

Welcome to your new/old
class

Maple

Class teacher: Mr Loczy

Mark.loczy@greenway.herts.sch.uk

Current learning support: Mrs Doran, Mrs
Meany and Mr Hurst

PPA teacher: Mrs Adams (Thursday PM)




























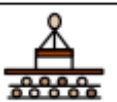









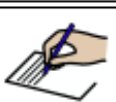
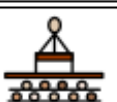










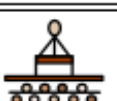







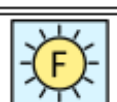
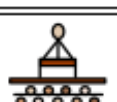









Welcome!

It is lovely to have the opportunity to spend another year with your children! They have made a fantastic start to Year 6, showing enthusiasm for the year ahead and embracing the fact that they are now role models around the school.

I look forward to working closely with you throughout the year as we consolidate their primary education and prepare for the next step!



Timetable 2023-2024

 Year 6 Maple	 9:00	 9:40	 10:35	 10:55	 11:15	 12:15	 13:15	 2:15	 3:10	 3:20
 Monday	 Guided Reading/Spelling	 English	 Assembly	 Break	 Maths	 Lunch	 PE	 French	 Class read	 Home time
 Tuesday	 Guided Reading/Spelling	 English	 Assembly	 Break	 Maths	 Lunch	 PSHE	 RE	 Class read	 Home time
 Wednesday	 Guided Reading/spelling	 English	 Assembly	 Break	 Maths	 Lunch	 PE	 History or Geography	 Class read	 Home time
 Thursday	 Guided Reading/spelling	 English	 Assembly	 Break	 Maths	 Lunch	 Science	 Science	 Class read	 Home time
 Friday	 Assembly	 History or Geography	 Break	 Dictation	 Singing	 Lunch	 Art or DT	 Music	 Social Time	 Home time



Curriculum overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Science</u>	Animals including humans and Light	Evolution and inheritance	Electricity and Living things and their habitats.
<u>Art</u>	2D Drawing to 3D making	Using light, form and colour to create immersive environments	Shadow puppets
<u>Design and Technology</u>	Design a Fair Trade Meal	Electrical systems - programming, monitoring and control	Combining Different Fabric Shapes
<u>Computing</u>	Online Safety, Blogging and Spreadsheets (Google Sheets)	Networks, Understanding Binary and Quizzing	Text Adventure and coding
<u>Geography</u>	Why Is Fair Trade Fair?	Who Are Britain's National Parks For?	How Climate Change is Effecting The World
<u>French</u>	At School and habitats	Me in the world and at the weekend	Planets and healthy lifestyles



Curriculum overview

<u>PE</u>	Invasion Games (Hockey/ Basketball / Lacrosse); Dance; Indoor Athletics	Invasion Games (Ultimate Frisbee/ American Football/ Handball); Gymnastics; Net, Court & Wall (Dodgeball)	Striking and Fielding (Rounders & Cricket); Athletics; OAA (delivering an orienteering course)
<u>History</u>	The Sheng Dynasty	The Story of The Trojan Horse	Why Did Britain Once Rule The Largest Empire In the World?
<u>R.E.</u>	Discovery RE: Islam	Discovery RE: Christianity	Discovery RE: Humanism
<u>Music</u>	Group Singing / Song writing structure: 'The Blues'	Jazz, Scat and Improvisation; World Music: Indonesian Gamelan	Irregular Metre World Music: Taiko - Japanese Drumming.
<u>P.S.H.E/SRE</u>	Jigsaw PSHE: Being me in my world and Celebrating difference	Jigsaw PSHE: Dreams and goals and Healthy me	Jigsaw PSHE: Relationships and Changing me



PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary: vagina, penis, testicles, vulva, anus, pubic hair, self image, breasts, erection, sexual intercourse, masturbation
- Learning intentions: Self image; puberty; conception to birth; boyfriends and girlfriends; real self & ideal self; the year ahead.



Class Routines

- School starts at 8:50am and children will walk to line up on the playground
- School ends at 3:20pm and children need to be collected from their classrooms unless we have received consent from you that they may walk home independently
- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, avocado or nut products**)
- Children must have a change of black shoes for inside and outside
- PE kits will be worn home and returned for next session. We currently have PE on Monday and Wednesday afternoons. You will need a named t-shirt, jogging trousers/shorts/leggings 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
- If your child has a medical/physical condition of which we are not aware, 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 we 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
- 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. 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 via email to the school office admin@greenway.herts.sch.uk
- 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 emotional well-being of your child please also inform us. e.g. moving house, illness of close relatives, parent travelling and being away from home.



Home Learning

MATHS

Maths and English homework will be set weekly on Fridays at 3:15pm via Google Classrooms. This needs to be submitted/up loaded to Google Classrooms by 3:15pm the following Thursday. Your child will complete their Maths home learning in their Maths home learning book, which is to stay at home.

Spelling home learning on Spelling Shed.

Home learning needs to be presented neatly and clearly.



Home Learning

MATHS:

Children will receive maths homework which will serve as a useful consolidation of the week's learning in maths.

Most weeks – depending on topic area – children will be able to choose from Mild, Spicy or Hot challenges.



Useful Resources

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







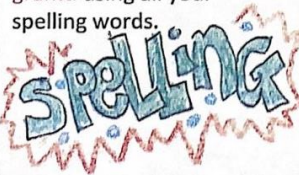
Home Learning

ENGLISH:

i) Spellings are set weekly every Friday via EdShed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

In addition to using Spelling Shed, please support your children by encouraging them to practise with your child using the strategies in the back of their Spelling/SPAG home learning books (see next slides). Children will complete a dictation activity to assess their understanding of the spelling rule/pattern every Friday.



<p>Upper and Lower Write each of your words out 2 times: the first time in UPPER CASE, the second time in lower case. Repeat 3 times.</p> <p>SPELLING spelling</p>	<p>Pyramid writing Write each of your words like a pyramid. Repeat doing an upside down pyramid!</p> <p>spell S P S P E S P E L S P E L L spell S P S P E S P E S P E L S P E L L</p>	<p>Blue Vowels Write out each of your words. Go over the vowels in each word using a blue pencil or pen. Repeat 3 times.</p> <p>spelling</p>	<p>Curly Words First write out your words in normal writing. Next, write them again in curly words.</p> <p>spelling Spelling</p>	<p>Spelling Flowers Draw a flower for each of your spelling words, writing one letter per petal.</p> 
<p>Rainbow Words Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time.</p> 	<p>Crosswords Write your words across and down, sharing the first same letter</p> <p>spelling spelling</p>	<p>Backwards Write your words out first forwards and then backwards. Repeat 3 times.</p> <p>spelling gnilleps</p>	<p>Dot to Dot Write each letter as a series of dots. Complete the word, then join the dots.</p> 	<p>Alphabetical Write your words out in alphabetical order. Repeat in reverse order.</p> <p>can spell I I spell can</p>
<p>Tell a story Use all your spelling words to tell a short silly story.</p>	<p>Sentences Write as many spelling words as you can in one sentence (with only one conjunction!). How many sentences do you need to include them all?</p>	<p>Spelling Shapes Draw around your words, emphasising the shape of the letters. Repeat 3 times</p> 	<p>Colourful Consonants Write out each word using a pencil. Go over the consonants with a different colour. Repeat 3 times.</p> <p>spelling</p>	<p>Rhyme Time Make a short rhyme for each of your words. (the rhyming words doesn't need to follow the spelling pattern!)</p> <p>spelling gets me yelling!</p>
<p>Spot the Syllables Write out each word in pencil. Choose a different colour for each syllable and go over each. Repeat 3 times.</p> <p>spelling</p>	<p>Graffiti Create a wall of colourful graffiti using all your spelling words.</p> 	<p>Other hand! Write out your words. Next to each, have a go at writing each one with the hand you don't usually write with!</p> <p>spelling spelling</p>	<p>Say What? Write each of your words in a question.</p> <p>Are you a super spelling star?</p>	<p>Little Words Write each words and put the little words within each. Write each little word next to the word.</p> <p>spelling spell in</p>



Spelling examples

early early early
↑
rainbow writing strategy

every
ant
runs
through
hedges
← Silly
sentences
strategies

dis

↑
the rule

→
pyramid
word
strategy

d.
di
dis
disa
disap
disapp
disappo
disappoi
disappoin
disappoint

disagree

← segmentation
strategy

disagree
no! no! no!

← pictorial
and giving
meaning to the
word

disobey

↑
word shape strategy



Home Learning

ENGLISH:

ii) Punctuation & Grammar activities will be set on Friday via Google Classroom and should be completed in Spelling/SPAG home learning books. These activities will provide an opportunity to practise and consolidate weekly classroom learning and support the development of writing (as well as help prepare for SATS!). This needs to be submitted/up loaded to Google Classroom by 3:15pm the following Thursday. Their Spelling/SPAG home learning book is to stay at home.



Home Learning - Reading

- Children should be reading at home every day.
- Please read with your child regularly through the week and spend some time discussing the text, asking and answering questions, summarising what has been read and predicting what might happen next.
- Encourage children to decipher new vocabulary and challenge them to place new words in different contexts.
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension.
- The quality and range of a child's reading diet directly impacts progress in writing.
- Please ensure what your child is reading presents sufficient challenge (if in doubt, please ask).



Home Learning - Reading

- Your child will continue to have a reading record for communication about their reading
- Please record any 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 with their reading book



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 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- dani.roe@greenway.herts.sch.uk
- 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
- If you have concerns regarding your child please email your class teacher and/or INCO.



Progress and attainment

- Year 6 will have national SATS in the Summer term



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[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



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



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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and 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.



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
- You can consent to your child walking home from WACCY, however, think about when the days are shorter

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 Reps...

Thank you to...

Emma (Lucas's mum) and Claire (Alfred's mum)

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 for listening

Please email me

mark.Loczy@greenway.Herts.sch.uk

should you need to contact me.

