



# WELCOME TO YEAR 6

## BADGER CLASS





# YEAR 6 STAFF



Mrs. Lidiard – Class Teacher

Miss Brown - Teaching Assistant

Mrs. Ledun – Cover Teacher

# OUR SCHOOL VALUES



**Respect**

Actions	Words
We shake hands	Good morning/ good afternoon
We listen and reply to others	Please/thank you
We look after property	Responsibility
We look smart	Pride
We walk quietly	Excuse me
We take turns	Share

**Excellence**

Actions	Words
We aim high	Aspirational
We set goals	Ambition
We work hard	Determination
We try our best	Motivation
We learn from our mistakes	Resilience

**Integrity**

Actions	Words
We tell the truth	Honesty
We are kind and helpful	Caring
We do what is right, even when it is difficult	Consequence
We take responsibility for our actions	Responsibility
We are brave	Courageous

# Zones of Regulation

## What are the Zones of Regulation?

Zones of Regulation is a self-regulation approach to help teach young people the ways we can categorise all our feelings and emotions in to four concrete coloured zones.

The Zones framework provides strategies to help teach young people to become more aware of, and independent in, controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

Everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment, and helps students work towards being independent in self-regulation. The Zones can be compared to traffic signs. When given a green light or in the **Green Zone**, one is “good to go”. A yellow sign means be aware or take caution, which applies to the **Yellow Zone**. A red light or stop sign means stop, and when one is the **Red Zone** this often is the case. The **Blue Zone** can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognise and manage their zone based on the environment and its demands and the people around them.



# LESSONS

In our **Readers' Workshop** lessons, we study novels, which have been specifically chosen for Year 6 – we are starting the year off with 'The Arrival' by Shaun Tan and 'Secrets of a Sun King' by Emma Carroll. The children have daily reading sessions full of discussion about the events, characters and settings. We look at the author's vocabulary choices and work through comprehension tasks such as inference and retrieval.

In our **English** lessons, we initially start, our lessons, with handwriting from our progression documents, we then explore vocabulary further. We use the novel that we are reading, as a stimulus to write some fantastic work such as formal and informal letters, diary entries and non-chronological reports.

In our **Maths** lessons, we follow the White Rose Scheme of work. We focus on fluency, reasoning and problem solving where the children not only work out the questions but are able to explain their answers too. Times tables is still a focus as well as working on arithmetic (addition, subtraction, multiplying, dividing, fractions, decimals and percentages).

# ROUTINES

- Children arrive between 8:40 am and 8:55 am.
- Arrival after 8:55am is considered late!
- End of the day - we finish at 3:10pm and children are collected from the hall.



# ROUTINES AND EXPECTATIONS



- Children should come to school in **full uniform** every day **except** PE days when they come in **PE kit** (PE kit is a dark tracksuit, plain white t-shirt and trainers and not what they feel like wearing).
- PE – Wednesday and Thursday. This half term we are covering tennis and dance.
- Please ensure **all uniform** including **coats** and **PE kits** are **named**.
- We encourage children to bring in a named water bottle every day because keeping hydrated is so important - not only for the children's health but for their learning too!



# HOMework

The children will be set a short piece of homework (to support their understanding and learning) every day which will be due in the next day.

This includes: Spelling and Grammar, English, Maths and TTRS tasks.

Completion of homework is non-negotiable, as this will not only support their progress but it will also prepare the children for secondary school. The children will get a lunchtime detention if they do not complete their homework.



At Heathlands, we read **EVERY DAY**. The children will take home a book-banded book (at their level) and should fill in their reading logs; this then needs to be signed once they have completed their reading. They will receive Housepoints for all reads and be in with a chance for the class to win the 'Reading Trophy'.



# REWARDS

In Badgers class, we have many rewards:

- House points – each child is part of a house team (Air, Fire, Lightning and Water) and can earn house points for themselves and for their team. They are awarded through the ‘Trackit lights’ behaviour system for displaying the Heathland’s Values.
- A weekly values and head teacher’s certificate is given in Monday’s whole school assembly for somebody who shown the values and someone who has shown ‘Excellence’ in lessons.
- Every Tuesday, afternoon Tea (with Carla) is also given as a reward.



# WHAT DOES YOUR CHILD NEED TO BRING EACH DAY?



- Named water bottle
- Named lunch box (to be placed on the lunch trolley in the hall each morning) if not having school lunches.
- Named correct uniform (correct PE kit) and a coat.
- Homework/Reading Diary and their book-banded book.



# HOW CAN YOU SUPPORT YOUR CHILD AT HOME?

- 1) Read, read, read – encourage your child to read independently and listen to them read to you. It is just as essential in Year 6 to hear them read as it is when they are in Reception.
- 2) Support your child to complete their homework.
- 3) Practise times tables – use TTRockstars.
- 4) Talking and questioning.

