Welcome

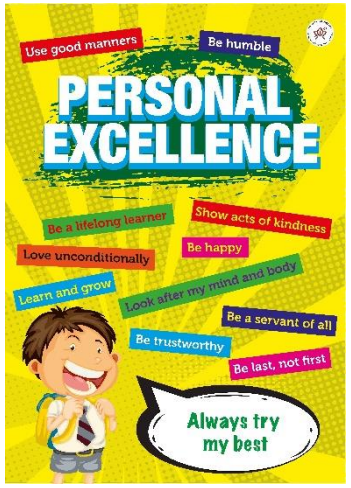


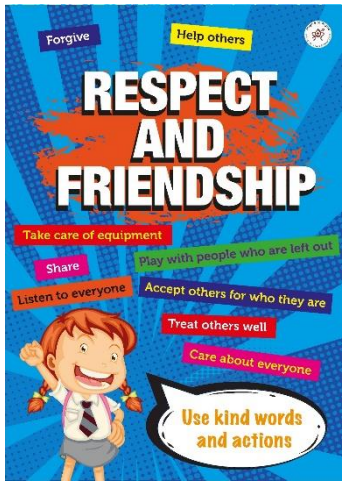
Year 6 Meet with the Teacher

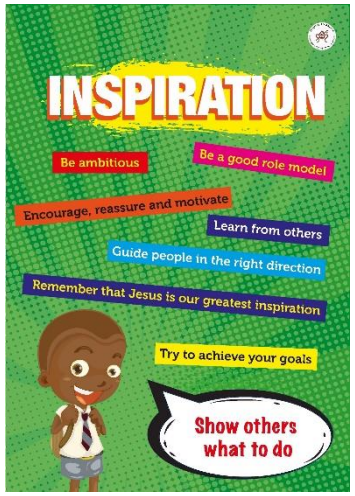
Autumn 2026

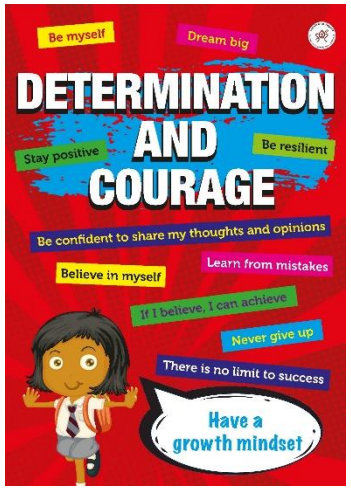
KS2 Behaviour Expectations

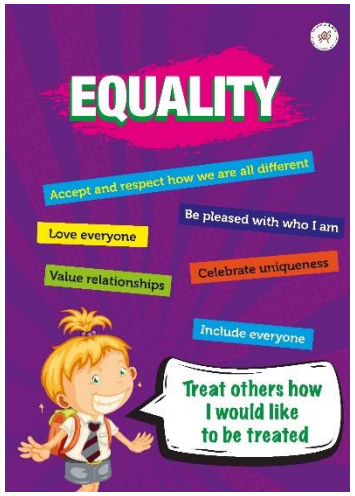
PRIDE Values











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: • Not being kind or respectful to adults or other children • Not treating others how they would like to be treated themselves	**Strategies may include:** • Given a reminder of expectations. • Reminded of choices and consequences. • Discussion of next step consequences if the behaviour continues.
Continuation of inappropriate behaviour that does not follow the Pride Values	**Strategies may include:** • Giving 'time out' or 'thinking time'. • Seating within the classroom changed **Action** • Restorative discussion held with the class teacher • Reflection sheet completed by the child as a result of the conversation. • Child must follow their plan on how they said they are going to make the situation right, eg write a sorry note.
Continuation of inappropriate behaviour that does not follow the Pride Values despite intervention during previous steps OR Move to this stage immediately for any of the following: • Fighting, injuring another pupil, physical aggression toward staff. • Verbal/threatening abuse toward an adult/peers • Swearing, racist comments or abusive language. • Complete refusal to cooperate. • Deliberately damaging school property or stealing. • Behaviour likely to endanger themselves or others. • Bullying. • Any other serious behaviour	**Action** • Behaviour incident sheet completed by the adult who witnessed the behaviour. • Restorative discussion with the Deputy Head. • Pupil will have an appropriate period of time out of break/lunch. • Parents/carers will be informed by the class teacher. • Pupils' behaviour will be monitored by Deputy Head, including ensuring the restorative plan they made is followed.

Independence

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

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

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Conflict resolution	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. 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. 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.** **Help teach younger children strategies for dealing with issues** **Children are able to ask for help from an adult when they would like support**

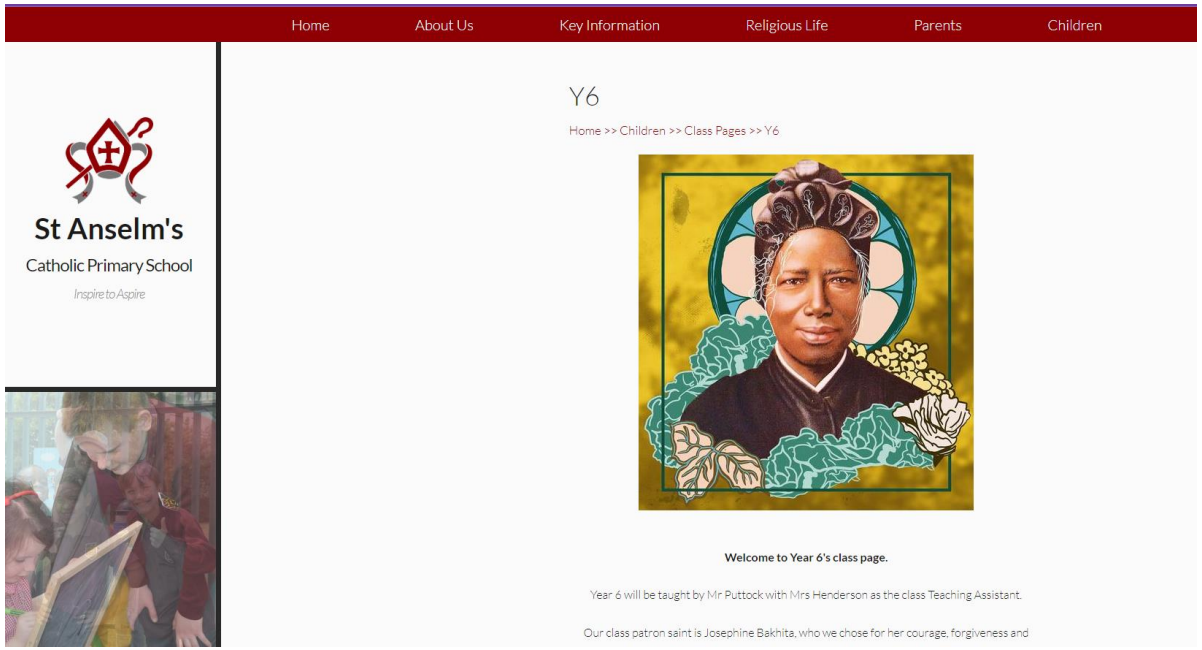
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Eating & drinking	Children can use a knife and fork to eat, even if cutting and the correct hold is not always managed. Children can manage to access/open most items in a lunch box. Staff clear their lunch trays.	Children use a knife and fork correctly and with more control. Children can access/open all items in a lunch box. 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.** **Children clean up their own spillages without direction.** **Children are aware of their dietary requirements and alert adults to them wherever necessary.**			

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

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Time management	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.		**Children can plan, organise and manage the tasks that need to be completed and change their pace according to time constraints.** **Children can manage their weekly timetable and commitments, e.g. swimming kits, Faith Friends meetings, choir rehearsals etc.**	

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/y6-14/

Homework

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Homework	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.	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. Homework addressed to children, guided by adult	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. Homework addressed to children, children to take control	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. Children to take control of their homework Doodle account, asking questions when they don't understand etc	**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.** **Children to take control of their homework Doodle account, asking questions when they don't understand etc**

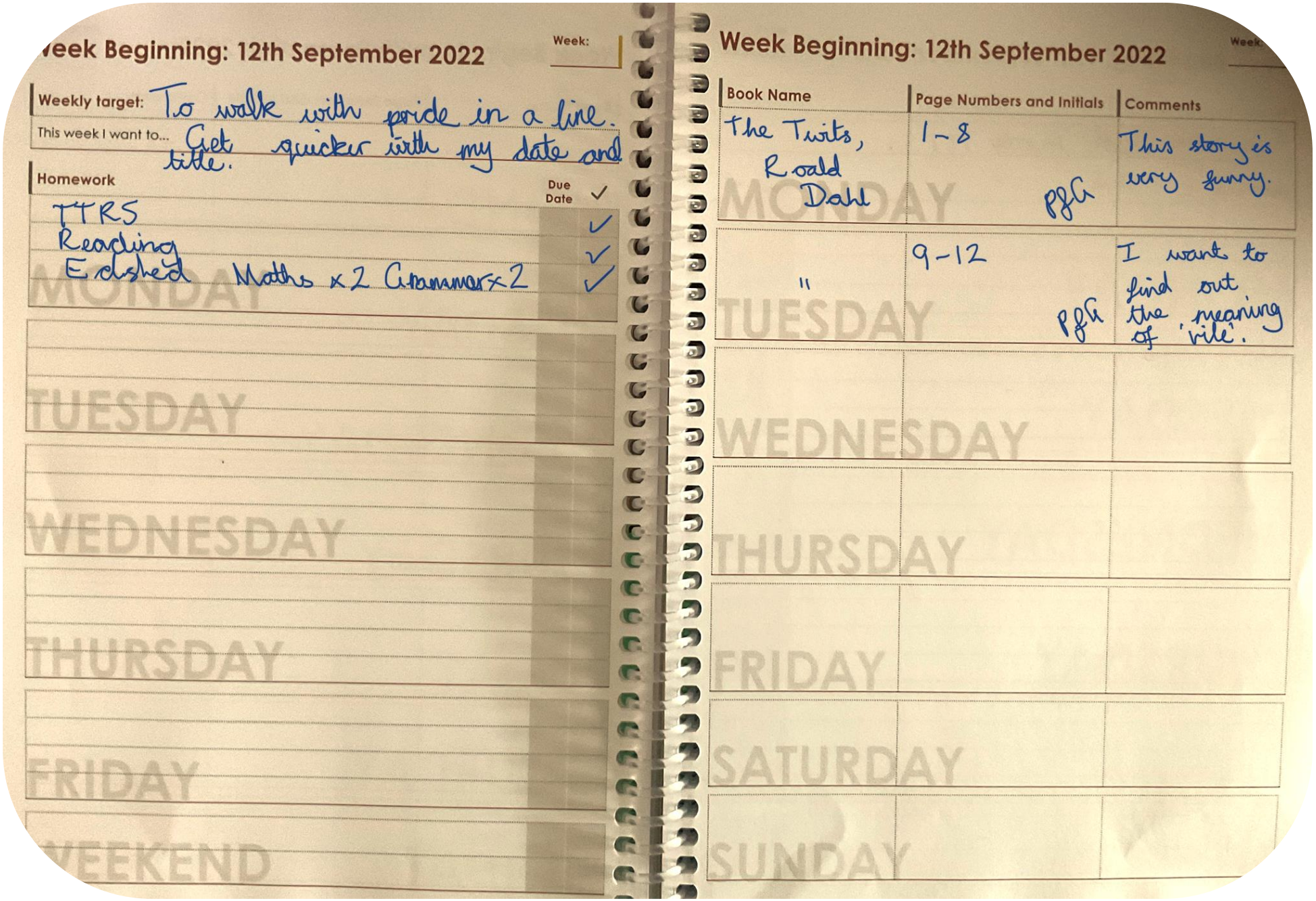
Homework

Y4-6	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	**Maths assignment set & due each week**				
	Complete worksheet	Complete worksheet	Complete worksheet	Complete worksheet	Complete worksheet
English	**English assignment set & due each week**				
	Complete worksheet	Complete worksheet	Complete worksheet	Complete worksheet	Complete worksheet
Doodle Spell	**Spellings assignment set & tested Monday**				
	Spelling 'X' a day due Complete assignment	Complete assignment	Complete assignment	Complete assignment	Complete assignment
Reading	**Reading records due daily**				
	Daily reading	Daily reading	Daily reading	Daily reading	Daily reading
TTRS	**TTRS due Monday**				
	Daily TTRS	Daily TTRS	Daily TTRS	Daily TTRS	Daily TTRS

doodlespell

TIMES TABLES ROCK STARS

Planners



eek 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	✓
Edshed Maths x2 Grammar x2	✓

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKEND

Week Beginning: 12th September 2022

Week:

Book Name	Page Numbers and Initials	Comments
The Twits, Roald Dahl	1-8 PfG	This story is very funny.
"	9-12 PfG	I want to find out the meaning of 'vile'.

MONDAY

TUESDAY

WEDNESDAY

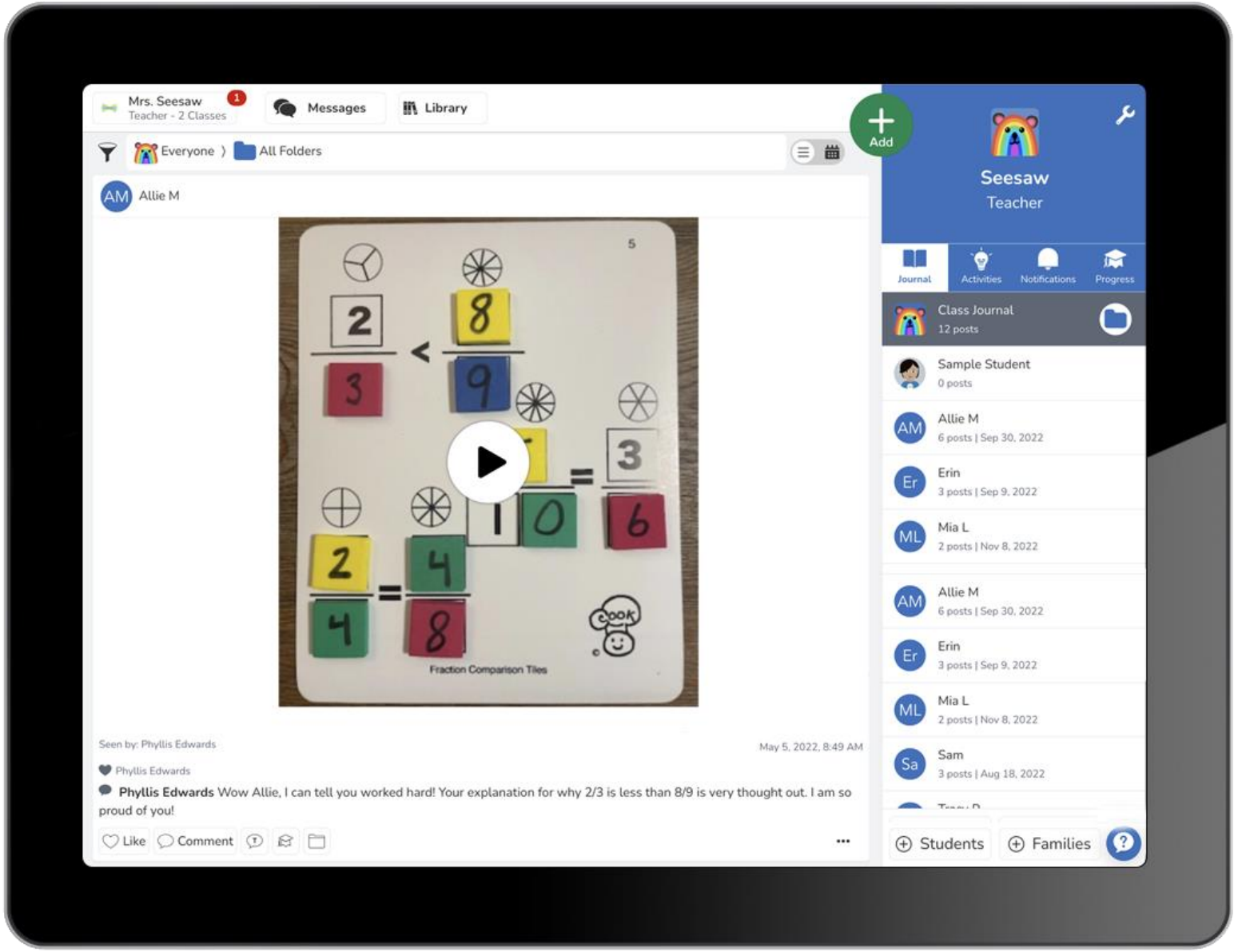
THURSDAY

FRIDAY

SATURDAY

SUNDAY

Seesaw



- Online portfolio of work
- Family link to view your child's profile
- Home logins provided

Reading

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

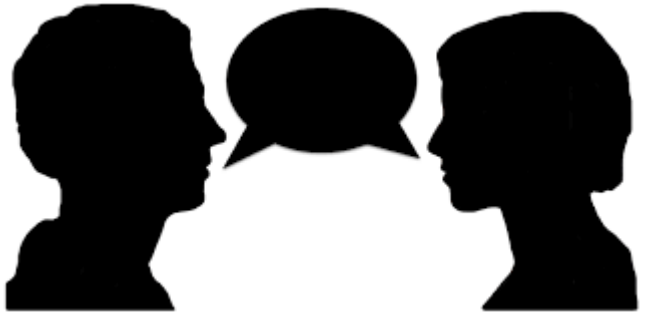
Children are assessed and given a ZPD – this determines the range of books they should choose.

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

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