

Welcome meeting  
Year 6

# Welcome

## Class Teachers

Mrs Dwyer (UKS2 Phase Leader)

Mrs Guram

Miss Rai

## Support staff

- Mrs Bharadia
- Mrs Poppa
- Mrs Doshi
- Mrs Yohan
- Mrs Vaswani
- Mr Fernandes

## Other Adults

Mr Godfrey

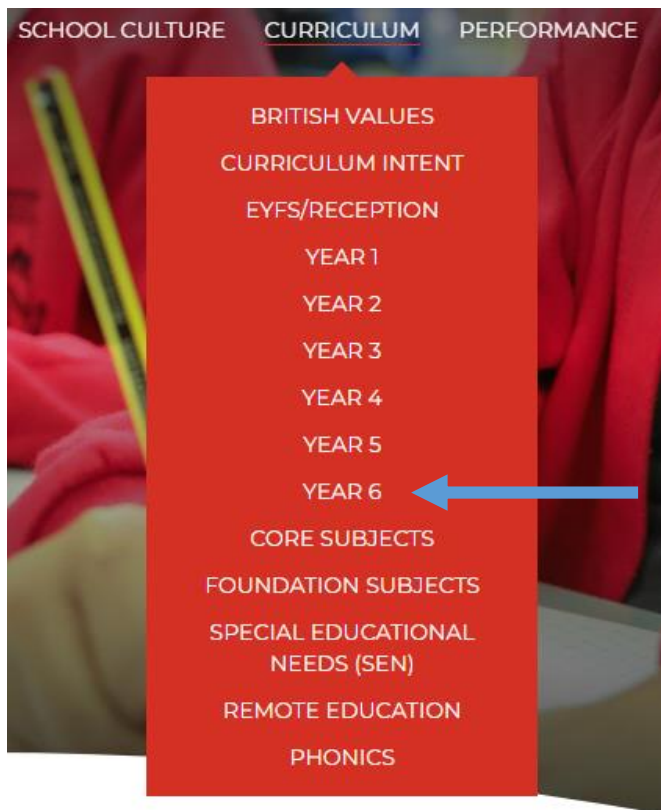
Mrs O'Reilly

Mr Evans

Miss Hamache

Mrs White

# Curriculum



BRITISH VALUES  
CURRICULUM INTENT  
EYFS/RECEPTION  
YEAR 1  
YEAR 2  
YEAR 3  
YEAR 4  
YEAR 5  
YEAR 6  
CORE SUBJECTS  
FOUNDATION SUBJECTS  
SPECIAL EDUCATIONAL  
NEEDS (SEN)  
REMOTE EDUCATION  
PHONICS

[HOME](#) > [CURRICULUM](#) > [YEAR 6](#)

## Year 6

Please find attached below:

- \* Long Term Curriculum Overview
- \* End of Year Expectations (EOYE)
- \* Welcome Parents Meeting
- \* Curriculum Map
- \* Recommended Reading List
- \* Websites and activities to support learning at home

If you have questions, please contact the Year 6 teaching team at:

# Long term plan



**Grimsdyke School**  
**Long Term Curriculum Overview (2023-2024)**  
**Year 6**

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Topic/Theme</b>	<b>20th Century conflicts</b>		<b>'The times, they are a changing'</b>		<b>Only we can save the world!</b>	
<b>English: Whole class reading and text focus</b>	Letters from the Lighthouse Rose Blanche The Piano Dulce et decorum est The Soldier		Windrush child by Benjamin Zephaniah Windrush Child (poem) by John Agard Roald Dahl: Boy (extracts) Refugee Boy		Kensuke's Kingdom Play script	
<b>English: Writing focus and text types</b>	Flashback stories War Poetry Diary entries Non-chronological reports Narratives	Evacuation letters Information leaflets Newspaper articles One-sided arguments Diary entries Instructional writing	Balanced arguments Speeches Persuasive writing Biographies	Narratives Formal letters Poetry Recounts	Newspaper articles reports Dialogue Persuasive writing	Adventure narratives Non-chronological Instructional writing
<b>Maths</b>	Number and place value Addition, subtraction, multiplication and division	Multiplication and division Fractions Geometry: position and direction	Geometry: position and direction Decimals Percentages Algebra	Measurement: conversions Measurement: Perimeter, area and volume Ratio	Statistics Geometry: properties of shape Consolidation	Consolidation
<b>Science</b>	Animals, including humans	Light	Evolution and inheritance	Evolution and inheritance	Living Things and their Habitats	Electricity
<b>Computing</b>	Data and Information – an introduction to spreadsheets		Creating Media – Web page creating		Programming - Variables in games	Programming – Sensing movement

# Medium term plans



## Grimsdyke School

### English:

We will be teaching different English skills through various texts, animations and clips such as Rose Blanch, World War 1 poetry and The Piano. The students will also have the opportunity to read a novel set in World War Two this term – Letters from the Lighthouse

### English (Reading):

Know and recognise frequently used techniques in fiction writing.

Know and recognise the strategies used to persuade and for propaganda in non-fiction texts.

Know a range of classic and appropriate texts and how they reflect their author, time and culture.

### English (Writing):

Focus on grammar knowledge and skills.

Extend their writing skill by encouraging them to use ambitious punctuation for effect and purpose.

### Maths:

In maths this term, the students will be focussing on:

- The number system and place value.
- How to round whole and decimal numbers and will be solving a range of problems involving negative numbers.
- Continuing to practice addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division.
- Fractions, decimals and percentages including equivalent fractions; how to compare and order fractions; add and subtract fractions with different denominators and mixed numbers. They will also learn to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

## Curriculum Map for Year 6 (Autumn Term)

### Theme: 20th Century Conflicts

### Science:

This term, we will be learning about how animals and humans function. They will learn to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will be given the opportunity to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will also learn about how water and nutrients are transported within animals and humans. The children will also be learning about light this term. We will look into how light travels and how it behaves when travelling through different densities. We will investigate reflection and refraction and look into a range of phenomena including rainbows and the colour spectrum.

### P.E:

The children will complete health related exercises this term. The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

In the second half of the term, the students will take part in a series of gymnastics lessons with a focus on travelling, stretching and curling learning how to refine their movements and put them together into sequences.

### PSHE:


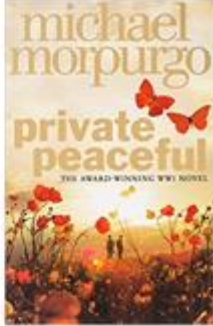


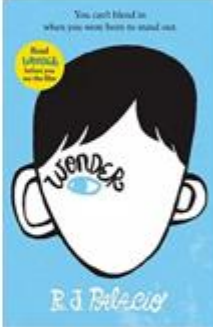
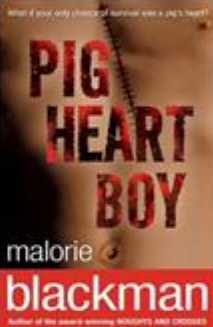
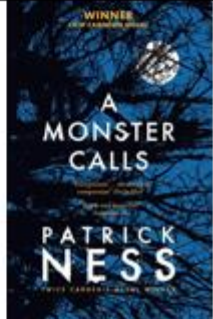

#### Being me in my world

Students will learn that there are universal rights for all and know how rewards and consequences relate to rights and responsibilities. They will explore how democracy and having a voice benefits the school community and learn the meaning of 'want' and 'need'. They will explore how in a community members can be made to feel welcome and valued.

#### Celebrating differences


Students will explore some of the ways in which one person or a group can have power over another. They will discuss some of the reasons why people use bullying behaviours. They will explore diversity and be able to give some examples of people with disabilities or who are different to others and lead amazing lives or are an inspiration to others.

# Reading lists

 <p><b>Goodnight Mister Tom</b> by Michelle Magorian</p>	 <p><b>Private Peaceful</b> by Michael Morpurgo</p>	 <p><b>Carrie's War</b> by Nina Bawden</p>	 <p><b>Boy</b> by Roald Dahl</p>
 <p><b>When Hitler Stole Pink Rabbit</b> by Judith Kerr</p>	 <p><b>Wonder</b> by R.J. Palacio</p>	 <p><b>High-Rise Mystery</b> by Sharna Jackson</p>	 <p><b>Pig Heart Boy</b> by Malorie Blackman</p>
 <p><b>Boy in the Tower</b> Polly Ho-Yen</p>	 <p><b>A Monster Calls</b> Patrick Ness</p>	 <p><b>Holes</b> Louis Sachar</p>	 <p><b>All the Things That Could Go Wrong</b> Stewart Foster</p>



# Websites used to support learning (home and at school)



## Grimsdyke School

Helpful websites and suggested activities to support learning at home

**English**

**Reading:**

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.crickweb.co.uk/ks2literacy.html>

**Writing:**

<http://www.pobble365.com/> has some fantastic writing prompts and also activities for reading, sentence and vocabulary work.

**Spelling, Punctuation and Grammar:**

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.spellzone.com/games/>

<https://www.spag.com> - All children have a username and password to access their account.

<https://www.vocabulary.co.il/>

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

**Year 6 (Autumn Term)**

**Theme: 20<sup>th</sup> Century Conflicts**

**History:**

<http://www.bbc.co.uk/history/forkids/>

<https://www.bbc.co.uk/education/subjects/zcw76sg>

**Geography:**

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>

**Science:**

<http://www.bbc.co.uk/bitesize/ks2/science/>

<http://www.sciencekids.co.nz/>

**Other Curriculum Areas:**

<http://primarygamesarena.com/>

**Maths:**

My Maths - All children have received a username and password to access their account.




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

<http://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers>


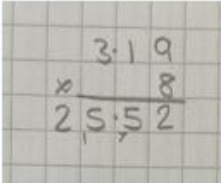

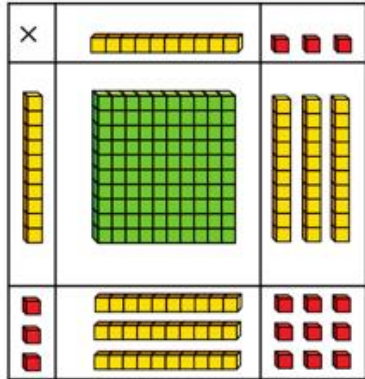
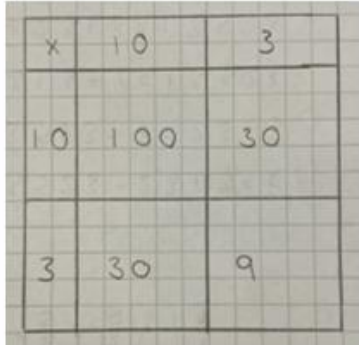
<http://www.bbc.co.uk/bitesize/ks2/maths/>

<https://uk.ixl.com/math/year-6>

<https://www.mathplayground.com/>



# Written calculation policy

Multiplication																					
Objectives	Concrete	Pictorial	Abstract																		
<ul style="list-style-type: none"><li>To know the order of operations (BODMAS) to carry out calculations involving the four operations</li><li>To know that orders show how many times a number or letter has been multiplied by itself</li><li>To perform mental calculations, including with mixed operations and large numbers</li><li>To explore the order of operations using brackets</li><li>To multiply and divide numbers mentally drawing upon known facts</li><li>To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li><li>To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li></ul>	<p>Multilink cubes to investigate square numbers:</p> 	<p>Repeated addition</p> <table border="1"><thead><tr><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>1000 1000</td><td>100</td><td>10 10</td><td>1 1 1</td></tr><tr><td>1000 1000</td><td>100</td><td>10 10</td><td>1 1 1</td></tr><tr><td>1000 1000</td><td>100</td><td>10 10</td><td>1 1 1</td></tr></tbody></table>	Thousands	Hundreds	Tens	Ones	1000 1000	100	10 10	1 1 1	1000 1000	100	10 10	1 1 1	1000 1000	100	10 10	1 1 1	<p>Formal written method for multiplying decimals</p> 		
Thousands	Hundreds	Tens	Ones																		
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1000 1000	100	10 10	1 1 1																		
1000 1000	100	10 10	1 1 1																		
	<p>Multilink cubes to investigate cube numbers</p> 	<p>Multiplying two digits by two digits. <math>13 \times 13 =</math></p> 	<p>Multiplication square</p> 																		
		<p>Multiplying by 10, 100 and 1000.</p> <table border="1"><thead><tr><th>100</th><th>200</th><th>300</th><th>400</th><th>500</th><th>600</th><th>700</th><th>800</th><th>900</th></tr></thead><tbody><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr></tbody></table>	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	
100	200	300	400	500	600	700	800	900													
10	20	30	40	50	60	70	80	90													



# Knowledge organisers – how to use them

A knowledge organiser (KO) contains set of key facts, knowledge and information that pupils need to know and be able to recall in order to 'master' a unit or topic. This could include famous people, key facts, key vocabulary and key dates and timelines.

The aim is to regularly, over the course of the term, use these Knowledge Organisers to rote learn and memorise key knowledge, which will give your child a better understanding of their learning. These will be readily available in the classrooms for the children to refer to, be used by teachers or support staff to pre-teach and recap key learning.

Children use these regularly in lessons and is important they continue to use these to support learning at home. In order for you to be able to support your child at home, these Knowledge Organisers will be available on our school website for you to access, so that you can familiarise yourself with and use how you wish to support their learning, in line with what's being taught in school.

## **Parent tips to support your child:**

- Read through the Knowledge Organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect.
- Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more to support them in remembering more
- Creating quizzes and quizzing each other

# Knowledge organisers



## Number and Place Value



### Lesson sequence

Reading and writing numbers to 10,000,000  
Powers of 10  
Comparing and ordering integers  
Rounding any integer  
Negative numbers

### Vocabulary revision

- Represents
- Part
- Partition
- Thousands
- Approximate
- Approximately
- Thousands
- Ten of thousands
- Integer
- Positive
- Negative
- Above/below zero
- Decimal
- Decimal point
- Decimal place
- Hundreds of thousands
- Millions
- Thousandths
- Linear sequence
- Powers of 10

### Sticky learning

#### New Knowledge

- To know place value up to 10,000,000
- To know that orders show how many times a number or letter has been multiplied by itself

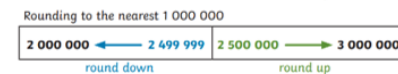
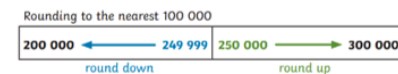
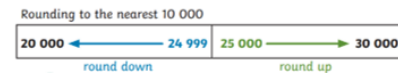
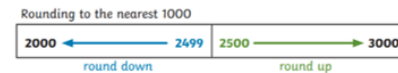
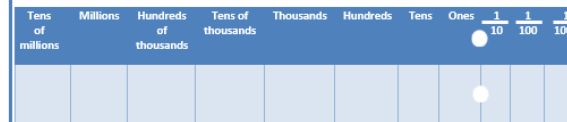
#### New Skills

- To use negative numbers in context, and calculate intervals across zero
- To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- To identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places To round any whole number to a required degree of accuracy
- To solve problems which require answers to be rounded to specified degrees of accuracy
- To solve number and practical problems that involve all of the above

### New vocabulary I will learn

- Tens of millions

### Pictorial representations



3 926 471
3 926 000
471



### Concept Links/Prior Knowledge

- To know the roman numerals up to M
- To know place value up to 1,000,000
- To know that if a digit is 0-4, you round the number down and a digit is 5-9, you round it up
- To round decimals with two decimal places to the nearest whole number and to one decimal place
- To solve number problems and practical problems that involve all of the above
- To interpret negative numbers in context,
- To count forwards and backwards with positive and negative whole numbers, including through zero
- To count forwards or backwards in steps of powers of 10 for any given number up to 1000 000
- To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- To round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000

# Topic and trip highlights

## **Autumn term**

Kingswood/activity week

WW2 day including CREW workshop

WW2 Battle of Britain Bunker

# Assessment

All the children will be assessed against the End of Year Expectations in

- Reading
- Writing
- Maths

Other subject areas are teacher assessed throughout the year.

The end of year expectation document and curriculum maps can be found on the school website under the 'Curriculum' tab

Parents evenings.

# End of Year Expectations (EOYE)

## Maths

- Count, read and write numbers from 1 to 20 in numerals and words.
- Count forwards to 100 from any given number.
- Count backwards from any given number to 100.
- Count, read and write numerals to 100.
- Count in multiples of 2s, 5s and 10s.
- Say the number one more or one less than a number to 100.
- Recall pairs of number bonds/ fact families to 20, addition and subtraction.
- Add and subtract one- and two-digit numbers to 20 including 0.
- Know the signs (+), (-) and (=).
- Solve a missing number problem (e.g.  $5 + ? = 8$ ).
- Solve a one-step problem using addition and subtraction using concrete objects and pictures.
- Solve a one-step problem using multiplication and division using concrete objects and pictures.
- Recognise, find and name half and a quarter of an object, shape or quantity.
- Recognise and know the value of different coins and notes.
- Compare, describe and solve practical problems for length, height, weight and capacity.
- Measure and begin to record length, height, weight, capacity and time.
- Sequence events in chronological order using language and can name the days of the week and months of the year.
- Can tell and record the time to o'clock and half past the hour.
- Can recognise and name simple 2D and 3D shapes.
- Describe position, direction and movement (e.g. right, left, clockwise, anti-clockwise etc.).
- Can read and create a simple pictogram or block graph to answer a question.

## English - Writing

- Sit and hold a writing implement correctly, whilst sitting correctly at a table.
- Leave spaces between words in their writing.
- Write the capital and lower-case form of each letter starting and finishing in the right place.
- Correct formation of digits 0-9.
- Write number words 1- 20 as well as multiples of 10 (30, 40, 50 etc)
- Write simple sentences dictated by an adult including phonics and tricky words taught so far
- Use capital letters for names, days of the week and places, including the personal pronoun 'I'
- Most sentences are punctuated with capital letters and full stops
- Begin to punctuate sentences with question marks and exclamation marks
- Begin to use commas in some expanded noun phrases
- Use "and" to join words, ideas and clauses
- Compose an oral sentence before writing and re-read aloud after writing to check
- Recognise simple tense I went to the...
- Spell common exception words or tricky words (the, because, etc.)
- Spell words by applying the 44 phonemes
- Use suffixes (- ing, - ed, - er, - est) and
- Correctly spell the days of the week and
- Write sequenced sentences to write what they have written with the Teacher or other

## English - Reading

- Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable.
- Read accurately unfamiliar words by blending the phonemes which have been taught.
- Read the common exception words (tricky words) up to including phase 5.
- Read words with common endings (s/es/ing/ed/er/est) and contractions.
- Read aloud books that are consistent with their developing phonic knowledge
- Show greater fluency and confidence when re-reading a text
- Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems
- Make links between what they read or hear read and their own experiences
- Make predictions and inferences on the basis of what has been read, said and done by different characters
- Check what they read makes sense and reread to correct where appropriate
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

## Glossary

**Across 100:** E.g 97, 98, 99, 100, 101, 102...

**Blending the phonemes:** Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

**Inferences:** Conclusions reached by the child based on their reasoning and from the evidence from the text.

**Pairs of number bonds to 20:** E.g  $12 + 8$ ,  $11 + 9$ ,  $13 + 7$ .

**Phase 5:** Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more graphemes (a letter or letters which represent a sound) and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

**Phonemes:** The shortest unit of sound, e.g 's' in 'sat'.



# SATs

As well as assessment throughout the year, Year 6 will be undergoing national testing this year through the SATs tests.

(You will be invited to attend a further meeting about this in January)

We will prepare your children for the tests throughout the year. Any assessments that we do to help prepare the children will be sent home so you can see your child's progress.

If you would like to help your children, there are lots of resources online but we ask that you do not use any of the past national testing resources (2016 onwards) as we will be using these in school.

# Reading

- A reading book should be in school every day.
- At least 20 minutes a night at home – we encourage children to read aloud to an adult and to be engaged in discussions about their reading and their understanding of the text.
- We would also like the children to be challenged on difficult vocabulary and words they do not know the meanings of.
- We run competitions in Year 6 to encourage reading. Children can also go to the library twice a week during their library slots as well as a lunch time.
- Reading List

# Spellings

Spellings will be taught weekly and spelling lists and tasks will be assigned on google classroom.

Children will have to research different spellings according to the rules they are given, as well as learning their Year 5 and 6 spelling words.

# Hom

## Extra work to do over the half term...

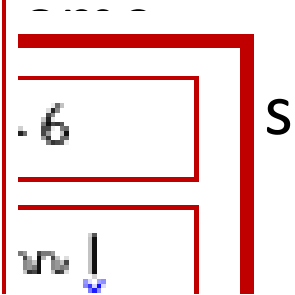


### Science

Create a poster explaining what humans should do to keep healthy. Include both nutrition and exercise as well as the effects of drugs and alcohol.

### History

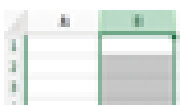
Research what life was like on the Western Front. Write a description either in the first or third person (2 paragraphs and a picture)



Once you have completed any of these activities, send it to your teacher on Google Classroom or bring it in to show them and the rest of your class. Merits may be awarded for excellent effort.

Remember to label your diagram

or more objects from your home



### Computing

Conduct a simple survey with your friends or family (favourite food etc.) Input your findings onto a spreadsheet and create a graph.

### PSHE

Explain to a Year 3 child what kind of qualities they need to be a good learner. You can create a poster, a letter or anything you'd like.



# Home learning/google classroom


Curriculum Area	Set	Due
Reading	Daily	
SPAG	Thursday	Tuesday
Maths	Thursday	Tuesday
Spellings	Thursday	Wednesday

Homework club – Friday afternoon



# School uniform

- Charcoal grey trousers/shorts/tunic/skirt
- White button through shirt or blouse
- Red Grimsdyke sweatshirt or cardigan
- White, grey or black socks
- Tights (grey/black/red)
- Sensible black school shoes
- Red fleece with school logo
- A suitable coat
- In warm weather, a red/white quarter inch check summer dress or gingham playsuit may be worn.



Please make sure that every piece of clothing is labelled.

# Physical Education

- PE lessons are currently on **Mondays** and **Wednesdays**.
- In the second half on the autumn term, the children will be lucky enough to have gymnastics which will also take place on a Wednesday.
- P.E. uniform consists of:
  - Black Shorts
  - White T-shirt
  - Plimsolls or trainers
  - Plain black track suit needed for colder weather
  - Jewellery **must** be removed on PE days before they come to school.
- If your child is not to participate in a P.E. lesson, a note or email must be written to the class teacher.

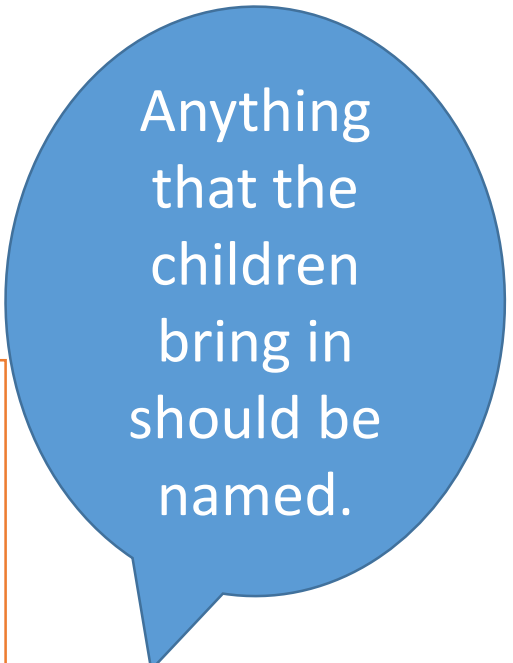
# What to bring to school

All the equipment your child needs will be provided by school such as pens, pencils etc. Please make sure there are no ink erasers or Tipex brought in.

If your child would like to bring in a pencil case, please make sure it is a sensible size and that they take their own responsibility for it.

The children should bring in a water bottle every day and are reminded to fill them up at break time and lunch time – please no glass bottles.

They can also bring in a snack of fruit for break time.



Anything that the children bring in should be named.

# Lunch

To keep packed lunches in line with food-based standards for school meals, packed lunches should not include:

- Pure chocolate bars
- Other confectionery such as sweets
- Fizzy or sugary drinks
- Fast foods such as hamburgers

Whether your child is having a packed lunch, a school made packed lunch or a hot school meal, you need to make sure you make the selection by the night before. After half term, teachers will no longer be making the selections in class.

# Safeguarding

Safeguarding at Grimsdyke School is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding- identifying concerns, sharing information and taking prompt action.

Any information or concerns have to be shared confidentially with our

**Safeguarding Lead - Mr Sutherland.**

**The Deputy Safeguarding Lead - Mrs Bhudia**

**Designated Safeguarding Teacher - Mrs White.**

For further information on this please read our safeguarding policy on our school website.

**If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.**



# Official channels of communication

The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our “official” channels of communication:

- Grimsdyke Newsletter(Fortnightly),
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter),
- Twitter feed (@GrimsdykeSchool),
- A-Frame in the carpark
- Specific class based letters.

A majority of communication is shared with the parents on Fridays. **Please do read these carefully.**

The School Office email – [office@grimsdyke.harrow.sch.uk](mailto:office@grimsdyke.harrow.sch.uk) can be used if you have any further questions.

The newsletters are sent via email but will also be available on the school website.



## Online and social media communication @ Grimsdyke School

School will...	School does not...	School recommends...
<ul style="list-style-type: none"><li>• Put all essential information for parents onto our website</li><li>• Send regular communication to the email address parents share with us</li><li>• Use the school Twitter account to share additional information</li><li>• Use text alerts to parents where there is something important to share</li><li>• Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher</li></ul>	<ul style="list-style-type: none"><li>• Use or recommend any other social media platform is used for school related communication e.g. WhatsApp</li><li>• Share information or monitor communication via these platforms</li><li>• Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups</li><li>• Allow images or content from school to be used in private social media accounts</li></ul>	<ul style="list-style-type: none"><li>• Parents share any concerns or queries directly with school staff or via school email accounts</li><li>• Parents use any social media accounts related to school for networking and support only</li><li>• Parents model good and responsible social media use for their children</li><li>• Parents monitor their children's use of social media across all platforms including those related to games they might play online</li></ul>

Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

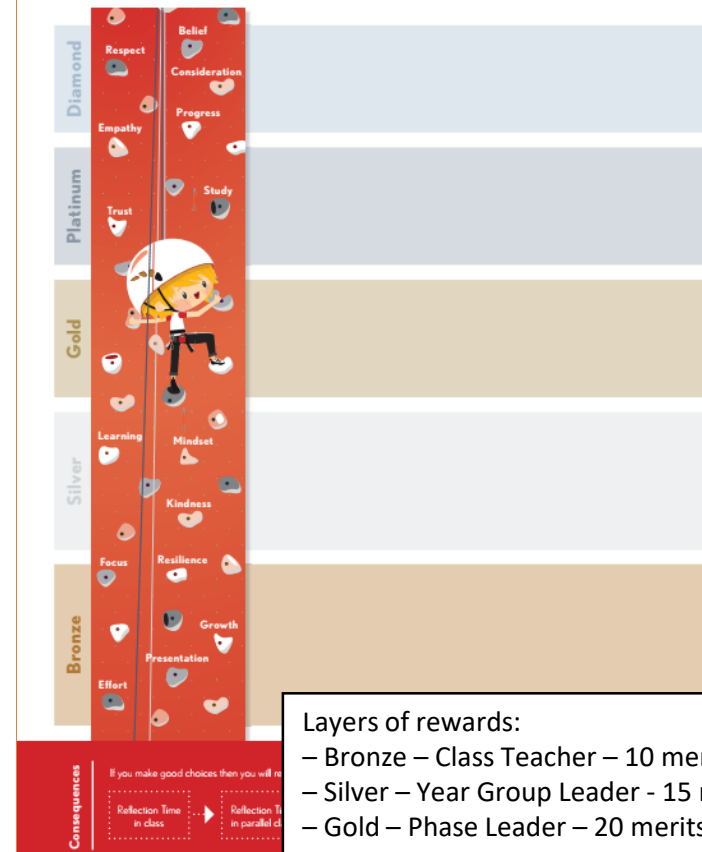
# Behaviour and merits

Behaviour expectations are set within the class and discussed with the children.

- ❖ “Merits and Commendations” are prominently displayed in all classrooms and are consistently adhered to by all staff and pupils. This system is a layered approach to acknowledge and reward positive behaviours based on the ethos / ideas of teamwork, citizenship and learning.
- ❖ Each week there will be an achievement assembly where children can receive a certificate.
- ❖ Other rewards can include – verbal praise, stickers, table points, extra play, golden time
- ❖ Undesirable behaviour which leads to a child being spoken to and/or being warned must be recorded within a logging system. There are phase consequence as outlined in our school policy
- ❖ Parents will be informed of behaviour incidents which have gone beyond a warning
- ❖ Consequences – missed golden time, playtime, time out of class with a member of leadership team, behaviour log for sanctions.

## Merits and Commendations

You can gain merits and commendations through  
**Teamwork, Citizenship and Learning**



Layers of rewards:

- Bronze – Class Teacher – 10 merits
- Silver – Year Group Leader - 15 merits
- Gold – Phase Leader – 20 merits
- Platinum – Deputy Head – 28 merits
- Diamond – Deputy Head - 32 merits
- Medal – Head teacher

# Mobile phones/smartwatches

If your child is bringing in a mobile phone, please ensure you and your child have read, agreed and signed the school contract. Children should NOT be using mobile phones whilst on school site. All phones must be handed into the school office in the morning.

No smart watches which connect to a mobile phone device eg have access to any messaging /internet services

# Attendance and punctuality

KS2 are not having a soft starts this year, so please make sure that all children have been dropped off at the junior school gate by 8.45 when the gates will be promptly closed.

After that point, if they are late, they will need to come in via the foyer.

As this is their final year at Grimsdyke School, it is essential that the children aim for 100% attendance.

If your child needs to be off site for an 11+ or entrance exam, they will be authorised the time either in the morning or afternoon session depending on the time of the exam. Please make sure that any documentation is sent to the school to support this.



# Collection/dismissal

- Collecting other children –update permission with office.
- Emails to be sent previous day to the year group email or by 8.30am otherwise last minute changes must be communicated via medical room/attendance.
- Children will not be dismissed to adults if teachers are not aware of changes have been made to normal collection arrangements.
- Parents need to send a new email to (re)confirm if their child is walking home.
- Conversations are not possible until children have been dismissed – safety first. Please try to prearrange these with teachers where possible.

# Place2Be

Open to all children and young people at Grimsdyke School from year 2 to 6  
Pupils can make an appointment to spend 15 minutes with a trained counsellor, either by themselves or with a friend.

Place2Talk will be available for students from years 2 to 6 from Monday 19th September. Unless we hear otherwise from you, the school and Place2Be will assume that your child has parent/carers' permission to use Place2Talk.

## ***Place2Talk Reply***

Name of child/young person: \_\_\_\_\_

Class: \_\_\_\_\_

Please note for school records, that I **do not** want my child to participate in Place2Talk during the academic year 2022 to 2023.

Name of parent/carer: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If would like to find out more, please contact Mrs Curry  
[gcurry@grimsdyke.harrow.sch.uk](mailto:gcurry@grimsdyke.harrow.sch.uk)

# Useful contact information

Year group email: **year6@grimsdyke.harrow.sch.uk**

Office email: **attendance@grimsdyke.harrow.sch.uk**