

Meet the Teacher
Upper Juniors
September 2019



Welcome

Welcome to the Upper Junior Meet the Teacher session.

- Please ensure you have signed in to help us to check who is present
- You should have received your copy of the parent pack and home-school agreement by email

The Classes

ASPEN

- CT - Mrs Parsons
- TA - Mrs Sutton

SILVER BIRCH

- CT - Mrs Sharman
- TA - Mrs Offord

SYCAMORE

- CT - Mrs Morton
- TA - Mrs Keag

Year 5 Maths Teachers

- CT - Mrs Ghosh
- TA - Mrs Wallace



Other Lessons

GERMAN

- Mrs Wallace & Mr Miles

ICT

- Mr Miles & Mrs Wallace

SPORTS

- Mr Clare



Additional support

- Mrs Blakely – SEN support
- Mrs Benham – PP Champion
- Mrs Keag – Maths & English interventions

- BRAVE
- BITS & BOBS
- BE STILL
- BACKTRACK
- BUDDY
- BOSS (COMES LAST!)



B

BRAVE



WOODLEY COFE PRIMARY

- LISTEN
- FOCUS
- CONCENTRATE
- HAVE THE RESOURCES I NEED



R

READY



WOODLEY COFE PRIMARY

- TARGETS
- AREAS FOR DEVELOPMENT
- LISTEN TO FEEDBACK
- PUSH MYSELF



I

IMPROVING



WOODLEY COFE PRIMARY

- KNOW MY STRENGTHS
- HELP OTHERS
- BE PROUD OF MY GIFTS



G

GIFTED



WOODLEY COFE PRIMARY

5 STEPS TO HAPPINESS

- BE ACTIVE
- BE MINDFUL
- HELP OTHERS
- CONNECT WITH OTHERS
- LEARN NEW THINGS



H

HAPPY



WOODLEY COFE PRIMARY

- KNOW HOW I LEARN BEST
- DEVELOP IDEAS AND EXPLAIN THEM
- THINK ABOUT OTHERS
- LEARN ABOUT THE WORLD WE LIVE IN



T

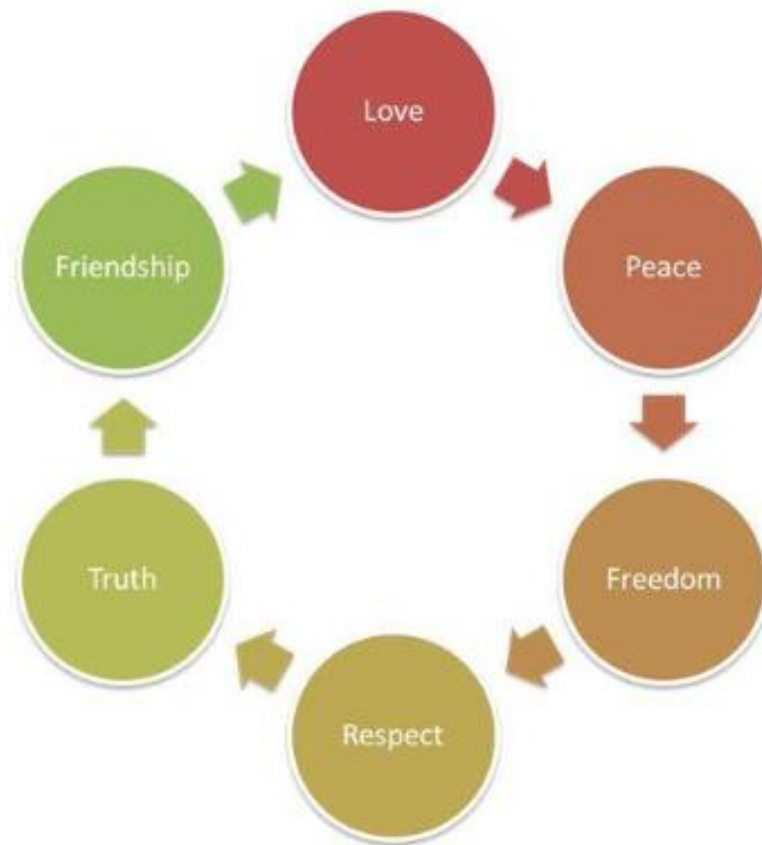
THINKING



WOODLEY COFE PRIMARY

Core Values

Our cycle of Christian Core Values:



Topic Web for Autumn 1

AUTUMN 1 and 2 – Cycle 2 – Beer, Bulbs & Biscuits – UKS2



<p>GEOGRAPHY</p> <p><u>G1 To investigate places</u> M3d Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. M3e Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). M3b Identify and describe how the physical features affect the human activity within a location. M3c Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><u>G3 To communicate geographically</u> M3b Human geography including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p>SCIENCE</p> <p><u>SC8 To understand light and seeing</u> M3a Understand that light appears to travel in straight lines. M3b Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. M3c Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. <u>SC7 To understand movement, forces and magnets</u> M3a Describe magnets as having two poles. M3b Predict whether two magnets will attract or repel each other, depending on which poles are facing. M3d Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. M3e Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. M3c Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>ART AND DESIGN</p> <p><u>AD2 To master techniques</u> Print M3a Build up layers of colours M3b Create an accurate pattern, showing detail M3c Use a range of visual elements to reflect the purpose of the work Digital Media M3a Enhance digital media through editing <u>AD3 To take inspiration from the greats (classic and modern)</u> M3a Give details (including own sketches) about the style of some notable artists, artisans and designers. M3b Show how the work of those studied was influential in both society and to other artists M3c Create original pieces that show a range of influences and styles</p> <p>DESIGN & TECHNOLOGY</p> <p><u>DT1 To master practical skills</u> Textiles M3a Create objects (such as a cushion) that employ a seam allowance M3b Join textiles with a combination of stitching techniques M3c Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.</p> <p>Food M3c Demonstrate a range of baking and cooking techniques M3b Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p>	<p>PSHE –</p> <p>Core value: Love (Aut 1)</p> <ul style="list-style-type: none"> To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p>Peace (Aut 2)</p> <ul style="list-style-type: none"> To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise. <p>PSHE:</p> <ul style="list-style-type: none"> To discuss how to make informed choices and begin to understand the concept of a 'balanced lifestyle'. To recognise that choices can have positive and negative effects. To deepen their understanding of comfortable and uncomfortable feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To know how to recognise bullying and abuse in all its forms (including prejudice, bullying in person, online and through social media). <p>SEAL – ready to learn</p> <ul style="list-style-type: none"> To focus on the conditions that promote or inhibit learning and motivation and put their ideas into practice in the classroom, through the development of the class contract. <p>Autumn 1 – Staying Safe Learn school rules motto – be SMART</p> <ul style="list-style-type: none"> To discuss strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <p>Autumn 2 – Screen out the mean</p> <ul style="list-style-type: none"> To analyse online behaviours that could be considered cyberbullying and explain how to deal with a cyberbullying situation. To recognise the importance of engaging a trusted adult if they experience cyberbullying. 	<p>BRIGHT Learners</p> <p>B is for Brave R is for Ready</p> <p>PE</p> <p>PE1 – To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Gymnastics M3b – Hold shapes that are strong, fluent and expressive. Gymnastics M3g – Use equipment to vault and to swing (remaining upright). Gymnastics M3e – Practise and refine the gymnastic techniques used in performances (listed above). Gymnastics M3a – Create complex and well-executed sequences that include a full range of movements including: travelling, balancing, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.</p> <p>Games M3a – Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Games M3g – Uphold the spirit of fair play and respect in all competitive situations. Games M3b – Work alone, or with team mates in order to gain points or possession. Games M3h – Lead others when called upon and act as a good role model within a team. Games M3f – Choose the most appropriate tactics for a game. Games M3e – Field, defend and attack tactically by anticipating the direction of play.</p>
<p>HISTORY</p> <p><u>H1 To investigate and interpret the past</u> M3a Use sources of evidence to deduce information about the past M3b select suitable sources of evidence giving reasons for choices M3c Use sources of information to form testable hypotheses about the past M3f Understand that no single source of evidence gives the full answer to questions about the past <u>H2 To build an overview of world history</u> M3a identify continuity and change in the history of the locality of the school</p>	<p>COMPUTING</p> <p><u>Powerpoint project, Little Canada/German powerpoint:</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> To investigate and use the basic features of Powerpoint To manipulate slide layouts and select design theme To create animation and transition based on the 'on-click' function from Powerpoint To add a range of multimedia, including sound/music 			
<p>ENGLISH</p> <p>Street Child class reader Historical narrative Diary writing Jim's POV Non-Chronological report – All about Reading</p> <p>Maths</p> <p>Measurement – Christmas cake Nets – boxes for biscuits & Christmas decorations</p>	<p>MUSIC</p> <p><u>MU1 To perform</u> M3a Sing or play from memory with confidence. M3b Perform as part of an ensemble <u>MU4 To describe music</u> M3b Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>RE DISCOVER</p> <p>Islam What is the best way for a Muslim to show commitment to God? 5 pillars</p> <p>Christianity Who is the most important person in the Nativity story</p>		<h1>Beer, Bulbs & Biscuits</h1>

Knowledge organiser

Beer, Bulbs and Biscuits (Local History Study)



Topic Overview

We will be exploring the way in which Reading has changed over time and looking at the impact industry has had on the local area.

Big Questions

How do street names reflect the past?

Why is Reading located where it is?

What role has Reading played in history?

How has Reading changed? How do you think it will change in the future?

What sources of historical evidence would help us find out about Reading?

Key Dates:

- AD 870 The Vikings arrive in Reading
- AD 1121 Henry I founded Reading Abbey
- AD 1785 William Simmonds started brewing beer
- AD 1807 Sutton Seeds was established
- AD 1811 Joseph Huntley started making biscuits
- AD 1841 the Great Western Railway
- AD 1999 the Oracle was built

Key Historical Figures:

Joseph Huntley and George Palmer - founders of Huntley and Palmers Biscuits

William Blackall Simmonds - founder of the Simmonds Brewery.

John Sutton - founder of Sutton Seeds

William Morris - influential designer in the Victorian Era

Isambard Kingdom Brunel - influential Victorian engineer

Henry I - King of England AD 1100 - 1135

John Kendrick - patron of the town.

Vocabulary

Manufacturing - the making of objects on a large scale using machinery; industrial production

Economy - A country's or household's income and the way this is spent e.g. on goods and services

Artefacts - An historical object

Population - The total number of people living in a city, town or country

Abbey - The building or buildings occupied by a community of monks or nuns

Architecture - The design and style of a building

Settlement - A community where people live

Patron - A wealthy person who supports a cause

AD - Anno Domini, Latin meaning the year of our Lord, used in dates counted from the birth of Jesus



Artefacts and Images





Topics for 2019-20 Cycle 2

Autumn		Spring	Summer
Little Canada	Beer, Bulbs and Biscuits (History)	Extreme Earth (Geography)	Invaders (History)

- Volunteering – If you can help, please speak to the office.



Year 5 and 6 Mornings

- Year 5 and 6 will be taught by year group Monday to Thursday.
- Year 5 will be taught English by Mrs Parsons and maths by Mrs Ghosh in Aspen classroom
- Year 6 will be taught English by Mrs Sharman and maths by Mrs Morton in the modulars



English

- 4 English lessons a week: 2 reading and 2 writing
- Class reader Street Child
 - ❖ Diary/Letter writing
 - ❖ Biographies
 - ❖ Narratives
 - ❖ Non-Chronological report
- Spellings – The children will be split into spelling groups according to their needs. Spellings will be taught 4 days a week with a test on Tuesday. Words to learn will be sent home on Thursday.
- Grammar- The children will be taught a discrete grammar lesson once a week

How to help your child

Reading –

- at least 5 time in a week.
- Home school diaries should be signed after you have heard your child read or had a discussion with them about what they have read.
- Green slips will be sent home as a reminder.
- Reading awards
- Practise spellings at home –
 - Spell Zone (some free access)
 - Spelling Frame (free)
- Home Learning
 - Please complete and discuss the home learning with your child



Maths

- 4 maths lessons plus a discrete mental maths session
- Arithmetic daily
- Weekly times tables tests
- Autumn
 - ❖ Place value
 - ❖ 4 Operations
 - ❖ Fractions, decimals and percentages
 - ❖ Topic related maths e.g. data linked to science

	Y1	Y2	Y3	Y4	Y5	Y6
Aut 1	Counting in 2s then 10s	Counting in 2,5,10 up to 12x	3x Table X & ÷ facts	3,4,8x Table Count up in 6s	Catch up for those who did not pass Test	All X Tables
Aut 2	Counting in 2s then 10s	Learn tables 10 X & ÷ facts	3x Table Count in 4s Investigate 8s	Multiples of 6 – Any order Count up in 7s	Catch up for those who did not pass Test	All X Tables
	Termly Testing – On Autumn Content					
Spr 1	Counting in 5s	Learn tables 2 X & ÷ facts	3x Table Multiples of 4 Multiples of 8	6x Table 7x Table	All X Tables	All X Tables
Spr 2	Counting in 5s Revisit 2s & 10s	Learn tables 5 X & ÷ facts	Multiples of 4 Multiples of 8 Revisit 2,3,5,10	7x Table Multiples of 9 & 11	All X Tables	All X Tables
	Termly Testing – On Spring Content					
Sum 1	Count in 2, 5 & 10	Learn tables 3 X & ÷ facts	4x Table 8x Table Revisit 2,3,5,10	9x Table 11x Table Count in 12s	All X Tables	All X Tables
Sum 2	Count in 2, 5 & 10	Learn tables 3 X & ÷ facts	8x Table Revisit <u>all</u>	9x Table All X Tables National Test	All X Tables	All X Tables



How to help your child

- Practise times tables
- Maths Websites:
 - MyMaths– Maths homework and in class support.
 - Sumdog. – Maths tournaments, games, very good for supporting times table development
 - TT Rockstars – tournaments and times table practice
- Practical maths
 - Cooking, shopping
- Home Learning
 - Please complete and discuss the home learning with your child



Home Learning

- See presentation about Home Learning on website
- Formal Home Learning will be sent out next week
- Topic Home Learning will always be two weeks before and two weeks after half term
- Children who do not do their Home Learning at home will to catch up at school in break and lunchtimes. It is an expectation that Woodley C of E pupils complete their learning. Please refer to the Home School Agreement.

Websites we use.

- ▶ Woodley C of E provides access to a range of technology and websites to support children's learning.
- ▶ [Sumdog](#) – Maths tournaments, games, very good for supporting times table development
- ▶ [PurpleMash](#) – Accessed through our school website
- ▶ [Scratch](#) – Coding environment.
- ▶ [TimesTables Rockstars](#)
- ▶ [MyMaths](#) – used for maths home learning
- ▶ [SPAG.com](#)
- ▶ [Office.com](#) – Y6 will be able to access revision tools/notes for SATs preparation



Woodley
C of E Primary School



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September 2019						
M	T	W	T	F	S	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6
OCT 25		INSET Day All day				
OCT 29		Half Term				



P.E and uniform

- A **named PE kit** should be in school at all times.
- Please refer to the uniform policy for details.
- A letter will be sent home when children consistently appear not to have the appropriate clothing. P.E is a statutory requirement and all children are expected to take part.
- As space is limited, rucksacks should not be brought into school.
- Lost property will now be put out at the end of each half term. Any unclaimed items will be sent to charity or PTA. We will endeavour to return any named items.



In year 6....

- The Upper Juniors is where children look towards moving to secondary school and start to develop more independence.
- In year 6, when your child is ready, you may want them to start walking home on their own. If this is the case, please inform the office in writing.
- Cycling to and from school independently also requires written permission.
- Please inform the office prior to any school visits or entrance exams etc.
- Year 6 will be doing some practise SATs during the autumn term and mocks in the spring term
- Sex Ed sessions will take place in the summer term
- The Little Canada final meeting will take place on Monday 23rd September



The Upper Juniors

- The teachers work as a team to meet the needs and plan for the development of all children across the department. We endeavour to make learning active and enjoyable.
- We are available to discuss any concerns you may have. If you need to discuss an issue with the class teacher, please go through the office to make an appointment.
- Please inform the office prior to any medical appointments etc.
- Anyone collecting your child/ren, needs to be on your approved collection list (this includes siblings). If your child is going home with someone different, please inform the office.
- Children are encouraged to bring in a snack for morning break, which must be a healthy snack e.g. a piece of real fruit or vegetable.
- The children and their happiness is the most important thing to the staff at Woodley C of E.

Thank you

➡ Any questions ?

