

MEET THE TEACHER SESSION

Year 6 Sycamore Class

Wednesday 14th September 2022



Woodland
Academy Trust

Ignite the spark, reveal the champion



AMBITION



COLLABORATION



COMPASSION



EXCELLENCE



INCLUSIVITY

SESSION AIMS

- To introduce class teacher and teaching assistant
- To talk through daily routines and weekly timetable for the coming year
- Year 6 Curriculum overview for 2022 2023
- Overview of new Relationships and Behaviour Policy
- Expectations re uniform, attendance, punctuality and home learning
- Time for questions

WELCOME TO YEAR 6
SYCAMORE CLASS

Class Teacher – Ms Omollo

Teaching Assistant(s)- Ms Roach

HLTA(s)- Mrs Marshall / Ms Stupples

DAILY ROUTINES

- School gate opens at 8:40am
- Children brought to external door (KS1) and then enter classroom
- Early morning work
- Whole school assemblies Monday, Wednesday and Friday mornings 9:00-9:20am
- Breaktime – KS1 10:15-10:30am; KS2 11:00-11:15am
- Lunchtime – 12:30-1:30pm
- Children collected from playground/hall/classroom at 3:20pm

WEEKLY TIMETABLE EXAMPLE

8:45 Children Start	8:45 – 9:00	9:00-9:25	9:25-10:00	10:00-11:00		11:15-11:30	11:30-12:30		1:30-1:40	1:40-2:30	2:30-3:15	3:15-3:20
Monday	EMW Arithmetic	Assembly	Reading	English	B R E A K	Maths Meet	Maths	L U N C H	Shared reading	Outdoor P.E	Forest School	Home time
Tuesday	Spellings/ handwriting	PD	Reading	English		EGPS	Maths		Shared reading	1.40-2.20 Larch - Indoor PE Sycamore - MFL	2.20 – 3.10 Larch – MFL Sycamore - Indoor PE	Home time
Wednesday	Arithmetic	Assembly	Reading	English		Maths Meet	Maths		1.30-2.20 Larch – Music Sycamore - Computing		2.20 – 3.10 Larch – Computing Sycamore - Music	Home time
Thursday	Spellings/ handwriting	PD	Reading	English		EGPS	Maths		Independent reading (Reading Records)	Humanities		Home time
Friday	Arithmetic	Assembly	Reading	English		Maths Meet	Maths		Shared reading	Science	Art	Home time

CURRICULUM OVERVIEW

Year 6 Foundation Topic Overview						
Topic	A1 Race to the End	A2 Crime Doesn't Pay	Sp1 Survival of the Fittest	Sp2 Would I Lie to You?	Su1 Make a Difference	Su2 Lights, Camera, Action!
Core text	Race to the Frozen North; Shackleton's Journey	Holes; Highwayman	On the Origin of Species The Arrival	Storm Breaker; A Beautiful Lie	Booked	Much Ado About Nothing; The Lady of Shallot
Humanities	Geography	History	Geography	History	Geography	History
Trip/Visit/ Visitor	National Maritime Museum (Polar Worlds exhibition) Self Esteem & Friendships Workshop (10th & 17th Oct) Year 6 Transition workshop (22 nd Oct)	The Clink Museum	Natural History Museum	Migration Museum	Bowling (Post SATS)	Year 6 Production
Science	Living things and their habitats	Electricity	Evolution & inheritance	Light	Light continued	Animals including humans
Art & DT	Art – Structures	Art - Drawing	ART – Printing	DT – Pulleys and Gears	ART - Digital Media	DT - Textiles
RE	U2.7 What matters most to Christians and Humanists?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.3 What do religions say to us when life gets hard?	U2.3 What do religions say to us when life gets hard?

PD	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Attraction to others romantic relationships civil partnership and marriage	Recognising and managing pressure consent in different situations	Expressing opinions and respecting other points of view Including discussing topical issues	Valuing diversity challenging discrimination and stereotypes	Evaluating media sources sharing things online	Influences and attitudes to money money and financial risks	What affects mental health and ways to take care of it managing change, loss and bereavement managing time online	Human reproduction and birth increasing independence managing transition	Keeping personal information safe regulations and choices drug use and the law drug use and the media
Computing	e-safety	Micro Bit	Hour of Code	Animation with Apple	HTML Programming	Python programming			
Music Charanga	Happy	Classroom jazz 2	A new year carol	You've got a friend	Music and me	Reflect, Rewind and Replay			
MFL	Language Nut unit: 16	Language Nut unit: 17	Language Nut unit: 18			Recap			
PE	Tag Rugby	Netball	Basketball	Handball	Cricket	Rounders			
	Football	Dance – British Values	Gymnastics – Counter Balance	Tennis	Hockey	Swimming			

AUTUMN TERM OVERVIEW



Year 6 Autumn 1- Race to the end; Exploration

Topic Overview

During this term, students will gain an understanding of historical exploration to the South Pole, investigate reasons Antarctica is unique and the advantages and disadvantages of its tourism. They will learn how to read a six-figure grid reference on an ordnance map and locate and plot routes using longitudinal and latitudinal lines. They will also consider the impact of climate change on Antarctica and understand the significance of scrutinizing evidence and sources to reflect accurate historical accounts.

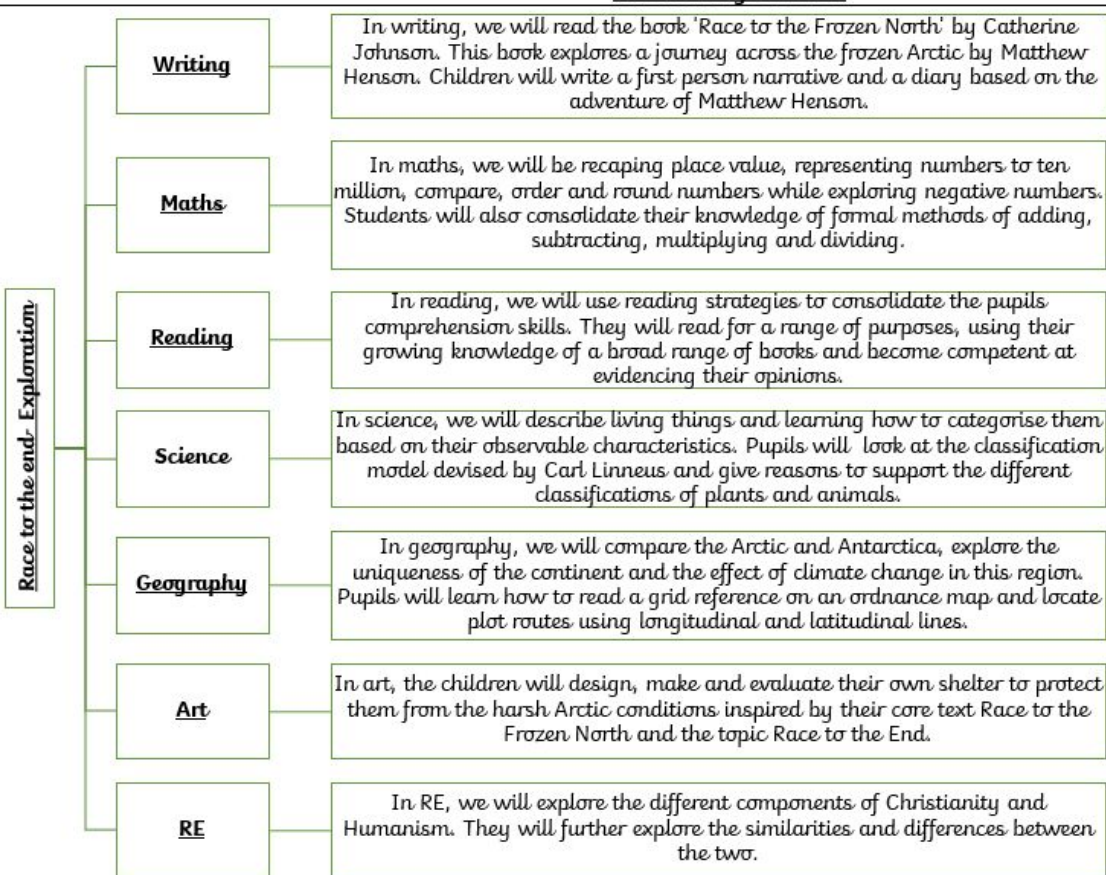
Big Bang!

We will be immersing the children in the sights and sounds of polar expedition, exposing them to new vocabulary related to the Arctic and Antarctic and the children will explore how polar shelters have changed over time.

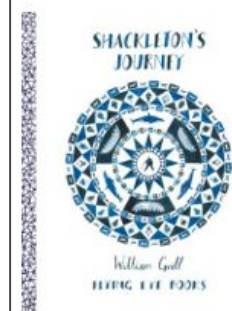
Educational visit:

National Maritime Museum Polar Worlds exhibition (date TBC).

Our Learning Overview



Key Texts



AUTUMN TERM HOME LEARNING



Home Thinking and Learning

Year: 6

Term: Autumn 1

Topic: Race to the end

In Autumn 1, students will be involved in the historical exploration to the South Pole, investigate reasons Antarctica is unique and the advantages and disadvantages of its tourism.

Please Select **two tasks** from below which are due **any time before 16th October 2022**.

Please ensure that you:

- **read daily** and complete a book review
- Practice spellings
- Practise your **multiplication skills** using Times Tables Rock Stars.

Home Thinking and Learning

RACE TO THE END

Art and Design

Find out what scale and proportion may mean in Art. Using any painting or colouring medium available investigate how scale and proportion can affect the overall outcome of an image.

Science

Research on the different ways by which an animal can be classified. Pick an animal of your choice and classify it in these different categories.

Creative Writing

Imagine you are a tour guide, write an introductory paragraph for a leaflet advertising Antarctica to tourists. What will you include in your introductory paragraph? Will you use a formal or informal tone. What different descriptive features can you use to make your introduction appealing?

History and Geography

Draw a 2D globe showing the position of Antarctica on the map and the surrounding continents.

Maths

Represent the following numbers in 7 different ways **8231456**. In each case, make sure the value of 8 is different. What is the place value of 8 in the new numbers you have created?

Religious Education

What is Judaism? Do the teachings of Judaism apply to the current world? Give some examples.

RELATIONSHIPS AND BEHAVIOUR AT WBP – OUR VISION

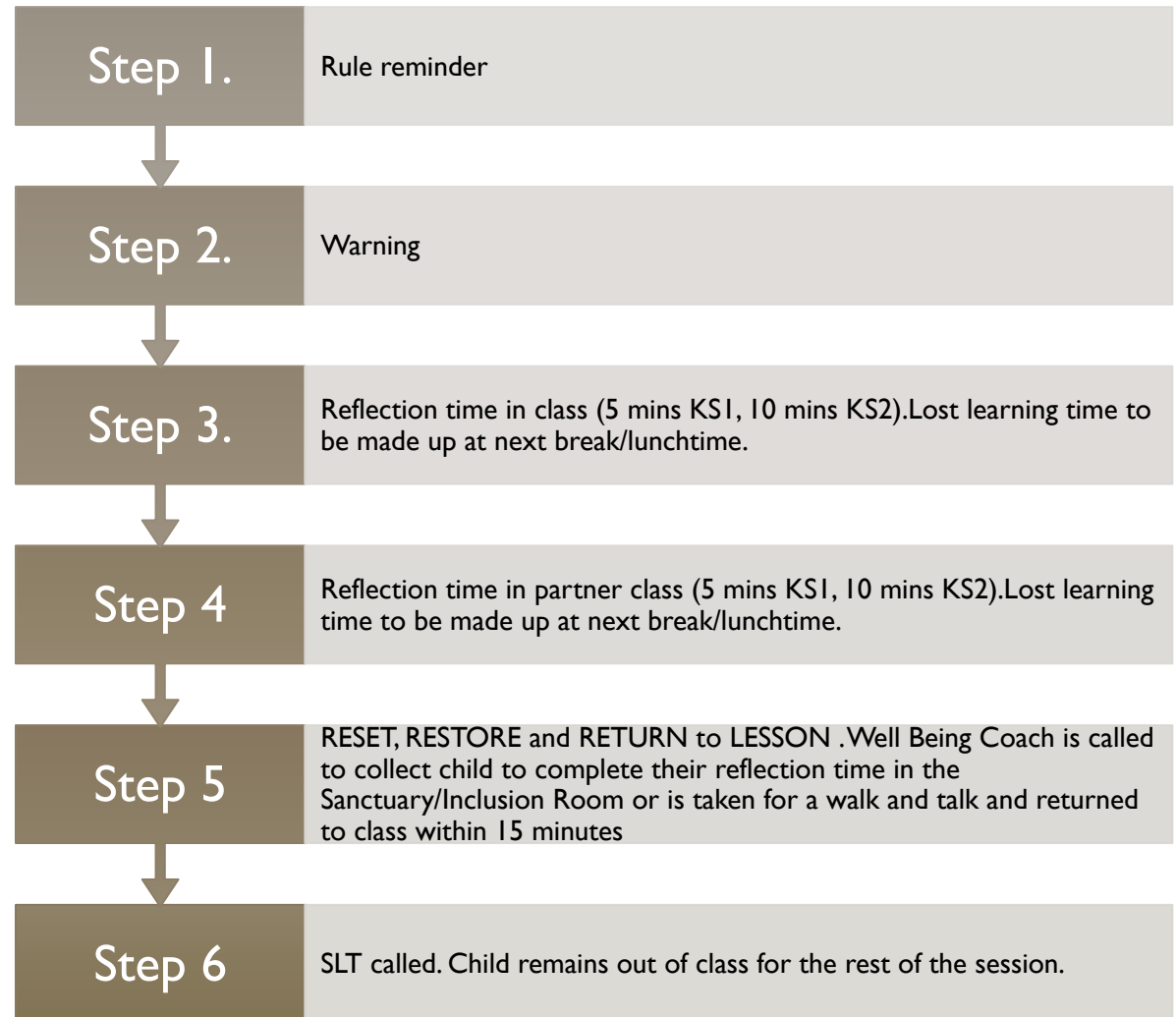
At Willow Bank Primary School, our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where all learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

We believe that our core values : **respect, integrity, kindness, resilience, aspiration, and curiosity** are central to building positive relationships and excellent learning behaviours within our school community.

A POSITIVE BEHAVIOUR
APPROACH AT WILLOW BANK
PRIMARY SCHOOL

- Recognition Wall – to celebrate children demonstrating our core values: respect, integrity, kindness, resilience, aspiration and curiosity
- Celebration Assemblies -every Friday
- Golden wristbands to celebrate exceptional effort – reason written onto wristband
- Attendance rewards
- House Points – one house point given at any one time recorded on the Dojo platform
- Positive postcards home
- Positive phone calls home
- Informal conversations with parents at the end of the day
- Photocopying learning to go home with a brief note from the teacher

OUR BEHAVIOUR STEPS



UNIFORM

- We are proud of our school and our uniform which enables our children to have a sense of belonging to our wonderful school community.

Girls

- Royal blue cardigan with the school emblem or plain royal blue cardigan
- White polo shirt with the school emblem or plain royal blue cardigan
- Grey skirt/pinafore or smart grey trousers (not fashion trousers) and grey socks.
- Blue and white school dresses/skirts or shorts may be worn in the summer with white socks
- Flat, black sensible school shoes
- Plain hairbands- no bows please

UNIFORM

Boys

- Royal blue jumper with the school emblem or plain royal blue jumper
- White polo shirt with the school emblem or plain white polo shirt
- Grey trousers and grey socks
- Grey shorts may be worn in the summer term
- Black school shoes (no boots or trainers)

PE KIT- MAY BE WORN
TO SCHOOL ON PE
DAYS

- White, round necked t-shirt with the school emblem or plain white round necked t-shirt
- Royal blue shorts
- Plimsols for indoor PE, trainers for outdoor PE
- PE bag with a drawstring top
- Royal blue tracksuits may be worn outside in cold weather
- Reception only: navy outdoor all-weather anorak and trousers

Please ensure all items of clothing –including shoes and coats- are labelled clearly with your child's name

UNIFORM

Book Bags

- All children are expected to bring a book bag* or rucksack* to school every day so they can keep reading books, letters and homework safe and dry

Jewellery

- Watches may be worn in Year 3 and above- not smart watches please.
- One pair of stud earrings (which will be removed during PE by the child). Please note that staff are not permitted to remove earrings.
- Please note that mobile phones, tablets, iPads and all other mobile devices are not permitted in school unless your child has permission to walk home alone in Year 5 or 6. Phones are switched off and kept in the school office during the day.

PUNCTUALITY

At Willow Bank we monitor every child's attendance and punctuality very closely to ensure the children maximise every learning opportunity.

Please ensure your child is in school on time every day. Gates open at **8:40am** and are closed at **8:50am**.

Arriving to school on time is very important as this will create good habits for the future and establish positive routines. It also ensures other children in the class are not disrupted who have already settled down to their learning.

ATTENDANCE

If your child is ill and unable to come to school, please phone the school office from 8:00am in the morning to inform us of the reason your child is absent. We will call you if we do not receive a phone call.

During the academic year **Mrs Edgar**, our **Community Liaison Officer**, will be monitoring and tracking pupils' attendance. Our aim is to work together with children and parents in order to ensure high attendance across the whole school. This will result in your child getting the most from their education and lead them to future success.

Please be aware that in accordance with our policy on absence during term time, if you take your child out of school for an unauthorised absence during term time, it is possible that a Penalty Notice will be issued to each parent for each child taken out of school, as stipulated in the Education (Penalty Notices) (England) Regulations 2007.

HOME LEARNING

- At Willow Bank Primary School we recognise that parents make an enormous contribution in supporting the education of our children. Parental encouragement is a key factor to raising attainment and fostering a love of learning.

DAILY HOME LEARNING ACTIVITIES

Daily reading with your child or encouraging an older child to read independently. It is important that children read books at their level to develop fluency and also enjoy books read by an adult for pleasure.

Times tables are essential for children to progress in their maths learning. A statutory test in Year Four has also now been introduced and it is expected that all children will know their times tables up to 12×12 . Each child in the school has a log in for **Times Tables Rockstars** to practise at home or you can play your own times tables games, ensuring that children can say them out of order and quickly.

READING AT WILLOW BANK

- At Willow Bank, children have access to a wide range of books in their **reading corner** and are encouraged to take a new book home to read every week (unless they haven't finished/want to keep their previous book).
- Children should be **reading at home** every day for fifteen minutes. Please do write a comment in your child's home/school book or encourage them to do so each time you read with them
- Every class has **daily reading sessions** – early reading in EYFS and KS1 and whole class reading in KS2
- Every class has a **daily story time** for 15 minutes during which the class teacher or TA will read aloud from the class book
- This year we have introduced **Reading Passports** to encourage reading for pleasure. Every minute your child reads equates to one mile on their passport. Please initial your child's passport every time they read at home.
- Children that complete their Bronze, Silver, Gold, Platinum and Diamond passports will become a Willow Bank **Reading Ambassador** and will help to lead initiatives to encourage every child to be a life long reader

WBP READING PASSPORTS

Reading Genres:



Poetry	Ghost Story	Newspaper
Adventure Story	Instructions	Playscript
Autobiography	Legend	Traditional Tale
Diary	Letter	Science Fiction



Bronze Reading Passport













Name: _____

Class: _____

Date Issued: _____

WBP READING PASSPORTS

									 50 Miles
									 100 Miles
									 150 Miles
									 200 Miles
									 250 Miles

									 300 Miles
									 350 Miles
									 400 Miles
									 450 Miles
									 500 Miles

YEAR GROUP
EXPECTATIONS FOR
TIMES TABLES:

Y1: count in 2, 5, 10 (all doubles to 10 and halves)

Y2: 2, 5, 10, 3 (rapid recall in any order e.g. 2×5 , 5×10 , 4×3)

Y3: 2, 5, 10, 3, 4, 8

Y4: All up to 12×12

Y5: All up to 12×12

Y6: All up to 12×12

Daily reading and practicing times tables will help your child in their learning immensely and increase their confidence in school.

HOME LEARNING OVERVIEW

• In addition to this, pupils will receive a **weekly maths or English task**. This will reflect the learning that has taken place in class. Below is what weekly homework will look like across the different year groups.

Year	English/Maths	Reading	Spellings and Times tables	Curriculum
EYFS	Weekly	10 minutes daily	Weekly	A selection of activities to choose from a menu. The activities have links to examples, pictures and videos – Children to pick only 2 activities to complete across every half term.
1	Weekly	10 minutes daily	Weekly	
2	Weekly	15 minutes daily	Weekly	
3	Weekly	20 minutes daily	Weekly	
4	Weekly	20 minutes daily	Weekly	
5	Weekly	30 minutes daily	Weekly	
6	Weekly	30 minutes daily	Weekly	

COMMUNICATION

- All children have been given a reading journal. This can also be used for messages to be communicated between home and school. Please write a brief comment in it each evening when you read with your child.
- I will be on the playground at the end of every day if you need to give me any quick messages regarding your child. If you need more time to discuss a query or issue, please do make an appointment to see me by calling the school office on **0208 320 1900**.
- In addition, we will send home half termly curriculum newsletters, a weekly parent newsletter and there is lots of additional useful information on our new school website [Contact Us - Willow Bank Primary School](#)



- Children's University is a charity that works in partnership with schools to develop a love of learning in children.
- We do this by encouraging and celebrating participation in extra-curricular activities in and outside of school.
- By the time a child turns 18, they will have spent just 9% of their waking life in a classroom. Children's University is about making the most of the remaining 91%.





Key outcomes we want for every child

We want every child that takes part in Children's University to feel:

- That learning can be fun, aspirational, and lifelong
- They have enjoyed a range of new learning experiences and are motivated to keep learning in different ways
- They have grown in confidence and self-belief
- They have a broader range of essential skills in line with the Skills Builder Framework
- They are empowered to make positive choices about their future
- They can better cope with the challenges that life throws at them
- They are celebrated for their commitment to learning by their family, school, and community.

Children graduate each year once they've earned enough stamps.

Children earn stamps by:

- Doing activities at home- check
 - a). Children's University google classroom.**
 - b). Children's University website.**
- Participating in after school clubs in school.
- Participating in after school clubs outside school



LIMITLESS LEARNING BEYOND THE CLASSROOM GRADUATION CEREMONY



ADDITIONAL INFORMATION NEEDED

Secondary application deadline – 31st October 2022

Offer Date – 1st March 2023

Y6 SATs – Week beginning Monday 8th May 2023

Please do come and
speak to me if you
have any further
questions.

THANK YOU FOR
LISTENING