

Welcome to Hawthorn Class





Safeguarding and Prevent Leads



Emma Fenn
Headteacher
Designated Safeguarding Lead
Designated Teacher for Children Looked After



Louise McLellan
Deputy Headteacher
Deputy DSL
Prevent Lead



Jenny North
Assistant Headteacher / SENCo
Deputy DSL
Mental Health Lead



Georgia McNamara
Online Safety Lead

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



Sarah Moriarty
Safeguarding Link Governor



Year 6



Mrs McNamara
Hawthorn Class

Head of Computing
Online Safety Lead



Mrs Cherry
Year 5 & 6
Teaching Assistant



Ms Toms
Music and French Teacher



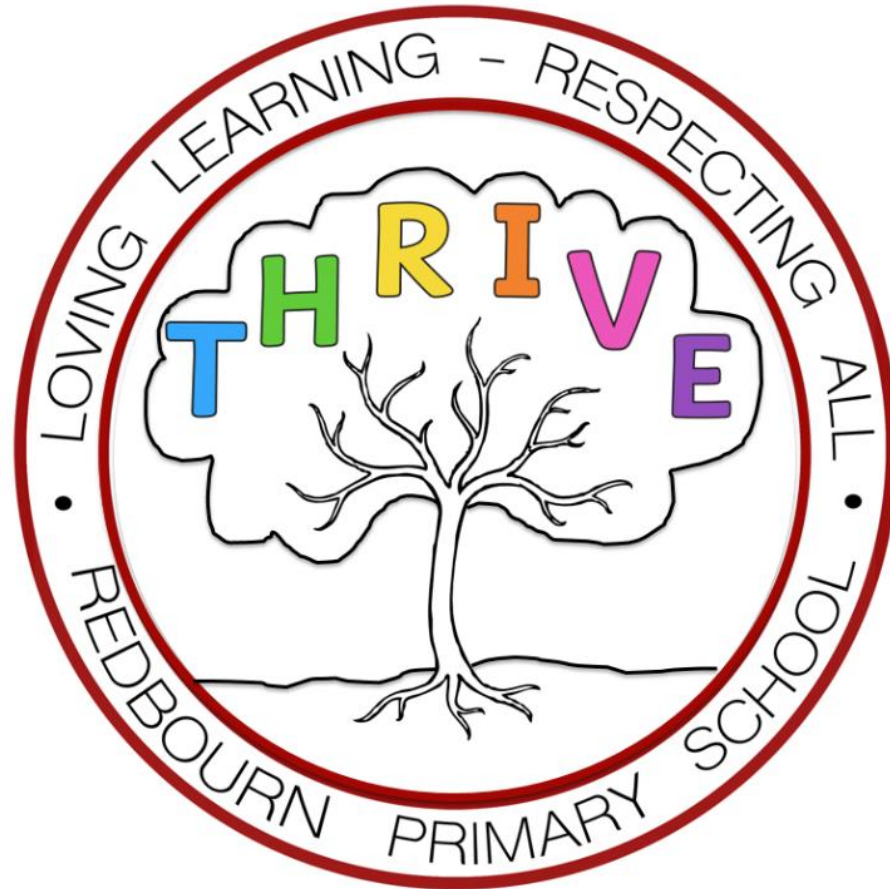
Mrs Grabowska
Cedar Class
Teaching Monday –
Wednesday AM

Head of History



Mrs Gifford
Cedar Class
Teaching Thursday -
Friday

Head of Science



- T** - Team
- H** - Healthy
- R** - Responsible
- I** - Innovative
- V** - Valued
- E** - Empathetic

Online Safety

Apps and Devices



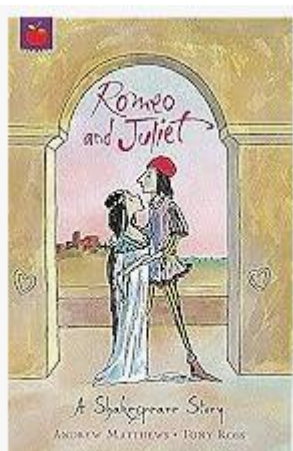
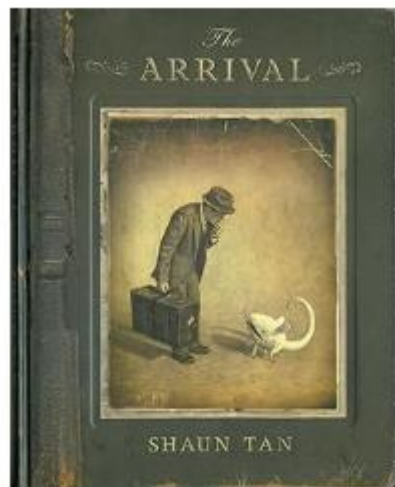
- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person



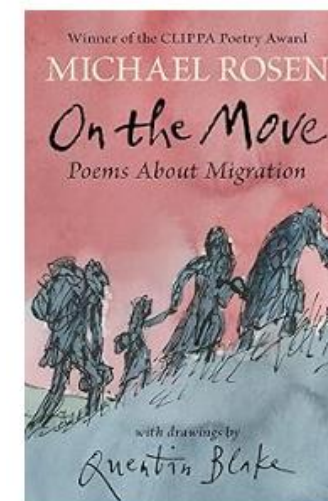
A typical week in Hawthorn Class:

	Mon	Tues	Wed	Thurs	Fri	8:40	
Early Morning Activity or Feedback							
Register							
Reading Response	Reading Response	PPA		Maths	Maths	9:00	
	PE (Mr Colman) 8:40-9:45	Miss Toms 9:45-10:30	BREAK			Maths	9:30
Dictation	SPAG	English		English	10:30		
		Miss Toms 10:45-11:10	English 11:10-12:00			10:45	
						11:00	
LUNCH							
Register / Reading for pleasure							
Assembly							
Homework	PSHE	Computing		History	Science	13:00	
Art	RE					13:15	
Class Reader / Newsround							
HOME TIME							
						15:00	
						15:20	

English Year 6



- ❖ Playscripts
- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (suspense)
- ❖ Alternative endings
- ❖ Diary entries
- ❖ Non-Chronological reports
- ❖ Biography
- ❖ Dialogue
- ❖ Adverts
- ❖ Reports and informal letters



Writing TAF - WTS

End of KS2 statutory assessment		Working Towards the Expected Standard								
The pupil can:		Narrative Evidence				Non-narrative Evidence				Criteria Met
write for a range of purposes: <i>adapting their writing to show a different level of formality</i>										
use paragraphs to organise ideas										
in narratives, describe settings and characters <i>including character appearance, action and emotion</i>										
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)										
use <u>mostly</u> correct	capital letters									
	full stops									
	question marks									
	commas for lists									
	apostrophes for contraction									
spell correctly most words from the Y3/Y4 spelling list*										
spell some words correctly from the Y5/Y6 spelling list*										
write legibly'										
<i>accurately proofread to avoid run on sentences, comma splices and word omission.</i>										

Writing TAF - EXS

End of KS2 statutory assessment	Working at the Expected Standard									
The pupil can:	Narrative				Non-narrative				Criteria Met	
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)										
in narrative and non-narrative convey a convincing viewpoint										
use the point of view of others to support or contrast the writer's own opinion										
choose the genre to maintain the reader's interest i.e. extended detail in narrative and succinctness in a police report										
- in narratives, describe - settings - characters - atmosphere										
purposefully integrate dialogue in narratives to convey character and advance the action. Dialogue must be accurately punctuated.										
vary sentence type within writing: simple, compound, complex plus statements/questions/commands and exclamation										
use a range of strategies to construct a complex sentence i.e. subordinating clauses starting with ing, ed and -ly.										
select varied and precise vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility & using formal verbs i.e. discover instead of find out)	use adverbs and adverbial phrases to qualify, intensify, contrast, link and for emphasis i.e. Hugo is incredibly stupid and exceptionally confused.									
use a range of synonyms to develop description and setting	use a range of contextually appropriate figurative language devices to add interest – particularly carefully in non-narrative writing									
use a range of devices to build cohesion: conjunctions, adverbials of time and place, pronouns, synonyms, deliberate word repetition ellipsis as a cliff hanger or pause within and across paragraphs	use verb tenses consistently and correctly throughout their writing									
	use the subjunctive form of the verb to emphasise formality, urgency, or importance									
	use the passive voice to affect the presentation of information in a sentence									
	use the range of punctuation taught at KS2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)									
	use a hyphen to avoid ambiguity									
	use a dash to mark the boundary between independent clauses									
	use bullet points to list									
	spell correctly most words from the Y5/Y6 spelling list* and use a dictionary to check the spelling of more uncommon or more ambitious vocabulary									
	maintain legibility in joined handwriting when writing at speed ²									

Writing TAF - GDS

End of KS2 statutory assessment	
The pupil can:	
- write effectively for a range of purposes and audiences - selecting the appropriate form and drawing independently on what they have read as models for their own writing	
Use vivid and carefully selected literary language i.e. a pillar of defiance, cloistered in darkness, weather-beaten and worn...	
Use characterisation where the essence of the character is subtly conveyed i.e. The surly gentleman crouched on his haunches to gain a better view and consulted his copious notes. Drawing in a startled breath, he rubbed his furrowed brow.	
Use a varied text structure and presentation – making choices about how information is presented to the reader with structural shifts designed to speed up or slow down the writing and deliberately adjusting the focus of the narrative.	
Show deliberate writer bias in fiction and non-fiction.	
Consciously and confidently use passive verb forms.	
Make ambitious and assured vocabulary choices in formal writing.	
Use extended and ambitious fronted adverbials i.e. Shortly before the pallid sur fought valiantly through the dismal fog, the quiet child...	
Utilise expanded noun phrases functioning as the subject of the sentence with deliberate expansion before and after the noun: The enormous, battle-scarred dragon with tattered wings, scarred by centuries of conflict, descended silently from the storm clouds.	
use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^	
Show differing ways to demarcate parenthesis (commas, dashes and brackets)	
Use a semi colon, colon or dash to mark the boundary between independent clauses	
Use colons to mark boundary between independent clauses and to introduce a list	
Use semi colon to avoid ambiguity in extended lists i.e. The recipe contained many unusual ingredients, not usually found in this country: essence of deadly nightshade, with its berries intact; the freshly harvested pollen from a scarlet lupin; and a single tear from a sightless Warnet dragon.	

Control ambitious multi-clause sentences.								
Manipulate grammar for a formal register i.e. <i>Magnificent, it may have been, but this did not excuse the impertinent nature of its interactions.</i>								
distinguish between the language of speech and writing³ and choose the appropriate register								
Use agentless passive constructions i.e. <i>A chest of personal items was unearthed... it is believed... as will be observed... it is hoped that</i>								
Authentically use technical language which is subject specific i.e. <i>migrating birds, the delicate ecosystem, the microscopic organisms</i>)								
Incorporate detailed facts i.e. <i>The discarded tree sap from this fruitless tree is utilised in modern medicine to produce several innovative medicines: Acetamine, Briophene and Calanterin.</i>								
Ask questions & directly address the reader – carefully controlling the level of formality required								
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
Deliberately switch between formal and informal register within a piece of writing showcasing a versatile writer's voice.								
Utilise & control vernacular language (dialect/ idioms/ colloquial phrases/ sarcasm/ humour).								
Use discourse markers and minor expletives i.e. <i>There was not a damned thing they could do about it.</i>								
Recognise that certain features of spoken language (contracted verb forms, other grammatical informality, colloquial expressions, long descriptive sentences) are less likely in formal writing and that alternative vocabulary and grammar must be selected.								

4

Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*

Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.

the foot of the hill ☐

the campsite ☐

the cattle grid ☐

the bridge ☐

5

Look at page 4.

What made Priya decide *to take a look* outside the tent?

Tick **one**.

She heard hedgehog noises. ☐

She heard Toby coughing. ☐

She heard the engine stop. ☐

She heard the noise from the road. ☐

21

Look at Harriet's answer to the question: *What benefits could bats possibly bring to humans?*

How can you tell that Harriet thinks insects are pests?

Write **two** ways.

1. _____

2. _____

22

Draw **four** lines to match an amount on the left to a fact on the right.

thousands

people visiting the Congress Avenue Bridge each year

a few

bats living in one cave

ten

months baby bats need to develop before travelling

fifteen million

tonnes of insects eaten by bats each night

26

What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1 mark



Examples of writing

Onomatopoeia

Click! Something changed. Her eyebrows furrowed and her eyes retreated from their slumbering socket. ~~Out of the corner of her eye~~ ^{shifted inside} The ancient shop right across the cobbled path had moved. How!?

A ^{tempting} ~~tempting~~, swirling vortex devoid of grey had ~~appe~~ appeared.

Vocabulary

It was as if space was in a conjoined, invisible barrier.

Punctuation

A deafening-silence radiated through the queer items aura.

Oxymoron

The bitter-sweet ~~sweet~~ appearance of the shop was enough

to make her jaw drop. She Alma had never the gaze of the

shop before. A gaze - a warning. It had as a huge, gaping mouth

and razor - sharp scales all down its front. Her hand

lingered over the peculiar door knob $\leftarrow$ ~~th~~ it was all too perfect.

It ~~stone~~ ^{was} cold stone-cold to the touch, but it Alma was

too engrossed to turn back now. A veil of uncertainty

~~stamped~~, stamped and wept ^{over} the situation. With a slow creak

the door inched open after a small minute tugg.

Inside the suspicious shop was a hoard of dark-~~preserved~~ ^{preserved} vortices. From the moment she stepped in Alma was under its control. All she had time for was a gasp and a small grin of to have the ~~audacious~~ ^{audacious} audacity to venture across her gaze. Then it was all ~~gone~~ gone.

A tsunami of black had suddenly raged through her whole world. She was in the vortex! Planets and stars elegantly danced through the pitch-black abyss. What was this?

Where was she? Hmm In a flash, Alma was hurtling

towards, as ~~to~~ she saw it, the north, brightest star. She

hit it with a crash and a flurry of light bombarded her

senses. A small scratched grasped at the star but nothing

happened. A rather harsh of scratches pierced it, but this

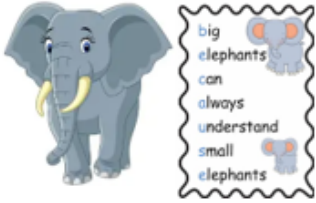
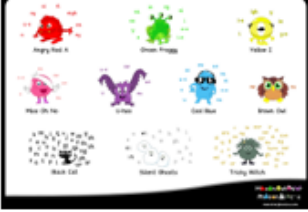
time, something did happen. Her lign glashed before her

eyes and an excruciating pain ~~was~~ ^{or} wriggled throughout her

body. Suddenly, she was back in the shop. In an instant

Fronted Adverbials

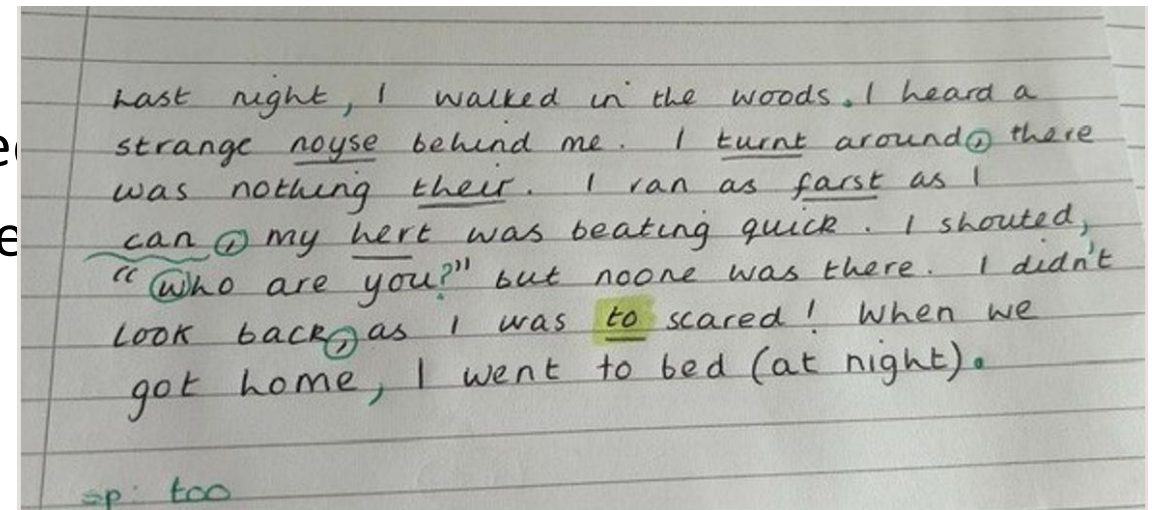
Spelling Strategies

 Use your spelling voice to pronounce all the letters in the word.	 Use mnemonics to help you remember common tricky words.	 Take off the suffix and prefix and just focus on the root word.	careful careful carefull  Try out different possibilities. Have you seen the word before?
 ba-na-na Break up the word into chunks that you can remember.	 Think about the tricky part of the word. What makes it tricky? Rules?	hear  I <u>hear</u> with my ear! Look for words within words or words in a spelling that help you remember.	 Sound buttons-think of the more common digraphs

Writing Marking and Feedback



- All lessons are marked to show the pupils the errors that they are making.
- Punctuation is always corrected i.e. a missing punctuation added. Incorrect punctuation circled.
- Parts of the writing that do not make sense have a wavy line underneath.
- Teacher notes common errors and reteaches as a warmup the next day.
- VF for repeated errors.
- All incorrect spellings (up to 6) are underlined.
- Errors in letter formation are always corrected.





Maths

We use the White Rose scheme for maths. There is a daily maths lesson, related to number, calculation, shape, space and measures or problem solving within these areas.

As well as this, a Flashback Four session to revisit different mathematical concepts - mainly focusing on quick recall of number facts.

We also complete Times Tables Rockstars four times a week.

$23.8 \div 1000 =$		 1 mark
$63.6 \times 7 =$		 1 mark
$\frac{5}{6} - \frac{2}{3} =$		 1 mark
$0.6 = \frac{?}{20}$		 1 mark
$\frac{4}{7} \div 2 =$		 1 mark
$\frac{1}{4} \times \frac{3}{7} =$		 1 mark
$2\frac{1}{8} - \frac{1}{4} =$		 1 mark

Examples of maths

- 3) Charlie cuts a 10.25m piece of wood into five equal pieces. How long is each piece?
- 4) Three brothers are all paid an equal sum of pocket money. Altogether they were paid £19.80. How much did each brother receive?



VF.

2.05m

$$10.25 \div 5 = 2.05$$

$$\begin{array}{r} 06.60 \text{ each} \\ 3 \overline{) 19.80} \end{array}$$

✓ Inverse to check: $6.60 \times 3 = 19.80$ ✓

3) Broth uses short division to work out $13.2 \div 5$

0	2	2
6	1	3

Use short division to work out the calculations.

a) $0.32 \div 2 = 0.16$ ✓

b) $25.5 \div 5 = 5.1$ ✓

c) $19.05 \div 5 = 3.81$ ✓

d) $14.2 \div 4 = 3.55$ ✓

e) $202.35 \div 3 = 67.45$ ✓

f) $18.48 \div 6 = 3.08$ ✓

g) $105.12 \div 9 = 11.68$ ✓

$$\begin{array}{r} 0.1168 \\ 9 \overline{) 1.0512} \end{array}$$

4) Work out the divisions.

a) $3.64 \div 4 = 0.91$ ✓

b) $15.04 \div 2 = 7.52$ ✓

c) $96.4 \div 4 = 24.1$ ✓

d) $15.53 \div 3 = 5.17666...$ ✓

e) $0.954 \div 4 = 0.2385$ ✓

f) $15.62 \div 9 = 1.73555...$ ✓

g) $9.64 \div 8 = 1.205$ ✓

h) $19.71 \div 9 = 2.19$ ✓

What do you notice?

$$\begin{array}{r} 0.1168 \\ 9 \overline{) 1.0512} \end{array}$$

$$\begin{array}{r} 0.227 \\ 9 \overline{) 1.9563} \end{array}$$

$$\begin{array}{r} 0.218 \\ 9 \overline{) 1.962} \end{array}$$

$$\begin{array}{r} 0.219 \\ 9 \overline{) 1.971} \end{array}$$

5) Fill in the missing numbers.

a) $3.6 \div 4 = 36 \div 40$ ✓

b) $7.8 \div 5 = 78 \div 100$ ✓

c) $2.5 \div 4 = 25 \div 8$ ✓

d) $7.8 \div 6 = 78 \div 3$ ✓

6) Complete the calculation.

$8.4 \div 2 = 4.2$ ✓

How many different solutions can you find?

$8.4 \div 4 = 2.1$ ✓

$8.4 \div 8 = 1.05$ ✓

$8.4 \div 7 = 1.2$ ✓

$8.4 \div 3 = 2.8$ ✓

SATs

- ❖ SATS are national tests set by the government which are completed in May by Year 6 children across the country.
- ❖ This year, SATS will take place from Monday 10th May to Thursday 13th May.
- ❖ Children will be exposed to past papers and practice questions throughout Year 6 so that they get used to the format and style.
- ❖ There will be a separate meeting to discuss this in more detail.





Reading Book Bingo

Each book must be recorded in your orange Reading Record. You can read the book yourself, have a grown up read it to you or listen to it via an audiobook. When you have completed a square, bring your grid to your teacher, who will sign it off. Some squares have an additional condition! You must be ready to discuss what you have read with your class teacher in order for it to be signed off. Books that you have read in the past do not count but books you are currently reading do.

A lot of these books can be found in local libraries, in our school library or in our class library. Reading Eggs also has an online library where you can find some of these books. If you are registered with a local library, then Borrow Box is a great app where you borrow eBooks and eAudiobooks for free.

You will get a stamp for each square you fill in, a bookmark for each row you fill in and a certificate for completing the whole grid presented in celebrating assembly. What are you waiting for? Pick a square and see where your reading takes you!

Task	Award
One square	A stamp on your Reading Bingo Card
One Row (Horizontal, vertical or diagonal)	A bookmark
Complete Grid	A reading certificate presented in celebration assembly

Name: _____ Class: _____

1. A book by Phillip Pullman For example, 	2. A book by Matt Goodfellow from the collection 	3. A Roald Dahl Book 	4. A historical fiction book.
5. A non-fiction book on a topic of your choice. 	6. A poem of your choice that you must be able to either recite or perform to your teacher or whole class if you wish to do so. 	7. A book we have in school. 	8. A picture book
9. A funny fiction book 	10. A biography (This could be a book or an online fact file you read about an individual) 	11. A classic book. 	12. Free Square – any book of your choice
13. A magazine of your choice 	14. A book by Benajmin Zephaniah 	15. A fable, myth or legend 	16. A comic or graphic novel



Home learning

No more than and 1 $\frac{3}{4}$ hr per week should be spent on Home Learning tasks, plus daily reading and times tables practice..

- Logins can be found in your child's Reading Record.
- Hear your child read- ideally 10 minutes daily
- Encourage reading of other books – Book Bingo
- At least weekly access on Reading Eggs
- Daily Times tables practice on Times Tables Rock Stars
- Weekly spellings - linked to spelling sessions and Common Exception Words.
- Task from White Rose Maths Practice Journal.

Spellings and maths will be set on a Friday, to be returned by Wednesday.

Crucial Crew



PGL



Theatre Show at KWS





Contacting Teachers

We promote an open-door policy and there will be opportunities throughout the year for us to meet, such as at parent consultations and events.

As well as this, teachers will usually be available briefly at the end of the school day should you wish to speak to any of us.

For a more personal and private conversation, please do not hesitate to contact the school office to arrange a mutual time for us to meet/speak via telephone or by email.

All emails should be sent via the school office: admin@redbournprimary.co.uk

If you send an email, it will be acknowledged within 2 working days and responded to within a week.



Thank you for coming!

Any questions?

