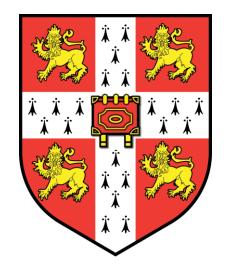


Mr Irvine – Cambridge & Mrs Harrison - Oxford





#### Year group timetable

| Years 3 to 6                   |   |            |            |                     |            |
|--------------------------------|---|------------|------------|---------------------|------------|
|                                | Monday  | Tuesday    | Wednesday  | Thursday            | Friday     |
| 8.45am-9.00am<br>15 minutes    | Soft Start- Maths retrieval<br>Registration<br>Mark retrieval questions |            |            |                     |            |
| 9.00 am-10.00 am<br>60 minutes | Maths   | Maths      | Maths      | Maths               | Maths      |
| 10.00am-10.15am<br>15 minutes  |   |            | Break      |                     |            |
| 10.15am-11.00 am<br>40 minutes | Reading   | Reading    | Reading    | Reading             | Reading    |
| 11.00am- 11.20<br>20 minutes   |   |            | Assembly   |                     |            |
| 11.20 am-12.15pm<br>55 minutes | Writing   | Writing    | Writing    | Writing             | Writing    |
| 12.15 pm-1.05pm<br>50 minutes  |   |            | LUNCH      |                     |            |
| 1.05pm-1.15pm<br>10 minutes    | 1 Library slot every two<br>weeks<br>30 minutes                         |            |            | tration<br>pleasure |            |
| 1.15pm-2.15pm<br>60 minutes    | Science   | PE         | RE         | History             | ART        |
| 2.15pm-2.30pm<br>15 minutes    |   | Daily      | / mile     |                     |            |
| 2.30pm-3.10pm<br>40 minutes    | Science   | PSHE       | RE         | History             | French     |
| 3.10pm-3.30pm<br>20 minutes    | Class Read  | Class Read | Class Read | Class Read          | Class Read |

#### Curriculum overview for the Year

#### Year 6 Yearly Overview

|           | Autumn I           | Autumn 2              | Spring I            | Spring 2            | Summer I          | Summer 2              |
|-----------|--------------------|-----------------------|---------------------|---------------------|-------------------|-----------------------|
| science   | Living things and  | Animals, including    | Evolution and       | Light               |                   | Electricity           |
|           | their habitats     | humans                | inheritance         |                     |                   |                       |
|           |                    |                       |                     | Does the angle of   |                   | How does the          |
|           | What are the       | How does the          | How did Darwin's    | a light source      |                   | voltage of cells      |
|           | similarities and   | heart work?           | finches evolve in   | affect the shape of |                   | affect the brightness |
|           | differences of     |                       | order to survive?   | a shadow?           |                   | of a bulb?            |
|           | microorganisms?    | How does your         |                     |                     |                   |                       |
|           |                    | heart rate change     | What different      | How does the        |                   | How does the          |
|           | What are the       | throughout the day?   | fossils are there?  | brain recognise     |                   | brightness of the     |
|           | similarities and   |                       |                     | how we see?         |                   | bulb vary depending   |
|           | differences among  |                       |                     |                     |                   | on the amount of      |
|           | different mammals? |                       |                     |                     |                   | resistance in the     |
|           |                    |                       |                     |                     |                   | circuit?              |
| P.E.      | Invasion games     | Dance                 | Gymnastics          | Net and wall        | Athletics         | Striking and fielding |
|           | (football)         |                       |                     | (tennis)            |                   | (cricket)             |
| history   |                    | r rise to power? Give |                     |                     |                   | the main causes and   |
|           | two                | ways.                 |                     |                     | effects of the Ru | ssian Revolution?     |
| geography |                    |                       | How has the Volga   | River been utilised |                   |                       |
|           |                    |                       | throughou           | ut history?         |                   |                       |
|           |                    |                       | Domestic for        | us: Edinburgh       |                   |                       |
|           |                    |                       | International focus | s: Russia (Moscow)  |                   |                       |
| R.E.      | What is the        |                       |                     | How do Sikhs        |                   | Are science and       |
|           | importance of      |                       |                     | show that they      |                   | theories of creation  |
|           | repentance in      |                       |                     | belong to their     |                   | complimentary or      |
|           | Judaism?           |                       |                     | faith?              |                   | conflicting?          |
|           | (Judaism)          |                       |                     | (Sikhism)           |                   | (multi-faith)         |
| art       | Drawing            |                       | Painting            |                     | Sculpture         |                       |
|           |                    |                       | self-portraits in   |                     |                   |                       |
|           |                    |                       | differing styles    |                     |                   |                       |

### Curriculum overview for the Year

Year 6 Yearly Overview

|           | landscape drawing<br>showing<br>perspective<br>(Paul Cézanne) |  | (Pablo Picasso,<br>Barbara Kruger) |                                  | papier mâché mask<br>(Dame Barbara<br>Hepworth) |                                 |
|-----------|---|--|------------------------------------|----------------------------------|---|---------------------------------|
| computing |   | Data handling  |                                    | Programming                      |   | Media                           |
|           |   | How can<br>spreadsheets help<br>us?<br>(Chromebooks: |                                    | EduBlocks HTML 5<br>block coding |   | creating videos<br>(iPads)      |
| DT        |   | Google Sheets)                                       |                                    |                                  | Castingand                                      |                                 |
| D.T.      |   | Electrical systems steady hand game                  |                                    |                                  | Cooking and<br>nutrition                        |                                 |
|           |   |  |                                    |                                  | 'Come Dine with                                 |                                 |
|           |   |  |                                    |                                  | Me' (designing a<br>three-course meal)          |                                 |
| music     |   |  | Charanga 6.1                       |                                  |   | Charanga 6.2                    |
|           |   |  | 'Music and<br>Technology'          |                                  |   | 'Developing<br>Ensemble Skills' |
| PSHE      | How can we keep   | How can the media                                    | How can I look                     | What is activism?                | How do friendships                              | What will change as             |
|           | healthy as we grow?   | influence people?                                    | after my mental<br>health?         |                                  | change as we grow?                              | we become more<br>independent?  |

#### Reading lessons/Reading cannon

| Nursery -                   | Owl Babies   |                             | Stick Man  | Each Peach Pear Plum   | Rosie's Walk  | The Very Hungry Caterpillar  | The Rainbow Fish   |  |
|-----------------------------|--|-----------------------------|--|--|---|--|--|--|
| Core                        | Martin Wade  | "                           | Julia Donaldson  | Janet and Allan Ahlberg  | Pat Hutchins  | Eric Carle   | Marcus Pfister   |  |
| Nursery -<br>secondary      | Nursery Rhymes   | Traditional tales           | : Love Makes a Family The Snowy Day Ez<br>Sophie Beer Jack Keats | a My World, Your World Peepo<br>Melanie Walsh Janet and All<br>Ahlberg                             |   |  | d about Minibeasts We're Going on a Bear<br>es Andreae & David Hunt<br>Wojtowycz Michael Rosen |  |
| Reception<br>- Core         | Pumpkin Soup<br>Helen Cooper   |                             | Look up<br>Nathan Bryon  | Little Red Riding Hood<br>Lari Don   | Farmer Duck<br>Martin Wadell                          | Handa's Surprise<br>Eileen Browne                                  | The Pirates Next Door<br>Jonny Duddle  |  |
| Reception<br>-<br>Secondary | Out and About Shirley<br>Hughes  | Traditional t               |  | Baby What makes us unqiue?<br>onaldson Jillian Roberts   | Superworm This is How Wi<br>Julia Donaldson Matt Lamo | the Pot  | top on Market Hello Lighthouse<br>Street Sophie Blackatt<br>tt de la Peña                      |  |
| Year 1 -<br>Core            | Hansel & Grete<br>Anthony Brown  |                             | Coming Home<br>Michael Morpurgo                                  | Snail and the Dear Greenpeace<br>Whale Simon James<br>Julia Donaldson                              | The Tale of Peter Rabbit<br>Beatrix Potter            |  | <i>idged Ladybird Classics</i><br>Igle Book  |  |
| Year 1 -<br>Secondary       | You Can't Take an Elephant on the Bus I Want my Hat Bac<br>Patricia Clevland Peck John Klassen |                             |  | George's Marvellou<br>Roald Dal  |   | c Cat in the Hat A Bear Called Paddignton<br>Dr Zeuss Michael Bond |  |  |
| Year 2 -<br>Core            | Abridged Ladybird C<br>The Secret Garde  |                             | Oliver Twist<br>Charles Dickens<br>Retold by Gill Tavner         | Greek Myths<br>Geraldine McCaughrean   | The Ice Trap<br>Meredith Hoope                        |  | Arthur<br>Matthews   |  |
| Year 2 -<br>Secondary       |  | The Dark<br>cket & John K   |  | Arabian Nights<br>borne Illustrated  | Me and Mister P<br>Maria Farrer                       |  | The Lost Words<br>Robert Macfarlane  |  |
| Year 3 -<br>Core            | The Iron Man<br>Ted Hughes   |                             | The Fastest Boy in the World<br>Elizabeth Laird                  | Stig of the<br>Clive I   |   |  | Beowulf<br>Michael Morpurgo  |  |
| Year 3 -<br>Secondary       |  | and the Mou<br>rry Pinkney  |  | ork Maker's Daughter Revolting Rhymes<br>hillip Pullman Roald Dahl                                 |   | Matilda<br>Roald Dahl  |  |  |
| Year 4 -<br>Core            | War Game<br>Michael Foreman  |                             |  | The Iliad & The Odyssey Asha and the Homer - retold by Gillian Cross Jasbinde                      |   | · · · · · · · · · · · · · · · · · · ·                              |  |  |
| Year 4 -<br>Secondary       |  | lourney<br>ron Becker       | с  | harlotte's Web<br>E B White  | Varjak Paw<br>S F Said                                |  | Love that Dog<br>Sharon Creech   |  |
| Year 5 -<br>Core            | Whe  |                             | ntain Meets the Moon<br>race Lin                                 | Journey to th<br>Eva Ibb   |   | Clockwork<br>Phillip Pullman                                       | Macbeth<br>Shakespeare   |  |
| Year 5 -<br>Secondary       |  | Happy Endir<br>ol Ann Duffy |  | l Tom's Midnight Garden<br>gh Rise Mystery Tom's Midnight Garden<br>iharna Jackson Philippa Pearce |   | The Crossover<br>Kwame Alexander                                   |  |  |
| Year 6 -<br>Core            |  |                             | e Giver<br>is Lowry  | Mortal Engines     Animal Farm       Phillip Reeve     George Orwell                               |   |  |  |  |
| Year 6 -<br>Secondary       |  | Watertower<br>ary Crew      |  | WonderDarwin's DragonsRJ PalacioLindsay Galvin   |   | Once<br>Morris Gleitzman   |  |  |

#### New lesson format



- Quizzes can be useful tools to enable children's long-term learning. Because quizzes ask
- children to recall information and use it, they can be useful retrieval practice for children.

retrieval quiz



• Breaking the task into small steps makes it manageable, makes it more memorable, allows the student to make steady progress, feel success and can achieve their full potential

#### step-by-step

| $\mathbf{\nabla}$ | — |
|-------------------|---|
| $\mathbf{\nabla}$ | — |
|                   | — |

Hinge questions are planned questions written prior to the lesson with a specific goal
of assessing all pupils understanding and thinking at that point. The responses to the
hinge question guide the teacher as to what the next stage of the lesson should be
– whether to recap or move on.

hinge questions

# Our new **Behaviour Expectations** are having a positive impact across the school and in every class.

Research shows that pupils across the country are losing up to an hour of learning each day in schools due to disruption in classrooms, this equates to 38 days of teaching lost per year.

We are positive that this will not happen at Hale if we follow our new expectations. Our children are overwhelmingly positive about it, this is what they have said...

- The quieter classrooms make it easier to learn- Yr4
- It is nice to be able to stop all the children without the teachers raising their voices- Yr2
- I keep forgetting not to talk, but it is ok because we are all learning- Yr3.

Your children deserve calm, orderly and purposeful classrooms where the children are able to focus on their learning. We have seen that we can achieve this in just one week of the new expectations being in place.





# We want our community to be **Inspired to learn**

#### **PRIDE Values**

Hale has made a strong commitment to the PRIDE values and we actively teach the values:

P Pride and Positivity
R Respect and Responsibility
Independence and Integrity
D Drive and Determination
E Excellence and Enjoyment



### **Behaviour**



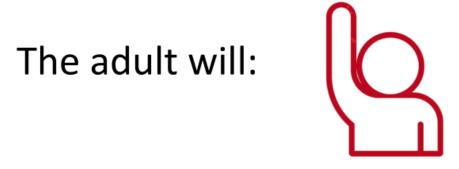
## It's good to be green!



#### **PRIDE POINTS**

#### Silent Gestures

#### To get everyone's attention silently



Everyone will:



### Silent Transitions

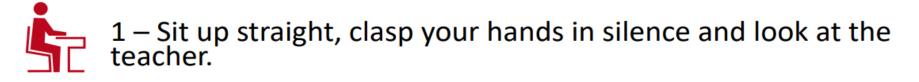
#### Why do we have silent transitions?

- Silent transitions ensure that no learning is disrupted around the school
- Silent transitions ensure that no time is wasted
- Silent transitions ensure that everyone moves around the school safely



### Silent transitions in class

#### 1, 2, 3



2 – Stand up and tuck your chair in. Stand behind your chair and face the teacher in silence.



3 – Follow the teacher's instruction and transition in silence.

We remain silent while we follow our 1, 2, 3 transition



## Classroom Equipment

Please ensure your children bring the following to school:

- Clear Water bottle- named
- Lunch box (if not having hot school dinners)
- Suitable coat for all weathers (we want to take the children outside even on the rainy days )
- They do not need a pencil case as they will be given everything they need.

## Home Learning for this term

Phale Nurserz Ph

- Daily Reading (5 x a week)
- Maths or literacy homework every Friday, due the following Friday.
- Times tables times tables will be practised at school but in addition please use 'Times Table Rockstars'.
- Topic homework a list of possible activities to complete will be sent via Seesaw for each topic. There will an exhibition of all the children's work at the end of the half-term.





## Please send the children to school in their PE kits on the day their class has PE:

## Tuesday

PE



## **Contact details**



If you need to contact Year 6, you can email the team:

hale.year6@hale.kite.academy

But if it is more urgent, please ring the office as we cannot guarantee that it will be checked daily.

## **Important dates**



Open evening at FHES

Thursday, 28<sup>th</sup> September

You have to apply for their secondary school places by **31<sup>st</sup> October 2023.** 

## **Important dates**





Residential at Hindleap Warren - we will be in contact shortly and sending out medical forms and kit lists:

Monday, 27<sup>th</sup> November to Wednesday, 29<sup>th</sup> November.

We will send out further details in the spring term but the KS2 statutory tests are timetabled for the following dates:

Monday, 13<sup>th</sup> May to Thursday 16<sup>th</sup> May 2024

## Thank you!

If you have any questions, please come and ask or please email us using the year group email below:

hale.year6@hale.kite.academy



