



to Year 6



Any pupil specific questions should be answered at another time with the class teachers

Meet the Team

► Ash

Mrs Corbett

(Upper Key Stage 2 lead)

► Aspen

Mrs Joyce

► Hawthorn

Mrs Timms

Mrs Fox

Mr Holloway

Mrs Adams (PE)

Mrs Richards (music)

Mrs Reeves (French)

Mrs Thompsett

Mrs Stanley

Inclusion team

- Miss Husband - Inclusion Manager (SENCO)
- Mrs Adams - Assistant Headteacher
- Mrs Stone - Pastoral support
- Miss Bowen

Writing

- ▶ Cursive
- ▶ Using blue handwriting pen (not biro) and purple pen to edit
- ▶ Spelling is critical and we will be sending out homework each week.
- ▶ Please support your child's spelling practice at home.
- ▶ The children will be tested termly.
- ▶ After SATS writing remains an important focus for the children and us

Grammar and punctuation

- ▶ We have supplied a GPS glossary which is available on our website under the resources tab and on the Year 6 page.
- ▶ [The national curriculum in England - Glossary](#)

Term	Guidance	Example
active voice	An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u>).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>

Reading

- ▶ Two book approach: Read Aloud book and Personal Choice book
- ▶ Read aloud books - changed when an adult has heard the whole book read aloud.
- ▶ Focus on fluency, developing vocabulary and then comprehension.
- ▶ Fluency: Children must be able to read 90-95% of the words on a page.

Star books

- ▶ Star Books - 24 high quality books recommended by us.
- ▶ Certificates are awarded for reading these:
Bronze = 5 Books Silver = 10 Books Gold = 15 books
- ▶ You can read Star Books and library books to your children.



Maths - Fluency

Why is automatic recall of number facts so important for your child?

- ▶ It builds strong foundations in maths, allowing them to solve more complex problems with greater ease.
- ▶ It boosts confidence and reduces anxiety, increasing their engagement in maths.
- ▶ Knowing number facts frees up mental energy for more advanced problem solving, making learning more efficient.
- ▶ Improves performance in maths assessments, leading to overall academic success and a positive attitude to learning.
- ▶ Children will continue to complete weekly times tables tests in school and as homework

Maths

Please help your children to learn relevant number facts at home. They should learn the number facts so that they can recall them automatically, along with their fact families.

A year 3 example

$$5 \times 4 = 20$$

$$4 \times 5 = 20$$

$$20 \div 5 = 4$$

$$20 \div 4 = 5$$

Year 6 focus is on consolidation of mental methods using known facts. Maths homework is key to this.

Children without times table fluency will struggle to meet the end of KS2 expectations in their SATS tests.

A year 6 example

Fractions	Decimals	Percentages
1	1	100%
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	0.33	33.3%
$\frac{2}{3}$	0.6	66.6%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.2	20%
$\frac{2}{5}$	0.4	40%
$\frac{3}{5}$	0.6	60%
$\frac{4}{5}$	0.8	80%

P.E

- ▶ P.E. is on Tuesday and Wednesday
- ▶ P.E. kit should be worn every P.E day
- ▶ It is an important curriculum subject
- ▶ In winter, please provide jogging trousers, a hoodie and a hat - unless the rain is torrential or the playground too icy we WILL be outside!
- ▶ Earrings - not allowed. Take out before they come to school please.

P.E. UNIFORM

- P.E T-shirt - house colour (plain T-shirt, house logo optional)
- P.E shorts and/or jogging trousers (dark blue or black)
- P.E hoodie (royal blue with school logo)
- Trainers for P.E days (black)



Relationships, Sex & Health Education (RSHE) From September 2020

Information for parents and carers (Jigsaw 3-11)

Welcome!

V2.2 April 2020 JL

Not for redistribution or publishing online





September 2020 onwards in Primary Schools (England)

After September 2020,

Legally:

1. Schools MUST teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are compulsory

Plus...

a 'recommendation' that all schools have a Sex Education Programme

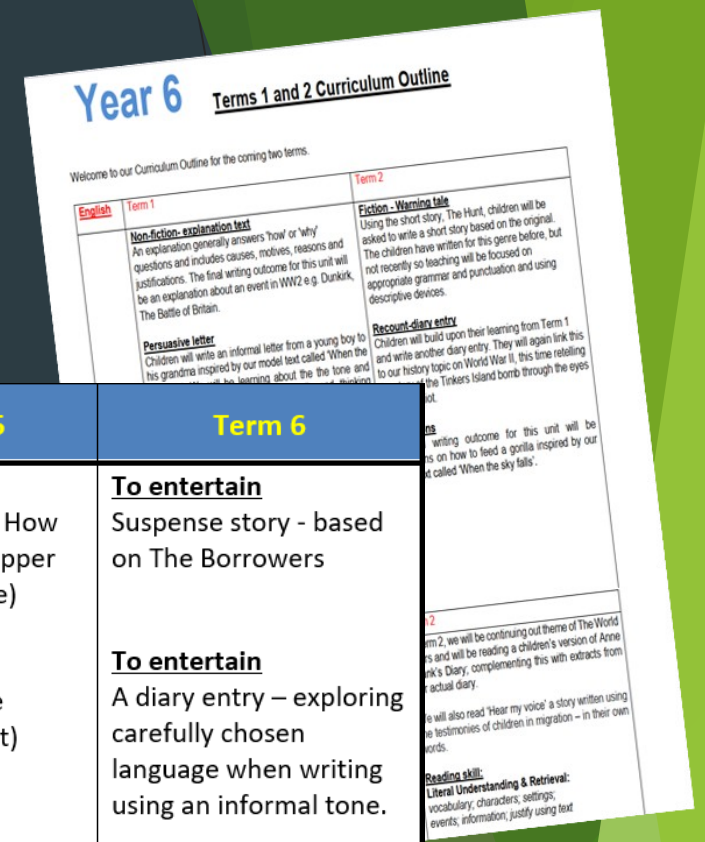
How schools do this is left up to them.

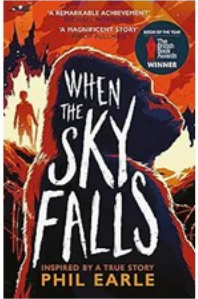
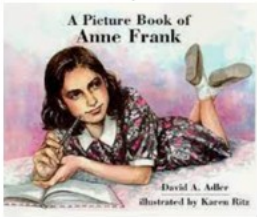
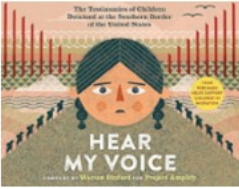
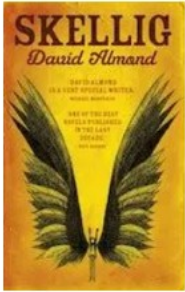
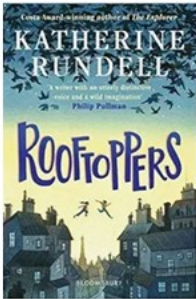
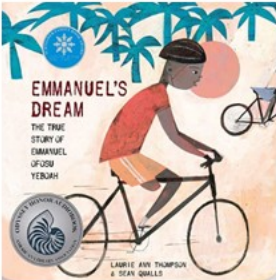
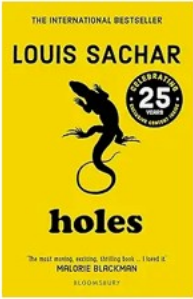
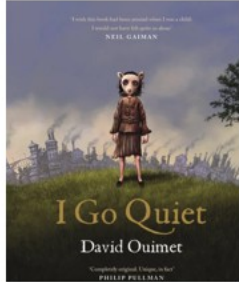
Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

Curriculum map and letters

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	<u>To entertain</u> Setting description <i>Based on When the Sky Falls</i> <u>To persuade</u> Informal letter (letter from Joseph to Grandma to persuade her to let him come home) <u>To inform</u> Explanation text - Healthy Eating <u>To entertain</u> Poetry – free verse ('Why I am rude?') Poetry – Ottava Rima (based on Dunkirk)	<u>To inform</u> Recount – James Nicholson <u>To entertain</u> Warning Tale <i>Dragon Hunt</i> <u>To inform</u> Recount – diary based on Tinker's Island <u>To inform</u> Fact file – focusing on either a famous Tonbridge war hero or a family members experience during the war	<u>To entertain</u> Recount (diary) – Macbeth meeting the witches <u>To persuade</u> Persuasive speech – Lady Macbeth convincing Macbeth to kill the king <u>To entertain</u> Tale of suspense - short story – Banquo and Fleance fleeing <u>To persuade</u> Speech – Macbeth's battle cry + performance	<u>To inform</u> Formal letter (from the Childcare Agency) <u>To inform</u> A balanced argument – Should large animals be kept in zoos? <u>To inform</u> Recount (Newspaper) Pulling down the Edward Colston statue	<u>To inform</u> Explanation – How to be a rooftoper (survival guide) <u>To entertain</u> Flashback tale (Matteo's past)	<u>To entertain</u> Suspense story - based on The Borrowers <u>To entertain</u> A diary entry – exploring carefully chosen language when writing using an informal tone. <u>To entertain</u> Poetry based on our class book The Final Year



Reading	Fluency assessments and book levelling Chamberlain's speech (fluency) When the Sky Falls by Phil Earle  Anne Frank by Davis Adler 	Hear My Voice/<u>Escucha mi voz</u>: The Testimonies of Children Detained at the Southern Border of the United States Compiled by Warren Binford  How To Be More Hedgehog by Anne-Marie Conway 	Skellig by David Almond 	Rooftoppers by Katherine Rundell  Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah by Laurie Ann Thompson 	Holes by Louis Sachar 	The Final Year by Matt Goodfellow  I go quiet by David Ouimet 
	Place Value Addition, subtraction and multiplication	Fractions Position and direction	Converting measures Decimals Percentages Algebra	Perimeter, area and volume Ratio	Statistics Revision	Properties of shape Investigation and Problem Solving
	Animals including humans	Light	Living things and their environment	Evolution and Inheritance	Evolution and Inheritance cont./ Electricity	Electricity
Science						
Computing				We are connected	We are publishers (Yearbook link)	We are advertisers – video selling the school

History	World War Two	World War Two		Black British History		
Geography			The United Kingdom (revisited)		Coasts	Global Trade
Art		The human form	The human form	Talking Textiles		
DT	Structures: Playground				Talking Textiles	Electrical systems: Steady hand game
RE	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?	What matters most to Christians and Humanists?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?
PHSCE	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE and Outdoor learning	Athletics Tag Rugby	Gymnastics Basketball	Handball Dance	Hockey Tennis	Rounders Athletics	OAA <u>Trigolf</u>
French	Set up a café <i>Cafe food and drink</i> <i>Menus</i> <i>Ordering food.</i>	French numbers <i>Asking and answering questions</i>	Animals <i>Non-fiction.</i> <i>Adjectives</i> <i>Verbs</i> <u><i>No.s to 100</i></u>	Our School <i>School subjects</i> <i>Time</i> <i>Introducing places</i> <i>Likes/dislikes Landscapes</i>	Our School <i>School subjects</i> <i>Time</i> <i>Introducing places</i> <i>Likes/dislikes Landscapes</i>	The world around us <i>Continents/weather</i> <i>French speaking countries</i>
Music	Songs from WWII Introduction to the Blues	Composing Blues Songs WW II songs	BBC Ten Pieces Composition on a theme	Music Technology using iPads	Garage band. Production practise	Production Songs and performance techniques
Proposed Trips/Events	<u>Bikeability</u>	Evacuee Day			SATS Devon residential	Safety in Action (First Aid TBC) <u>Kooth</u> (transition) School visits
End of Topic Piece	French Café Ottava Rima Poetry	WWII song showcase	Macbeth call to arms	Linked to art	Residential experiences	End of Year Production Leavers assembly
Growth mindset	The effect of different types of feedback	Identifying barriers <u>to learning</u>	Overcoming barriers to learning	Reflecting on the opinions of others	Responding positively to mistakes	Helping younger children within the school
Values	Empathy Perseverance	Diversity Tolerance Compassion	Awareness and respect of the world around us.	Inspiration Fitness Motivation	Team work Respect	Courage Optimism Creativity Passion

Homework

- ▶ Times tables - 5 minutes for the weekly practice sheet. Some children may be asked to do additional tables practise.
- ▶ Reading daily to an adult (our guide is 10 minutes minimum).
- ▶ Reading for pleasure - enjoying more complex books of their own choice independently (our guide is 20 minutes minimum).
- ▶ Spelling - A termly list of words to revise. A weekly activity sheet set on a Friday to be handed in on Tuesday. This sheet will consolidate learning in spelling from the previous week.
- ▶ Mathematics homework set every week on a Friday and to be handed in on a Tuesday. (Our guide is 30 minutes minimum)

Mental Arithmetic 4

Schofield&Sims



Name _____

Trips, visits and key events

- Bikeability (wc 14th September - more to follow on this)
- Evacuee Day at the Methodist Church (13th November)
- Music showcase (10th December)
- SATS (wc 10th May)
- Devon residential (24th May)
- **Safety in Action (tbc usually Term 6)**
- Transition events and secondary school visits
- Production (14th and 15th July)
- Leavers' party (19th July)
- Class assemblies (20th July)

SATS week

SATS take place Monday - Thursday (10th - 13th May)

Your children will sit the following papers:

- Grammar, Punctuation and Spelling (one GP paper, one spelling test)
- Reading (one paper)
- Maths (three papers covering arithmetic and reasoning skills)

**Writing is assessed throughout the year.
This does not stop after SATS week.**

Residential

Devon - Barton Hall

Residential school trips allow children to forge new friendships, improve teamwork and enhance their social skills. By interacting with their peers in a different setting, students may learn to communicate more effectively, collaborate, and appreciate the value of teamwork.

They also have an enormous amount of FUN!



Residential

The 2027 PGL trip to Barton Hall in Devon will take place from **Monday 24th May to Friday 28th May 2027.**

We will hold a meeting on Monday 26th April at 7pm (this will also include SATS information)

If you have already made payments towards this trip - as most of you have - we assume you have given permission for your child to attend the trip. Places are available but you must be booked onto the trip by the deadline. This will be sent out to you in Arbor.

If you have any questions please do not hesitate to get in contact with the office.



Important wider school messages

Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ Please speak to the office or Inclusion Team if you feel your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Behaviour and rewards

▶ Endeavour Awards

- ▶ Weekly award based on demonstrating positive learning attitude

▶ Positive Postcards

- ▶ Demonstrating values in one or more of the following values: respect, resilience, responsibility, care, creativity or community

▶ Termly Woodlands Ambassador Awards

- ▶ Awarded for someone that continuously demonstrates the values expected of a Woodlands learner

WOODLANDS AND THE SMARTPHONE FREE CHILDHOOD MOVEMENT



The Smartphone Free Childhood campaign (<https://www.smartphonefreechildhood.org>)

Woodlands is a smartphone free school

Following on from our delay in implementing this to acknowledge that some children in previous years would already own smartphones, we are now proudly a smartphone free school.

If your child has to bring in a phone it must be a 'nonsmart' phone and must be handed in.

Social Media and Internet Safety

❑ Decisive action – backed by 9 in 10 parents – expected to be brought to Parliament before

Christmas, **with protections expected to come into force in Spring 2027**

The ban will include platforms like Snapchat, TikTok, YouTube, Instagram, Facebook and X.

❑ The UK government aim to go further to protect kids with world-leading additional restrictions on harmful features online such as live streaming and strangers communicating with children.

❑ Government action shows clear choice to side with families over tech companies to put Power back in parents' hands and give kids the childhood they deserve.

Messaging services like WhatsApp are not intended to be included in the social media ban.

However, be mindful that WhatsApp is not recommended for children under 13 years of age.

Social Media and Internet Safety

- ❑ We are very aware of the issues surrounding social media and internet safety. Children will learn (at an age appropriate level) how to keep themselves safe online. We will adapt to meet the needs of our children in this ever-changing landscape.
- ❑ Cyber bullying is insidious and probably more common than any of us imagine.
 - ❑ This often happens in games like Roblox. We recommend that you set up parental controls for this game. [Follow this link to find out how.](#)
- ❑ Year 6 WhatsApp groups are **always** a problem but should not disrupt learning. Sadly, for the last 3 years we have seen an increase in the negative impact that WhatsApp chats have had on our children.
Please check your child's phone regularly.

Typical childhood experiences...

- Your child will find challenges along the way:
 - Friendship issues
 - Unkindness
 - Difficulty telling the truth
 - Understanding we are all different



We can help them together!

These are not usually 'serious safeguarding issues' – schools are filled with children who make mistakes and have to learn how to rectify and learn from them. *Trust us to manage these situations effectively – it's what we do.*

SEND

A huge rise in SEND nationally means we are having to adapt practice as Autism, ADHD and other neurodiversities have become more typical.

Very few children in mainstream schools require 1-1 support and most needs can be met in mainstream.

Our universal offer includes, first and foremost excellent teaching. We also adapt to the needs of the children with resources such as Clicker 8, overlays and wobble cushions – not separate ‘add-ons’.

‘Brain breaks’ will be provided as part of daily practice not as separate provision for individuals who require them.

We want our children to feel like they belong, to be successful
and to become independent learners.

We need to prepare children for the reality of secondary school and beyond.

How do we achieve this?



NON NEGOTIABLES

What every learner is entitled to, every lesson, every day.

1



CLEAR LEARNING INTENTIONS

Every lesson has a clear purpose and learners know what they are learning and why.

2



EXPLICIT INSTRUCTION

New learning is taught clearly, step by step, with modelling and worked examples.

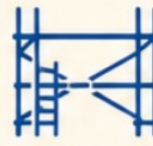
3



CHECK FOR UNDERSTANDING

Teachers regularly check understanding and adapt teaching in the moment.

4



SCAFFOLD, THEN REMOVE

Scaffolds are in place to support learning and gradually removed to build independence.

5



COGNITIVE CHALLENGE

Lessons are designed to develop thinking, not just recall.

6



HIGH QUALITY QUESTIONING

Questions are purposeful and used to deepen thinking and develop understanding.

7



DUAL CODING & VISUALS

Visuals, diagrams and models are used alongside words to support understanding.

8



RETRIEVAL PRACTICE & REPETITION

Key knowledge is regularly retrieved and revisited to strengthen memory and fluency.

9



POSITIVE CLIMATE FOR LEARNING

A calm, respectful and inclusive environment where every learner feels they belong.

10



SUCCESS CRITERIA & FEEDBACK

Success is clear, feedback moves learning forward and learners know how to improve.



WHY IT MATTERS



Ensures equity and consistency for all learners.



Removes barriers and builds confidence.



Develops knowledge, skills and independence.



Leads to better outcomes and lifelong learning.



EVERY LESSON.
EVERY LEARNER.
EVERY DAY.



HIGH EXPECTATIONS. EXPERT TEACHING. ADAPTIVE APPROACHES. **NO EXCUSES.**





SUPPORTING LOWER ATTAINING LEARNERS

ACROSS ALL SUBJECTS

Practical strategies to remove barriers and build independence



VISUAL TIMETABLES

9:00		English
10:00		Maths
11:00		Science
12:00		Lunch
1:00		Geography
2:00		Music

Helps learners know what is happening, in what order and what to expect.

- ✓ Reduces anxiety and supports independence.



SUCCESS CRITERIA

Success Criteria

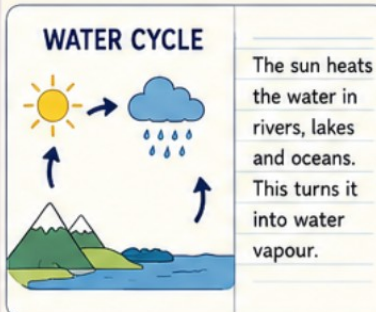
- ✓ I have included key information.
- ✓ I have used examples.
- ✓ I have checked my work.

Makes expectations clear so learners know what success looks like.

- ✓ Builds understanding and confidence.



DUAL CODING



Combines visuals and words to help learners understand and remember more.

- ✓ Improves understanding and memory.



RETRIEVAL PRACTICE

Quick Quiz

1. What is the capital of France?
2. Name the parts of the plant.
3. $7 \times 8 =$ _____



Regularly recalling information strengthens memory and builds fluency.

- ✓ Strengthens long-term retention.



REPETITION



Revisit and practise knowledge and skills until they are secure.

- ✓ Builds fluency and automaticity.



KEY MESSAGE:

Support should **reduce** thinking barriers, **not remove** thinking.



What is bullying?

This is a term often used by children and parents but rarely actually happens. One-off incidents, incident that are not targeted or incidents that have large gaps between them are not usually bullying i.e. if a child was hurt by another in Year 1 once and then again in Year 2 once – this is not bullying. Most issues at Woodlands are on-going friendship issues or one-off or irregular incidents but bullying does happen in all schools at one time or another.

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- **repeated**
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (E.g. email, social networks and instant messenger) (Gov.uk)

It often involves a real or perceived imbalance of power e.g. size, age, number of pupils

Communication

Class teachers are your first port of call.

Day-to-Day Communication – *everyday issues*

Reception to Year 2: Parents are welcome to make a quick note in the reading record

Reception to Year 4: Parents are welcome to speak briefly with teachers at the classroom door for quick queries.

Years 5 and 6: In preparation for transition to secondary school, this informal access will no longer be available. At this stage, we encourage children to develop increasing independence and resilience in managing minor issues.

Communication

Arranging Discussions – more complex matters

If you wish to discuss a more complex matter or are unable to resolve the issue with the previous action:

Please fill out a form on our website page under the 'Parent' tab to request a phone call, brief email response or meeting with the teacher.

These will be arranged at a mutually convenient time, recognising that teachers are engaged in teaching and school responsibilities throughout each day.

Communication

Ongoing Communication

We will continue to provide:

- Three parent consultation meetings each year
- Regular updates on academic progress
- End-of-year reports
- SEND and attendance meetings where appropriate
- Teacher-instigated phone calls or meetings for extra-ordinary reasons
- Emails home via Arbor to share information (These will be one-way but parents can request a meeting/call to discuss further via the on-line form)

For most families, these opportunities will provide sufficient communication regarding your child's progress and wellbeing.

If things need to be escalated, please see our webpage under 'Parents'.

'Fairness'

See email from Mrs Lonie about selection for clubs, tournaments etc.

'Fairness' does not mean that every child has the exactly the same and we need to help children to understand this.

Examples:

Children who struggle to learn will receive more support with learning.

Children who capture the hearts and minds of their peers, will be selected for key roles such as house captains through a vote.

Some opportunities are fair because they are open to all (inclusive/equality) e.g. football club, but others may have criteria for selection. As long as we stick to the criteria, it is still 'fair' e.g. trials for football, or selected on merit of behaviour or maths acumen .

Not all children will have the same amount of photos capturing school visits and events

Disappointment is a natural part of life – preparation for job interviews, unrequited love, etc. Acknowledge, reassure and help your child to move on!

