



Gilbert Colvin
Primary School

Year 6

Meet the Teacher

September 2026

Welcome from the Year 6 team!

- Miss Turlington/ Mr Endacott
 - Miss Morris
 - Mrs Jbiha and Mrs Tedman
-
- Phase Leader –Ms Twyford



Gilbert Colvin
Primary School

Uniform expectations

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

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.

School Uniform Requirements



- 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).

P.E. Kit

PE 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



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Behaviour

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/key-information/policies>

Behaviour – visible consistencies

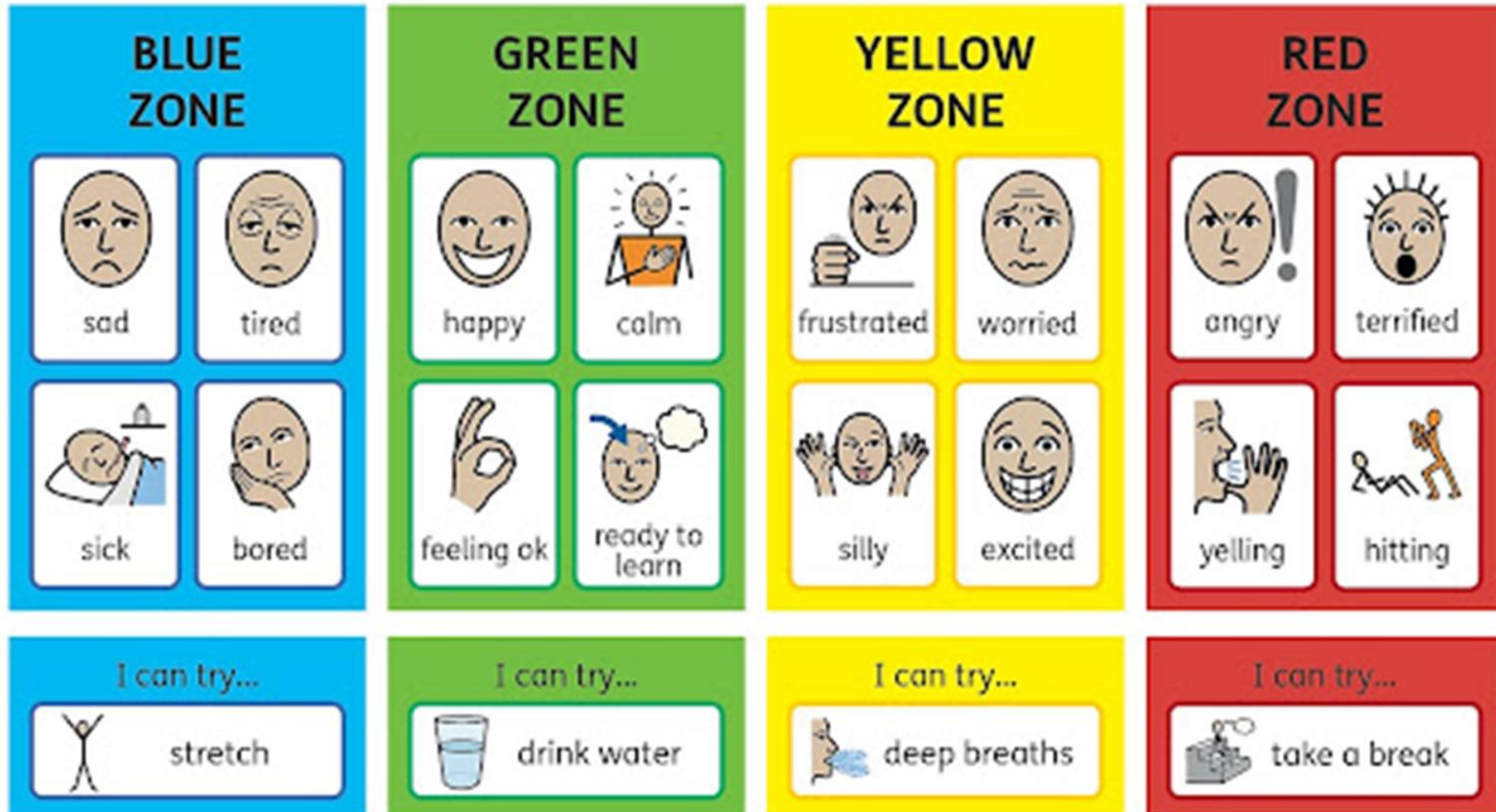
This is how we do it *here*. Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

As a whole school, we focus on positive behaviours, including: 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



Behaviour – Zones of Regulation

- The Zones of Regulation is a framework that helps children develop self-regulation skills by categorising emotions into four colour-coded zones:
- **Blue Zone:** Sad, tired, sick, or bored (low energy state).
- **Green Zone:** Calm, happy, focused, and ready to learn (optimal state for learning).
- **Yellow Zone:** Frustrated, anxious, excited, or wiggly (heightened emotions but still in control).
- **Red Zone:** Angry, overwhelmed, or out of control (extreme emotions).
- Schools use this approach to help children recognize their emotions and develop strategies to move towards the Green Zone.
- Teachers and support staff guide children in identifying triggers and using coping mechanisms like deep breathing, movement breaks, or talking with a trusted adult.

Online Safety

Online safety is:

- Protecting children from harmful content, contact, and conduct online.
- Includes knowing what they're accessing, who they're talking to, and how much time they're spending online.
- It's about helping them navigate the digital world responsibly and confidently.

Why online safety matters for parents:

- Children often don't recognise risks online.
- Harmful content, strangers, and peer pressure are easier to access.
- Excessive screen use affects mood, health, and behaviour.

What you can do as parents:

- Set up parental controls on all devices.
- Ensure age-appropriate content and apps are used.
- Know what platforms your child uses and who they interact with.

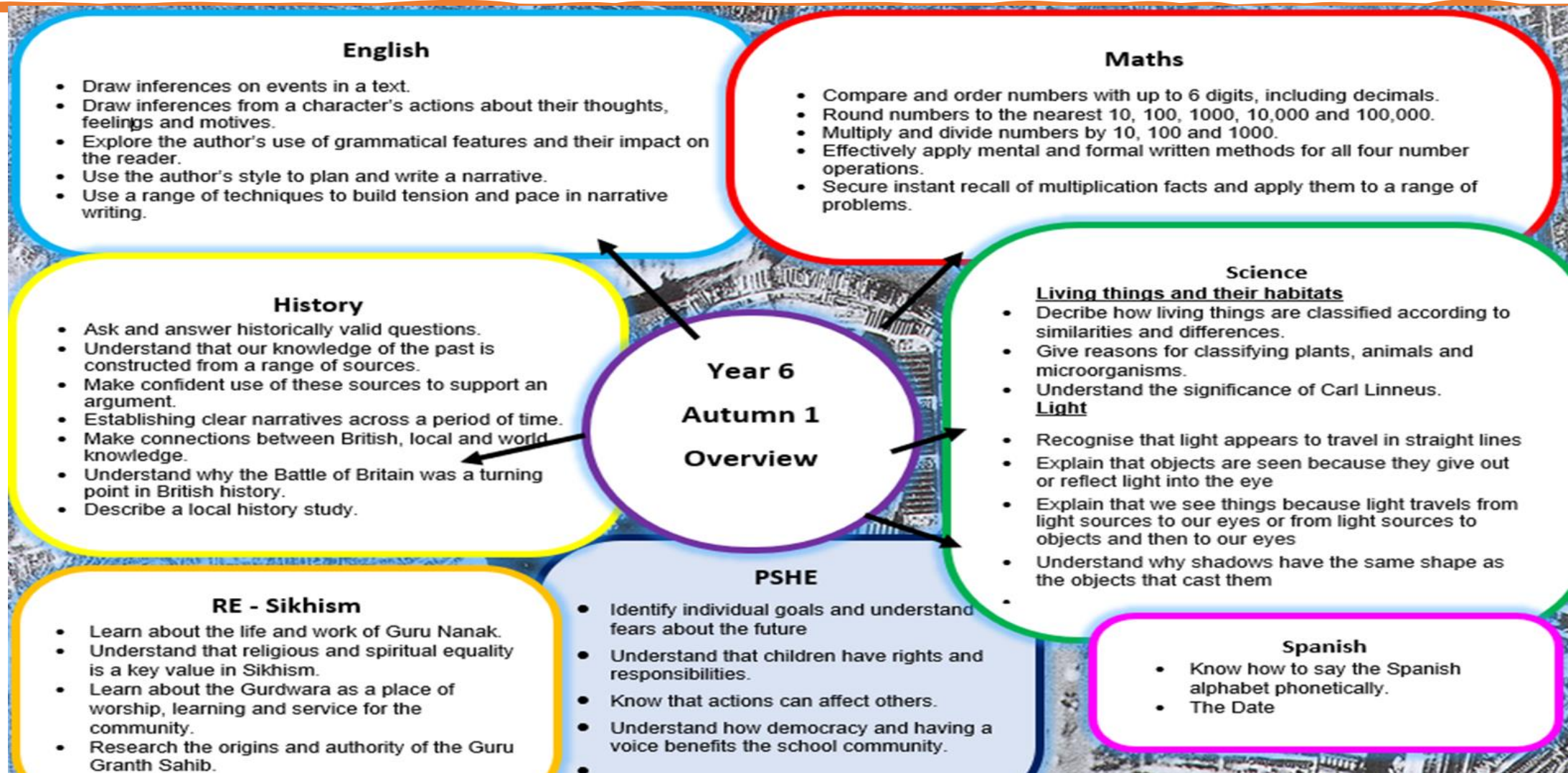
There is an online safety page on our website for pupils <https://www.gilbertcolvin.co.uk/curriculum/online-safety> and for parents <https://www.gilbertcolvin.co.uk/information-for-parents/apps-and-website-guidance>

For all online safety concerns, please contact our deputy designated safeguarding lead, Mr Endacott.

Curriculum – what we will be covering this half term



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Curriculum – foundation subject topics that will be taught this year



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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

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

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

History

Battle of Britain as a turning point in history

World War Two local area study

Migration

English – how we teach reading at Gilbert Colvin

- 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



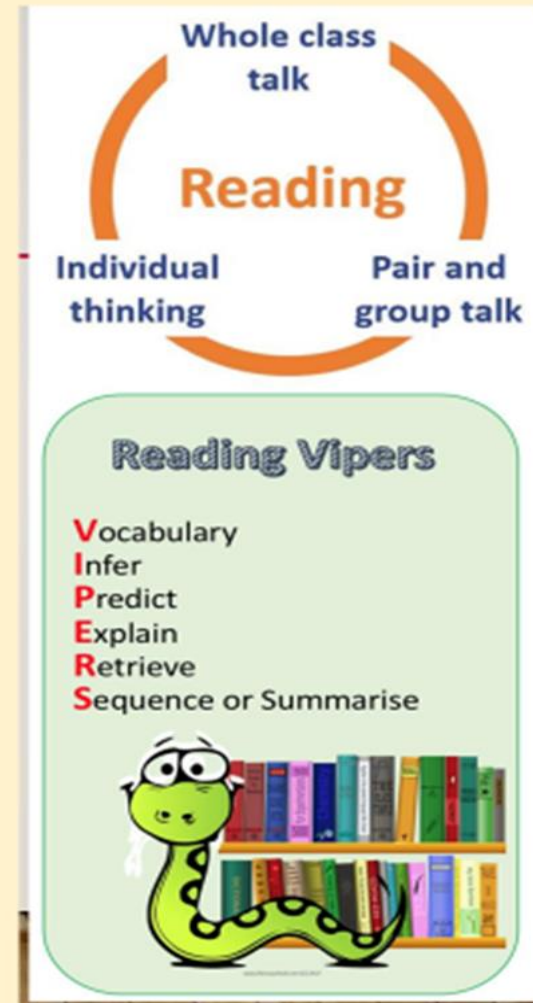
English – how we teach reading at Gilbert Colvin



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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

- 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.

Maths – how we teach maths at Gilbert Colvin

- 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 via Arbor.

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 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. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 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 www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning 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 www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project



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Homework



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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 – you have a test this week on **Number and Place Value**.

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 ☐

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, 60×40 or 0.4×6

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.

Music

- We want all our pupils to enjoy a rich range of clubs and enrichment opportunities throughout their time at school. Every child in Years 3, 4 and 5 takes part in whole-class ensemble teaching in recorder, violin and cornet, and some pupils also learn piano with our peripatetic teacher. If your child is interested in learning an instrument, you can contact [Redbridge Music Services here](#). If enough families sign up, lessons can take place here in school. A letter with further details has already been sent home.
- Following another successful year with **Rocksteady**, children will have the chance to sign up again for next year.

Music

ROCK
STEADY

ROCK AND POP BAND LESSONS!

TAKES PLACE AT SCHOOL



IGNITE THEIR INNER SPARK!

-  Children learn to play an instrument in their very own band.
-  Fun and inclusive in-school band lessons. No music theory involved.
-  Follow their musical journey in your Backstage account.
-  Exam-free, Ofqual-regulated Trinity music qualification.
-  Instruments provided and no experience necessary.

BOOK YOUR CHILD'S
PLACE ONLINE!



0330 113 0330 (Mon-Thurs 8am-8pm, Fri 8am-6pm, local rate)

rocksteadymusicschool.com



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Healthy Snacks

- We encourage pupils in Years 3-6 to bring a healthy and nutritious snack for break time to help maintain their energy and focus throughout the school day. Early Years and Key Stage 1 pupils are provided with free fruit at break time, so they do not need to bring a snack from home. Nursery and Reception children who are aged 3 and 4 are provided with free milk every day.
- I would like to remind parents to avoid sending in foods that are high in sugar. Chocolate and sweets will be sent home.
- Healthy Snack Ideas:
 - Fresh fruit (e.g. apples, bananas, grapes)
 - Vegetable sticks (e.g. carrot, cucumber, pepper)
 - Plain rice cakes or oatcakes
 - Cheese cubes or a small portion of plain popcorn
 - [This NHS webpage](#) is full of great ideas for healthier snacks for children - whether at home, picked up from the shops, or packed to take on the go.
- Thank you for supporting our commitment to promoting healthy eating habits!

How can I support my child this year?

- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
- Check Arbor 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)

Parent/school communication

For most communication, the school office will be parents' first port of call. You can email the admin team on Admin.GilbertColvin@redbridge.gov.uk or telephone directly. For anything class related, you can contact your teacher by sending an email to the office. If your query is about day-to-day arrangements including absence, changes to pick up arrangements, please let the office know.

If you have a concern and have already raised it with the class teacher, the phase leader should be contacted via the office. If a concern is escalated, one of the core leadership team will speak with parents.

Our [Complaints Policy](#) provides parents with clear guidance on how to raise a concern and outlines the steps involved in the process. However, the school is committed to addressing and resolving any issues before they escalate to a formal complaint.

As always, we ask that parents speak to all of our staff politely and respectfully, and of course, you should expect exactly the same from us!

Important notices

- Please send your child in wearing their PE kit on Tuesday.
- 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 or the calendar on the school website <https://www.gilbertcolvin.co.uk/information-for-parents/school-calendar>
- 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.