAVIOUR

THE THREE CARR RULES

The Three Carr Rules



Be Ready



- We arrive on time every day and ensure we are not late for lessons
- We have remembered what we need for each task
- We demonstrate positive body language and maintain eye contact
- We are ready to learn, we stay focused and work to the best of our ability
- We respond quickly and positively when given an instruction

**Aim High,
Shine Bright**



Be Respectful



- We are polite and show respect for all members of the school community
- We are tolerant of others and we celebrate our differences
- We listen carefully when the teacher or another person is talking, making sure we do not disrupt the lesson
- We always do as we are told by all our staff - first time, every time
- We treat our resources and the school environment with care and respect
- We remain in our seats unless we have permission to move
- We wait for the right time to speak in lessons and don't interrupt others

Be Safe



- We move carefully and around the school, keeping our hands to ourselves
- We follow our keep to the left system to make sure we all feel safe
- We intervene when something isn't right and try to support those who might be vulnerable
- We know that verbal and physical aggression is not tolerated
- We only use permitted areas in school and ensure we are at the right place at the right time
- We know that safe adults in school will be wearing a lanyard

LUNCH AND BREAK TIMES

At breaktime children may bring a snack to eat. It could be:

- Fruit
- Cereal bar (nut free)
- Fruit winders / yoyos or something similar
- Yoghurt coated raisins or fruit pieces

Snack Stop is also available which now stocks lots of the above items. Snack Stop is 30p.

We are a nut free school so please ensure that lunch items and snacks are nut free (sorry, no Nutella!)

Parents are required to book their child's lunch in advance each week via School Grid but their teacher will double check each day that they have a lunch. The office will then be informed and will deal with any discrepancies.

Children can move between playgrounds at lunchtime allowing them to socialise with their siblings and children from across school. There are lots of activities to choose from at lunchtime such as lego, colouring, football, TTRockstars club, common room etc.

As well as structured activities for the children to take part in at lunchtimes, there is also a range of equipment that they can use.



CURRICULUM

Our curriculum is delivered through our 'Big Ideas'. These are whole school, cross-curricular topics that aim to inspire and excite children about new learning. The children go on a learning journey from launch to landing. This half term's 'Big Idea' is called Agents for Change!

Each Big Idea begins with a launch day or project where we experience a range of activities. This term we will be creating some Australian-inspired artwork linked to key environmental issues for that region. We will then explore the Big Idea in Year groups, and in Year 5 we will be learning about 'The Land Down Under.'

Our Big Idea will end with a landing event that will take place around October half term.



READING



Everyday, children's planners are checked to see if they have read the day before. Planners need to be signed by an adult in order for children to move up the class reading chart. The expectation across school is that all children will read at least 3 times a week. If they do not read at home, they will have to spend some time reading in their own time in school.

As a reading reward and incentive, every half term class teachers will add up how many times children have read and children who have read over a given number of times will be entered into a prize draw.

The exact number required will be confirmed in due course once all children in school have a dedicated reading book. The lucky winners will be rewarded with brand new books of their choice!

As in previous years, we will continue with our class novels, which will be read to the children for fifteen minutes every day. Our first one is 'Goldfish Boy' by Lisa Thompson.

HOMWORK

Reading at least 3 times per week!

Spellings will be set weekly (stuck in planners) and assigned on Spelling Shed.

TTRockstars to support learning their tables.



HOW TO GET INVOLVED

Follow us on X (Twitter to most of us still!) @CarrJuniorYork - best place to see what we get up to and for the latest news!

See Weekly Newsletter which is emailed out on a Friday.

Visit our Carr Junior School website.

Join us for VIP Learner Assembly each Friday.

Attend of Landing Events at the end of each Big Idea.

Become a reading volunteer by speaking to a member of staff..

