

Welcome to Sycamore Class



Class teacher: Miss Yalden

Teaching assistants: Ms Gainham, Mrs Alzubaidi, **Mrs Seymour**

Rowan Class: Mrs Radomska and Mrs Badini

Willow class: Miss Bird

PE days: Tuesday and Friday

Handouts are available at the front if you would like.

- Year 6 reading spine
- Year 5/6 spelling list
- Walking to school permission form

Life in Year 5/6

Begin preparation for the more independent life of secondary school.

- Personal organisation
- Learning behaviours
- Personal responsibility

Work hard, be kind.

General information

School day: Door open at 8:45am, register at 8:55am
Finish 3:15pm

Equipment: Named uniform, water bottle and packed lunch.
Stationery is provided at school.

PE days: Arrive in PE kit, hair tied back, earrings taped.

Timetable

	8.45 - 9:00	9:00 - 9:15	9.15 - 10.30	10:15 - 10:30	10.30 - 10:45	10:50 - 11:00	11:00 - 11:40	11:40 - 12:00	12.00 - 1.00	1:00 - 1:15	1:15 - 2:10	2:10 - 3:00	3:00 - 3:15
Monday	Early morning work	PBs	SPAG	English	Break	Maths fluency	Maths	DR	Lunch	Spelling	Computing	RE	Class Novel
Tuesday		OPAL / Classroom Behaviours	SPAG	English		Maths fluency	Maths	DR		Spelling	History	2.30 - 3.10 PE	
Wednesday		Singing Assembly	SPAG	English		Maths fluency	Maths	DR		Spelling	French	Music	Class Novel
Thursday		Values Assembly	SPAG	English		Maths fluency	Maths	DR		Spelling	Science	PSHE	Class Novel
Friday		Celebration Assembly	SPAG	ENGLISH		Maths fluency	Maths	DR		Spelling (Test)	Art	2.30 - 3.10 PE	

Homework

Reading: Daily, 20 minutes

Spelling: Weekly focus and test (Google Classroom)

Maths: Weekly (Google Classroom/MyMaths)

English/other subject: Weekly (Google Classroom)

Up on Google Classroom on Friday.

Handed in on Friday. Spelling test on Friday.

Hard copies can be made available.

Homework should take no longer than 1 hour 30 minutes

Reading

If you can spare some time to be a volunteer reader or book club adult, please express an interest today. We need you!

'young people who read outside of class daily for just 10 minutes were 13 times more likely to read above the expected level for their age.'

-National Literacy Trust

Audio books can be excellent for all children, particularly to enable access books which may be beyond their own reading ability. AUDIBLE APP.



At school:

- Destination reader
- Daily independent reading
- Book stack for motivation
- Class novel
- Important skill practised across the curriculum
- Book Club







Children who read books daily score higher in school tests, vast new study states

28 February 2020



Using longitudinal census data to look at more than 43,000 students, aged 10 to 11 and then again when they were 13 to 14, the research provides substantial evidence that pupils who enjoy reading high-quality books daily score higher in tests.

University College ,
London UCL

<h2>Vocabulary</h2> <p>Find and explain the meaning of words in context.</p> 	<h2>Infer</h2> <p>Make and justify inferences using evidence from the text.</p> 	<h2>Predict</h2> <p>Predict what will happen based from the details given or implied.</p> 	<h2>Explain</h2> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<h2>Retrieve</h2> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<h2>Summarise</h2> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What effect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Communications

Please do not hesitate to contact us for any issue big or small.

Best communication method: email, face to face meeting or telephone call.

If it's quick: catch me on the door.

Class teachers are your first point of contact.

Availability for meetings: Monday, Thursday or Friday.


Small messages will be posted on Google Classroom.

Forms

Information for Parents

Home >> Parents >> Information for Parents

Walking home from school.


OAKWOOD PRIMARY SCHOOL

Walking home from school agreement – Y5 and Y6 only

Child's Name: Class: Year:


- ✓ I give permission for my child to walk home from school unaccompanied each day at 3.15pm after "checking out" with his/her class teacher.
- ✓ I understand that my child is my responsibility outside of school hours (walking to and from school).
- ✓ I have assessed my child's route home and agreed a single route home with my child.
- ✓ I confirm that my child has sufficient awareness and understanding of road safety and "stranger danger" and is therefore capable of undertaking this journey alone.
- ✓ I shall ensure that, in winter months and inclement weather, my child will be appropriately dressed.
- ✓ I understand that if my child brings a mobile phone to school, it must not be used on the school site, including the playground, and must be switched off during the school day. All phones are brought to school at the owner's risk and **no responsibility is accepted for lost or damaged items.**
- ✓ I understand that if my child attends a club, permission for walking home from the club must be arranged directly between myself and the provider.
- ✓ I confirm that there will always be a responsible adult at home to meet my child on arrival.

Signed: Date:

Name:

Relationship to child:

Medicines.


Oakwood Primary School

Parental request for school to administer medicine

- I understand this is a service that the school is not obliged to undertake.
- I understand I must deliver the medicine personally to a member of the Office staff.
- I understand that I must notify the school of any changes in writing.
- I understand that school staff may need to arrange a meeting to discuss your request.

Name of Child	Date of Birth	
Class	Year	
Medical condition/illness		
Medicine Name/Type of Medicine (as described on the container)	Storage Refrigerator needed Yes/No	
Date dispensed	Expiry date	
Dosage and method	Self Administration Yes/No	
Timing/s		
Start date:	End date or review date	Enter date and delete as appropriate
Possible side effects		
Procedures to take in an Emergency		
Known triggers / Any other information		

Please give any other information on a separate sheet. Sheet attached Yes/No

Contact Details
Name: Relationship to Child:

Address:

Daytime Telephone No: Date:

Signature(s):

School Acceptance
School agrees to this request and will do everything reasonably possible to ensure that the medication is administered according to the above information.

Signed: Date:

(Headteacher/Deputy)

For School Use	Seen by	CT	TAs	DH	HT	SLS	OFF	Other-
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Medicine request May 2020

Trips, visits and workshops



These are enriching and enjoyable activities that really do enhance learning in the classroom. However, we recognise that they can be expensive and that not everyone may be able to afford them.

Some events are funded by the PTA. For other events, parents make a contribution on a voluntary basis. In the past, we have been able to subsidise the cost where parents have not made contributions. However, due to the tight funds of the school, even if just one person does not contribute, we may have to cancel the event.

If you find yourself unable to pay for a trip/workshop, please come and talk to us, as we may be able to support with alternative funding. We know that times are tight for some and payments can come at the wrong moments.

Trips, visits and workshops also depend on having enough volunteers. We would like to invite you to one of our termly Oakwood Parent Volunteer Briefings, so that you can come in and volunteer at any time.

Thank you!

Dates for your diary

Imperial War Museum Duxford: tbc very soon

Year 6 PGL residential trip: 14th October - 17th October

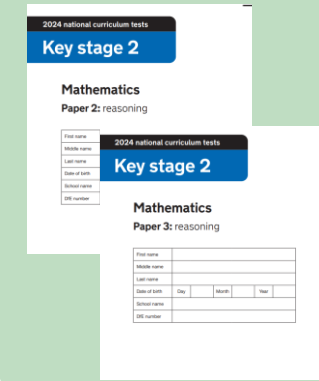
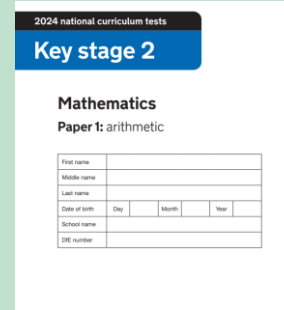
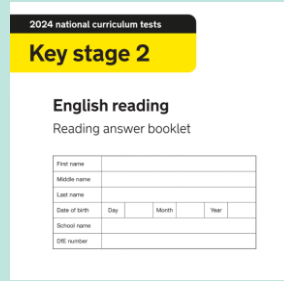
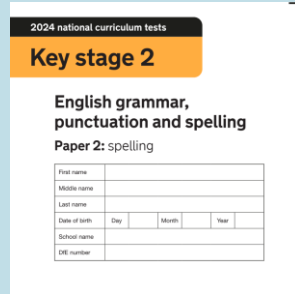
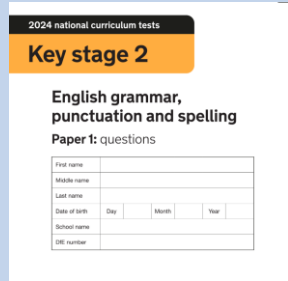
Year 6 parent PGL meeting: Thursday 18th September 3:30pm

Sycamore class sharing assembly: Thursday 20th November 2:50pm

SATs week: w/b 11th May

Year 6 parent SATs meeting: Wednesday 25th February 6:00pm

Educational visits for the remainder of the academic year will be communicated to you closer to the time.



1. 15 minute grammar lessons daily
2. Daily English lessons
3. SPAG activities as part of morning in and do (daily)

1. 15 minute spelling lessons daily
2. Spellings sent home weekly

1. At least 3 Destination Reader lessons each week. Questions written in SATs style
2. Classroom library – fiction, non-fiction, poetry (can take this home)
3. Daily independent reading time after lunch

1. Maths activities as morning in and do (daily)
2. Daily maths fluency after lunch
3. Daily maths lessons

1. Daily maths lessons
2. All maths lessons to include reasoning teaching and questions

1. Daily English lessons with a variety of writing opportunities
2. Daily grammar sessions to help with writing

Intervention / group work emails will be sent shortly.

SATs paper weeks: 22nd Sept (2018), 24th Nov (2019), 2nd Feb (2022), Spring 2 Homework (2023), 16th Mar (2024), 27th Apr mock SATs morning (2025 SPAG paper).

Smartphone Free Childhood



Following an overwhelming response to our parent survey last term, Oakwood have made some changes to support a Smartphone Free childhood.

Reminders:

- Children are not permitted to bring Smartphones to school (children who walk to or from school alone may bring a “dumb” phone)
- Adult Smartphones must be switched off and in bags/pockets during all school events including plays, assemblies, sports days, school visits etc. Where possible, staff will provide opportunities for parents/carers to take photos of their own child/children.

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



13+



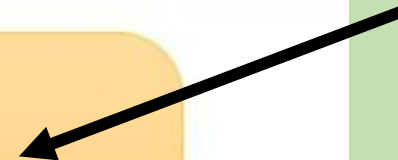
16+



17+



Now 13+



Sourced from NSPCC website October 2019

- Please keep talking to your child about what they are doing online.
- Be aware of the age limits for apps.
- Reinforce the message to be kind online and report anything they are unsure about.

Thank you for coming

We thank you in advance for your support this year.

We look forward to working with you throughout this academic year.

