

Tanners Wood JMI School

Be the Best You Can!



**Meet the Teacher
September 2018**

Welcome to Year 6

Introductions

Spruce Class

Mrs Johnson – Teachers

Mr Bailey – Teaching Assistant

Miss Copper/Miss Brady – Teaching Assistant

Willow Class

Mrs Craggs – Teacher/Key Stage Leader

Mrs Chapman – Teaching Assistant

Mrs Whelan/Mrs Nolan – Teaching Assistant

What my child needs

- Healthy breakfast
- Water bottle provided- washed at school
- PE kit is essential - at school all the time
- Uniform - named
- Waterproof coat/jacket
- Stationery

Expectations

- Children work to full potential/taking pride
- Uniform
- Behaviour policy
- Present work neatly- Marking/Presentation Policy
Cursive handwriting style
- Organisation
- Develop independence and personal responsibility
for eg. for home learning, PE kit in school and their
own uniform
- Resilience – Learning Bs and growth mindset
- Team working/cooperation skills
- Year group expectations will be different/raised
- Support your child with home learning
- Attendance and punctuality

Key Stage 2 Results

SATS KS2 Results 2018

Percentage of Pupils Working at Age Related Expectations

	Tanners Wood 2018	Tanners Wood 2017	National (2018)	Herts (2018)
Reading	89%	87%	75%	79%
Writing	93%	82%	78%	79%
Maths	92%	93%	76%	77%
Grammar, Spelling and Punctuation	91%	87%	78%	80%
Re, <u>Wr</u> , Ma	85%	76%	64%	66%

Percentage of Pupils Working at Greater Depth (110+)

	Tanners Wood 2018	Tanners Wood 2017	National (2018)	Herts (2018)
Reading	42%	13%	28%	34%
Writing	40%	29%	20%	24%
Maths	21%	38%	24%	27%
Grammar, Spelling and Punctuation	40%	44%	34%	37%
Re, <u>Wr</u> , Ma	13%	9%	10%	13%

Our Behaviour System


Our Behaviour Policy is based on our school rules:

Everyone has the right to be respected
Everyone has the right to be safe
Everyone has the right to learn

	Class time	Lunchtime
Level 5	Head /Deputy Teacher Award-sticker and message home	Head /Deputy Teacher Award-sticker and message home
Level 4	Celebration - child shares their good news/learning with the Key Stage Leader	Celebration - child shares their good news/learning with the Key Stage Leader
Level 3	Merit	Positive behaviour slip – teacher to decide if a merit is awarded
Level 2	Verbal praise - name on happy face	Verbal praise - shared with teacher
Level 1	Verbal praise	Verbal praise
Rewards		
<ul style="list-style-type: none"> • Everyone has the right to be respected • Everyone has the right to be safe • Everyone has the right to learn 		
Consequences		
Level 1	Verbal reminder	Verbal reminder
Level 2	Verbal and written warning - name displayed on sad face	Verbal and recorded warning Lunch time behaviour slip completed and passed to the class teacher
Level 3	Time out in the class Miss 5 minutes of Golden Time- reflection sheet (completed during Golden Time)	Time out - in the playground Teacher will inform parents
Level 4	Sent to Key Stage Leader Miss 10 minutes of Golden Time- reflection sheet (completed during Golden Time) Parents informed	Sent to Key Stage Leader Miss part of lunchtime/ playtime the next day Reflection sheet completed. Parents informed
Level 5	Sent to the Head / Deputy Head Teacher Parents informed	Sent to the Head / Deputy Head Teacher Parents informed

We always encourage the children to make good choices.

The curriculum

<p>Classification</p> <p>Science</p> <p>Children will learn to classify plants and animals based on specific characteristics. They will describe how living things are classified into groups and learn about the Linnaean System of classification. Children will identify the characteristics of different types of animals and microorganisms. Children will learn how to describe and investigate helpful and harmful microorganisms. They will classify organisms found in our local habitat by grouping them.</p> <p>Working scientifically</p> <p>Children will record data and results of increasing complexity using classification keys. They will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Children will take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Children will report and present findings from enquiries, including conclusions, causal relationships and explanations.</p>	<p>AUTUMN 1</p> <p>Year 6</p> 	<p>Maths</p> <p>Children will develop their understanding of place value by multiplying numbers by 10, 100 and 1000. They will refine and use efficient methods to add, subtract, multiply and divide whole numbers and decimals. Children will develop their mental methods and apply their understanding of mathematical operations to solve multi-step problems. They will develop their reasoning skills by drawing mathematical models to support evaluation of problem and using a structured approach to tackle the problem.</p>	<p>Physical Education</p> <p>Basketball and Football</p> <p>Children will learn to use running, jumping, throwing and catching in action and in combination. They will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Gymnastics - Synchronisation and Canon</p> <p>They will develop flexibility, strength, technique, control and balance. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best. They will engage in competitive sports and activities with other schools.</p>
<p>French</p> <p>Notre Ecole</p> <p>Children will listen attentively to spoken language and demonstrate understanding by joining in and responding. They will be taught how to speak in sentences using familiar vocabulary, phrases and basic language structures. Children will read carefully and have an understanding of words, phrases and simple writing. They will write their own phrases from memory, and adapt these to create sentences to express ideas clearly. They will also gain an understanding of basic grammar appropriate to French, including feminine and masculine forms, key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>English</p> <p>Writing</p> <p>Narrative writing</p> <p>Children will write a single extended narrative or selection of shorter narratives on a single theme, e.g. autobiographical stories, each developing key narrative techniques. Children will write a descriptive diary entry based on their experiences at Kingwood.</p> <p>Non-Chronological reports</p> <p>Children will write a non-chronological report about mountains which is our Geography topic this term.</p> <p>Reading</p> <p>Children will learn how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and to justify their inferences with evidence. Children will be taught how to predict what might happen from details stated and implied.</p>	<p>Religious Education</p> <p>Buddhism</p> <p>Children will learn about religious beliefs and practices. They will gain an understanding of sources of wisdom for followers of Buddhism and gain an understanding of Buddhism as a principle religion and world view. Children will be able to identify key facts about both Christianity and Buddhism. They will gain an understanding of how Buddhist beliefs are inspired by stories of Buddha and the stories that he told. Children will explore the Dalai Lama as a source of wisdom for Buddhists. They will consider how the Eightfold Path is followed by Buddhists in following the Buddha's teachings.</p>	<p>Computing</p> <p>Computer Science - Coding</p> <p>Children will use sequences, selection and repetition in programs. They will work with variables and various forms of input and output. They will use logical reasoning to explain how some simple algorithms work. Children will learn how to detect and correct errors in algorithms and programs.</p>
<p>Art</p> <p>William Morris - Wallpaper</p> <p>Children will use sketch books to record observations and use them to review and refine ideas. They will improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques. They will learn about William Morris in history.</p>	<p>Geography - Mountain Environments</p> <p>Children will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including mountains and volcanoes), land-use patterns, and understand how some of these aspects have changed over time. They will identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circles, the prime/Greenwich meridian and time zones. They will use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world. They will describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p>	<p>Music</p> <p>Children will describe and understand of the history of music and learn about Michael Jackson's contribution to popular music. Children will play and perform using their voices and musical instruments with increasing fluency, control and expression.</p>	<p>PSHE</p> <p>Learning Behaviours and Mindset</p> <p>Children will be able to recognise the importance of mindset in learning. They will learn how to develop a growth mindset to accelerate their learning. Children will have the opportunity to reflect upon and evaluate their own mindset. Children will develop a range of strategies to help them when they are stuck in their learning. They will gain an increasing understanding of the need to develop resilience when coping with challenge. Children will develop the skills to become independent in their learning in preparation for the next stage in their learning.</p>
		<p>Singing Learning to Life</p> <p>Year 6 visit of Woburn Trip</p> <p>Year 6 children will participate in a number of activities including: Penning, Archery, Quizzes, Leap of Faith, Outdoor Climbing, Assembling, Raft Building, Jacob's Ladder and Team Challenges. Children will overcome challenges and realise personal achievements. They will develop important life skills and grow with confidence. Activities will encourage bonding, teamwork and relationships.</p>	

How we teach and challenge

- Encourage
- Careful planning of learning
- Consistent high expectations
- Use time well
- Different groupings
- Flexible grouping
- Differentiation
- Active learning
- Assessment for learning
- Questioning - develop deep thinking
- Mastery of methods
- Marking- direct verbal feedback, written feedback, children to edit and improve

Reading and Spelling

- Daily reading is important – strong indicator of success
- Vary text types, authors and genres
- Be positive about reading - show interest and reward
- Discussion and talk about the reading is key
- Books changed regularly
- Planners must be signed once per week
- In Key Stage 2 spelling is taught every day through a structured programme.
- Additionally, children need to practice common exception words which do not follow rules

Maths

- Fluency of methods is essential
- Times tables should be all learnt by the end of year 4
- Number bonds
- Mastery of arithmetic methods
- 100 Club weekly
- Daily real life maths skills - telling the time, cooking

Maths

Year 6 – Key Facts Number and Place Value (National Curriculum 2014)

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

Maths

Year 6 Number – addition, subtraction, multiplication and division (National Curriculum 2014)

- multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations

Communication

- Read newsletters- sent out weekly
- Open door policy- talk to teachers. Pop in at the end of the day or morning
- Class teacher is the first point of contact
- Parent Mail
- Reading record/planners
- Write a note
- Make an appointment via the office
- SLT usually out every morning
- Working in partnership

Other information

- Class trips
- Clubs- see newsletter/ letters for information
- Parent consultations
- Class assembly
- Volunteer
- Support school Friends of Tanners Wood events