



Welcome to Year 6

Year 6 Team

- Miss Mehdi– Class Teacher
- Mrs Machingauta (Deputy Head Teacher teaches the class every Wednesday)
- Ms Dear – Learning Support Assistant

School Uniform and PE Kit

School Uniform

Please make sure your child is wearing the correct school uniform every day. **All uniform must be named.** If earrings are worn, because your child has recently been pierced, then they should be covered by tape. Otherwise no earrings should be worn. Long hair should be tied back neatly.

PE

Please make sure your child comes into school prepared each day. **PE will take place on Wednesday and Thursday.** Please ensure your child has the correct PE kit in school on those days.

If your child cannot take part for a particular medical reason, then please make sure you write a note for the teacher.

Indoor P.E

Black plimsolls

White T- shirt

Black shorts/ Black jogging bottoms (trousers/leggings)

Outdoor P.E

Trainers (any colour)

Black jogging bottoms (trousers/leggings)

White T-shirt

Black sweatshirt or jumper (no zips or hoods)

Reading

- ▶ Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.
- ▶ Daily reading is vital!
- ▶ Listen to your child read every day or ask them about the books that they are currently reading and sign their planner to confirm. Until they get to Orange level they need to read the book twice to gain fluency in their reading.
- ▶ Initially your child will have their book changed on Monday, Wednesday and Friday when they have read it twice at home. Once they reach orange level they will receive a fiction and a non-fiction book every Monday when they have read their books at home.
- ▶ Enjoy sharing Library books with your child, they will visit the school library once a week and you can pre-order books from home.

Myon

- This is a virtual library of books that your child has access to.
- <https://www.myon.co.uk/login/>
- The children can read the books or listen to the books being read to them.
- You can listen to books/stories together.
- A Myon project will be set every holiday to introduce your child to their next topic. We will also set a project for them to do each half term to support their learning at school.
- AR quizzes - When your child reaches Orange level they will be able to do quizzes that support their understanding of the books they are reading.
- Completing these quizzes regularly will help your child to make progress.

Planners

Reading books and Planners (Reading Records)

These should be in a school book bag and brought into school **every day**. Planners will be checked daily and reading books, changed weekly or as necessary. Please make sure you record any reading your child does at home in their Planner, otherwise their books will not be changed. The expectation is that your child will read to an adult at home every day. These Planners will also act as a home school diary, however **if there is something immediate that I should know, then please inform me before school.**

In addition to their reading book, your child will also have the opportunity to visit the school library for extra reading books that interest. Each child also has access to MYON, which is an online library, with hundreds of books for your child to choose from. They can also share these books with you at home.

Homework

Set each Friday and due on Wednesdays

- All children are expected to complete the weekly assigned work on Maths Whizz.
- Children should be reading daily. In KS2, a minimum of 20-25 minutes each time is recommended. Planners will be checked daily.
- All children have a Times Tables Rockstars accounts and we expect them to practise their multiplication facts daily.
- All children are expected to complete the weekly comprehension task and weekly grammar task. This is to be completed in homework books.
- Additionally, the children will be tested on their spellings each Thursday. New spellings will be sent out in homework books each Friday. They should also write 10 sentences using their weekly spellings. This helps them to understand the meaning of the words and how to use them in context.

Behaviour Policy

Hannah Ball School's Rules

We all have a shared responsibility to manage the behaviour of our pupils by promoting and modelling appropriate behaviour as well as ensuring that a consistent approach is taken by the whole school community. We do this by following three very simple rules:

Ready
Respectful
Safe

We want our learners to be **ready** to learn, to be **respectful** of each and to feel **safe**.

General Principals

Positivity is at the heart of behaviour management and here are the approaches that underpin this policy:

- All staff notice and praise good behaviour
- Use positive reinforcement – praise the behaviours you want to see
- Use specific and targeted feedback to encourage and model
- All staff praise and reward behaviour that goes 'above and beyond'
- All staff model respect, kindness, politeness and consideration for children and for each other
- Staff share with pupils and each other, positive comments from people outside of school
- All staff will share positive comments about children with each other
- There should be consistent use of positive reinforcement 'I am pleased to see....working quietly', 'I have noticed...ready to learn'.

Rewards

- **Verbal Praise** for following guidelines, golden rules, effort and achievement
- **House points** issued for academic work, good contributions, teamwork, contribution to the school community and upholding the school values.
- **Star of the Week award** for academic achievement, when a child has achieved a target or outstanding learning/progress and the teacher would like this communicated home
- **Head Teacher Award (Celebration Assembly)** given for outstanding progress, effort or behaviour
- **Star of the term** Two children from each class are chosen for consistently good behaviour each term
- **Headteacher's tea party**

Consequences

- Staff will apologise when they have made a mistake
- All staff respond to poor behaviour in a deliberately calm way – staff will correct all poor behaviour in private
- Consequences – the immediacy is more powerful than the weight of the consequence
- Consequences – 3 minutes (EYFS/KS1) – 5 minutes (KS2) which is used as a restorative meeting
- Consequences - for serious incidents an investigation needs to be completed as soon as possible, logged onto CPOMS and a member of SLT alerted
- If children are sent to the head or deputy headteacher, or any other member of staff, they will undertake a restorative meeting which will take place alongside the member of staff

Autumn 1 Curriculum Overview

English

Key Text: The Hero Twins against the Lord of Death

Writing Outcomes: Narrative (fiction)

Pupils will be taught to:

- Describe settings, characters and atmosphere using expanded noun phrases and relative clauses.
- Use dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use the full range of punctuation including brackets, dashes or commas to indicate parenthesis.

Reading Outcomes:

French

Music



Year 6 Autumn 1 Curriculum Topic Overview

Hola Mexico

Memorable Experience

Hobgoblin Mayans drama Workshop

Computing

Online safety

Maths

Number & Place Value, Addition & Subtraction, Multiplication & Division

Pupils will 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 addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Solve problems involving addition, subtraction, multiplication and division.
- Divide numbers up to 4 digits by a 2-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 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- 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.
- Identify common factors, common multiples and prime numbers.
- Solve number and practical problems that involve all of the above.

History & Geography

History:

- Mayan civilization c. AD 900 contrasted with British History.

Geography:

- Cocoa growing and Fairtrade

DT

Pupils will be making Mayan Artefacts including masks.

Religious Education

Religion-Islam

Theme: Beliefs and Practices

Key Question: What is the best way for a Muslim to show commitment to God?

PSHRE (Personal, Social, Health, Relationships and Economic Education) -Being Me in my World

In this unit pupils will be taught to:

- Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.
- Show empathy with people in situations where their difference is a source of conflict.
- Manage their feelings and ways of standing up for themselves in real and online situations.

PE

- Real PE Scheme.
- Tag Rugby and Team games

Science

Light

Pupils will be learning to:

- Recognise that light appears to travel in straight lines.
- Explain how we see objects.
- Explain why shadows have the same shape as the objects that cast them.

Thank You

Thank you for attending and we look forward to getting to know you all!

