



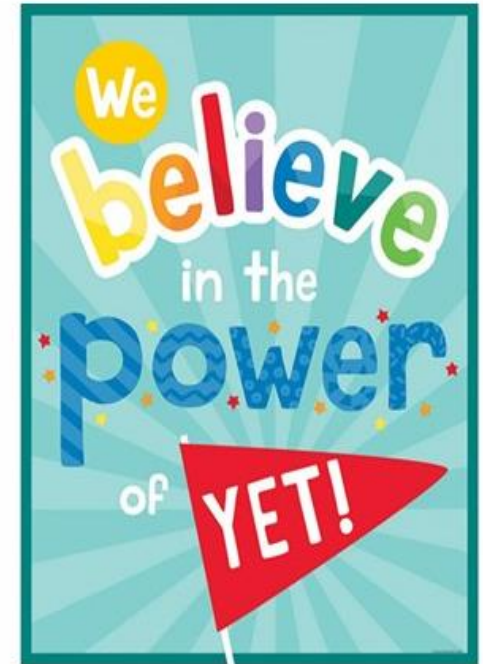
Year 5 & 6 Curriculum Information

Respecting One Another



The Importance
of Respect
(for others and
for yourself)

A Growth Mindset



Our Core Values



A special place where children know how to keep themselves safe and healthy. They love learning and become:

Effective
communicators

Responsible
and caring
citizens

Active
contributors

Successful and
independent
learners

Confident and
ambitious
individuals



Our Shared Vision



Mrs Peters
Class Teacher 5R



Miss Limani
Class Teacher 5L



Miss Rushton
Class Teacher 6R



Ms Gaughran
Class Teacher 6G
QED lead for Reading



Mrs Begum
Y5 Learning Support Assistant



Ms Welch-Nurettin
HLTA & PPA Cover Teacher



Mrs Dean
HLTA & PPA Cover Teacher

Meet the Year 5 and 6 Team

We believe that ALL children have learning, well-being and safeguarding needs; these principles underpin our exemplary inclusive practices throughout the school.



Children engage positively with their learning and with one another, because all staff have high expectations of them and have developed encouraging respectful relationships with them. To ensure that we continue to promote positive relationships in line with our vision and values, we made changes to our systems and practices for Behaviour and Learning. This included how we promote positive behaviours and learning expectations, how we reward and what consequences children have when things go wrong.

Behaviour and Learning Strategies Used in School

I have a **positive attitude** and I demonstrate the **5Rs**. This helps me and others learn and feel safe. I am:

Respectful

I show respect to: myself, other children, adults, including visitors and school and other people's property.

I am accepting of other people's thoughts, beliefs and opinions.

I am mindful of others' feelings and show respect through my actions and what I say

I am empathetic towards others

I follow instructions from adults straight away.

I listen to others when they talk and I take turns to speak.

Ready

I arrive on time.

I have all the equipment needed for each lesson.

I concentrate on learning.

I am prepared to contribute to lessons and look and listen when someone is talking.

Responsible

I ask for help when I need it.

I always engage in my learning in a positive way.

I walk quietly and sensibly around the building.

I make positive choices about how I conduct myself in the classroom, playground and around the school.

Reflective

I accept and act upon the feedback given, in the classroom, playground and around the school.

I think about what I did well and how I can improve.

Resilient

I never 'give up' even if I find something difficult.

I know that mistakes help me to learn.

I have confidence in my abilities

Y2- 6 Behaviour and Learning Expectations

We know that sometimes children can make 'wrong choices'. We will work with children to get them to understand the impact that their behaviour can have on themselves and others.

When things go wrong 'restorative conversations' will be held with adults in the school. These conversations aim to help children to reflect on what happened and help them learn to accept responsibility for what happened and how to make things right again.

There is a 5 stage tiered approach to consequences that are put in place in order for children to be given an opportunity to turn their behaviour around. Parents will always be informed if we have a significant concern about a child's behaviour.

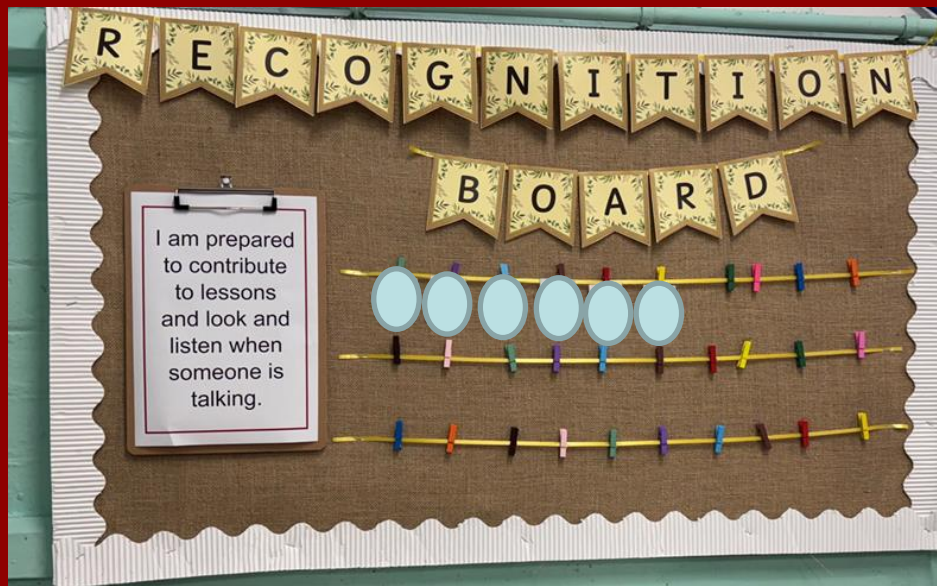


Restorative Conversations (Repair)

What will happen?

1. Reminder		I will speak to you about making good choices and will tell you how I want you to behave.
2. Caution		I will tell you that your <u>behaviour</u> is not correct and will tell you what will happen if it does not get better.
3. Last Chance		I will speak to you about your <u>behaviour</u> and will remind you that it needs to change.
4. Reflection Time		I will ask you to go to Mrs <u>Ziane's</u> , Mrs Stock's or Mrs <u>Stonier's</u> office for a short amount of time so that you can think about the wrong choices you made.
5. Repair		I will talk to you about the <u>behaviour</u> I have seen and how we are going to make things better.

Stages of Restorative Practice



Each class has a target that they are working on. Targets are taken from the Behaviour and Learning Expectations or link directly to our school vision and values.

At the start of each week, the class recognition board is blank, When a child meets the target, their name or photo is added to the board. The aim is to get everyone's name/photo on the board by the end of the week.

Once a name has been added, it cannot be removed.

Recognition Boards



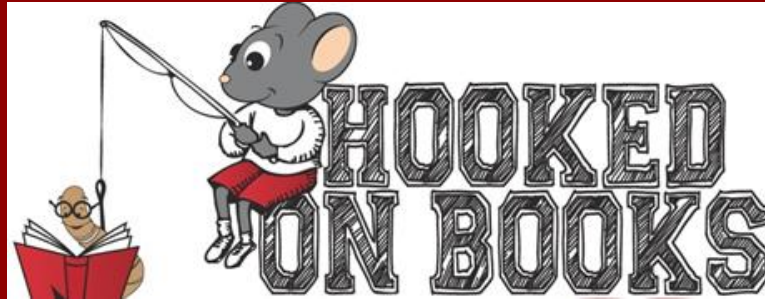
During Friday assemblies, there is a Weekly Awards presentation.

Over and Above tickets are awarded to children who have demonstrated exemplary behaviour or attitudes. They are nominated by their class teacher.

Those who receive the award are invited to a 'Recognition Lunch Time' with a member of SLT in the Sunshine Hall.

Over and Above Award

Other awards in the Friday Awards Assembly include individual awards:



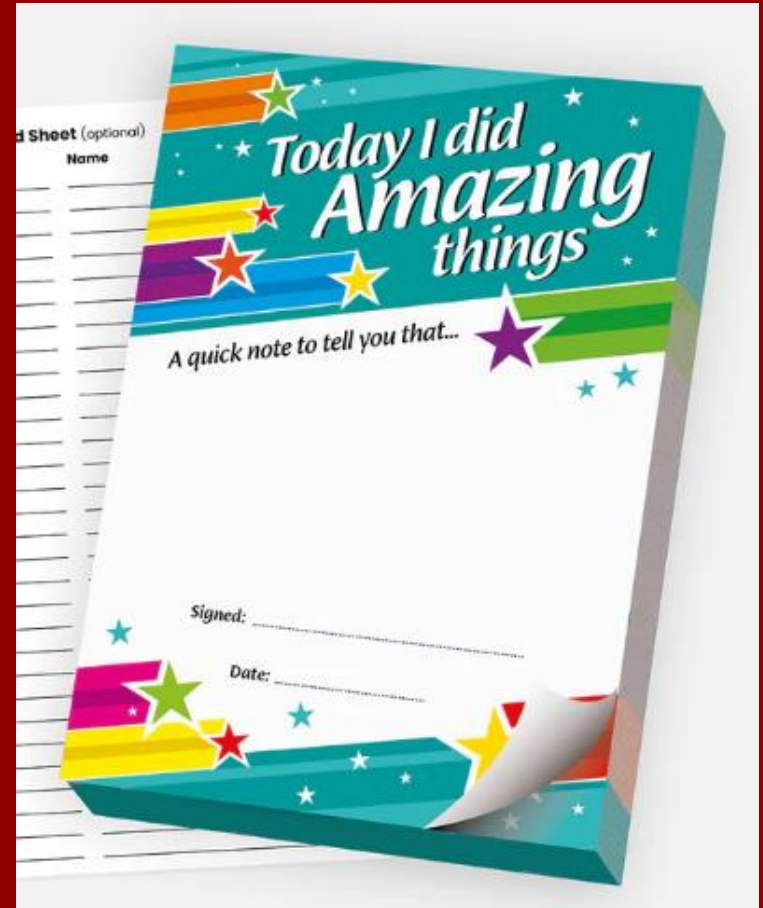
As well as class awards that everyone can contribute to:



Friday Reward Assembly

We love sharing children's successes with home.

Class teachers may send a note home to recognise a particular achievement, effort or positive moment from the school day.



Notes Home



Learning partners are used across all subjects to give children regular opportunities to discuss, explain and develop their ideas with others.

Children change seats regularly and are expected to work positively with their learning partner during lessons. We explicitly teach children how to listen, respond and communicate effectively. This supports the development of their learning and their social and emotional skills.

Learning Partners

Further information about our curriculum can be [found here](#) on the website. It includes:

- Our **Long Term planning** overview for the year
- **Medium Term planning** overviews added at the start of every half term
- **Curriculum Information for parents**
- **Subject Specific** information
- **Schemes of Work** for every subject

The Curriculum

Year 5	Year 6
Attend a pantomime performance	Visit the Natural History museum
Trewern week	Attend a pantomime performance
Attend a performance in the West End	Trewern week
Visit to British Museum for the Greek galleries	Visit to the Ben Kinsella exhibition
Visit to the National Art Gallery	Visit to Chessington
	Junior Citizenship Event

When planning day trips, we aim to keep the maximum parent contribution to £20 for the year.

Cultural Capital Opportunities

Teachers assess children throughout lessons. This includes picking up on misconceptions and putting in support where appropriate for individuals or groups of students.

Children are assessed internally at three points: November, March and June.

This will include some written assessments as well as teacher judgements of class work.

We do the Becontree Times Tables Challenge every half term and a Spelling Challenge every term.

Internal assessment



Every May, Year 6 take the Standardised Assessment Tests (SATs) in Reading, SPAG and maths.

More information will be shared by the Y6 team in January.

External assessment



8:45- 9:00am



9:00- 10:45am



10:45am- 11:00am



11:00 – 12:00pm

**Registration closes
at 8:50am**

Morning practice
includes spellings,
changing reading
books and, in Year 6,
reviewing home
learning.

Reading,
writing,
grammar and
assemblies.

Break time
Play and recharge.

Maths: mastery,
fluency and
reasoning

A Day in Upper KS2



12:00-12:15pm

**Class read alouds
and/ or maths
meetings**



12:15- 1:15pm

Lunch time
Time to eat,
play, chat and
even visit the
Reading Hub.



1:15-3:15pm

Foundation Subjects
Science, geography,
history, art, DT, PE,
computing, RE, music and
French

A Day in Upper KS2



Regular Home Learning



Year 6



Online Learning



Need Support?

Read daily for 10-15 minutes.
Practise spelling and times tables regularly using Spelling Shed and TTRS.

From October, children will receive a home learning pack for maths, reading and grammar to support revision and transition to secondary school.

Children will receive login details for the online platforms they use.
Please speak to their class teacher if your child cannot log in.

If your child does not have access to a suitable device or internet at home, **please speak to their class teacher** so alternative arrangements can be made.

Home Learning Expectations

Home learning activity books (CGP) have been made available for parents to purchase for more practice materials to use at home.

The Support Home Learning section on the school website contains the following useful resources and more:

[Home Learning Booklets](#) for each year group

Support for [Year 6 SATs revision](#)

[The Curriculum Letters](#) also include suggested home learning activities linked to the current curriculum and updated every half term.

Other Home Learning Resources

Our attendance target is 97% or above

This means no more than approximately 6 days' absence across the academic year.

If your child is unwell

Please contact the school **by 9:15 a.m.** on each day of absence. Medical evidence may be requested following some periods of absence.

Keeping you informed

You will receive an attendance update **at the end of the each term** showing your child's attendance percentage.

Attendance

Our school start time is **8.45 a.m.**

KS2 children are allowed to enter the school site independently **from 8.35 a.m.**

At 8.45 a.m. children will enter the building using the door to the left of the Junior hall.

There will always be a member of staff on duty in the playground.

Our school day finishes **at 3.15 p.m.** Children exit via the door closest to their classrooms.

Punctuality

We will always be encouraging children to wear the correct school uniform.

More information regarding the uniform can be [found here](#) on the school website.

In KS2, school ties are optional.

Please speak to the class teacher if you have any issues with school uniform.

School Uniform

We hope you will enjoy working alongside the
Becontree team this year.

Please speak to any member of the team for
further guidance.

