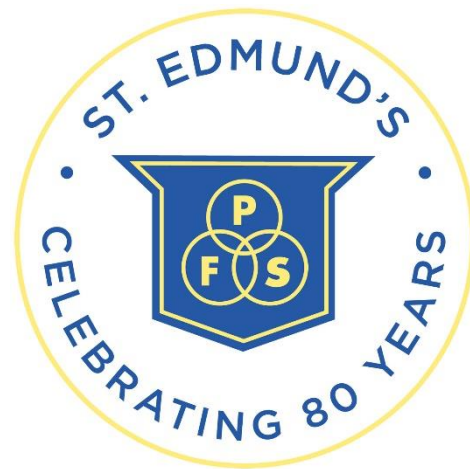


*Welcome to
Year 6*



Your teachers this
year will be

Mr Nash - 6N

Miss Morris - 6R





Mrs Rayner

Recovery Curriculum

- ▶ We understand that it has been a long time since children attended school in the usual way and so we are introducing a recovery curriculum for the first half term.
- ▶ We will of course be teaching Mathematics and English on a daily basis as well as the foundation subjects and RE as usual, but have thought it important to ensure we also include a few added extras to secure a successful and happy return to school.
- ▶ We will be introducing the children to
 - ▶ the Zones of Regulation and maintaining the
 - ▶ Daily Mile,
 - ▶ use of Thinking Maps
 - ▶ and next disposition/attitude identified within the 'Habits of Mind'

Zones of Regulation

- ▶ The 'Zones of Regulation' teaches children emotional vocabulary and understanding as well as self regulation.
- ▶ If children are able to identify how they are feeling they can then begin to understand and develop how to respond to situations in a socially acceptable way.
- ▶ We are incorporating these into our class routines.
- ▶ We encourage you to talk about these at home too.

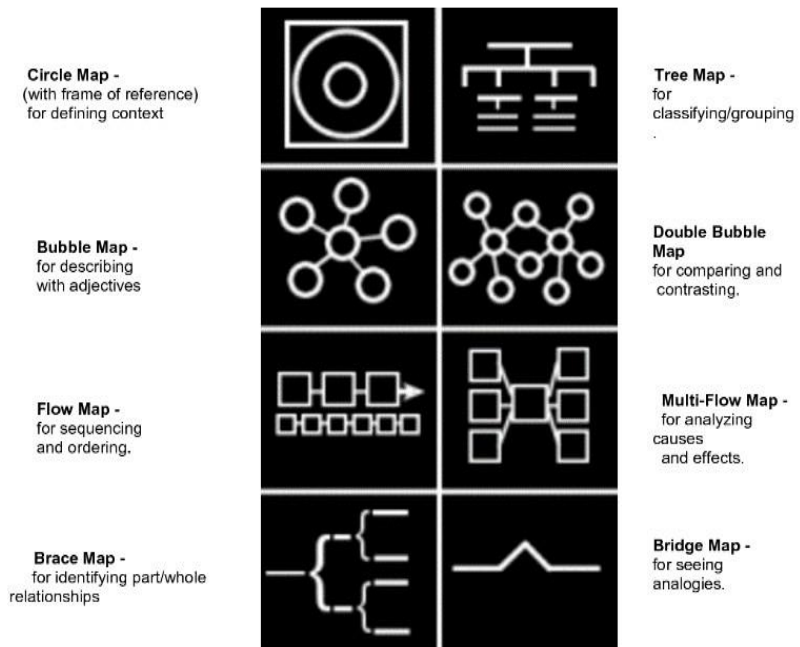
			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- ▶ The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go".
- ▶ A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- ▶ A red light or stop sign means stop, and when one is the Red Zone this often is the case.
- ▶ The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- ▶ All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.
- ▶ https://www.youtube.com/watch?feature=emb_title&time_continue=14&v=41W6PsepwRg&safe=active&app=desktop - useful video to help understand the zones.

Thinking Maps – Visual tools

David Hyerle

HYERLE'S THINKING MAPS



www.thinkingmaps.com

In 2018-19 we introduced Thinking Maps at school.

This year we plan to embed their use.

Thinking Maps are tools that help organise our thinking.

The eight maps each support a different type of thinking (cognitive process).

The children will be taking time later in the term to teach you a map or two.

Habits of Mind

We will continue our work at St Edmund's introducing children to the 'Habits of Mind', created by Arthur L. Costa and Bena Kallick. These 'Habits of Mind' are identified as a set of sixteen problem solving, life related skills, important for effective learning. Those highlighted in red are focus areas for the coming year.

1. *Persisting*
2. *Managing Impulsivity*
3. *Listening with Understanding and Empathy*
4. *Thinking Flexibly.*
5. *Thinking about Thinking (Metacognition)*
6. *Striving for Accuracy*
7. *Questioning and Posing Problems*
8. *Applying Past Knowledge to New Situations*
9. *Thinking and Communicating with Clarity and Precision*
10. *Gathering Data through All Senses*
11. *Creating, Imagining, Innovating*
12. *Responding with Wonderment and Awe*
13. *Taking Responsible Risks*
14. *Finding Humour*
15. *Thinking Interdependently*
16. *Remaining Open to Continuous Learning*

Expectations of the children

- ▶ Most children have a clear understanding of appropriate behaviour and we encourage them to take responsibility for their actions. We have read through the behaviour policy together in our classes
- ▶ We encourage respect for staff and peers
- ▶ Children should be on time for school and lessons, have all their books and equipment - school journal, reading book and appropriate homework books
- ▶ We have a focus on independence i.e. being in charge of their own homework, taking responsibility for their own PE kit etc. and we ask that parents help their children in this area
- ▶ Take time to look through the Home-School Journal as it contains lots of information to support the children.

Reading

- ▶ The children must read every day at home for 20 minutes
- ▶ We will be encouraging them to read a range of texts - *we will provide a list of suggested texts.*
- ▶ The children/parents should be recording the pages they read each day in their homework diaries. Please initial to show us that they have read every day - we will be checking this
- ▶ Please listen to your child read at least once a week
- ▶ We would appreciate comments that give a clear picture of how the children have read e.g. use of expression; sounds or words they may have struggled with; definitions of difficult words etc; their enjoyment of the book
- ▶ We will hear readers throughout the week

Reading at school

- ▶ Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. Therefore, it would not be time effective to record in your child's journal every time they practise their reading skills.
- ▶ However, we do also have set reading times where reading skills are practised using the following formats...
- ▶ **Shared Reading** - this is a whole class activity. The text is chosen to support the learning of all pupils for excitement, engagement and progress year on year. The teacher models how to read, taking into account punctuation, expression and fluency. They think aloud to model thought processes for the children to see and use. This reading material could be on the board, in books, display or placed under the visualiser when reading a story for the whole class to see.

- ▶ **Guided Reading** - (At the moment this strategy will not be used as it does not allow for social distancing) the teacher works with a small group of children, who share the same reading level and work on similar next steps. For example, sounding and blending, reading with expression etc. The text is discussed for understanding and any new vocabulary.
- ▶ **Reading for Pleasure** - enjoying a story, (not class text or reading scheme books) for example, sharing a newspaper article, a poem, story or a prayer with the whole class!
- ▶ **Individual reading 1:1 with an adult**. This is when we will write a comment in your child's Homework Journal - therefore please ensure your child's Homework Journal and reading books are always in their bag.

Writing

- ▶ The spoken language is the base of everything - make time to talk, model good language
- ▶ Please correct inaccurate grammar - spoken and written
- ▶ Support your child by helping them to find as many real life reasons to write as possible: Thank you cards, journals, diaries, reviews, blogs, postcards etc

Assessment

- ▶ Children will be assessed according to the expectations for their age group described as working towards, working at the expected standard or working at greater depth within the expected standard. (as per annual report)
- ▶ Children will work towards mastering specific skills in reading, writing, maths and spelling, punctuation and grammar
- ▶ The focus is on deepening understanding, not racing through content
- ▶ SATs will happen this academic year. We have a further meeting to discuss this. The children need to start working towards these now to be ready!

PE

- ▶ This term PE will be on a Wednesday and Friday.
- ▶ Children are to come to school wearing their PE kit with their trainers.
- ▶ They must have a spare pair of shoes in their bag if the weather is bad or the field is muddy.

Homework

- ▶ Homework will be set three times a week. In year 6, the homework that will be set will consist of Maths, Spellings, Grammar, Reading Comprehensions and occasionally RE and Topic work
- ▶ We also expect the children to read for at least 20 minutes every night
- ▶ A copy of the homework timetable will be written into your child's journal
- ▶ If there are any issues with homework, please come and speak to us however, we do encourage independence and would prefer the children to talk to us first

Behaviour Policy

A copy of the Behaviour Policy can be found in the school journal.

We have high standards of behaviour which have all been agreed to in the home school agreement.

Instances of inappropriate language or behaviour will always be followed up. This could be in the form of either a detention or a letter.

(Children are asked to write a letter home explaining what they said/did.)

Both letters and detention slips will be sent home and must be signed by the child's adult, then returned to school.

Expectations of you.

- ▶ Please make us aware of any concerns you may have regarding your child's homework, behaviour or learning - do not wait, we need to help immediately.
- ▶ If children should not be doing P.E. for any reason, please write us a note
- ▶ If you are concerned about your child at any point, please book an appointment to come and see us. This could be in person, over email or over the phone
- ▶ Please update contact details if necessary.

E-Safety, Social Networking – Acceptable Use & On-line Safety

- ▶ The school has an 'Acceptable use policy' for the Internet and Social Networking. The aim is to keep all members of the school community safe - including children, staff and parents.
- ▶ We urge you to take note of the terms of the policy and do your best to support us in it (the link is available on the website)
- ▶ Parents may take photographs or videos at most school events. However, you **must ensure** that if you include children other than your own, it is solely for your personal use and will not be published on the internet - including social networking sites.
- ▶ Please make sure any school class WhatsApp group is used appropriately - thank you.
- ▶ Please continue to monitor your child's screen time and check they are not accessing materials that are inappropriate for their age. Too many children are accessing apps/games/social media and messaging services that are for age 12+
- ▶ Parents must parent their children's after school use of devices. This is a safeguarding matter.

*We look forward to
working with you and
your child and getting to
know you all better.*

Y6 Team