

Top tips for Year 6

Maple Class

Class teacher: Mrs Janine Bennett
janine.bennett@greenway.herts.sch.uk

Current learning support:

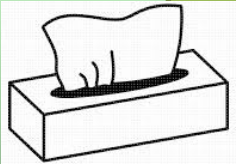
Mr Kai Lewis (after Oct half term)

PPA teacher: Mrs Julia Adams (Tues PM)

School starts at
8:50am

School finishes
at 3:20pm

Termly tissue box
donations would be
much appreciated!



PE is on a Monday and
Friday – but can
change

Children **must** have a change of shoes for inside
and outside... named!



Welcome!

It is lovely to have the opportunity to teach 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 2026-2027

 Year 6 Maple	 8:50	 9:10	 9:30	 10:35	 10:55	 11:15	 12:15	 1:15	 2:15	 3:10	 3:20
 Monday	 Register	 Guided Reading	 English	 Assembly	 Break	 Maths	 Lunch	 History Geography	 PE	 Class read	 Home Time
 Tuesday	 Register	 Guided Reading	 English	 Assembly	 Break	 Maths	 Lunch	 Science	 Science	 Class read	 First type
 Wednesday	 Register	 Guided Reading	 English	 Assembly	 Break	 Maths	 Lunch	 Spellings	 R.E.	 Class read	 Home time
 Thursday	 Register	 Guided Reading	 English	 Assembly	 Break	 Maths	 Lunch	 French	 PSHE / MUSIC	 Class read	 Home time
 Friday	 Register	 Assembly	 English	 Spelling & Dictation	 Break	 Maths	 Lunch	 Social Time/ Singing	 PE	 Class read	 Home time

***Computing, Art and DT is often timetabled in 'blocks' each half term and therefore not on the weekly timetable.**



Key information



- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, kiwi, houmous, eggs or nut products**)

This is to keep ALL children safe!

- All admin that needs to go to the office please email admin@greenway.herts.sch.uk
- If your child has a medical/physical condition about which we are not aware, then please let us know asap. If they require any medication to be administered at school then we must have written consent.

Please ensure that if your child requires an auto-injector or inhaler, that we have this in school and it is in date.



Progress and attainment

- Year 6 will have National SATs (Standard Assessment Tests) in the Summer term (May)
- They are tested in Reading, Spelling, Punctuation, Grammar and Maths
- Writing is assessed internally.
- They will have 'mock SATS' in January



End of Year Expectations

Consistently and independently are key!

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.

Teachers use an assessment framework to assess against.



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

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

Maths

Consistency and independency are key!

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.



End of Year Expectations

Maths

Number and Place Value	Addition, Subtraction, Multiplication and Division
Sufficient evidence shows the ability to: ☐ 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.	Sufficient evidence shows the ability to: ☐ Multiply multi-digit 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. ☐ 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:

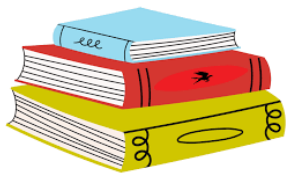
- ☐ Draw 2-D shapes using given dimensions and angles.
- ☐ Recognise, describe and build simple 3-D shapes, including making nets.
- ☐ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- ☐ Illustrate 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.





Reading in Year 6

In Year 6, children choose their reading books, with guidance!

Your child will bring home a book from school and will have daily set reading challenges

Your child will have a reading record for them and yourselves to record their reading diet. At the very least, sign the reading record once a week ready for us to check on Friday.

It's still important to listen to your child read and read to them.

Remember that re-reading a text is important for consolidation, fluency, expression and comprehension

Checking children's understanding of words, phrases and events is key... never assume that they know!

Your child must bring in the reading book and record every day

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).

So what does age related reading look like?

We will collect Reading Records in on a **Friday**

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A fluent reader is...

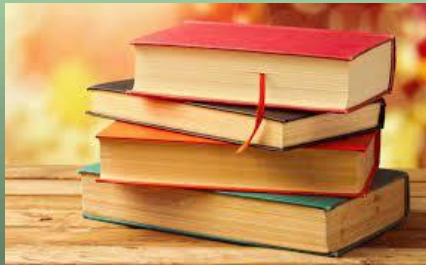
A child who is reading 90-95% of the words in an age-related text by sight

Understands what they are reading and can explain orally and in writing

Uses the punctuation with automaticity to inform their prosody

Uses a narrator's voice to capture their audience

Uses intonation that is appropriate to the text and narrative.

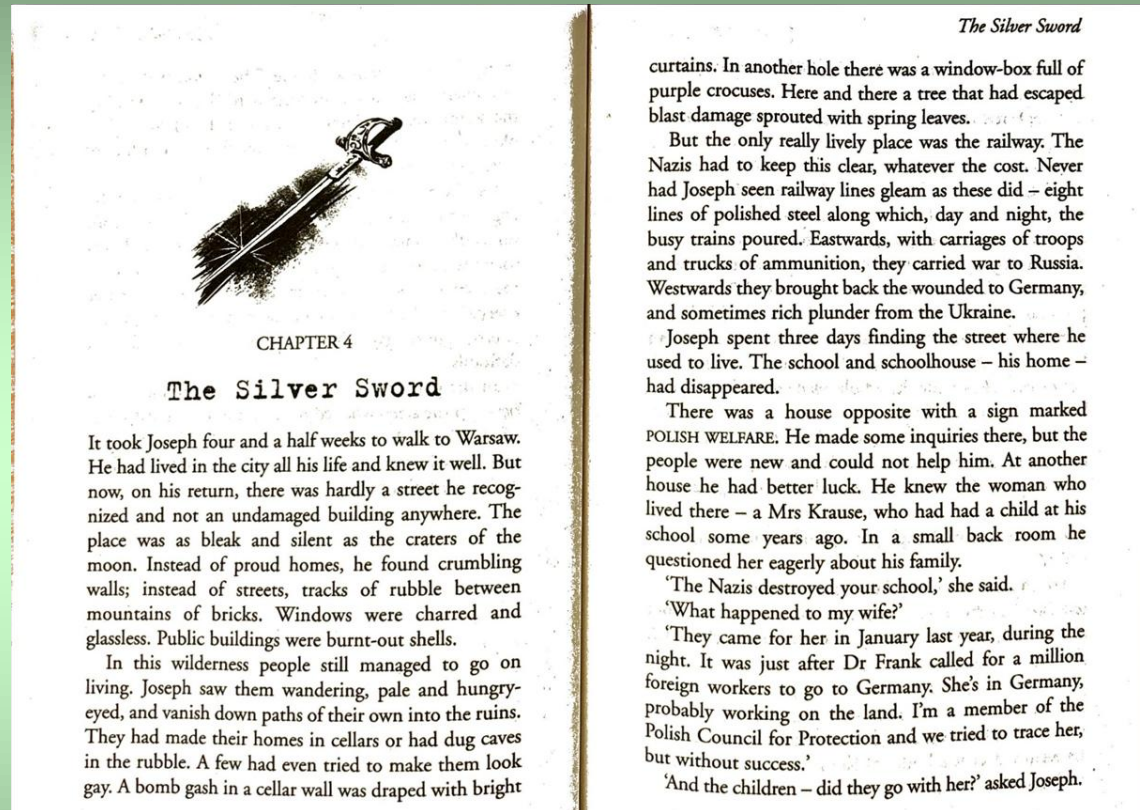


Reading Ravers

Typically, children are choosing a range of age appropriate texts to share at home:- 'Recommended Reads'



Year 6 age related text example



Remember reading is...

Being able to read
the words on the
page- decoding



Being able to
understand the
words on the page-
comprehension

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Age-related reader



A Reader working at the Year 6 expected level should:

- use intonation appropriate to the development of the story and characters
- self-correct in the moment
- reading accurately all words
- recognise homophones from the context

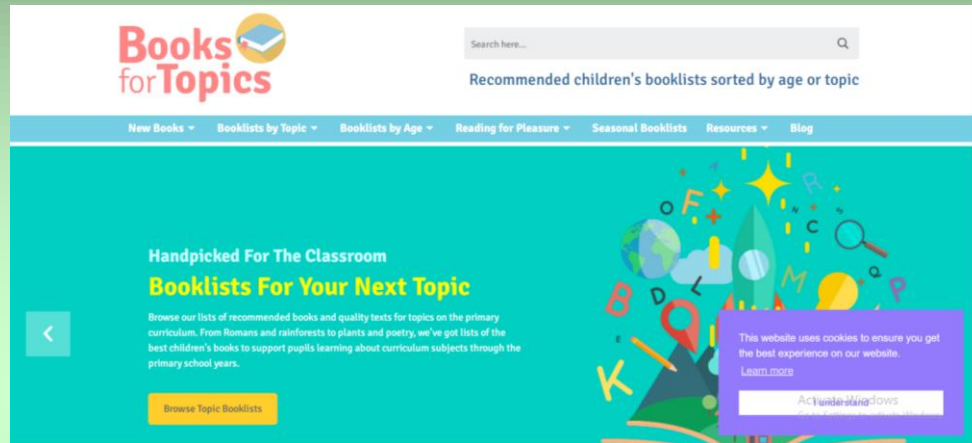
After reading, an adult could:

- Spend time discussing the text
- Ask and answer questions about the text together
- Predict what might happen next
- Discuss the vocabulary and meaning of the language in the text
- Encourage re-reading the text - important for consolidation, fluency, expression and comprehension
- Use the bookmark provided to support reading comprehension
- Read together for enjoyment!



Book list- Books for topics

Check out...



www.booksfortopics.com

School Reading List

Recommended reading books for primary & secondary aged children in the UK

EYFS & KS1 books

KS2 books

KS3-5 books

www.schoolreadinglist.com.uk

Greenway Primary
& Nursery School



Check out...



B66ks Ltd

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66 BookClub!

Welcome to the 66 Book Club! Where 66 Books is open one weekend a month to members of the public & not businesses.

Come alone, with a friend or bring your kids (no booking required) - it's **70% off all books for everyone!**

Membership is just £2 p.a. and that includes your household.

You can become a member only at the book club during the appointed weekends.

Opening times 9am - 6pm.

(We cannot guarantee entry after 4pm. You may need a few hours to see everything)

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Writing Top tips

Take a look at the age-related expectations!

Write for a range of purposes and audiences

Organise ideas in paragraphs

Describe settings, characters and atmosphere

Full range of primary punctuation

Select vocab and grammatical structures appropriate to the genre

Integrate dialogue in narratives

Use a range of cohesive devices

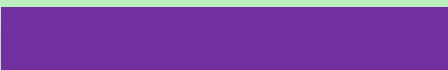
Use verb tenses consistently

Spell most words from Year 5-6 statutory spelling list correctly

Maintain legibility in joined handwriting



Colour coded visual writing

	Single (main) clause
	Subordinate clause
	Co-ordinating conjunction
	Adverbial phrase
	Parenthesis
	Relative clause



Writing progression

Reception

[Yellow bar]

The cat lay on the mat.



Year 1

[Yellow bar] [Green bar] [Yellow bar]

The cat lay on the mat and he fell asleep.



Year 2 & 3

[Yellow bar] [Green bar] [Yellow bar]

The cat lay on the mat and he fell asleep.

[Yellow bar] [Pink bar]

The cat lay on the mat because he was tired.



Year 4



After supper, the cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



Year 5



After supper, the cat lay on the mat and he fell asleep.



Because he was tired, the cat lay on the mat.



The cat, who was called Jasper, lay on the mat because he was tired.



Year 6



After supper, the cat lay on the mat and he fell asleep.



The cat, who was called Jasper, lay on the mat because he was tired.



Because he was tired, the cat lay on the mat



The cat, who was called Jasper (and really hated the name!), lay on the mat because he was tired.



End of Year Age related writing example

This extended piece retells the story of Shakespeare's *Macbeth* as a third-person narrative.

The opening paragraph shows an awareness of the reader and the information they need, introducing 2 principal characters (*Macbeth and Banquo*), and providing information of events prior to the story opening (*celebrating their late victory of defeating the Norwegians in battle*).

Morgan immediately seeks to establish a sinister atmosphere to the retelling (*One spooky midnight; trudging through the misty, murky moors*).

Parts of the dialogue attempt to mirror the lines and repetition from the play, supported by Morgan's use of reporting clauses (*the first witch...cackled; the second haggard witch spat; the third whispered creepily*). Dialogue is further integrated at specific points to support the writer's interpretation of the characters and their relationship with one another (*"Come off on," Lady Macbeth said shyly grimaced. "You know you want to."*).

[C]

Macbeth

One Spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors ^{while} celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ^{where} ~~there~~ to be seen.

Suddenly Macbeth's messenger arrived ^{clashed} ~~thrust~~, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how ^{Macbeth} he started to scheme!

Adverbs (*loudly, creepily*) and expanded noun phrases (*three raggedy hags; the second haggard witch*) are used to specify and add detail concisely. While these are not always used correctly, as they might be by a child working at greater depth, (*greedily holding up a jar of sleeping pills*), Morgan shows an awareness of the reader through the use of these language features.

[C] [GP]

Use of the passive form, reflecting the language of ghost stories or some traditional tales the writer has read, underlines the mysterious way the witches have disappeared.

[GP] [C]

This writer has to do this consistently in a range of pieces!



Many of the vocabulary choices and grammatical structures Morgan uses show an understanding of the tone appropriate to a retelling of a Shakespeare play. This includes attempts at using archaic language (two weary knights, who came by the names of Macbeth and Banquo; "Rejoice!" Donalbain... shouted happily); although this is not always executed and maintained correctly and consistently (all of that had happened to him that day) and the writing occasionally slips into informal, contemporary vocabulary ('do the dirty work'; Chop! Woosh! Squish! Drip!; "Yay!").

[C] [GP]

Again, dialogue is used to convey character. This time, Morgan shares how the words could be read aloud, helping the reader to understand the writer's intended meaning.

[C]

When Macbeth got back to his home, he told his wife all of that had happened and to him that day. ~~and~~ ^{on} how they started to plot!

"Come ~~on~~, " Lady Macbeth said ~~staying~~ ^{grinning}. "You know you want to."

"But he's the king," Macbeth said, unsure of ~~his~~ ^{their} plan to kill ~~the~~ ^{their} king. "Won't we get caught?"

"No," Lady Macbeth said giggling. "We won't, you might. But that's why I've got this," she said greedily holding up a jar of sleeping pills. "We'll ~~do~~ ^{invite} the king over for a celebration. While he's sleeping, ~~the~~ ^I drug the guards, you sneak into his room and do the dirty work and we plant it on the guards. Just think of the power."

"Ha. Ha. Ha - ~~years~~ ^{years} years."

The next night, Macbeth and Lady Macbeth invited the king to ~~go to~~ ^{around} their house; they had a glorious feast.

"Sleep now," Lady Macbeth mischievously ^{said to the king,} "you look very tired." ~~ok~~ ^{an} the king yawned, as he slowly got into ^{an} bed.

Sleepily, Duncan drifted into his final sleep.

Meanwhile, Lady ~~Macbeth~~ ^{Macbeth} was drugging the guards outside the king's ^{window} door. Once the guards were sleeping, Macbeth sneaked into the room. He stood at the ^{like} room he was about to take for ~~two~~ ^{four} seconds, and thought, is this me? Has she climbed into my mind? He had so many questions. Then



Home Learning

Maths Home Learning will be set weekly on Fridays at 3pm on Google Classrooms and should be completed in Maths Home Learning books.

English Home Learning activities will be set on Fridays via Google Classroom and should be completed in English 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 the SATS Grammar & Punctuation test).

Both pieces of home learning need to be submitted/up loaded to Google Classroom by 3pm the following Thursday. Home learning books are to stay at home.



Home Learning

Spelling Home Learning:

Spellings are set weekly every Friday via Spelling Shed. The children will learn the weekly spelling rule in class and refer to it throughout the week. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please encourage your child to practice their spellings throughout the week in order to properly embed the learning (not just cram for the test – this learning will not stick!). The dictation test on Fridays includes words using the same spelling rule / pattern.



Spelling Top tips

Celebrate making 'good mistakes'

Frequent practise in different ways

Chunk/part words

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. SPELLING spelling	Pyramid writing Write each of your words like a pyramid. Repeat doing an upside down pyramid! <pre> s p s p e s p e l s p e l l s p e l l e spell s p e l s p e l s p e l e </pre>	Blue Vowels Write out each of your words. Go over the vowels in each word using a blue pencil or pen. Repeat 3 times. spelling	Curly Words First write out your words in normal writing. Next, write them again in loopy / curly letters. spelling spelling	Spelling Flowers Draw a flower for each of your spelling words, writing one letter per petal. 
Rainbow Words Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time. 	Crosswords Write your words across and down , sharing the first same letter spelling p e t t i n g	Backwards Write your words out first forwards and then backwards . Repeat 3 times. spelling gnilleps	Dot to Dot Write each letter as a series of dots. Complete the word, then join the dots . spell	Alphabetical Write your words out in alphabetical order . Repeat in reverse order. can spell I I spell can
Tell a story Use all your spelling words to tell a short silly story .	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?	Spelling Shapes Draw around your words, emphasising the shape of the letters. Repeat 3 times 	Colourful Consonants Write out each word using a pencil. Go over the consonants with a different colour. Repeat 3 times. spelling	Rhyme Time Make a short rhyme for each of your words. (the rhyming words doesn't need to follow the spelling pattern!) spelling gets me yetting!
Spot the Syllables Write out each word in pencil. Choose a different colour for each syllable and go over each. Repeat 3 times. spelling	Graffiti Create a wall of colourful graffiti using all your spelling words. 	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! spelling spelling	Say What? Write each of your words in a question. Are you a super spelling star?	Little Words Write each word and spot the little words within each. Write each little word next to the word. spelling spell in



Spelling Top tips

Regular game-playing
using Spelling Shed (set
as homework)

Practice Year 3 & 4 as
well as Year 5 & 6
statutory spelling
words

Support children in their understanding of the meaning of spelling words: can they use the word in a meaningful sentence?



Can they spell other words in the same family e.g. appear / disappear / appearance / appeared / apparition / apparent etc.

Can they break the word into parts and discuss morphology e.g. find the root word and discuss suffix / prefix meanings e.g. disappear (root word: appear / dis meaning 'not' or 'no' like disagree / disarm / disable etc.

Getting Ready For Secondary ...

Throughout the year, please encourage the development of your child's **independence and sense of responsibility**. This will vastly support their smooth transition into secondary school. You can do this by:

- Ensuring they pack their own bag the night before, checking they have everything they need.
- Drawing back from sitting with them whilst they do their homework. (Set them up / support them in reading the instructions).
- Teach them how to upload their homework independently (and on time) to Google Classrooms
- Give them chores around the house
- Praise for taking initiative and responsibility!



Curriculum overview 2026-2027

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Science</u>	Classification of living things Evolution and inheritance	What light does Human circulation	Electricity: changing circuits Body health
<u>Art</u>	Multimedia collage	Sculpture	Portraiture
<u>Design and Technology</u>	Food: designing recipes	Designing with textiles	Electrical systems – programming, monitoring and control
<u>Computing</u>	Online Safety & Blogging	Spreadsheets & Quizzing	Networks & Moving on
<u>Geography</u>	Why does population change?	Where does energy come from?	Independent Fieldwork
<u>French</u>	French Phonics, In Town, The Weekend	At School, Healthy Lifestyle	Me In The World, The Planets



Curriculum overview 2026-2027

<u>PE</u>	Team Building, Invasion Games, Gymnastics	Golf; Net, Court & Wall (Dodgeball)	Striking and Fielding (Rounders & Cricket); Dance
<u>History</u>	The Shang Dynasty	The British Empire	The Ancient Greeks
<u>R.E.</u>	Why Does Religion Look Different Around The World	Why Is There Suffering?	What Place Does Religion Have In Our World Today?
<u>Music</u>	Group Singing / Song writing structure / Film music	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.



Inclusion and SEND

- SEND-Special education Needs and Disability
- 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



Inclusion and SEND

- All pupils with SEND will have an **Individual Support Plan (ISP)** created showing set targets and planning through an **Assess, Plan, Do and Review Cycle**. 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
- Greenway Inclusion information can be found on the website



Children's wellbeing

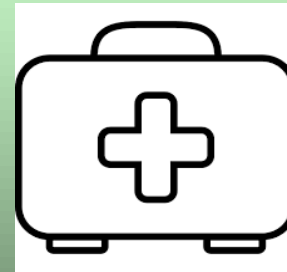
- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent travelling
or away



Family member
illness



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 before they arrive on the premises 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 their phone should only be used when necessary; they should not be using it unless they need to call parents/carers.



Pencil cases

- They need be plain/ practical / sensible without charms / toys .. or anything that makes a beep / squeak!

Contents:

- 2 ball point pens (black ink) (not biros)
- 2 HB pencils
- A selection of coloured pencil crayons
- A ruler (only needs to be 15cm – principally for underlining)
- 1 or 2 high-lighter pens
- A glue stick

Please support your child in doing a 'stock check' at regular intervals throughout the term.



Class rep

Emma McCarthy and Claire Peppett

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).

Useful home activities

- Times tables: instant recall of all multiplication and associated division facts for all 12 Times Tables.
- Number manipulation and fluency
- Converting and using units of measure
- Solving multi-step problems involving all four operations
- Reading / following recipes
- Practicing statutory spelling words

Thank you for
listening!

Useful resources

BBC Bitesize
Mathletics
TT Rock Stars
Oak National Academy
Classroom Secrets
Nrich
White Rose
Top Marks

