

# Welcome to Your New Class Maple

**Class teacher: Miss Gohel**

**PJ.Gohel@greenway.herts.sch.uk**

**Current learning support: Mrs Doran &  
Mr Swatman**

**PPA teacher: Mrs Clerc (Wednesday pm)**



# Thank You

The children in Maple class have settled in really well after the last few months and I am enjoying getting to know them all.

All the children are embracing the fact that they are now role models around the school and are impressing me with how eager they are to learn.

Thank you very much for all of your support so far and I look forward to working closely with you throughout the year.



# Timetable 2020-2021

	09:00-10:25	10:25-10:40	10:40-11:00	11:00-12:00	12:00-13:00	13:00-14:00	14:00-15:00
Mon	English	Arithmetic and SPaG	Snack + Break	Maths	Lunch	Topic	Topic
Tue	English	Arithmetic and SPaG		Maths		PE	PSHE
Wed	English	Arithmetic and SPaG		Maths		French	RE
Thu	English	Arithmetic and SPaG		Maths		Science	Science
Fri	English	Arithmetic and SPaG		Maths 11.30 – 12 singing		Music Social Time PE outside	



# Curriculum Overview

**KEY** Geography, History, Educational visit, Art, Science, PSHE/SRE, RE, English, Maths, ICT, DT, Music, PE, French

## Autumn      Spring      Summer

<p><b>Why is fair trade fair?</b></p> <p><b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b></p> <p><b>Science: Animals including humans</b></p> <p><b>Drawing and painting: Fair trade posters</b></p> <p><b>DT: Make fair trade meals - make spaghetti bolognaise</b></p> <p><b>RE: <u>Buddhism</u></b> Beliefs and practices, symbols and actions (identity and belonging)</p> <p><b>ICT: Making a text based adventure game and mastering algorithms for searching, sorting and mathematics</b></p> <p><b>Trip Buddhist temple</b></p> <p><b>Music: Mr Pettifer</b></p>	<p><b>Who are Britain's National Parks for?</b></p> <p><b>The story of the Trojan Horse: Historical fact, legend or classical myth?</b></p> <p><b>Science: Light and shadows , electricity</b></p> <p><b>(Ashmolean 2020)</b></p> <p><b>DT: Electrical systems - programming, monitoring and control</b></p> <p><b>RE: <u>Buddhism</u></b> Identity and belonging, prayer worship and reflection, (sources of wisdom)</p> <p><b>ICT: Creating a short television advert and exploring computer networks including the internet</b></p> <p><b>Music: Mr Pettifer</b></p>	<p><b>How is climate change affecting the world?</b></p> <p><b>Why did Britain Once rule the largest empire the world has ever seen?</b></p> <p><b>Science: Living things and their habitats, evolution and inheritance</b></p> <p><b>SRE: Puberty and reproduction, understanding relationships, conception and pregnancy, communicating in relationships</b></p> <p><b>Letton residential</b></p> <p><b>Drawing, painting and sculpture: Holes: desert animals (book)</b></p> <p><b>DT: Make a wooden photo frame</b></p> <p><b>RE: Draw upon on all 6 major faiths and humanist Sources of wisdom, human responsibility and values, justice and fairness, ultimate questions</b></p>
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# Curriculum Overview

**KEY** Geography, History, Educational visit, Art, Science, PSHE/SRE, RE, English, Maths, ICT, DT, Music, PE, French

## Autumn Spring Summer

<p>PE: Invasion games, gymnastics and dance</p> <p>French : A l'école and Le weekend</p> <p>PSHE: What makes a healthy and happy relationship?</p>	<p>PE: Net/court/wall game, indoor athletics and invasion games</p> <p>French : La Maison Tudor and Les verbes réguliers</p> <p>PSHE: What are human rights and how can money affect us?</p>	<p>ICT: Using media and mapping to document a trip and creating a year book</p> <p>Music: Mr <u>Pettifer</u></p> <p>PE: Striking and fielding, OAA and athletics</p> <p>French : Manger et bouger and Les verbes irréguliers</p> <p><u>PSHE</u>:How can we stay healthy and how can we manage risk?</p>
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\*Please note that there are currently no offsite visits planned for the year



# Class Routines

- School starts at 8:45am and children will walk to line up on the playground
- School ends at 3:00pm and children will line up on the field to be collected from the main gates
- All children need to bring in a named water bottle every day and if they would like to, a healthy snack (e.g fruit, veg, plain carb)
- Children must have a change of shoes for inside and outside
- PE kits should be in school for PE on Fridays – you will need a t-shirt, jogging trousers/shorts and trainers



# Key Information

- Contributions – please supply a box of tissues for the class each term
- All admin that needs to go to the office please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk) or give a note to your child
- If your child has a medical/physical condition which we are not aware of then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that they have this in school and it is in date



# If your child is unwell

- If your child is unwell please email or phone [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk)
- If they have sickness or diarrhoea, it is a legal requirement for your child to be kept off school for 48 hours following the last occurrence
- If your child requires Calpol/Paracetamol to come to school then they should be at home!
- Antibiotics will only be administered if required 4 times a day, unless attending Waccy
- If your child needs to go to an appointment during the school day then please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk). You will then be able to enter the school to collect your child from the office





# Communication

- Please inform the school of appointments or communicate any issues that arise including a reason for lateness or absence
- It is very important that you let us know of anything that may affect your child in school. If you should have any situations that arise that could affect the emotion of your child please also inform us. E.g. moving house, illness of close relatives, parent travelling and being away from home



# End of Year Expectations

## Writing

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>



# End of Year Expectations

## Reading

### Word Reading

Sufficient evidence shows the ability to...

- ❑ Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- ❑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- ❑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.



# End of Year Expectations

## Reading

### Comprehension

Sufficient evidence shows the ability to...

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry by heart.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
- Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Identify key details which support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.



# End of Year Expectations

## Maths

Number and Place Value	Addition, Subtraction, Multiplication and Division
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li><li><input type="checkbox"/> Round any whole number to a required degree of accuracy.</li><li><input type="checkbox"/> Use negative numbers in context, and calculate intervals across zero.</li><li><input type="checkbox"/> Solve number and practical problems that involve all of the above.</li></ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> Perform mental calculations, including with mixed operations and large numbers.</li><li><input type="checkbox"/> Identify common factors, common multiples and prime numbers.</li><li><input type="checkbox"/> Use their knowledge of the order of operations to carry out calculations involving the four operations.</li><li><input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li></ul>



# End of Year Expectations

## Maths

### Fractions

Sufficient evidence shows the ability to:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions  $> 1$ .
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example,  $1/2 \times 1/2 = 1/8$ ].
- Divide proper fractions by whole numbers.  $1/3 \div 2 = 1/6$
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g.  $3/8$ ].
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

### Ratio and Proportion

Sufficient evidence shows the ability to:

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Algebra

Sufficient evidence shows the ability to:

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

# End of Year Expectations

## Maths

### Geometry – Properties of Shapes

Sufficient evidence shows the ability to:

- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

### Geometry – Position and Movement

Sufficient evidence shows the ability to:

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



# End of Year Expectations

## Maths

### Measures

#### Sufficient evidence shows the ability to:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Convert between miles and kilometres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ].

### Statistics

#### Sufficient evidence shows the ability to:

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.





# Reading Records

- All children should be reading for at least 20 minutes every day
- Your child will also need to practise reading out loud at least 3 times a week
- Your child will have a reading record for communication about their reading
- Please record your comments in the reading record – it is very useful. At the very least, sign the reading record once a week ready for us to check on Friday
- Your child must bring the reading record to school every day
- Your child can take books from school home if they wish or read their own books from home if they prefer
- Please ensure what your child is reading presents sufficient challenge (if in doubt, please ask).



# Home Learning

There will be a focus on reading and maths home learning. You will be expected to make decisions with your children to ensure that you complete home learning tasks at home. Apart from reading books, I will not be sending anything out. The following slides will support you with ideas for the areas to work on with your child.



# Home Learning - Reading

- To read with your child at least 3 times a week
- To spend time discussing the text
- Asking and answering questions about the story together
- Predicting what might happen next
- Discussing the vocabulary and meaning of the language in the text
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension
- Reading together for enjoyment!



# Home learning - Maths

- Times tables: 2-12 (multiplication and division facts)
- Converting and using units of measure
- Solving multi-step problems involving all four operations
- Maths programs such as Mathletics and TT Rock Stars (contact the school for login details)



# Useful Resources

- BBC bitesize
- Mathletics
- TT Rock Stars
- Oak National Academy
- Classroom secrets
- Nrich
- Myminimaths
- White Rose
- Top Marks



# Marking and Feedback at School

- Your child will receive regular verbal feedback
- They will also have their work marked in green pen
- Children can earn house points, stars and be 'star of the week'
- For outstanding achievements, children can receive a 'special award' from Mrs Ellwood
- Children can receive postcards home for outstanding effort, behaviour and personal achievements



# Special educational needs/disabilities SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- Please look out for letters and flyers for courses and opportunities for pupils with SEND, sent via email
- If you have concerns regarding your child please email [yourclass](mailto:yourclass@greenwayprimaryandnurseryschool.co.uk) teacher and/or INCO

# Mobile Phones and Walking to/from School

- If your child is going to walk home unaccompanied and you wish them to carry a mobile phone, they may bring them to school
- These phones must be turned off and handed to the teacher as soon as the child is in school
- Please remind children when walking unaccompanied, they are expected to behave appropriately on the journey and on the school grounds

**Please make sure that your child understands that this phone should only be used when necessary; they should not be using it unless they need to call parents/carers.**





# Class Rep...

Thank you to Ms Assarat who will be our Year 6 Maple Class Rep!

## Your information...

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).



# Thank You

Please email me on  
[pj.gohel@greenway.herts.sch.uk](mailto:pj.gohel@greenway.herts.sch.uk)  
if you need to contact me.

