

MEET THE TEACHER

WELCOME TO YEAR 6



INTRODUCTIONS

MRS

FIERRO-HAMMOND



MISS

GREENFIELD



MISS GREEN



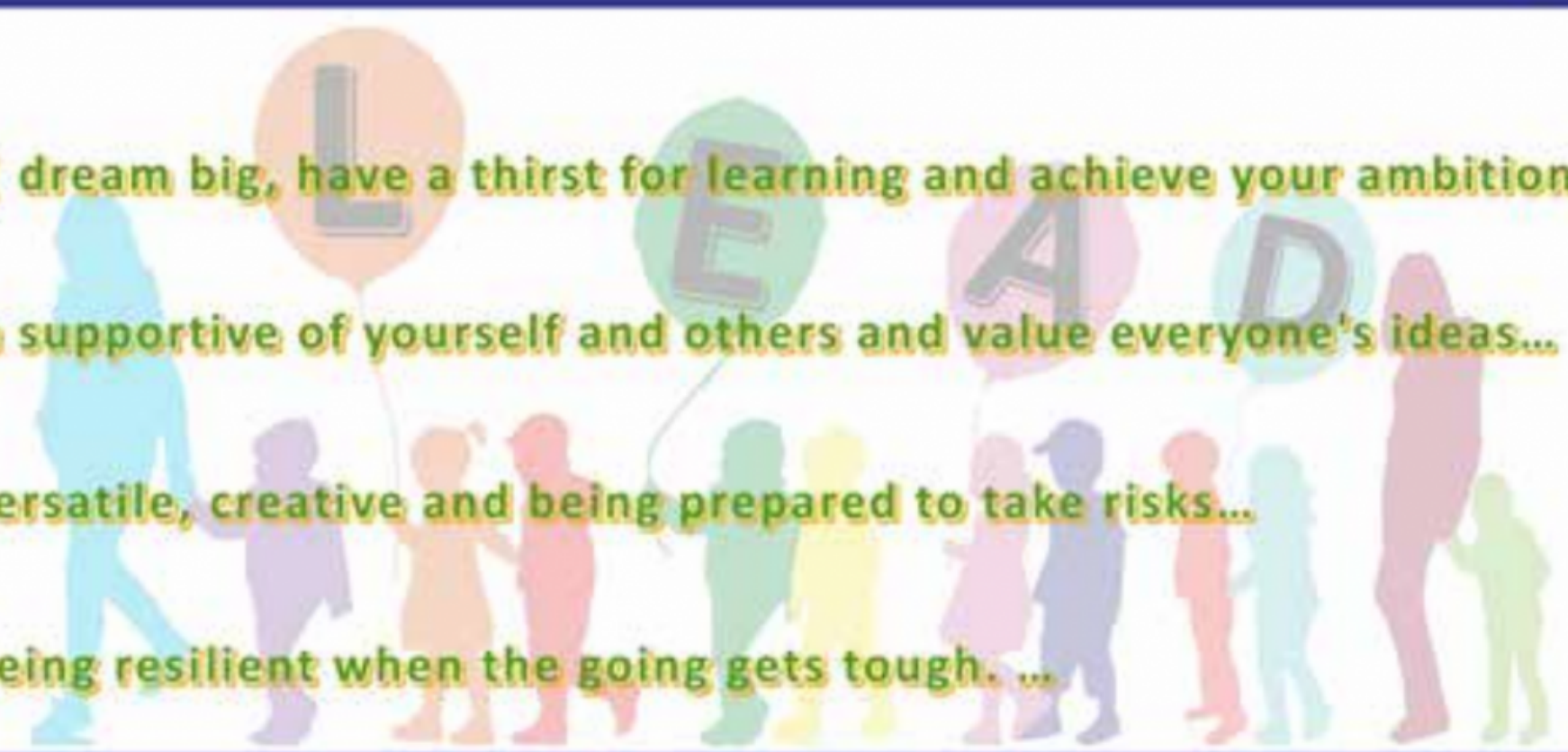
OUR VALUES

At Fulfen, we encourage the following values with our children. Through everything we do in school, we aim to create a culture of:



Fulfen Primary School
Leading the way to a brighter future 

Love of learning dream big, have a thirst for learning and achieve your ambitions...
Encouraging to be supportive of yourself and others and value everyone's ideas...
Adaptable being versatile, creative and being prepared to take risks...
Determination being resilient when the going gets tough. ...



CURRICULUM

Autumn term:

History & Geography : Victorians, South America -Amazon Basin

Potential wider curriculum experiences: Packington Farm Team Building

Spring term:

History & Geography: World War II

Potential wider curriculum experiences: WW2 Day, Warner Bros Studios

Summer term:

History & Geography: Biomes and Climate

Potential wider curriculum experiences: Paris, Alton Towers reward trip



TIMETABLE

	KF 8:45-9:00	9:00-10:00	10:00-10:45		11:00-12:00	12:00 – 12:30		1:30-2:15	2:15-2:45	2:45-3:00	3:00-3:30
Mon	Arithmetic	Maths	Guided Reading		English	Spelling		Science		Assembly	RFP
Tues	Arithmetic	Maths	Guided Reading		English	Grammar		History/Geography		Assembly	RFP
Wed	Arithmetic	Maths	Guided Reading		English	Grammar		Art KFH – Management Time		Assembly	RFP
Thurs	Arithmetic	Maths	Guided Reading		English	Grammar		PE KFH – PPA		Assembly	RFP
Fri	Weekly Arithmetic Test	Maths (Problem Solving – alternating weeks)	Guided Reading		PSHE/Computing (alternating weeks)	Spelling Test		RE/French/Music (alternating weeks) KFH – management time		Values Assembly	RFP



ENGLISH



Word Reading	Y6
I can read fluently and effortlessly a wide range of age appropriate texts and work out the meaning of unknown words and words from the Year 5/6 spelling pattern list.	
Reading for Pleasure.	
I frequently choose to read for enjoyment both fiction and non-fiction, confidently discussing what they have read.	
I read a books that are structured in different ways and read for a range of purposes.	
I read a range of books, including myths, legends, traditional stories, modern fiction, British fiction and fiction from other cultures and traditions.	
I can recommend authors and genres to others based on my own experiences and preferences, giving reasons for my choice.	
I can identify themes and conventions in and across a wide range of writing.	
I can make comparisons within and across books.	
I can learn a wide range of poetry off by heart.	
I can adapt and demonstrate the appropriate intonation, tone and volume when reading aloud, to suit the audience.	
I can identify a wide range of themes and conventions across writing and discuss these confidently and independently.	
I can independently notice links between similar texts and be able to compare and discuss them.	
Comprehension	
I can explore the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of the text.	
I can ask questions about a text.	
I can make inferences from a wide range of texts inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	
I can make predictions based on details stated and implied, justifying the prediction using evidence from the text.	
I can summarise the main ideas drawn from more than one paragraph, confidently identifying the key details that support the main text.	
I can identify how language, structure and presentation contribute to meaning.	
I can offer an alternative prediction to my own and explain why others might think this.	
I can explore how the author uses language in more than one layer of meaning and explain how this impacts the reader.	
Summarising	
I can discuss and evaluate the authors' use of language, including figurative language, considering the impact on the reader.	
I can independently distinguish between statements of fact and opinion.	
I can retrieve, record and present information from non-fiction texts.	
I can take part in discussions about books that I have read and that have been read to me, building on others' ideas and challenging views courteously.	
I can evaluate my understanding of what I have read , including through formal presentations and debates, maintaining a focus on the topic using notes where necessary.	
I can provide some reasoned justifications for my views.	
I can independently locate relevant information in a text and summarise main ideas.	



Fulfen
Primary
School

Leading the way to a brighter future

Love of Learning... Encouraging... Achieving... Determination...

Thinking about composition		Y6
I can write for a range of purposes and audiences, selecting language that shows a good awareness of the reader - for example using the first person in a diary or direct address in instructions.		
<i>I can independently on what I have read as models for my own writing—literary language, characterisation, structure.</i>		
<i>I can distinguish between the language of speech and writing and choose the correct register.</i>		
<i>I have assured control over the level of formality of my writing— particularly thinking about grammar and vocabulary.</i>		
In narratives describe:	• the setting	
	• atmosphere	
	• characters	
I have used dialogue effectively and made sure that it:	• is necessary	
	• conveys character	
	• advances the action	
Thinking about punctuation		
I have shown mostly the correct use of:	• inverted commas	
	• commas for clarity	
	• punctuation for parenthesis	
	• semi-colons between independent clauses	
	• dashes between independent clauses	
	• colon to introduce a list	
	• punctuation used appropriately in all lists	
	• colons between independent clauses	
	• hyphens for clarity	
	<i>I can use punctuation correctly and use it precisely, to enhance meaning and avoid ambiguity.</i>	
Thinking about grammar		
I can use the correct tense consistently throughout my writing		
I have linked sentences within and across paragraphs—conjunctions, adverbials of time and place, pronouns, synonyms)		
I choose the vocabulary and grammatical structures that reflect what the writing requires mostly correctly— passive voice, contracted forms in dialogue, modal verbs.		
<i>I have an assured and conscious control over levels of formality, particularly through the manipulating grammar and vocabulary.</i>		
Thinking about my spelling		
I have spelt most of the words from the Year 5/6 spelling list correctly.		
I have used a dictionary to check unfamiliar or ambitious vocabulary.		
Thinking about my presentation		
My writing is consistently joined and neat at speed.		
Making my own purposeful, powerful choices		

ENGLISH

Spellings - The spelling check up will take place every *Friday* on the previous week's spellings. This will be done using a **Hive Game** on the app, where the children receive instant feedback. You will also be able to see their results by checking their profile on Spelling Shed. New spellings for the following week will also be **introduced on a Friday**.

The children will be set a weekly **assignment** on Spelling Shed. This means they will need to practise these spellings ten **times during the week** to unlock the rest of the games and areas.

Once unlocked, children will still be able to practise this week's spellings (which we strongly encourage), as well as access other spellings and games. We have explained to the children that once they have completed the assignment, they should continue to practise the words for that week.



ENGLISH

- **Handwriting** - this is taught throughout our curriculum. Whole-school awards can be achieved when handwriting is applied consistently over time in a range of subjects.
- **Grammar** - there are stand alone grammar lessons each week where we teach grammar and key vocabulary pertinent to the year group. These are then applied through each English unit and as many other lessons as possible.
- **Reading** - in KS2 we follow whole class reading guided reading lessons, where the children focus on key domains, linked to the national curriculum. The children will also have many opportunities outside of this to practise their decoding and comprehension skills. Children should be reading for 20 minutes daily, at home and this should be documented in their reading record. As a school, we will celebrate children's love of reading with reading challenges.



GREATER DEPTH - WRITING

- In **Writing**, children need to use all of the Year 6 standards effectively; creating specific effects for the reader.
- They will be able to write coherently for different purposes, drawing on their reading for pleasure to inform their independent vocabulary and grammar choices within their writing.
- They will be able to make additions, revisions and proof-reading corrections to their own writing.



MATHS

Power Maths is a whole-class mastery programme created in partnership with White Rose Maths. We use resources from both Power Maths and White Rose to ensure that your child is provided with a tailored approach in their maths lessons.

These resources are used to provide high quality lessons where all pupils are challenged, encouraging passion for maths and an understanding of real world maths.

There are 3 stages to each section of Power Maths:

- Discover. This is a focused, whole class teaching section. If needed, resources or pre-teaching is given to support or develop the children as appropriate. It includes a practical, real life problem.
- Share. The children follow an interactive section, exploring the different methods that can be used to solve a problem. The session develops gradually, from teacher-led, to small group/paired work, to independent work. The openness of the challenge questions helps to check depth of understanding.
- Practise. The children then access practice questions, following small steps of progression to deepen learning. If children are struggling, the class teacher or TA can immediately be there to support them. They develop real understanding because they are able to think about the problem in different ways. There are also opportunities to reflect on their learning and challenge any misconceptions.





TT Rockstars is a fun engaging way for children to learn and build speed with their times tables.

Practising regularly in school and at home will really benefit them.

The program responds to how well your child is doing and adds further challenges the more they improve their rapid recall skills.

By the end of Year 4, children should be fluent in all multiplication tables and related division facts.



HOMework

The children are expected to:

- *Use TT Rock Stars on a daily basis to practise their times tables;*
- Practise handwriting;
- Use Spelling Shed on a daily basis to practise their spellings and apply these in their writing.
- Read their school reading book (we recommend 20 minutes a night) and record their reading in their reading record book. Reading cafes will be starting shortly.
- Complete set tasks on SATs bootcamp. Log on details for this will be sent in due course. We expect children to complete their homework each week.

With **spellings, reading, and SATs Bootcamp**, we would not expect children to be completing more than **30 minutes of homework** in total per evening.



STATUTORY ASSESSMENTS

END OF KS2 SATS

- SATs week will commence on Monday 10th May
- Children will be tested in their understanding of the Key Stage 2 curriculum.
The testing timetable will be as follows:

Day	Test
Monday 10th May	Grammar/Spellings (45 minutes/20 minutes)
Tuesday 11th May	Reading (1 hour)
Wednesday 12th May	Arithmetic (30 minutes) and Reasoning Paper 1 (40 minutes)
Thursday 13th May	Reasoning Paper 2 (40 minutes)



BEHAVIOUR

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with recognition and rewards for effort.

Our positive recognition includes:

- Class Dojo (pupils collect positive points)
- Termly rewards linked to class dojo points

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

This could include, losing a Dojo point.



REWARD DAYS

As part of our termly Reward Day, pupils will have the opportunity to choose from a range of activities designed to suit a variety of interests. As some activities have limited spaces, children will choose their activity in order of the number of Class Dojo points they have earned during the term, with the child who has earned the most points choosing first, followed by the next highest and so on. This means that those who have consistently demonstrated positive behaviour, effort and our school's values will have the first choice of activities. Please note that individual point totals will not be shared with pupils during the term; the final totals will be used at the end of the term to determine the order in which children select their Reward Day activity.





PE



PE will be on a **Friday for 6G and Thursday for 6FH.**

Children's PE kit, in particular footwear, must be suitable for physical activity so please do not send children with impractical 'fashion' trainer-style footwear.

Indoor:

- navy t-shirt with Fulfen Logo
- black shorts

Outdoor:

- school hoodies
- navy tracksuit bottoms may be worn in cold weather. – trainers

PE kits should be worn to school on their PE days.



In extremely cold weather (and with staff permission), children may bring additional layers, for example under layers, a woolly hat and gloves. The member of staff will give further details about this and may need to ask the children to remove items e.g. gloves if they are deemed to be unsafe for an activity.

SCHOOL UNIFORM

School uniform consists of the following (and should all be labelled):

- white polo shirt or white shirt
- dark blue jumper/cardigan with school logo
- charcoal/grey/black trousers (smart shorts may be worn in warmer weather)
- charcoal/grey/black skirt (blue & white checked dress may be worn in warmer weather)
- grey/white socks
- sensible black school shoes (not boots, footwear with heels, open-toe footwear or trainers)



JEWELLERY & HAIR

- Jewellery should not be worn or brought into school.
- If children have pierced ears, **one** pair of discreet studs may be worn.
- Earrings must be removed for PE lessons for health and safety reasons. If your child is unable to remove the earrings themselves, they should not wear earrings on their PE days.
- No other body piercings are permitted.
- Long hair must be tied back for PE lessons and when taking part in sports.
- Nail varnish or make up should not be worn.



MEDICATIONS

Please ensure that any medications that your children requires, temporarily or on a long term basis, must be sent in to school via the school office.

These must be clearly labelled with your child's full name and year group/class

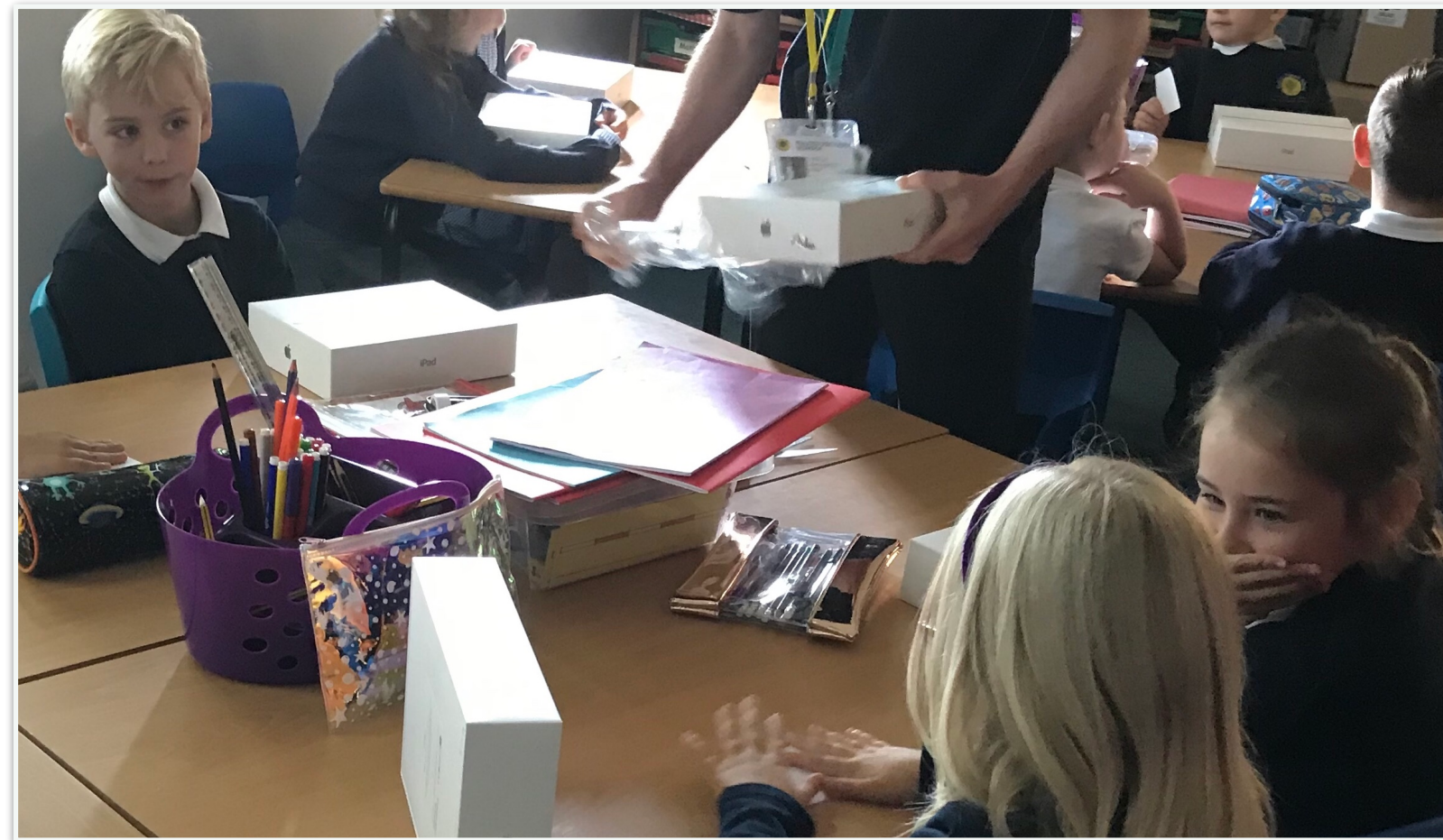


SNACKS

- Toast 30p
- Yoghurt 40p
- Crumpet 40p
- Fruit 40p
- Milkshake 70p
- Milk 30p
- Bacon Roll 80p (Tuesdays only)



IPADS



Polite reminder:
Please can children bring their iPads to school every day, fully charged.

IPADS

- iPads need to be in school every day - it must be charged
- Children need to be responsible for their iPad
 - not taking off the case or screen protector
 - telling their teacher if they think the screen protector needs changing (there is a cost for this)
 - never leaving their iPad flat on the floor
 - not allowing siblings or pets near it
 - not share their passcode with anyone else
 - reporting any faults to the school
- if an iPad is not charged or forgotten or is not being looked after properly, then the school reserves the right to keep it in school overnight.



SEESAW

- The 'parent sign in' is for parents on their own personal devices to view their child's digital learning journal and receive messages from the class teacher.
- The children's home learning code is so they can access their account at home (to respond to activities and post in their journal). KS2 children will only need this if they log out accidentally.



3MB - J Malcolm

Connect to Seesaw to receive important updates from your child and J Malcolm in 3MB.

Your child will post to Seesaw to share their learning with you.

Teachers will also send you messages and reminders.

Seesaw is private. You'll only see posts created by your child or their teacher.



From Your Smartphone

1. Download the free Seesaw Family app for iOS or Android
2. Choose "Create Family Account"
3. Scan this QR code using Seesaw's built-in QR code scanner
4. Create your account

From Your Computer

1. In a web browser, go to: <https://app.seesaw.me/s/211-065-116>
2. Choose your child from the list
3. Create your account
4. Once you're approved by J Malcolm, you'll get access to Seesaw

Already Have an Account?

If you've used Seesaw before or have more than one child using Seesaw, follow these steps:

1. Sign in to your account in Seesaw Family app or on the web at <https://app.seesaw.me>
2. Click on your profile icon, click "+Add Child's Journal" button, then scan the QR code above

MOBILE PHONES & SMART WATCHES

- If your child will be bringing a mobile phone to school then this **must** be powered off before they enter the school gates.
- Phones will then be handed in to the teacher at the start of the day and will then be stored in the school office until 3:20pm.
- At the end of the day, phones must be placed in school bags and only removed/powered on once children have left the school site.
- If a child is found to be using a device on school grounds, it will be kept in the office until a parent/guardian is able to collect it.
- Other 'smart' devices, such as watches, that have camera/messaging/calling/internet capabilities are treated the same as a mobile phone - they should not be worn to school and if they are, they must be handed in



ANY QUESTIONS?

