

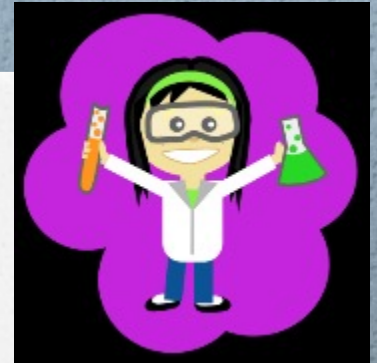
Welcome to Year 6 Acer Class

Mrs Robbins

Mrs Bruce

Mrs May

Mrs Robbins



- o I have been a teacher for 31 years.
- o I worked as a secondary French teacher for 14 years then moved to primary.
- o This is my 6th year at The Grove.
- o I am the school Science subject leader.
- o I work on Monday, Tuesday, Wednesday and Thursday mornings.

Mrs Bruce

- o I started my Teaching career in Haringey where I taught for almost 6 years.
- o I have been working at The Grove for 4 years.
- o I will be teaching in Acer on a Thursday afternoon and all day Friday.
- o I have a daughter at The Grove.

Learning Environment

- o As in the rest of the school we expect all children to follow the behaviour code.
- o We aim to create a positive learning environment where certificates and house points may be given.



The Grove Junior School School Behaviours



The 3 Rs

Respect - Respect ourselves, each other and our environment.

Responsibility – taking responsibility for our actions.

Resilience – to learn from our mistakes and always try our best, even when we find things difficult.

Responsibilities

- Monitor roles
- Peer mediators
- Play leaders
- Role models

Medical

- o Inhalers: please ensure your child has an in-date, named inhaler in school at all times. They are kept in a box in the classroom.
- o Epipens: same as inhalers.
- o Please ensure if your child wears glasses / hearing aid they have them in school daily and that we know about them.
- o Inform the office of any medical conditions, changes or updates.

Uniform



- o Please ensure that your child wears the correct uniform in school (list on website) All items of uniform must be clearly labelled including school shoes.
- o Long hair must be tied back using a colour co-ordinating hair band.
- o Coat/rain jacket every day.
- o Children are to come to school in PE kit on Mondays and Thursdays

To remember daily

- o Pencil case containing:- handwriting pen, pencil, colouring pencils/white board pen/small ruler/rubber/pot sharpener/glue stick
- o Named water bottle
- o Healthy snacks for break times – fresh fruit etc.
NO NUTS OR SESAME SEEDS!
- o A reading book (from home or can borrow from school)
- o Inform school about absences and any changes to collection arrangements



Year 6 Autumn 2021 Curriculum Information



What we are learning at school

Maths

We will continue to follow Herts [Essentials](#).
This term's units: number and place value; mental calculation and problem-solving including time; fractions; multiplication and division; statistics.

English

To start the term, we will be basing our writing, reading and grammar work on 'Here We Are' by Oliver Jeffers. In coming weeks, we will be using 'Letters from the Lighthouse' by Emma Carroll to stimulate writing in the context of World War II. Other texts we will be using include: 'The Lost Words' by Robert MacFarlane and 'Night of the Gargoyles' by Eve Bunting.

Science

Living Things and their Habitats: life cycles and classification. How and why do scientists classify living things? Evolution and inheritance: How and why have living things adapted over time?

History

We will be looking at aspects of World War 2. Our big question is 'What was it like for children growing up in World War II?' We will be [developing](#) our enquiry skills whilst identifying causes and consequences of events and questioning the authenticity and reliability of primary and secondary sources.

Geography

Children will be developing [locational knowledge](#), using maps to locate the world's countries and continents with a focus on Europe (including Russia) and North and South America, looking at the key physical features and the human characteristics including major cities.

Developing knowledge and understanding of [human geography](#) through focusing on types of settlement and land use, economic activity, including trade links. Also concentrating on human migration and the causes of different migration.

Physical Geography – looking at key aspects and understanding of climate zones biomes and vegetation belts – this will have cross-curricular links with our [Science](#) units.

How you can help at home

You could visit:

Duxford Museum/Hendon Museum/Imperial War Museum
Masquito Museum, Shenley

Read:

Books taking place during in WW2

e.g. When Hitler Stole Pink Rabbit – Judith Kerr

Goodnight Mister Tom – Michelle Magorian

The Machine Gunners – Robert Westall

Hitler's Canary – Sandi Toksvig

Once – Maurice Gleitsman

Watch:

News programmes to find out more about what is happening in the world.

Children's films set in WW2

sh units during our computing lessons. These will include exploring issues

and Blogging.

Talk about:

P.E.

- Invasion games – Netball, Tag Rugby, football
- Gymnastics
- OAA – Outdoor Adventurous Activities and SAQ – Speed, Agility and Fitness

Music

Our Music Curriculum will have 3 inter-related strands running through it; an instrumental strand, a listening strand and a theory strand.

The focus is as follows:

- Listening: we will listen to the music of the war time Polish composer Grazyna Bacewicz and compare this with the popular songs of the Second World War.
- Performing and Composing: we will create musical soundscapes to communicate war time stories.
- Theory: we will continue to study conventional music notation combined with graphic notation and use a variety to record our compositions.

RE

Finding out what it means to live as a Christian or a Buddhist in Britain today through reflecting upon stories and practices relating to Christmas, both sacred and secular, and other festivals.

French

We will continue to use the Rigolo scheme and learn vocabulary for a range of situations including school, time, hobbies and clothing.

Refer to the curriculum newsletter for more detailed information - this will be on the website and sent by email.

objects and people from different directions

or

drawings of people

live

in artist's work and style.

sh units during our computing lessons. These will include exploring issues and Blogging.

WW2 – any

grandparents/great

grandparents' experiences

Where have you been (or a

relative/carer) where the

climate and environment is

different from

Harpender's? How was it

different?

Try these websites:

<https://ttrackstars.com/>

<http://www.primaryhomeworkhelp.co.uk/>

<https://www.bbc.co.uk/bitesize>

<https://www.bbc.co.uk/bitesize>

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Year 6 Autumn 2021 General Information



PE

Our PE days are:

Elder: Tuesday and Friday

Acer: Monday and Thursday

Redwood: Monday and Tuesday

Children to wear PE kits to school on days when they have a PE lesson.

Values

Running through our curriculum will be the 'My Personal Best' values of co-operation, reflection, self-discipline and empathy as well as the school's 3Rs: Responsibility, Resilience and Respect.

Homework expectations

Each week children are expected to write at least 3 good reading reflections. In addition, there will be weekly spelling patterns to be learnt and written into sentences demonstrating an understanding of each word. Spellings will be sent out via Google Classroom every Friday and then assessed the following week.

For maths, children will practise their multiplication tables using TTRockstars. For particular areas of learning, there may be some additional research tasks.

Homework

- o TT Rockstars - really important to know times tables and corresponding division facts
- o Homework Planner – to be signed each week
- o Children to hand planners in on a Thursday please – to be returned to the children on a Friday
- o Spelling homework – this will be set through the spelling classroom

Reading

Planners should be filled in by your child three times a week.

Handwriting pen to be used in planners or another pen with blue or black ink.

There will be a focus each week which will be written into the planner on a Friday. One or more of the comments needs to refer to the focus.

Please continue to listen to your child read and discuss the texts they are reading. They may be able to read it but, with good questioning, you will ensure they have understood it too.

Communication

Any messages regarding reading can go in planner – remind children to give to us please.

Use the class email address

acer@grovejm.herts.sch.uk for non-urgent messages.

Use admin@grovejm.herts.sch.uk for urgent messages but copy [acer@](mailto:acer@grovejm.herts.sch.uk) in.

Spellings

8 spellings per week usually chosen by the children

To be assessed on a Friday

Children should be practising their spellings throughout the week

SATs

- o Week Beginning: 09.05.2022
- o Grammar, punctuation and spelling
- o Reading Paper
- o Arithmetic and 2 non-calculator papers
- o They are important but we aim not to make them stressful for the children
- o A few practice papers throughout the year
- o Please do not look at past papers online as this may give a false result!
- o Breakfast Club – we will be asking for volunteers closer to the time

Antonym

opposite words

- dark and light
- strong and weak

Word Families

group of words that can be built from the same root word

- friend, friendly, friendship

Singular & Plural Nouns

Singular nouns indicate there is one

- boat, house, cat

Plural nouns ends in vowel + o -> add s

- cat -> cats

consonant + o/ ends in sh, ch, x, z, s

- > add **es**
- church -> churches

ends in consonant + y

- > change y to i, add **es**
- baby -> babies

ends vowel + y -> add s

- toy -> toys

ends in f, fe -> change f to v, add **es**

- loaf -> loaves

Prefix

add to the beginning of the word to make a new word

- trans- (means 'across', 'beyond') -> form - transform

Synonym

words that mean the same

- dirty and unclean
- sad and unhappy

Homophones

words that sound the same, but don't mean the same thing

- to, too, two

Vowels

a, e, i, o, u
Consonants all other letters

Suffix

add to the end of the word to make a new word

- agree + -able (means 'capable of') -> agreeable

Formal/Standard

type of English you should use in your written work

- Have you seen Tom?

Non-standard

informal use of language

- We ain't seen him.

Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

SATS Companion

www.satscompanion.com

, Commas, Hyphens, Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

Speech

Indirect repeating what someone said; do not need to use speech marks

- Peter said he did not want to go to school.

Direct write down exactly what the person is saying; use inverted commas ("speech marks")

- "I don't want to go to school," said Peter.

Capital

uppercase letters

! ?

sentence endings

() Brackets, ... Ellipses, - Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner.

' Apostrophes

Possessive uses apostrophe (') to show possession (one thing belongs to another)

- The bone of the dog -> the dog's bone

Omission uses apostrophe (') to show you have omitted (left out) some letters in a word

- You have -> you've

Command

when you are telling someone to do something, usually starts with a verb (doing word)

- Give the present to your friend.

? Question

uses question mark to ask a question

- How many friends do you have?

Statement

simply tells the reader something

- I have many friends.

! Exclamation

uses exclamation mark to show sentence is saying something surprising or with force

- That dog is dirty!

Noun

names, person, place, or thing

Common - hand, table, dog
Proper - Sarah, London
Collective - team, family, herd
Abstract - love, peace, hate

Pronoun

takes the place of a noun

Personal - I, you, she, him, we, us, they, them
Relative - that, which, who, whom, whose
Possessive - my, mine, you, his, her, their, theirs

Subject

the thing or person who is carrying out an action

Object

who is the action done to or for?

- Andrea (subject) spoke to (verb) Jorge (object).

Verb

a doing or action word

- play, work, study

Adjective

describes a noun

- a friendly tiny dog

Adverbs

adverbs give additional information about the time, place or manner of the verb or sentence.

many adjectives can be turned into adverbs by adding -ly to the end

- proud -> proudly, kind -> kindly, slow -> slowly

Adverbial Phrase

an adverbial phrase is when more than one word does the adverb's job

- The hurricane struck the island whilst we were asleep.

Determiners

words that introduce nouns

Articles tells you whether noun is specific (the) or general (a or an)

- She took a small suitcase.
- She took the small suitcase.

Preposition

where or when something is in relation to something else

- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.

Present & Past Progressive

Present progressive

- She is reading the book.

Past Progressive

- He was reading the book when I arrived.

Active & Passive Verbs

Active verb where the subject does the action

- The boy hugged the teddy bear. The boy does the action.

Passive verb where the subject of the sentence has the action done to it

- The teddy bear was hugged by the boy. The bear receives the action.

Present & Past Perfect

Present perfect form use have/has

- I have read 'The Three Little Pigs'.

Past perfect form use had

- He had left the room.

Simple Present

something which happens regularly

- I walk to school.

Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission

will, may, must

- We will have a sandwich for lunch.
- You must take the test tomorrow.

Simple Past

something that's finished

- I walked to school this morning.

Types of Sentences

Simple has one clause

- Mrs Jones is a great teacher.

Compound has 2 clauses linked together with a connective

- Mrs Jones is a great teacher and she is always helpful.

Complex has a main clause, connective and subordinate clause

- Mrs Jones, who is a great teacher, always has a smile on her face.

; Semicolons, : Colons

Semicolons used to divide complicated sentences

- It was very late; everyone was still not home.

Colons used at the start of lists; used in between clauses in a sentence

- Bring these things to the picnic: cutlery, plates, and food.

Noun Phrases starts with noun

- The old city

Adjective Phrase starts with adjective

- happy at his results

Preposition Phrase starts with preposition

- under the weather

Conjunctions

Co-ordinating conjunctions for, and, nor, but, or, yet, so (FANBOYS)

- He likes dogs and she likes cats.

Subordinating conjunctions when, if, that, because

- I do not like dogs because they are loud.

Connective

word or phrase that links clauses or sentences

- also, besides, however

Subjunctive Forms

subjunctive shows something imagined, wished or possible. also used in commands, wishes and requests

- If I were stronger, I would lift that box.

Trips

Whipsnade Zoo

Monday 4th October

Kingswood

Monday 23rd-27th May 2022

Deposit letter will be going out shortly

Finally....

- o **Thank you for attending this evening!**
- o **We are looking forward to a fun and productive year with your children!**