



# Welcome



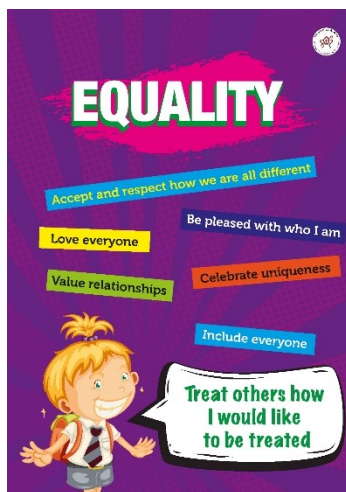
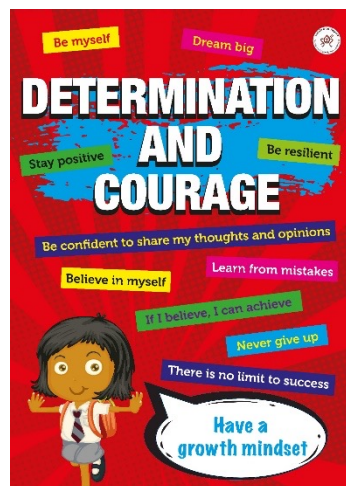
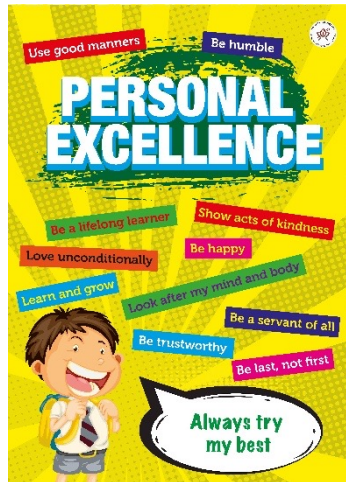
Year 6 Meet with the Teacher  
Autumn 2023





# KS2 Behaviour Expectations

## PRIDE Values



In Key Stage 2, a card system is in place. All children begin the day with their name on a green card. If their behaviour does not follow the Pride Values or disrupts the learning or well-being of others, their name is moved off the green card on to other coloured cards, as follows:

| Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Following the Pride Values – well done                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Behaviour that does not follow the Pride Values, for example: <ul style="list-style-type: none"><li>Not being kind or respectful to adults or other children</li><li>Not treating others how they would like to be treated themselves</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Strategies may include:</b> <ul style="list-style-type: none"><li>Given a reminder of expectations.</li><li>Reminded of choices and consequences.</li><li>Discussion of next step consequences if the behaviour continues.</li></ul>                                                                                                                                                                                                                                                      |
| Continuation of inappropriate behaviour that does not follow the Pride Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Strategies may include:</b> <ul style="list-style-type: none"><li>Giving 'time out' or 'thinking time'.</li><li>Seating within the classroom changed</li></ul> <b>Action</b> <ul style="list-style-type: none"><li>Restorative discussion held with the class teacher</li><li>Reflection sheet completed by the child as a result of the conversation.</li><li>Child must follow their plan on how they said they are going to make the situation right, eg write a sorry note.</li></ul> |
| Continuation of inappropriate behaviour that does not follow the Pride Values despite intervention during previous steps<br>OR<br>Move to this stage immediately for any of the following: <ul style="list-style-type: none"><li>Fighting, injuring another pupil, physical aggression toward staff.</li><li>Verbal/threatening abuse toward an adult/peers</li><li>Swearing, racist comments or abusive language.</li><li>Complete refusal to cooperate.</li><li>Deliberately damaging school property or stealing.</li><li>Behaviour likely to endanger themselves or others.</li><li>Bullying.</li><li>Any other serious behaviour</li></ul> | <b>Action</b> <ul style="list-style-type: none"><li>Behaviour incident sheet completed by the adult who witnessed the behaviour.</li><li>Restorative discussion with the Deputy Head.</li><li>Pupil will have an appropriate period of time out of break/lunch.</li><li>Parents/carers will be informed by the class teacher.</li><li>Pupils' behaviour will be monitored by Deputy Head, including ensuring the restorative plan they made is followed.</li></ul>                           |



# Independence

|                  | <u>YR</u>                                                                                                                                                                                  | <u>Y1</u>                                                                                                                                                                                | <u>Y2</u>                                                                 | <u>Y3</u>                                                                                                                                                                                                                                                                                          | <u>Y4</u> | <u>Y5</u>                                                                                                                                                                                                                              | <u>Y6</u> |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Resources</b> | <p><i>All children carry their own bags and belongings, give money, notes, messages etc.</i></p> <p><i>Adults support children with getting the right belongings at the right time</i></p> | <p><i>Organise belongings with list</i></p> <p><i>Starting to take responsibility for their belongings but parents lead this</i></p> <p><i>Visual reminder to change their books</i></p> | <p><i>Children remember to change their book with verbal reminder</i></p> | <p>Organise belongings to bring into classroom without a displayed list e.g. writing pen, books, folders, musical instruments, PE kits etc</p> <p>Personal responsibility for organising things for the day/week e.g. forgotten PE kit - no PE session (parents not bringing in for them) etc.</p> |           | <p>Children bring in their own pencil cases and stationery and look after their own things.</p> <p>Children organise their own belongings e.g. PE kits, musical instruments, money and find appropriate times to sort these items.</p> |           |

|                      | <u>YR</u>                                                                                                                                                                                             | <u>Y1</u>                                                                                                                 | <u>Y2</u>                         | <u>Y3</u>                                                                                                     | <u>Y4</u> | <u>Y5</u>                                                                                                                                                                                        | <u>Y6</u> |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Communication</b> | <p>Follow one step instructions</p> <p>Weekly reception newsletter for reminders, updates etc. behaviour, , medical, concerns discussed</p> <p>First aid incidents reported to parents via Arbor.</p> | <p>Follow 2 step instructions</p> <p>Children communicate with their parents about the events of the day from now on.</p> | <p>Follow 3 step instructions</p> | <p>School stop informing parents of minor first aid issues.</p> <p>Children to inform parents themselves.</p> |           | <p>Only significant behaviour and medical issues are reported home.</p> <p>Any areas of concern discussed appropriately with parents/carers.</p> <p>Children follow multi-step instructions.</p> |           |

|                            | <u>YR</u>                                                                        | <u>Y1</u>                                                                                                         | <u>Y2</u>                                                                                                                             | <u>Y3</u>                                                                                                                                                                                                                                                 | <u>Y4</u> | <u>Y5</u>                                                                                                                                                                                                      | <u>Y6</u>                                                                                                                                                                                                                          |
|----------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conflict resolution</b> | Can tell another child that they have wronged them after modeling from an adult. | After modeling from an adult, can tell a child they have wronged them and can ask appropriately for a resolution. | Knows whether they can resolve the problem themselves or when to seek support from an adult if they don't get the desired resolution. | Children are able to ask for help from an adult when they would like support.<br><br>Begin to identify the difference between big and small problems – which ones do I need to go to an adult about, which can I solve myself, which do I need to ignore? |           | Children help each other to solve their problems/disagreements in and out of the classroom in a useful and empathetic way.<br><br>Children are able to ask for help from an adult when they would like support | Children mediate issues for children in their own and other year groups.<br><br>Help teach younger children strategies for dealing with issues<br><br>Children are able to ask for help from an adult when they would like support |

|                   | <u>YR</u>                                                                                                                                                                                                        | <u>Y1</u>                                                                                                                                                                  | <u>Y2</u>                                                        | <u>Y3</u>                                                                                                                                                                                                                                                            | <u>Y4</u> | <u>Y5</u> | <u>Y6</u> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| Eating & drinking | Children can use a knife and fork to eat, even if cutting and the correct hold is not always managed.<br><br>Children can manage to access/open most items in a lunch box.<br><br>Staff clear their lunch trays. | Children use a knife and fork correctly and with more control.<br><br>Children can access/open all items in a lunch box.<br><br>Children clear away their own lunch trays. | Children use a knife and fork effectively and with good control. | Children open their own food and source tools needed to support them with this where necessary.<br><br>Children clean up their own spillages without direction.<br><br>Children are aware of their dietary requirements and alert adults to them wherever necessary. |           |           |           |

|                                | <u>YR</u>                                                                                                                                                                                     | <u>Y1</u>                                                                                  | <u>Y2</u>                                                          | <u>Y3</u>                                                                                                                         | <u>Y4</u> | <u>Y5</u> | <u>Y6</u> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| <b>Self-care &amp; hygiene</b> | <p>Can dress and undress, managing all parts of uniform except full ties and top buttons.</p> <p>Can manage toileting and handwashing independently.</p> <p>Can blow own noses if needed.</p> | Can dress and undress independently, including top buttons. May still have an elastic tie. | Can dress and undress independently including ties and shoe laces. | <p>Children wash their hands thoroughly and sanitise regularly and at appropriate times throughout the day without reminders.</p> |           |           |           |

|                        | <u>YR</u>                                                                                                               | <u>Y1</u> | <u>Y2</u>                                                                                                  | <u>Y3</u>                                                                                                                                            | <u>Y4</u>                                                                                                                                                                                                                                                                                   | <u>Y5</u> | <u>Y6</u> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Time management</b> | Children start to quicken their pace of eating lunch so that they leave the hall alongside the majority of their peers. |           | Children start to manage their workload in class and can produce expected amounts of work in a given time. | Children can stick to set time limits and solve problems caused by not meeting important deadlines e.g. finishing a writing piece in their own time. | <p>Children can plan, organise and manage the tasks that need to be completed and change their pace according to time constraints.</p> <p>Children can manage their weekly timetable and commitments, e.g. Tuesday lunchtime leadership meetings, Wednesday lunchtime PE equipment etc.</p> |           |           |

## Our Curriculum

Learning in school is only half of the journey... take a look at our Knowledge and Skills organisers for each subject that we will be learning about so that you can reinforce what is being learnt when children are at home.

<https://www.st-anselms.kent.sch.uk/y6-13/>

# Homework

|    | Monday                                                                                   | Tuesday         | Wednesday       | Thursday        | Friday          |
|----|------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| Y3 | Maths/Grammar<br>Set & due<br>Reading Records<br>Set & due<br>Spelling<br>Test and set   |                 |                 |                 |                 |
|    | TTRS<br>Reading                                                                          | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading |
| Y4 | Maths/Grammar<br>Set & due<br>Reading Records<br>Set & due<br>Spelling<br>Test and set   |                 |                 |                 |                 |
|    | TTRS<br>Reading                                                                          | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading |
| Y5 | Maths & Grammar<br>Set & due<br>Reading Records<br>Set & due<br>Spelling<br>Test and set |                 |                 |                 |                 |
|    | TTRS<br>Reading                                                                          | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading |
| Y6 | Maths & Grammar<br>Set & due<br>Reading Records<br>Set & due<br>Spelling<br>Test and set |                 |                 |                 |                 |
|    | TTRS<br>Reading                                                                          | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading | TTRS<br>Reading |

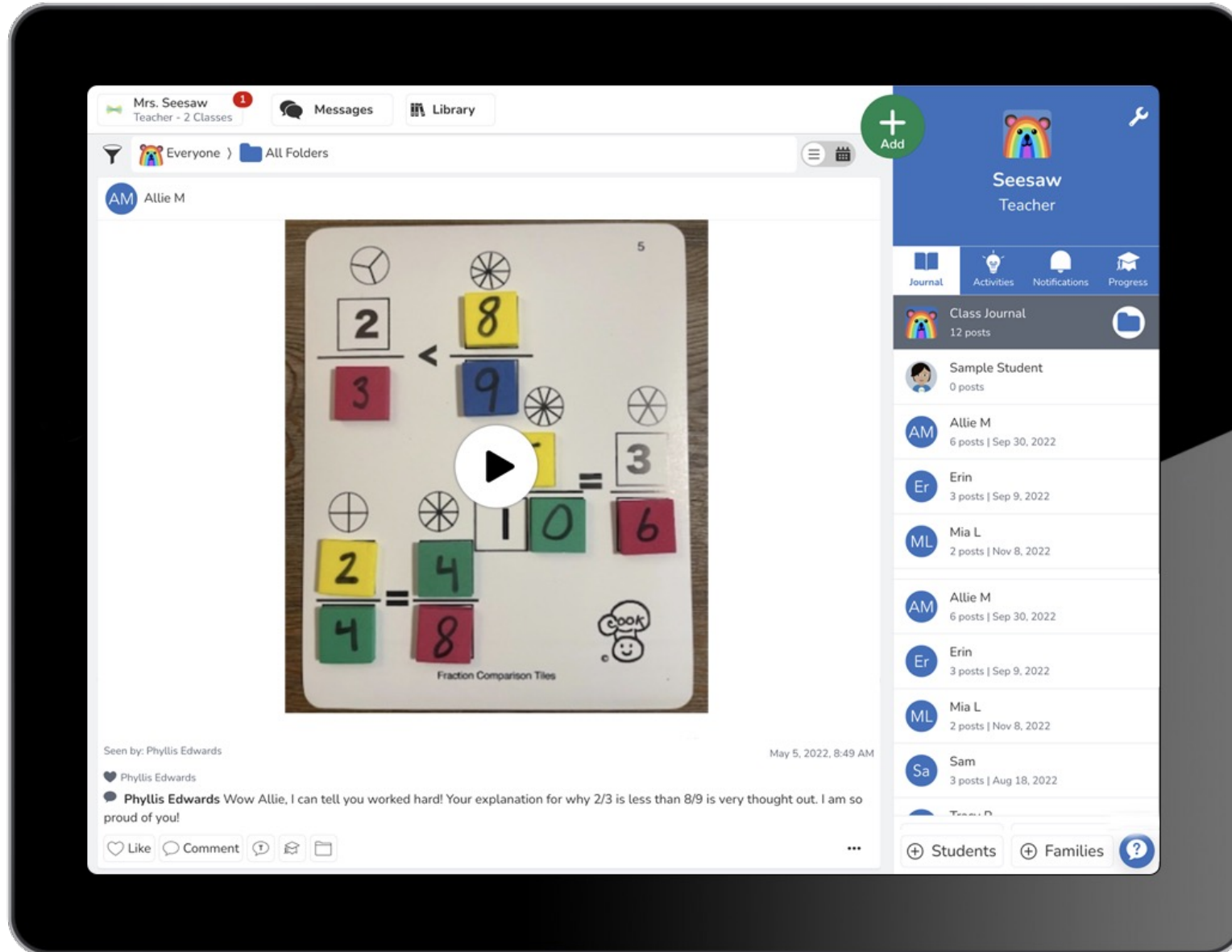
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|                 | <u>YR</u>                                           | <u>Y1</u>                                                                                             | <u>Y2</u>                                                                                                           | <u>Y3</u>                                                                                                                                                                                                                                   | <u>Y4</u>                                                                                                                                                                                                                                            | <u>Y5</u>                                                                                                                                                                                                                                                                                              | <u>Y6</u>                                                                                                                                                                                                                                                                                              |
|-----------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Homework</b> | Home learning is fully supported by parents/carers. | Homework is initiated by parents/carers, but children complete parts independently, with supervision. | Homework is initiated by parents/carers, but children complete as much independently as possible, with supervision. | <p>Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents.</p> <p>Homework addressed to children, guided by adult</p> | <p>Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents.</p> <p>Homework addressed to children, children to take control</p> | <p>Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents.</p> <p>Children to take control of their homework EdShed account, asking questions when they don't understand etc</p> | <p>Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents.</p> <p>Children to take control of their homework EdShed account, asking questions when they don't understand etc</p> |

# Planners

| Week Beginning: 12th September 2022                        |  | Week:    |
|------------------------------------------------------------|--|----------|
| Weekly target: To walk with pride in a line.               |  |          |
| This week I want to... Get quicker with my date and title. |  |          |
| Homework                                                   |  | Due Date |
| TTRS                                                       |  | ✓        |
| Reading                                                    |  | ✓        |
| English Maths x2 Grammar x2                                |  | ✓        |
| MONDAY                                                     |  |          |
| TUESDAY                                                    |  |          |
| WEDNESDAY                                                  |  |          |
| THURSDAY                                                   |  |          |
| FRIDAY                                                     |  |          |
| SATURDAY                                                   |  |          |
| SUNDAY                                                     |  |          |

| Week Beginning: 12th September 2022 |                           |                                           | Week: |
|-------------------------------------|---------------------------|-------------------------------------------|-------|
| Book Name                           | Page Numbers and Initials | Comments                                  |       |
| The Twits,<br>Roald Dahl            | 1-8<br>pg 6               | This story is very funny.                 |       |
| "                                   | 9-12<br>pg 6              | I want to find out the meaning of 'vile'. |       |
| MONDAY                              |                           |                                           |       |
| TUESDAY                             |                           |                                           |       |
| WEDNESDAY                           |                           |                                           |       |
| THURSDAY                            |                           |                                           |       |
| FRIDAY                              |                           |                                           |       |
| SATURDAY                            |                           |                                           |       |
| SUNDAY                              |                           |                                           |       |



- Online portfolio of work
- Family link to view your child's profile
- Home logins provided for children in case of remote learning needs

## Reading



Books are ranked by complexity of word level, text level and comprehension. They vary by age and reading stamina within each level.

Children are assessed and given a ZPD – this determines the range of books they should choose.

When they finish a book, there is a quiz that they do in school and they can then change their book.

# Handwriting

## Cursive Lower Case Letters

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

## Capital Letters

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Letter-join 

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Numbers and Symbols

0 1 2 3 4

5 6 7 8 9

+ - × ÷ =

( ) # % &

@ / £ \$ €

# Communication

All communication to come through the main office – telephone, email

Please only contact Miss Marshall if it is something that you require parent support for.





Thank you