**Topics / Curriculum :**

What sort of rewards and consequences will there be?

When will I get homework and what will I have to do?

What topics do we learn in Class 6?

When do we have PE and , swimming?

# A Guide to Life in Class 6

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Please see the Class 6 Information Page on the School Website for timings as these vary according to our WOW events….

The Mayans, The Victorians, The Ancient Greeks, Bridges, Levers and Gears (Forces), Rivers, Habitats, Food Chains (plus as many other practical science topics as we can fit in), Sewing, John Ruskin,

I will give you and your parents regular updates on changing RE topics throughout the year.

Accompanying this guide will be the Year 6 Non-Negotiables lists for the year.

 **Rewards and Consequences:**

* Work which demonstrates a great amount of effort may be shown to Mr Hanratty for a certificate. It may also be placed on our Exceptional Work Boards in the cloakroom, corridor and hall for all to see. Effort will be rewarded with success and praise. Golden Certificates are often given out for effort.
* Good attitude / behaviour / helpfulness will also be rewarded with recognition. Mrs Earp may send a child to Mr Hanratty for a certificate or will make a special effort to tell parents either in person after school or by telephone.
* If work lacks effort it will be redone at break or lunchtime.
* Poor attitude or behaviour will result in a warning. Poor behaviour cannot adversely affect learning in the classroom. Any child affecting learning will receive consequences in line with the school’s policy on behaviour and learning.
* In the classroom there is a Mind-set Behaviour Line which serves as a visual guide for how to behave in order to maximise learning for ALL.

 **Homework:**

Homework is set on Mondays to be handed in the following Monday.

Homework will include:

Daily reading

A Maths task (always linked to the weekly objectives) or a Literacy task. The task will always be linked to the learning of the previous week. Maths tasks are usually linked to Mathletics or Abacus so that support at home or an alternative activity can be found on line if the task proves a challenge.

Learning multiplication tables

Learning spellings

Lots of time will be spent explaining homework tasks in class and homework is always marked in class **with children** so that misconceptions can be corrected (if you cannot complete a task set I would really like to know so that I can provide you with extra help – I use homework as an assessment tool to check your understanding).

If any child is finding homework too challenging we can provide support on a Monday in school so that the work can be done with the help of an adult. Homework should be a leaning aid not a cause of distress. It is my wish that we help children to ‘keep up’ and that we provide access for all to achieve.

Good presentation is expected on homework tasks.

Remember, the support group will always be there on a Monday for anyone who needs it.

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**This little note is for your parents / guardians so please could you read it to them**: Mrs Earp realises that homework can sometimes be a strain and she hopes her attitude is realistic; she will only set homework tasks which she truly thinks are of benefit to us and it will never be set just for the sake of it (she’d rather we all got a week off)!

**Reading:**

Reading books can come from Bug Club (on-line) as I have already allocated texts to the class, the school’s Reading Scheme (in the hall) , from the shelves in the classroom, or from home (checked by Mrs Earp). Ofsted is very keen that schools are providing children with books to love (free readers from school or home) and books known to be of an appropriate level for a child’s age and ability (from our school scheme). Two books on the go at one time is ample. Each week we will check that you have both types of book available to you. We will hear you read individually as often as we can and we will check Reading Diaries weekly and give you advice on your reading diet. We will try to check as often as we can that you are reading the most appropriate book for your progress. The Reading Diaries are a very important source of Teacher Assessment for us. If we can see that you are regularly reading and you and your parents are signing the diary we know that home reading is regular. Filling in the activities in the diary is a great way of showing us that you are connecting with the books that you are reading. Following the activities will also make sure that you have a varied reading diet. Collecting words and phrases and jotting them in the back of the diary will help your writing and will widen your vocabulary. We will undertake teacher directed comprehensions in class and teacher led guided reading sessions using the Bug Club books. Mrs Earp will have her shelves stocked with the best books that she can find. If you ever need to chat about books or reading then please do not hesitate to drop Mrs Earp a note in the Reading Diary and she will find the time to do so.

Possible ‘Home Readers’ that you might not have come across before :

The Last Wild by Piers Torday

Wonder by RJ Palacio

Once by Morris Gleitzman

The Letter for the King by Tonke Dragt

Pathfinder by Angie Sage

Beyond the Deepwoods by Paul Stewart and Chris Riddell

Wolf Brother by Michelle Paver

Jake and Lily by Jenny Spinelli

Scarlet Ibis by Gill Lewis

Rooftoppers by Katherine Rundell

Murder Most Unladylike by Robin Stevens

The Girl Savage by Katherine Rundell

Stay where you are and then leave by John Boyne

The terrible thing that happened to Barnaby Brockett by John Boyne

Ingo by Helen Dunmore

Five Children and It by E Nesbit

Five Children on the Western Front by Kate Saunders

One Dog and His Boy by Eva Ibbotson

The Dragonfly Pool by Eva Ibbotson

The Daydreamer by Ian McEwan

Coram Boy by Jamila Gavin

The Boy on the Porch by Sharon Creech

Northern Lights by Philip Pullman

The London Eye Mystery by Siobhan Dowd.

 **Equipment needed:**

* PE kit will be needed on a Monday (plain white t-shirt, blue/black shorts, socks and trainers/daps)
* Swimming kit – Thursday
* Reading book – every day
* Pencil case (pen, colouring pencils, ruler and rubbers) – not required but useful, especially rubbers
* Brains in gear – every day!

**Equipment Storage:** ![MCj03981650000[1]]()

* Coats on your peg or in tubs in practical area
* PE kit in tubs in practical area
* Swim kit on peg (easier to remember to take it home – they get left behind in the tubs).
* Packed lunch boxes on trolley under shelter
* Book bags in yellow tubs in classroom
* Reading Diaries , reading books and Homework Diaries in your book bag in classroom.
* Pencil cases in your tray in classroom
* Break time snacks in tray as in KS 2 children are not allowed to open their lunchboxes at play time.

**Daily Routines:**

* Beginning of the day at 9am – Line up on KS2 playground
* Enter classroom quietly, hand in letters / homework and read or complete any tasks set on white board (Mr Hanratty is very keen for all teachers and children to maximise learning time).
* You are in charge of changing your book in Class 6. Mrs Earp and Mrs Potter will check your Reading Diary weekly and give you reading advice but you must find an appropriate time to change your own book. You must show Mrs Earp any new book choices so that she can approve any book chosen – remember that Mrs Earp is a ‘Reading Fanatic’.
* Start of lessons – sit in seat with appropriate equipment and face board, ready to start lesson
* End of lunch at 1.30pm – enter classroom quietly and read silently or complete task set on white board.
* Year 6 have lots of responsibilities around the school, but it is your job to complete them quickly and efficiently and be back in class ready to learn by 1:30pm
* End of the day 3.30pm – Ensure you take home reading book in book bag (also other equipment on relevant days, such as, swimming kit, PE kit, homework)
* In Class 6 we operate a fluid seating system. There are no ability groups – if groups are needed they evolve during a lesson according to need. Children will have many opportunities to work in groups of all sizes and also time to work independently. Children will be expected to make good seat choices related to their own learning need. Seats, partners and position in the classroom can vary throughout the day. The room and your colleagues are all there to maximise your learning – it is your job to make sure that this happens. My hope is that you all become so fantastic at making learning decisions that I never have to make a seat choice for you!

Remember that hard work and effort brings reward. The more effort you put into your work then the more you will benefit.

Mrs Earp

Class 6 Classroom Charter:

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Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_