



# Gilbert Colvin Primary School Year 6

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**Meet the Teacher**

**September 2024**



# Welcome from the Year 6 team!

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- Teacher – Miss Morris
- Teacher – Miss Turtington
- Teacher – Mr Endacott
- LSA – Mrs Ireland
- LSA – Mrs Hare
  
- Phase Leader – Mrs Twyford

# Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

[www.gilbertcolvin.co.uk](http://www.gilbertcolvin.co.uk)

## Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

On PE days children come to school in their PE kit-

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



Children can wear uniform with our school logo on or uniform widely available from the high street. Logo uniform can be ordered from our supplier, <https://khalsaschoolwear.co.uk/>



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).



# Behaviour

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## **Positive not punitive**

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*.

Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

## **Inclusion Team**

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

## **Behaviour Policy**

This can be read on our website <https://www.gilbertcolvin.co.uk/page/?title=Policies&pid=20>



# Behaviour – visible consistencies

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**This is how we do it *here*.** Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

**As a whole school, we are focusing on:** greeting each other, walking (not running), being kind to each other in the playground.

**Behaviour for learning – in classes.** This will be more specific and linked to positive learning behaviours and the Gilbert Colvin values of *courage, perseverance and integrity*.

**Consequences hold – good behaviours don't cancel out the bad ones.** For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.

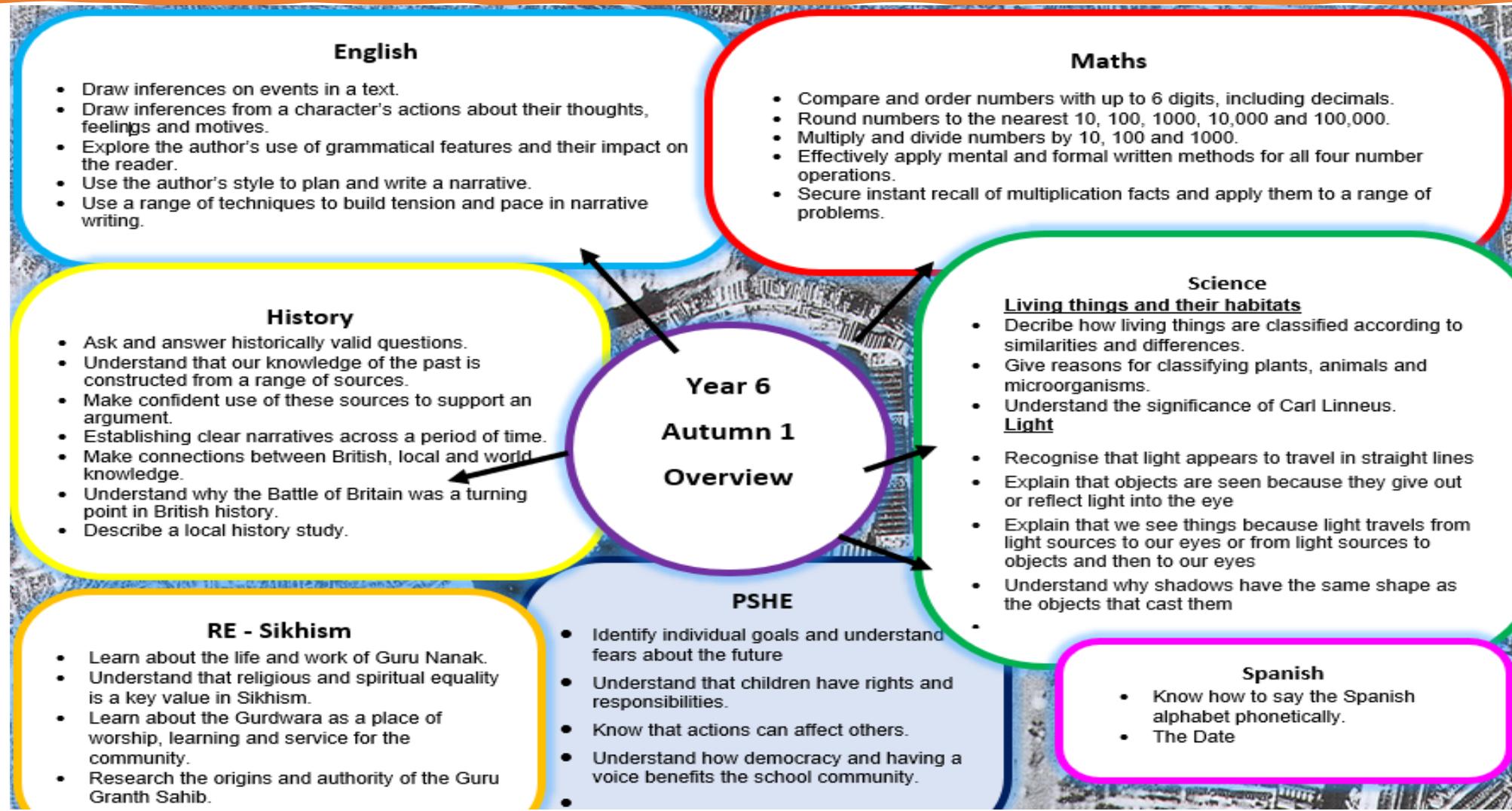


# Behaviour – Zones of Regulation

| BLUE ZONE   | GREEN ZONE   | YELLOW ZONE  | RED ZONE   |
|---|--|--|--|
| <br>sad                    | <br>happy                      | <br>frustrated                  | <br>angry                       |
| <br>tired                  | <br>calm                      | <br>worried                     | <br>terrified                   |
| <br>sick                  | <br>feeling ok                | <br>silly                      | <br>yelling                    |
| <br>bored                 | <br>ready to learn           | <br>excited                    | <br>hitting                    |
| I can try...<br> stretch | I can try...<br> drink water | I can try...<br> deep breaths | I can try...<br> take a break |



# Curriculum – what we will be covering this half term





# Curriculum – foundation subject topics that will be taught this year

## Geography

Where does our energy come from?  
Why does population change?

## RE

### Sikhism

What do religions say when life gets difficult?  
Why do people make vows?  
How do we make our community a more respectful place?

## Art

Perspective – Henry Moore  
Guernica  
Printing

## Music

Music and technology  
Developing ensemble skills  
Creative composition  
Musical styles connect us  
Improvising with confidence

## Computing

Computing systems and networks  
Creating media  
Programming  
Data Information  
Creating Media B  
Programming B

## History

Battle of Britain as a turning point in history

World War Two local area study

Migration

## Spanish

Phonics  
Do you have a pet?  
School  
Clothes  
At the weekend  
Vikings

## PSHE

Being me in my world  
Celebrating Difference  
Dreams and Goals  
Healthy Me  
Relationships  
Changing me

## PE

Tag rugby  
Athletics  
Rounders  
Problem solving  
Gymnastics  
Dance

## Science

Living things and their habitats  
Light  
Sustainability  
Electricity  
The circulatory system  
Diet, drugs and lifestyle  
Variations  
Adaptations  
Fossils

## DT

Food and nutrition  
Structures  
Electrical systems



# English – how we teach reading at Gilbert Colvin

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- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time

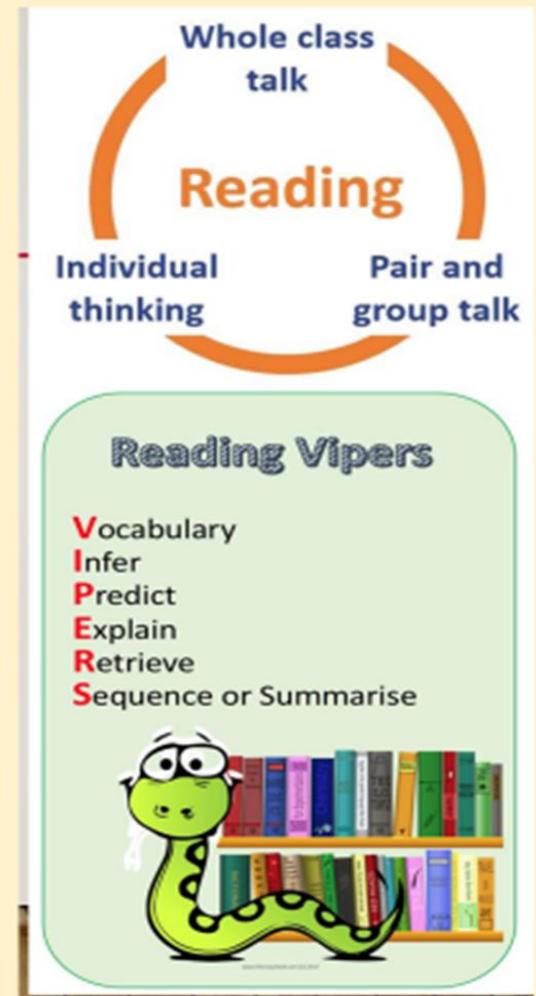


# English – how we teach reading at Gilbert Colvin



## VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



# English – how we teach reading at Gilbert Colvin



## Accelerated Reader



- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

# English – how we teach writing at Gilbert Colvin

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- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.



# English – how we teach maths at Gilbert Colvin

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- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)

# Homework

Homework is sent directly to parents each Friday on School Ping.

Please let us know if you are unable to access the homework.

## Homework Expectations Per Learning Phase:

| EYFS        |                         |  |
|-------------|-------------------------|--|
| Time        | Area                    | Task   |
| Daily       | Reading                 | 1 x Read levelled RWI book<br>1 x Read along for pleasure book   |
|             | Phonics                 | High frequency words and sounds book   |
| Weekly      | Read Write Inc. Phonics | Weekly activity links given  |
| Fortnightly | Maths                   | A piece of Maths homework will be sent home fortnightly.<br>Other suggested activities to do at home.  |
| Termly      | Project/Creative        | Suggested trip to a place of interest<br>Outside learning<br>Cooking together  |
| Key Stage 1 |                         |  |
| Time        | Area                    | Task   |
| Daily       | Reading                 | 2 x Read levelled RWI book or 1 x Accelerated Reader book<br>1 x Read along for pleasure book  |
|             | Phonics / Spellings     | High frequency words and sounds book / spelling words given by class teacher   |
| Weekly      | Phonics (Year 1)        | Read Write Inc. activities set   |
|             | Spellings               | Spelling Shed activities   |
|             | SPAG                    | Answer set questions on <a href="http://www.spag.com">www.spag.com</a>   |
|             | Maths                   | Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>   |
| Termly      | Project/Creative        | Topic Research<br>Suggested trip to a place of interest<br>Creative project<br>Outside learning<br>Cooking together                            |
| Key Stage 2 |                         |  |
| Time        | Area                    | Task   |
| Daily       | Reading                 | Accelerated Reader book  |
|             | Spellings               | Spelling Shed activities   |
|             | Times Tables practice   | TTRS (Times Tables Rock Stars)   |
| Weekly      | Reading                 | Accelerated Reader Quiz  |
|             | SPAG                    | Answer set questions on <a href="http://www.spag.com">www.spag.com</a>   |
|             | Maths                   | Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>   |
| Termly      | Project/Creative        | Topic Research<br>Suggested trip to a place of interest<br>Creative project<br>Outside learning<br>Cooking together<br>Media/Computing Project |



# Homework



## Online quizzes

This week, the children can focus on their mental addition and subtraction skills to help them with the enterprise project.

[www.Maths.co.uk](http://www.Maths.co.uk) – you have a test this week on **Number and Place Value**.

[www.spag.com](http://www.spag.com) – your test this week focuses on **Verb Tenses**

## This half term's project

Choose a living thing and create a diorama of its habitat. The diorama needs to be scientifically accurate.



Homework Year 6

Date: 13/09/2024

Complete: 20/09/2024

## Website Learning: Have you tried these website games?

[bbc.co.uk](http://bbc.co.uk)

Spag online

**Spellings:** Practise doubling the consonant when adding a suffix to a verb, as well as the Year 5 and 6 spelling list.

**Grammar:** Identify different types of verbs in your book.

**Arithmetic:** Practise any times tables you are not secure with. Apply these larger numbers or decimal amounts, for example,  $60 \times 40$  or  $0.4 \times 6$

**English:** We will be editing and publishing our diary entries from this week. We will also be continuing to read the story 'Once' and thinking about how authors build tension and excitement in their stories.

**Maths:** In maths, we will be consolidating our understanding of place value and rounding. We will also be practising addition and subtraction strategies.



# Pupil Premium Grant

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- Additional funding is given to the school if your child is eligible for the pupil premium grant. Details of how to apply are on the [school website](#)
- Details of how the pupil premium grant is spent is on the [school website](#)
- 1:1 phonics/reading intervention
- Subsidised school trips
- One subsidised extra-curricular club per term



# Dates of events and school trips

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- Jeans for Genes Day – 21<sup>st</sup> September
- Black History Month – October
- Harvest Festival
- Library Visits – 15<sup>th</sup> October – Oak class  
- 18<sup>th</sup> October Elder Class
- Quidditch Day – 4<sup>th</sup> October
- ‘Bring and Share’ event – 18<sup>th</sup> October

# How can I support my child this year?



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- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
  - Check School Ping daily for messages, email and homework
  - Look at what your child will be learning each term by exploring our 'curriculum' part of the website
  - Make sure your child reads every day and sign their reading record
  - Talk to your child about what they have been learning each day
  - Screen time at home could include Times Tables Rockstars, Spelling Shed and (anything else you suggest)



# Important notices

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- Please send your child in wearing their PE kit on **Thursday**.
- Children can bring in their own water bottles. These can be filled at the sink in their classroom.
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office.
- Check the weekly newsletter for important dates.
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.