



**WELCOME TO
YEAR 6**

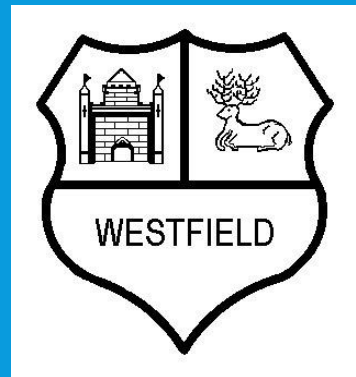
MEET THE TEAM

Class Teacher – Mrs Taylor
TA – Mr Odgen



START AND END OF THE DAY

- Soft start from 8:35-8:45
- Please be prompt as we will be doing starter activities and maths fluency first thing.
- Registers are at 8:45. Anyone arriving after this time will be marked as late
- Drop children at the outside door/ children should be arriving via the outside door
- End of the day/collection is at 3.15pm



TIMETABLE

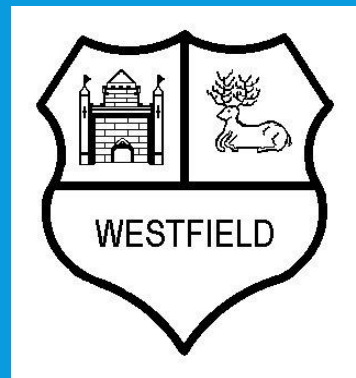
Redwood Class Timetable - Autumn 1 2026 (KS2)

	8:35 - 8:45	8:45 - 9:00	9:00-9:10	9:10-9:30	9:30-10:30	10:30-10:45	10:45 - 11:00	11:00-12:00	12:00 - 1:00	1:00-2:00	2:00-2:55	3:00 - 3:15
Monday	So ft sta rt	The Goo d Mor nin g Clu b	As se m bl y	Guided Reading	Handwriting & English	Pla yti me	Maths Fluency	Maths	Lun chti me	Science	P.E. (Outdoors)	Story
Tuesday				Guided Reading	Handwriting & English		Maths Fluency	Maths		PSHE	Art/D&T	Story
Wednesday				Guided Reading	Handwriting & English		Maths Fluency	Maths		R.E.	French Music Taught by Mr O	Story
Thursday			As se m bl y	Guided Reading	English		Maths Fluency	Maths		P.E. (Indoors)	Science	Story
Friday		Celebration assembly		Guided Reading	Spelling & English		Maths Fluency	Maths		History Taught by Mrs G & Mr O	Computing Music aught by Mrs G & Mr O	Story



UNIFORM

- Please ensure everything has your child's name on it even if it is a preloved item.
- Blue school jumper only, no other jumpers or hoodies.
- Long hair must be tied up.
- No jewellery – stud earrings are fine.
- No nail varnish please.
- No (re)dying of hair.
- No star patches

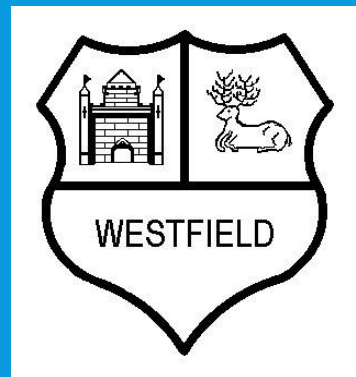


P.E

- PE
 - Trainers
 - Blue PE t-shirt and jumper (in the cold)
 - Dark (preferable black) shorts or tracksuit bottoms (in the cold)

This term our PE days are **Monday** and **Thursday**.

Autumn 1: Cricket and Basketball

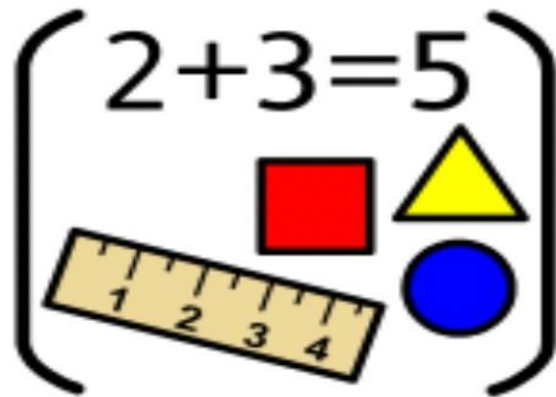


CURRICULUM MAP

 English	Autumn 1	Autumn 2
	• Whole School 'Explore and Engage Unit' • Narrative – Night of the Gargoyles (by Eve Bunting) • Non-Chronological Report- Planetarium (by Raman Prinja & Chris Wormell)	• Narrative: Wisp (by Zana Fraillon) • Persuasive Speeches: Talking History (by Joan Haig & Joan Lennon) • Performance Poetry. Online resource: Maya Angelou



CURRICULUM MAP

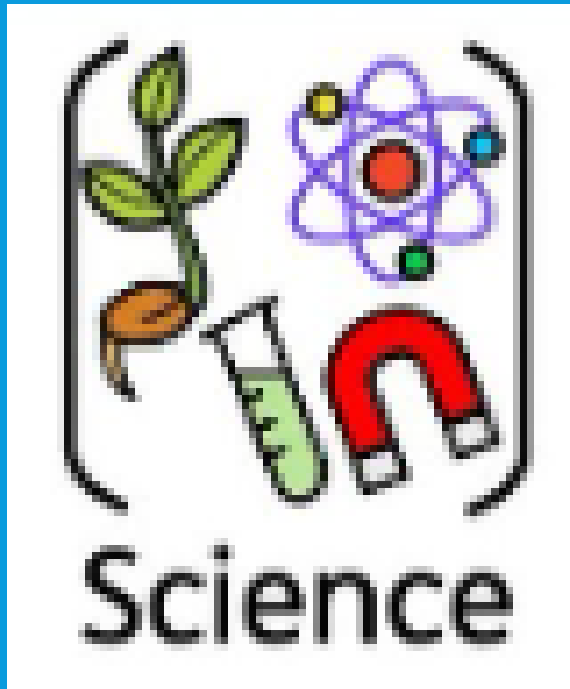


Maths

Place value; effective mental calculation strategies; problem solving with four operations; factors multiples and primes; adding and subtracting fractions; fractions, decimals and percentages and their equivalents; formal written methods: multiplication and short division; area of parallelograms and triangles; properties of shape



CURRICULUM MAP



Electricity
Oak National
unit: Changing circuits

Animals including humans
Oak National
unit: The human circulatory
system Keeping healthy



CURRICULUM MAP



Computing

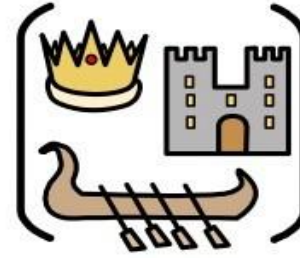
Computing systems and networks:
Communication and collaboration

Creating media:
web page creation



DT

Playground



History

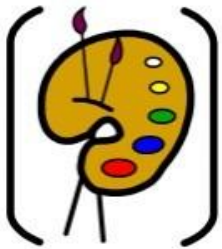
What does the census tell us about our local area?



Geography

Why does population change?

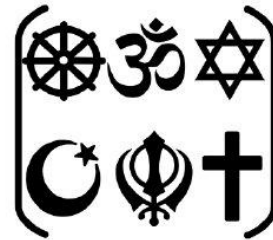
CURRICULUM MAP



Art



French



RE



PSHE

Drawing

Dates

Le week-end

**Why does religion
look different around
the world?**

**Being me in my
world**

**Celebrating
Difference**

THE GOOD MORNING CLUB



I need to energise



I need to focus



I need to celebrate!



I need to connect



I need calm



I need help

HOME LEARNING



Home support and education is so important, this year we will be setting homework due the following week.

- Daily reading is expected. The children have already got their reading books and records.

Home Learning will be set on Friday and is due in on the following Wednesday.

- Spellings
- Maths
- English



BEHAVIOUR



At Westfield we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them.

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, merits, value of the week, marbles etc
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher awards
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions



BEHAVIOUR



- Class rewards – each class has its own reward system for whole class rewards
- Merits are received for positive work. Headteachers certificates are then received on receipt of 10 merits
- Values certificates are given out each week to a child in each class who has demonstrated the value that week
- Please share any outside achievements with us, we love to hear about them and celebrate what the children have achieved.
- Celebration assembly on Fridays at gam – all parents are welcome

BEHAVIOUR



- The Behaviour policy was re-written in January. Please ensure you have read it and are clear on our procedures within school. This includes our behaviour steps and level letters.

	REMINDER
Step 1	- Positive reminder - What is the expectation - May include <u>non-verbal</u> cues
Step 2	VERBAL WARNING GIVEN
	- Use of positive phrasing with reminder of expectation including what the consequence will be
	CONSEQUENCE IN CLASS
Step 3	- Proportionate to the behaviour - Maximum 10 minutes - e.g. move location in classroom, time to reflect, finish work in own time
Step 4	RESET
	- Positive reset of behaviour expectations given
	CONSEQUENCE IN ANOTHER CLASSROOM
Step 5	- Follow steps 1 - 4 - Proportionate to the behaviour - Maximum 10 minutes - Log on CPOMS – behaviour seen and consequence given
	CONSEQUENCE INVOLVING Senior Leadership Team:
Step 6	- Follow steps 1 - 4 - Consequence given involving the KS Lead/ Deputy/ Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given
	CONSEQUENCE INVOLVING Headteacher:
Step 7	- Follow steps 1 - 4 - Consequence given involving the Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
Miss E Leach

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Level Letter

Date: _____

Dear _____

Unfortunately, _____ has made behaviour choices which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed, we will sit down with _____ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support.

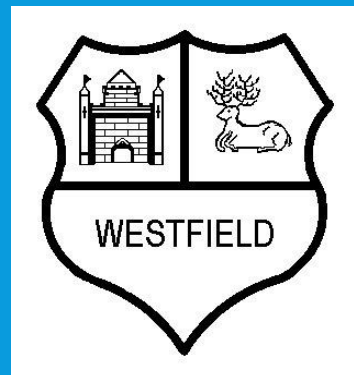
Yours sincerely

On behalf of the Senior Leadership Team

I have read this letter and spoken with my child.

Child's name: _____

Class: _____ Parent/Carer signature: _____



MOBILE PHONES



- We are supporting the 'Smartphone free childhood' campaign. As such we actively encourage you not to purchase a smart phone for your child.
- As a town the schools are working together to have a collective approach on this moving forward.
- Please read more about it at <https://smartphonefreechildhood.co.uk/>
- Mobile phones are allowed in Y5 and Y6. They are to be handed in as soon as they enter school and will be returned at the end of the day
- If your child does have a mobile phone, please carefully monitor their interaction on it. The social media issues which occur happen at home continue into school and significantly impact mental health and learning. We need to work together to support our children.

SOCIAL MEDIA



-  **Why this matters**
- Children in Year 6 are becoming more independent and curious about the online world. Many may begin asking for accounts on platforms like TikTok, Instagram, or Snapchat, often because their friends are using them. However, these platforms do have **age restrictions (usually 13+)** due to safety, privacy, and wellbeing concerns.
-  **Risks to be aware of**
- **Inappropriate content** – Children may be exposed to violent, sexual, or harmful material.
- **Online strangers** – Contact from people they don't know, sometimes with harmful intentions.
- **Peer pressure & comparison** – Likes, followers, and “perfect” images can affect self-esteem.
- **Cyberbullying** – Unkind comments or exclusion online can be harder to escape.
- **Screen time creep** – Social media apps are designed to be addictive, leading to less sleep and reduced focus.

SOCIAL MEDIA



-  **What parents can do**
- **Stick to age limits** – Support your child in waiting until the recommended age.
- **Talk openly** – Create a safe space where they can share what they see online without fear of getting into trouble.
- **Set boundaries** – Agree on clear rules for devices (e.g., no phones in bedrooms overnight).
- **Model good habits** – Show balanced use of your own devices and social media.
- **Privacy first** – Teach them about strong passwords, keeping accounts private, and not sharing personal details.
- **Stay involved** – Ask about the apps and games they like. Explore together so you understand the platforms.
- **Encourage offline time** – Sports, hobbies, and family activities help balance screen use.
-  **Safer alternatives**
- Instead of jumping straight into social media, you might consider:
- **Messaging apps for families** (with parental controls).
- **Kid-friendly platforms** (e.g., YouTube Kids, moderated games with chat filters).
- **Creative outlets** – Encourage coding, drawing apps, or photography that builds digital skills without the pressures of social media.

SOCIAL MEDIA



-  **Where to get help**
- **NSPCC Net Aware:** Guides to apps and safety advice
- **Childline (0800 1111):** Support for children worried about online experiences
- **ThinkUKnow (CEOP):** Resources on online safety

-  **Bottom line for Year 6:**
Children this age are often *not ready* for the pressures and risks of social media. By working together—parents, schools, and children—we can help them build safe, healthy digital habits before they make the jump.

HELPING IN SCHOOL

- Parent volunteers are very welcome in school, either regularly or ad-hoc. A DBS check is required – forms from the office.
- Reading with children – we really appreciate this in KS2.
- WISPA are always wanting and needing parental engagement – please get involved! The funds they raise help to provide a range of wider opportunities for your children as well as resources in school.



REMINDERS

- Most children benefit from having a piece of fruit at break time
- No sweets in lunchboxes
- Please let us know if pick up arrangements change
- Let the office know of any regular pick up changes
- Encourage your children to talk to the adults in school – we cannot help if we do not know. Any problems that arise are better dealt with there and then rather than at a later time
- Stationery is provided so please leave all personal items at home
- A named water bottle is needed in school daily

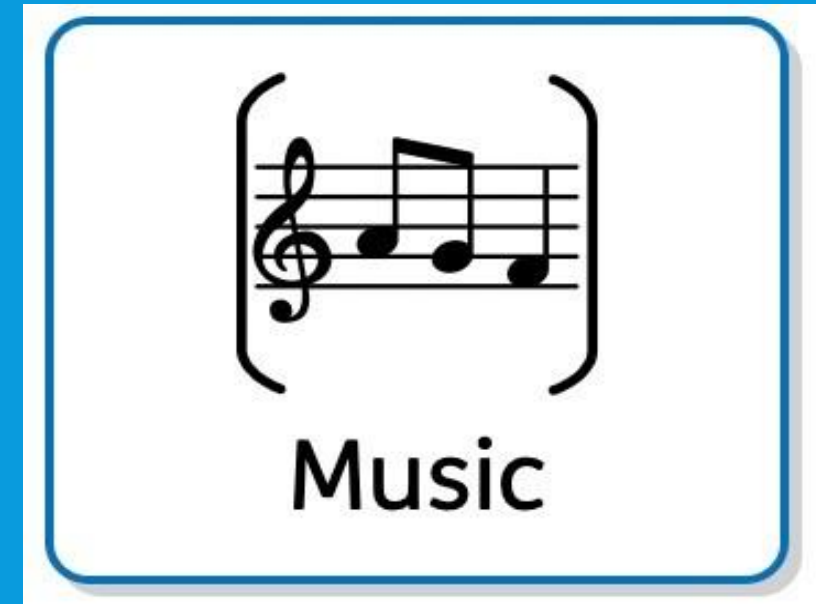


- Everything we do is because we believe it will benefit the children. If you think there is something we should know that will help us help your child, please do tell us!
- Please catch us at the start or the end of the day for any quick messages. For any longer discussions, please arrange a meeting.



DATES

WEDNESDAY 10TH FEBRUARY



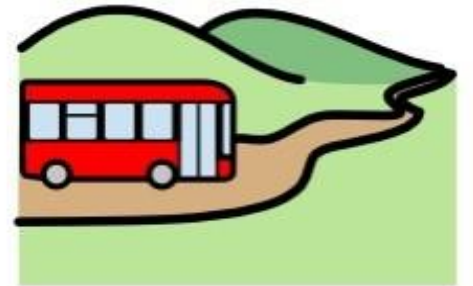
-Wembley Arena



DATES

MONDAY 28TH SEPTEMBER – FRIDAY 4TH OCTOBER

Year 6 Residential – PGL
Liddington



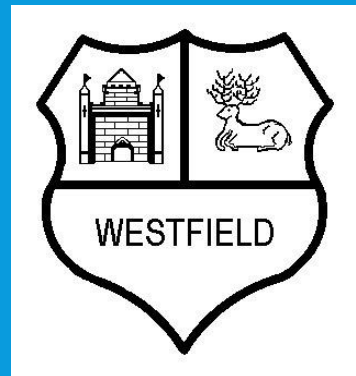
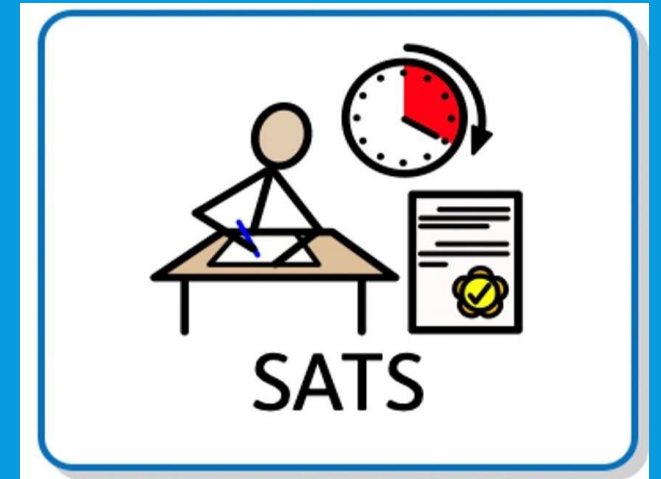
Residential



SATS

MONDAY 10TH MAY – THURSDAY 13TH MAY

- Reading Comprehension
 - Spelling and Grammar
 - Maths Arithmetic
 - Maths Reasoning x2 papers
-
- Writing – teacher assessment
 - Science – teacher assessment



QUESTIONS

