

Welcome to Year 6

Teachers

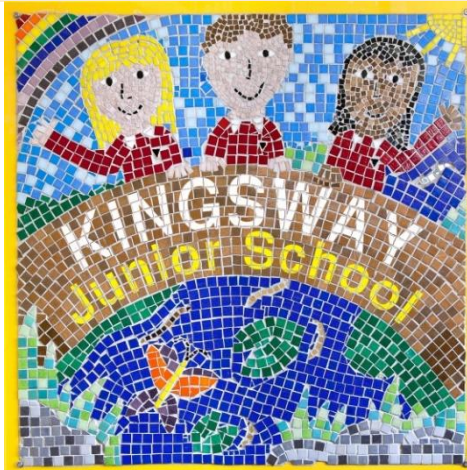
Mrs Datta (Monarchs)

Mrs Martin and Mrs Haider (Emperors)

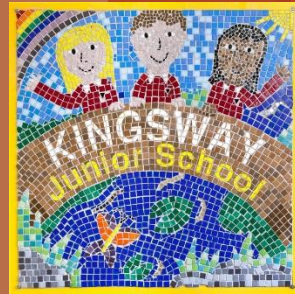
Year 6 TA's

Mr Caffrey

Mr Bath/Miss Cantellow

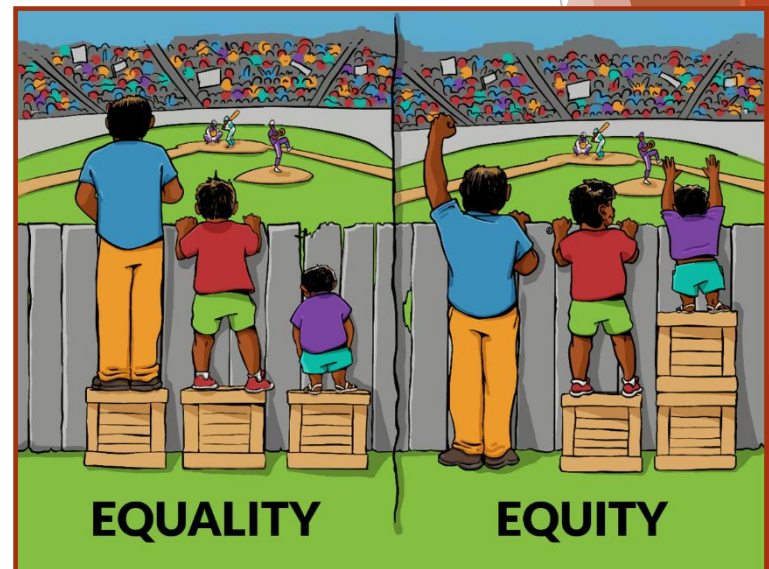


Developing Confident Happy, Enthusiastic learners



- ▶ It is important to make sure that all children are on the playground ready for when the bell rings at 8.45am. **Registration is at 8.50am. Lessons start at 9am.**
- ▶ All teachers and SLT will be on the playground before and after school.
- ▶ **Behaviour** – We have an anti-social and pro-social behaviour chart, where pupils are clear about the behaviour and the restorative consequence. Please see the chart on the next slide.

Respect - Kindness - Equity



Inclusion

Inclusion is at the heart of all we do.

Kingsway Junior School is an inclusive school.

We recognise every child's right to education and it is our aim to support all children to reach their full potential and to be the best that they can be.

- Every child learns in different ways and, from time to time, may have barriers which prevent them from making the progress we expect. When this happens, we work closely with you to explore different ways to support your child, ensuring they get the most out of their time at school.
- Your child's class teacher will speak to you if they feel your child needs a little more help with some aspects of learning. They are your first point of contact and will keep you informed about your child's progress.

Who's who?

Inclusion Lead: Mrs Akers

SENCO: Miss Whiting

Specific Learning Difficulties specialist: Ms Robinson

All teachers are fully trained in supporting children with Special Educational Needs and creating inclusive classrooms.

Get in Touch

Miss H Whiting (SENCO) - inco@kingswayjm.herts.sch.uk

Mrs A Akers (INCO) - inco@kingswayjm.herts.sch.uk

We're here to support you and your child every step of the way.

There is a lot of support on our website:

<https://www.kingswayjm.herts.sch.uk/send>

How do we prioritise wellbeing?

Making sure every child has a safe adult to talk to

Children know who they can turn to and are encouraged to share their worries, feelings and experiences.

A caring and supportive Pastoral Team

Our Pastoral Team provides personalised support to help children feel safe, valued and ready to learn.

Giving every child a voice

We listen to our children through pupil voice, school councils and pupil leadership opportunities, helping them to shape our school community.

Celebrating every child

We recognise and celebrate each child's individuality, strengths, achievements and contributions.

Understanding Children's Rights

Children learn about their rights, respect for others and how to create a fair, inclusive and caring community.

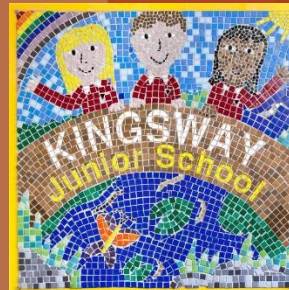
Providing enriching experiences

A wide range of experiences, activities and opportunities helps children develop confidence, resilience, friendships and a sense of belonging.

An open-door approach

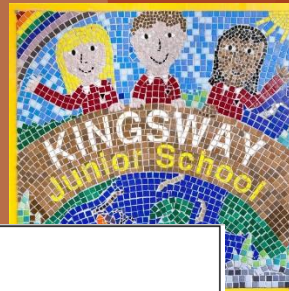
We value strong partnerships with families and encourage parents and carers to talk to us whenever they have a question, concern or need support.

KJS Behaviour Chart



Pro-social behaviours						
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTORS	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	- Listen to instructions and advice from all adults - Speak with respect to adults and pupils - Be willing to turn a negative situation around with a positive response - To perform an act of kindness for adults or pupils - Showing a positive attitude to learning and behaviour	- Show an increasing independence during learning - Following instructions and advice calmly during a difficult situation - Demonstrate a persistently positive attitude to learning - Demonstrate persistent thoughtfulness to others - Show an increasing understanding of how demonstrating respect leads to respect - Turning a negative situation into a positive outcome	- Show leadership or a willingness to assist others - Encourage kindness in others and lead by example - Taking a leading role in promoting respect - Representing the school in a positive manner - Be truthful about situations	- Show an exceptional attitude to learning with an outstanding piece of work - Take a leading role in encouraging listening skills in others - Encourages a positive attitude in others - Perform an act of kindness - Demonstrates respect on a consistent basis	- A persistent attitude to improving learning - To demonstrate exceptional listening skills in a related task or piece of work - A pupil who shows spirit to benefit others - Perform acts of kindness - Manners and acts lead to recognised respect from the local community - Takes a leadership role among pupils to develop school spirit
	Recognition	Verbal recognition and praise from teacher/staff, class acknowledgement, round of applause/appreciation	+2 House points	+3 House points	+5 House points Visit to SLT or Deputy Head	+10 House points Visit to the headteacher

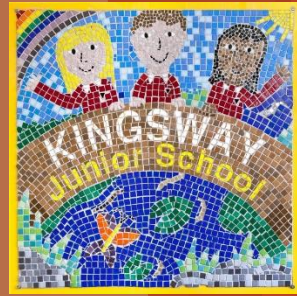
KJS Behaviour Chart



Anti-social behaviours

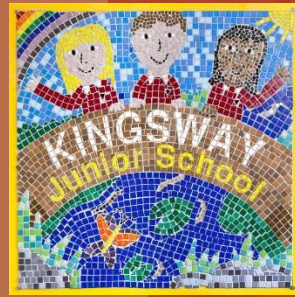
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTOR	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	- Wandering around classroom - Ignoring adult requests - Disturbing learning - Calling out - Throwing or flicking small items - Interfering with the property of others - Distracting others - Fiddling with things - Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. - Excluding others from games, conversations or activities	- Choosing not to change behaviour - Refusing to do work/avoiding work - Answering back - Repeated ignoring of adult requests - Insulting others - Denial of inappropriate behaviour - Defacing own or others work - Accidental damage to school or personal property - Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice - Intentionally preventing others from learning - Play-fighting	- Persistent Level 2 anti-social behaviour - - Unwillingness to reflect on an incident or behaviour - Lying or rumour spreading - Minor deliberate damage to property - Disrupting the class so that learning is affected - Manipulating others to make a poor behaviour choice - Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing - Spitting on things - Regular incidents of unkindness to different individuals. - Leaving the class without permission	- Persistent Level 3 anti-social behaviour - Leaving the classroom without permission - Refusing to follow any instruction from any member of staff - Swearing - Lying to get a child or adult in trouble - Proven stealing of school or personal property - Graffiti - Persistent, significant disruption to learning - Using threats to force others to make poor behaviour choices - Threatened violence - Fighting - Deliberately hurting another child including emotionally - Regular incidents of unkindness to the same individual. - Racist, religious, sexist and homophobic abuse, cyberbullying, taunting or harassment	- Persistent Level 4 anti-social behaviour - Leaving the school site without permission - Swearing directly to intentionally hurt or abuse someone - Threatening remarks - Arson - Serious deliberate damage to school or personal property - Disruption to learning through physical, verbal or emotional abuse of pupils or adults - Trying to deliberately hurt someone else - Possession of an object that could be used intentionally to harm someone - Serious fighting - Serious physical assault: including hitting, strangling, punching, pinching, kicking - Spitting at someone - Sexual misconduct - Proven and persistent bullying
	Restorative Action	Attention prompt/Non Verbal cue from teacher Rule reminder linked to class charter Verbal reminder from teacher of behaviour expectations Positive reinforcement	Verbal warning Possible movement of space / chair within the classroom Teacher may informally speak to parents Potential loss of break time (appropriate to anti-social behaviour)	Time out Loss of break time (appropriate to anti-social behaviour) Teacher verbally informs parents Apology note (appropriate to anti-social behaviour) Recorded on school system	Possible removal from class Loss of break and lunchtime for a definite period (up to 5 days – decided by SLT) SLT or Deputy informed Recorded on school system	Consideration of suspension / exclusion SLT/ Head teacher informed Recorded on school system
	Playtime restorative action	Reminder of rules by staff	Children asked to walk with an adult to reflect on their behaviour Children asked to have a 'time out'	Loss of part of break / lunch Teacher informed	Incident referred to SLT Loss of rest of break / lunch Parents will be contacted	Internal or external suspension/exclusion Meeting with parents and a possible action plan drawn up

KJS Behaviour Curriculum



- ▶ In our school we have also developed a behaviour curriculum, where pupils will be taught and expected to demonstrate our expectations.
- ▶ This includes behaviour outside, inside and around school.
- ▶ Please see our website for further details of what we teach.
- ▶ [Kingsway Junior School - Behaviour](#)

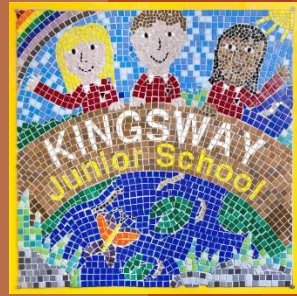
KJS expectations:



- Pupils are expected to line up ready to start the day on the playground, with their own class teacher.
- Pupils should be dressed with appropriate school uniform, please encourage your child to tuck their shirt in. Black school shoes must be worn. Hair must be tied up at all times.
- Reading books and reading records should be in school each day. These will be checked daily.
- PE kit in school. This year, **PE takes place on Tuesdays and Fridays.** Children come in school uniform and change into their PE kits before the lesson.



KJS expectations:



- ▶ Water bottles should be regularly taken home, washed and refilled – children need to fill these at break and lunch times and not during lesson times.
- ▶ **Toast is provided daily before 8:50am** and fruit is available in classrooms for break times.
- ▶ We are a healthy school, please support us with ensuring snacks and **lunches contain healthy foods**. **Please avoid nuts and nut spreads.**
- ▶ Lunch options include **four option choices daily** or a packed lunch option.



Home Learning



Reading

Children are expected to **read to an adult at least 5 x a week**. Free reader books are based in their classrooms. Library books will be in addition to this. Children will also be reading a book in their guided reading sessions as well as in English.

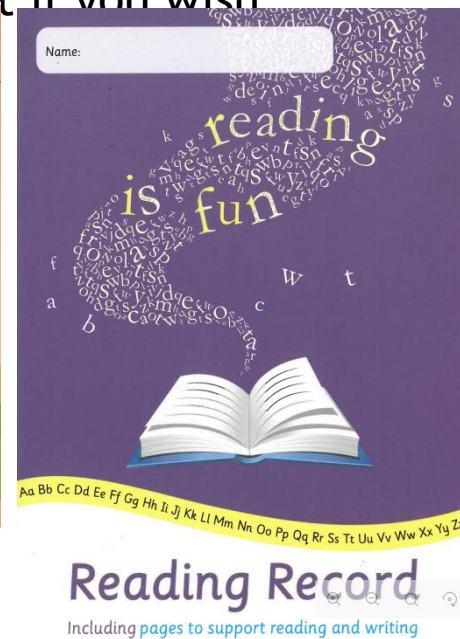
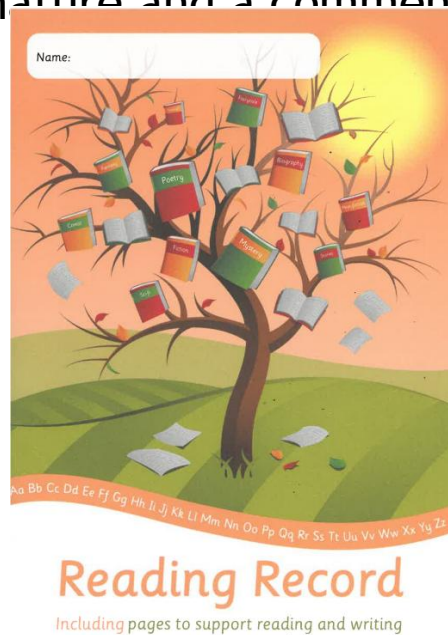
Reading Records: should be completed by adult at home 2 times a week and child every time they read.

Times Tables

Times tables will be taught and practised regularly in class and should be practised at home too.

Reading Records

- Please listen to your child read at least 5 times a week.
- Record this in their reading record, with the date, book, pages, signature and a comment if you wish.



Date, book and page number	Comments Give a score out of 10 to show how much you enjoyed your reading
	10
	10
	10
	10
	10
	10

Tricky words, or new words I have learned			

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆

Tricky words, or words to practise			

Common Exception Words

Here is a list of common words with unusual grapheme-phoneme correspondences:

door	both	beautiful	move	clothes
floor	old	after	prove	busy
poor	cold	fast	improve	people
because	gold	last	sure	water
find	hold	past	sugar	again
kind	told	father	eye	half
mind	every	class	could	money
behind	everybody	grass	should	Mr.
child	even	pass	would	Mrs
wild	great	plant	who	parents
climb	break	path	whale	Christmas
most	steak	bath	any	
only	pretty	hour	many	

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

there	Look over there !	quiet	We must be quiet in the library.
their	They have their own drinks.	quite	The jar is not quite full.
they're	They're (they are) having fun.		
here	Please bring it here to me.	be	I want to be a vet when I'm older.
hear	Can you hear the music?	bee	A bee looks similar to a wasp.
see	When I close my eyes I can't see .	blue	Blue is the best colour.
sea	Let's go swimming in the sea .	blew	The wind blew my hat off.
bare	It's easier to climb with bare feet.	night	We can see the stars at night .
bear	A bear is a wild animal.	knight	The brave knight rode a white horse.
to	We are going to the cinema.	one	One , two, three, four...
two	I have two pet cats and a dog.	won	Great! I have won a prize.
too	My toy plane is too heavy to fly.		
are	These are my favourite fruits.	sun	The sun is shining.
our	Miss Jackson is our teacher.	son	Our son is six today.
where	Where have I put my pencil?	for	This present is for you.
wear	Today, I need to wear a coat.	four	Five, four , three, two, one, GO!

The Next 200 High Frequency Words

water	find	live	fun	better
away	more	say	place	hot
good	I'll	soon	mother	sun
want	round	night	sat	across
over	tree	narrator	boat	gone
how	magic	small	window	hard
did	shouted	car	sleep	floppy
man	us	couldn't	feet	really
going	other	three	morning	wind
where	food	head	queen	wish
would	fox	king	each	eggs
or	through	town	book	once
took	way	I've	its	please
school	been	around	green	thing
think	stop	every	different	stopped
home	must	garden	let	ever
who	red	fast	girl	miss
didn't	door	only	which	most
ran	right	many	inside	cold
know	sea	laughed	run	park
bear	these	let's	any	lived
can't	began	much	under	birds
again	boy	suddenly	hat	duck
cat	animals	told	snow	horse
long	never	another	air	rabbit
things	next	great	trees	white
new	first	why	bad	coming
after	work	cried	tea	he's
wanted	lots	keep	top	river
eat	need	room	eyes	liked
everyone	that's	last	fell	giant
our	baby	jumped	friends	looks
two	fish	because	box	use
has	gave	even	dark	along
yes	mouse	am	grandad	plants
play	something	before	there's	dragon
take	bed	gran	looking	pulled
thought	may	clothes	end	we're
dog	still	tell	than	fly
well	found	key	best	grow

National Curriculum Word List for Years 3-4

You are expected to know these words by the end of Year 4. Tick ✓ each word when you know the meaning ☐ and when you know the spelling ☐

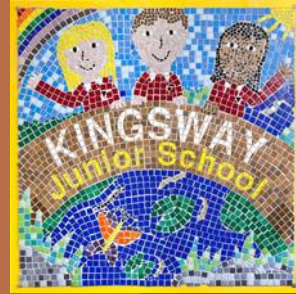
accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	
difficult	important	potatoes	

National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning ☐ and when you know the spelling ☐

accommodate	correspond	identity	queue
accompany	criticise	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equipped/equipment	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Home Learning



Spellings

We teach spelling three times a week.

Spelling patterns are taught and some words are learnt off-by-heart.

Your child may receive targeted words to practice at home.

Home Learning

This year we are providing pupils with a half termly outline of their home learning.

This will be linked with their in-class learning. Each week 3-5 activities will need to be completed, and can be brought into lessons to help the pupils with their learning. Each half term, the focal foundation subjects will rotate between History/Geography, PSHE/RE/Spanish and Art/DT.

A half-termly project will be set, alongside comprehension questions, and maths practise.

Year 6 Home Learning (Autumn 1)

	Week 1	Week 2	Week 3	Week 4	Week 5																								
English	Quick fire comprehension – week 1	Night of the Gargoyles Look at the attached illustrations. What is a gargoyle? What adjectives could you use to describe gargoyles? List or Spider gram them. Create a poem inspired by the illustrations. Use similes and metaphors to bring the gargoyles to life. See the attached exemplar for support.	Quick fire comprehension – week 3	Wisp The Wisp is a symbol of hope. Write a short paragraph explaining what the Wisp might represent for people living in the camp, and why it is so important.	Quick fire comprehension – week 5																								
Maths	Recap and revise your understanding of place value from Year 5. https://www.bbc.co.uk/bitesize/topics/zkwx7h Have a go at questions Set A) Put these in order from smallest to largest: 65,321, 56,213, 92,351. Which is greater: 456,789 or 465,789? Explain why. Order these numbers from largest to smallest: 720,015, 715,050, 702,150. In resources <table border="1"><thead><tr><th></th><th>to the nearest 1000</th><th>to the nearest 100</th><th>to the nearest</th></tr></thead><tbody><tr><td>17521</td><td></td><td></td><td></td></tr><tr><td>214503</td><td></td><td></td><td></td></tr><tr><td>1630018</td><td></td><td></td><td></td></tr><tr><td>8875</td><td></td><td></td><td></td></tr><tr><td>452</td><td></td><td></td><td></td></tr></tbody></table>		to the nearest 1000	to the nearest 100	to the nearest	17521				214503				1630018				8875				452				Recap and revise your understanding of estimating numbers on a number line from Year 5. https://www.bbc.co.uk/bitesize/topics/zkwx7h/articles/zkwjvj6 Have a go at the questions below A number line runs from 0 to 100, marked with five equal spaces. What number does each space represent, and where would you place 35? A number line goes from 200 to 800 with eight equal intervals. What is the value at each mark, and where should 500 go? If a line is labelled 0 to 1,000 with ten equal gaps, how much does each gap represent? Show where you'd place 750. 4 less than 1 = 2 more than -8 = 3 - 7 = 3 - - 6 = -3+10 =	Revise and recap your understanding of comparing decimal numbers from Year 5. https://www.bbc.co.uk/bitesize/topics/zkwx7h/articles/zgn7wnb Have a go at the questions below 1) Order from smallest to largest: 0.12, 0.102, 0.120. 2) Put in descending order: 1.034, 1.340, 1.304. 3) Order these three: 0.999, 0.9, 0.99. Which is greater: 0.45 or 0.405? Explain why. Is 1.206 greater than 1.2? Compare them digit by digit. From 2.03 and 2.3, which one is larger? Show your reasoning. Answer questions on Resource page for week 3	Recap your understanding of Roman Numerals. https://www.bbc.co.uk/bitesize/topics/zkwx7h/articles/z8trxq8 Have a go at the questions below 1) Write 29 in Roman numerals. 2) Write 146 using Roman numerals. 3) Write 2025 in Roman numerals. 4) Which is larger: LXX or XLIX? Explain. 5) Arrange these from smallest to largest: XC, LX, LXXX. 6) Which is greater: D or CD? Explain your answer. Answer questions on resource sheet week 4	Apply your learning of place value to problem solve these word problems. 1) The Library's New Books The school library has 24,368 books. A new delivery brings 5,000 more books. How many books does the library have now? Which digit in the answer shows the number of thousands? 2) Population of the Town A small town has 47,562 people. Another nearby town has 39,845 people. Which town has the larger population? How many more people live there? Round both populations to the nearest 10,000 and compare again. 3) The Football Stadium A stadium holds 82,450 spectators. During one match, 79,972 people attend. About how many seats were empty? Round both numbers to the nearest 1,000 to estimate the difference. Answer questions on resource sheet week 5
	to the nearest 1000	to the nearest 100	to the nearest																										
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Science	Components and Symbols Task: Make a table of at least 5 electrical components. Include: Name of the component (e.g., battery, bulb, motor, buzzer, switch) Its function (what job does it do?) The symbol used in a circuit diagram.	Draw a Circuit Diagram Task: Draw a simple series circuit diagram using the symbols for: - Battery - Bulb - Wires - Switch Label each component. Show what happens when the switch is open (OFF) and closed (ON).	Series and Parallel Circuits Task: Draw two circuits: one series circuit and one parallel circuit. Questions to answer: How many paths does the current flow along in each? Which circuit would keep a bulb lit if one bulb went out? Why?	Insulators/Conductors Look at the objects around your home (like a metal spoon, wooden spoon, plastic ruler, rubber band, coin). Decide whether each is a conductor or an insulator. Put this information in a table.	Electricity Make a mini quiz or fact sheet about electricity. Include at least 5 questions or 5 interesting facts. Example prompts: What is a series circuit? Name 2 electrical components. What is the purpose of a switch?
History	Your Local Area and WW2 Find out if any places in your town or village were bombed. Choose one place and write a short paragraph explaining what happened. Add a drawing, photo, or story if you can. Think about: What happened at this place during the war? Who lived or worked there, and how were they affected? How do you think people felt during or after the bombing? Can you include a picture, drawing, or story to show what happened?	Child Evacuees Imagine leaving home and going to a new place during the war. Write about your feelings, what you saw, and what your day was like. Think about: - How did you feel when you had to leave home? - What was your journey to the new place like? - How was life different in your new home? - Did you make new friends or face challenges?	Rationing Find out what foods or goods were rationed. Write a short paragraph comparing life before and during rationing. Think about - What things were rationed during the war? - How did people cope with rationing? - What was different about meals or shopping compared to today? - Can you find a recipe or meal from the war to show how people adapted?	Wartime Factories Think about a local factory, farm, or workshop. Imagine what they might have made or done to help during the war. Write 3–4 sentences describing it. Think about: - What kind of place did you imagine helping the war effort? - What could they have made or done to help soldiers or families? - How might their work have helped people in your town? - Can you draw a picture of your imagined factory or workshop?	Everyday Hero's Imagine a local hero from your town during World War II. Think of one person who could have helped the war effort. Write 3–4 sentences about what they did and how it helped others. Think about: - Who is your imagined hero? - What did they do to help during the war? - How did they make life better or safer for people in your town? - Can you draw a picture of your hero or something they did?
PSHE	My Year Ahead: What personal goals will you set this year? What academic goals will you set this year? What wellbeing goals will you set this year? Reflect and create a spider gram of each. Use 'SMART' to make sure your targets are specific, measurable, attainable, and relevant and time based. You may want to discuss your goals with your parents/careers.	Responsibilities: List a set of responsibilities you have at home. Then, list a set of responsibilities you have at school. Think back to last year. Answer the two following questions in a paragraph. Have your responsibilities changed now that you are in Year 6? Will they change as you grow older? Why?	My Behaviour: 'Behaviour' is a reflection of how a person is feeling. Write a paragraph, which either agrees or disagrees with this statement. Use the sentence starters to help you.	Being Part of a Team: Team—find 5 synonyms for this word. What does 'Team' mean? Write your own definition. What characteristics should we have to be a part of a team? Spider gram these. Then, create a poster about what a 'TEAM' means to you (ensuring you incorporate all of the above information).	Celebrating Achievements: What are your strengths? What are your weaknesses? Can your weakness be turned into your strength?

Home Learning: Building Independence

Our approach to home learning is designed to develop children's independence, reflection and ownership of their learning. Rather than receiving a tick from an adult, children will self-mark and reflect on their learning during lessons, with support from their teachers.

Home learning ideas will contribute to our classroom learning and discussion: children will regularly share their ideas and learning in lessons and will have dedicated opportunities to contribute to the class forum, sharing suggestions, questions and insights with their peers.

This helps us move beyond simply checking that work has been completed and instead focuses on children engaging with, discussing and taking responsibility for their home learning and using their pre-learning to help them in school.

Expectations in Year 6: Curriculum



Curriculum Newsletters will be sent out each term summarising what your children will be covering within each subject. A copy will be sent via email.

School pledge and classroom charter

- ▶ At Kingsway we encourage independence – taking responsibility for own work and actions.
- ▶ We strive to create a learning environment that encourages children to 'take a risk' and grow as a learner.
- ▶ All we ask is children try their best. Mistakes are a part of learning.

Kingsway Junior School

Curriculum Newsletter

Year 6

Autumn Term 2026

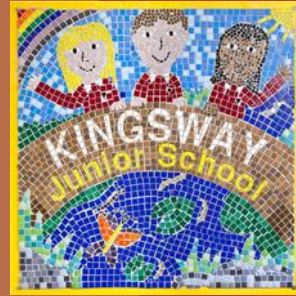
The children have settled into Year 6 well and have come back to school focused and ready to tackle the year ahead. In Emperors this year, Mrs Martin and Ms Haider will be your teachers, supported by Mr Caffrey. In Monarchs this year, Mrs Datta will be your teacher, supported by Mr Bath and	
Home Learning Home Learning will be sent out half termly and will link to the pupil's curriculum learning. Please speak to class teachers for further information.	
English In English, we will be following the Herts For Learning Curriculum, which combines the use of outstanding rated books to approach learning in a creative, engaging and enthusing manner. Year 6 will be exploring the following texts: 'Night of the Gargoyles,' and 'The Planetarium' in Autumn 1. In Autumn 2, we will move onto exploring 'Talking History,' and 'Wisp.' Throughout the year the children will complete extended writing to ensure that the writing techniques are embedded. We will also be writing cross curricular pieces which combine their knowledge of English, Geography, History and Science. We encourage reading at ALL times.	Maths We follow the Herts For Learning scheme for Maths. It will focus heavily on times tables, reasoning and problem solving skills. We will cover a range of areas throughout the term such as place value, fractions, decimals and percentages, properties of shape, area and formal methods of all four operations. We encourage pupils to regularly review and complete their multiplication tables, and ensure they are confident and fluent in them.
Science In Science this term, we will be exploring the unit of Electricity and then Evolution and Inheritance. The key scientific skills that the children will be developing are asking questions, planning enquiries, making systematic observations, taking accurate measurements, recording data, drawing conclusions, and using evidence to support their findings.	PE PE will be taught by CSE coaches twice a week. This term we will be focusing on Fitness and Cross Country. Please ensure your child's PE kit is labelled and in school at all times.
RE We are continuing to follow the Jigsaw curriculum for our RE learning. This term, we will be focusing on the key beliefs, practices and worldviews of Islam and Christianity. Children will explore the similarities and differences between the two religions, developing their understanding of how religious beliefs and practices can shape the way people live, think and view the world around them.	PSHE We are continuing to follow the Jigsaw curriculum for our PSHE learning. For this term, we will be exploring the units of 'Being Me in my World' and 'Celebrating Differences'. Through these units, children will develop their understanding of themselves, their place within their school and wider community, and the importance of recognising and celebrating the similarities and differences between themselves and others.
Computing In Computing this year, we will be using the NCCE curriculum. This term, our focus will be on Communication and Collaboration and Online Safety. Children will develop their understanding of how technology can be used to communicate and work collaboratively, while also learning how to stay safe, responsible and respectful when using digital platforms and communicating online.	History & Geography This term, we will continue to use the CUSP scheme of work, which will focus on World War II and Physical Processes - Earthquakes, Mountains and Volcanoes. The children will be developing key historical and geographical skills, including using and interpreting sources of evidence, understanding chronology and significant events, locating and using maps, identifying physical features and processes, and explaining how and why geographical features such as earthquakes, mountains and volcanoes occur.
Spanish, Music Spanish will be taught by Mrs Hollahan and will focus on expressing likes and dislikes, naming classroom objects, and developing an understanding of singular and plural forms. In Music, we will continue to use the Kopow scheme of work, with a focus on Dynamics, Pitch and Texture, using Coast as the inspiration for the children's learning. Children will explore how changes in dynamics, pitch and texture can be used to create different musical effects and compositions.	Art & DT This year, Art and DT will be taught by class teachers. In Autumn 1, children will focus on developing their drawing skills, with an emphasis on realism, shading and tonal work, inspired by the theme of World War II. In Autumn 2, children will explore structures through the design and construction of fairground rides, considering their target audience and the needs of the product user throughout the design process.
Class assemblies: Emperors- Monarchs- Educational Visits: Friday 16th October - HMS Belfast Trip	Open Door Policy If you would like to talk to us about any issues, share further information you would like us to know about your child or ask any questions, please feel free to come and have a chat with us on the playground before or after school. Due to staff meetings, we are unavailable for meetings on Tuesday and Thursday afternoons, but you can make an appointment through us or the office at any point during the term.

Curriculum Newsletters

Our termly curriculum newsletters will give you an overview for what we will be covering.

These can be found on our school website.

Maths



Maths

During the week your children will carry out tasks in both arithmetic and reasoning activities.

Your children will have the opportunity to use a wide range of resources throughout their learning where needed.

This will help embed the core skills required for their progress and learning.

Fluency sessions will take place throughout the week to recap and practise the concepts your children have already learned to ensure they go into the long term memory.

Reading and Writing



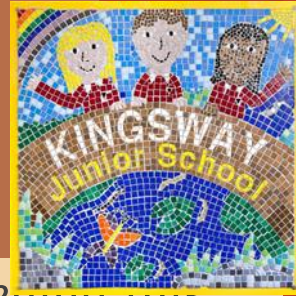
Reading

Pupils will have various opportunities for carrying out reading tasks. These will be within guided reading lessons, English lessons and class books. These lessons will focus on building vocabulary as they will be reading a range of texts and genres.

Writing

Your children's English lessons will be based around a range of high quality texts. Alongside an excellent model of writing, they help build children's vocabulary, which can be applied in their writing. Spellings are a key focus and these will be taught in regular short sessions, in English lessons and also through other subjects.

Dates for your Diary



- There are some in-school workshops as well as off-site trips happening this year. More information will be provided closer to each trip.

Autumn

Monarchs Class Assembly – 9th October

Black History workshops –

Anti-racism workshops (Free -)

HMS Belfast (£23 – 13th October)

Emperors Class Assembly – 13th November

Journey Workshop (Free -)

Spring

Subject Revolution – Math's – (£3 -)- TBC

Cassiobury Park Orienteering Challenge - TBC

Church visit - TBC

Summer

PGL – (will send a separate letter with further information)

Dates for your Diary



- ▶ SATS Week
- ▶ Monday 10 May: English Grammar, Punctuation & Spelling (Paper 1: questions, 45 minutes; Paper 2: spelling, 15 minutes)
- ▶ Tuesday 11 May: English Reading (single paper, 60 minutes)
- ▶ Wednesday 12 May: Mathematics – Arithmetic (30 minutes) and Mathematics – Reasoning Paper 1 (40–45 minutes)
- ▶ Thursday 13 May: Mathematics – Reasoning Paper 2 (40–45 minutes)

Communication

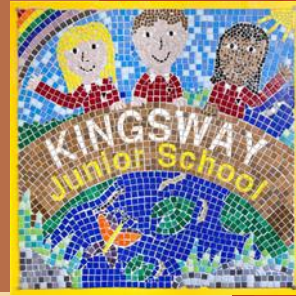


We value and appreciate all communication from you.

Please talk to us **after school or email/ call the office** to set up an appointment with us if you require a longer slot.

Unfortunately due to meeting times in school, teachers are unavailable on **Tuesday and Thursday** afternoons, but we will always try to accommodate where possible.

Keeping up to date



Please keep up to date with our school developments, via the following ways:

<http://kingswayjm.herts.sch.uk/>

Texts

Emails

Newsletter

Twitter

Termly class assemblies–

Dates will be on our curriculum newsletter

Thank you for your time.

Any questions?

