# Meet the teacher Year 6

Autumn 2026

NORTH STAR COMMUNITY TRUST

Enfield Heights ACADEMY

# Meet the team

Mr Currie
- Year 6 teacher
- UKS2 T&L lead
- Behaviour lead

Philippa Michael
- Accelerated teaching and learning lead
- English lead
- Downsizing in Year 6

Warren Palmer
- Learning support assistant (Y5 + Y6)
- Drama club lead
- Interventions in Y6

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# Our School Values

**KINDNESS, RESPECT, RESILIENCE & BRAVERY**

# What underpins our curriculum (school drivers)

**To be a Force for Positive Change**

*We want out children to be the change they want to see in the world*

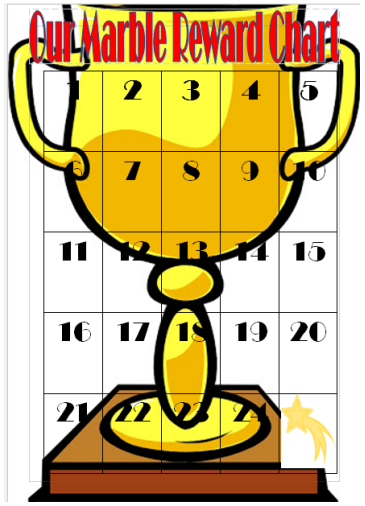
**Reading**

*Reading is the gateway to all learning.*

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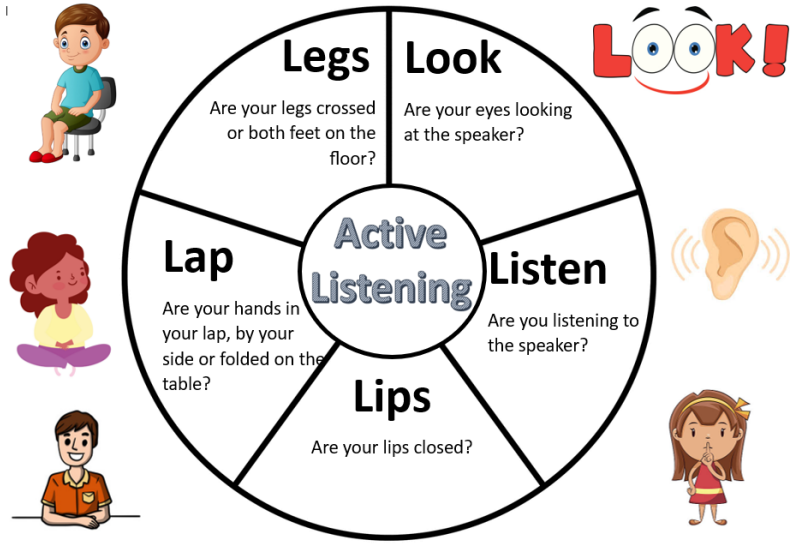
# Our Learning Behaviours Expectations

## Marbles



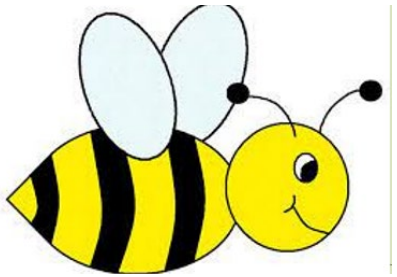



## Listening and Learning




## Attendance & Punctuality





## Celebration

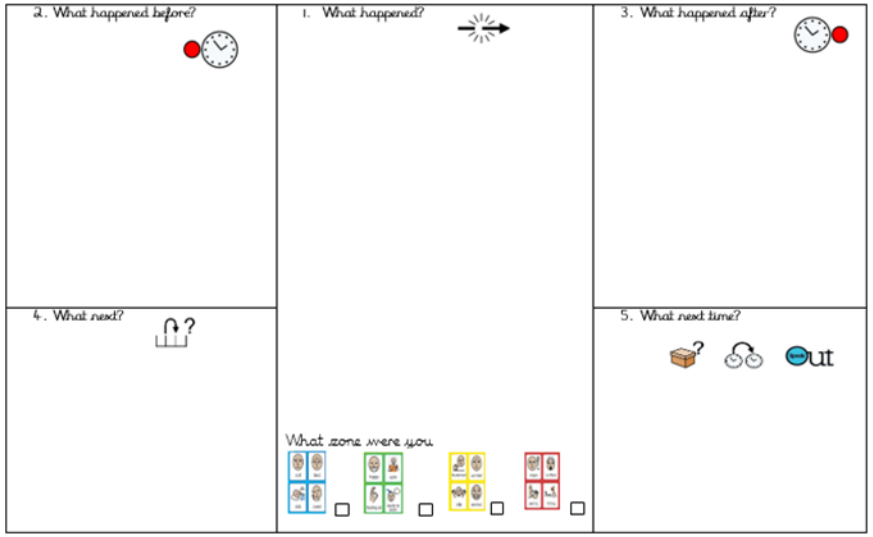





# Behaviour

## Behaviour Guidance

| Yellow Behaviours (WARNINGS: x4 = Reflection) -1 | Red behaviours (Red Lunch) -3 | Serious Red behaviours (Strikes) -5 |
|---|---|---|
| **UNKIND BEHAVIOUR**<br>• Teasing/name-calling<br>• Careless with school equipment<br>• Arguing with other pupils<br>• Being uncooperative<br>• Spoiling other pupils' games<br>• Play fighting<br><br>**NOT FOLLOWING INSTRUCTIONS or SCHOOL RULES**<br>• Pushing/pushing in line<br>• Staying in playground after the break/lunchtime is over<br>• Running inside/rolling around<br>• Eating in class<br><br>**DISRUPTING LEARNING**<br>• Talking when teacher/adult is talking<br>• Interrupting or calling out<br>• Attention-seeking/clowning around<br>• Distracting others<br>• Avoiding work/wasting time<br><br>**INAPPROPRIATE BEHAVIOUR or LANGUAGE**<br>• Inappropriate cheekiness<br>• Lying<br>• Use of inappropriate Language<br>• Gossiping | **PERSISTENT LEVEL 1 BEHAVIOUR**<br>• Persistent Level 1 behaviour<br>• Persistent hindering of other children's learning<br>• Frequent disruption of lessons<br><br>**VERBAL AGGRESSION**<br>• Arguing back or rudeness to staff<br><br>**PHYSICAL AGGRESSION**<br>• Biting, hitting, kicking<br>• Fighting – squabbles<br>• Spitting at others<br><br>**INAPPROPRIATE LANGUAGE DIRECTED TOWARDS OTHERS**<br>• Cussing and/or swearing<br>• Using swear words in a violent or intimidating way<br><br>**INCITING TROUBLE**<br>• Inciting trouble<br>• Spreading dangerous rumours<br><br>**VANDALISM**<br>• Graffiti/vandalism to property<br>• Spitting (on the floor)<br>• Defacement e.g. scribbling on desk or others' work<br><br>**INPPROPRIATE USE OF IT**<br>• Typing inappropriate content into search engines<br>• Sending inappropriate messages (not discriminatory or bullying)<br><br>**USE OF THREAT / VIOLENCE**<br>• Threatening language or actions directed towards another student<br><br>**STEALING**<br>• Stealing | **PERSISTENT LEVEL 2 BEHAVIOUR**<br>• Persistent Level 2 (Red) behaviour<br><br>**SERIOUS PHYSICAL AGGRESSION**<br>• Fighting/hitting in anger<br>• Biting and breaking of skin<br>• Vicious kicking<br>• Causing bodily harm<br>• Persistent hitting<br>• Fighting – thuggery<br><br>**BULLYING**<br>• Repeated targeted unkind behaviour<br>• Extortion/bullying<br><br>**VERBAL ABUSE AGAINST ADULT or PUPIL**<br>• Serious aggressive abuse or language directed towards an adult or pupil<br>• Verbal/physical abuse of staff<br><br>**SERIOUS ONLINE INCIDENT**<br>• Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming<br><br>**DISCRIMINATORY BEHAVIOUR**<br>• Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010<br><br>**SERIOUS VANDALISM OF SCHOOL PROPERTY**<br>• Vandalism – deliberate damage to school property<br><br>**RISK TO SAFETY**<br>• Dangerous defiance – refusal to follow instructions<br>• Putting themselves or others at |



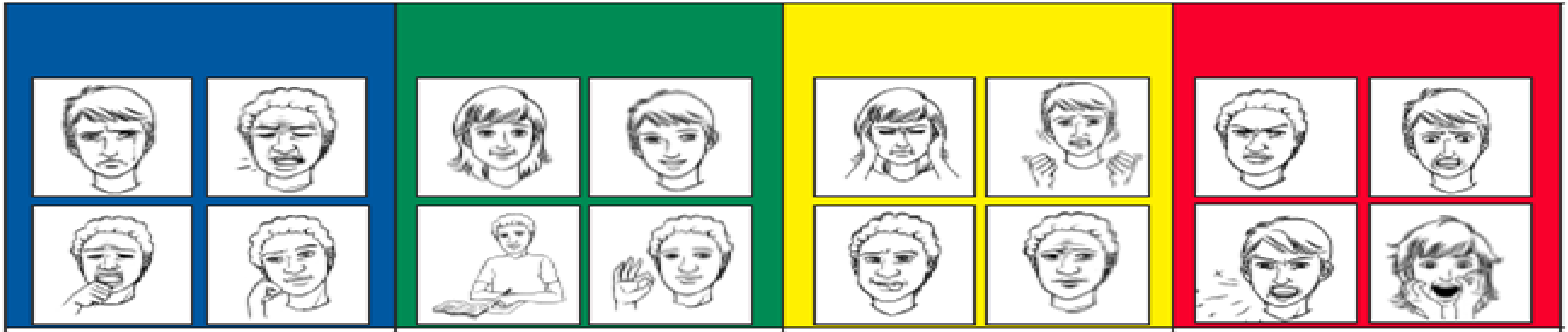




**We have a two-strike rule**

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# The ZONES of Regulation®



| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|---|---|---|
| Sad | Happy | Frustrated | Mad/Angry |
| Sick | Calm | Worried | Terrified |
| Tired | Feeling Okay | Silly/Wiggly | Yelling/Hitting |
| Bored | Focused | Excited | Elated |
| Moving Slowly | Ready to Learn | Loss of Some Control | Out of Control |

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# Developing pupil voice

## ‘Speak out’




- Step 1

If someone makes you unhappy at school through their behaviour or what they say to

you, say “Stop it, I don’t like that.” Speak Out

- Step 2

If the behaviour continues, try again and say “Stop it, I don’t like that.” Speak Out

- Step 3

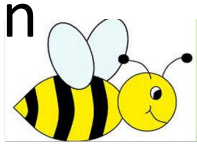
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

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# Attendance & Punctuality

- At a minimum we expect children to be in school for **96%** of the time.  This can equate to 8 days of learning missed.
- If your child's attendance drops down to below **90%**, this means almost 4 weeks of lost learning!
- Regular days off interrupts children building on their learning and leads to learning gaps – which significantly impacts their progress.
- Attendance and punctuality  is tracked weekly and celebrated in our assembly on Mondays.
- There will also be a new attendance raffle. Children will earn a raffle ticket or every week they **Attend school every day and on time.** At the end of a term, tickets will be drawn out during a special assembly and prizes won! The more raffle tickets your child has, the more likely they are to win!
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.





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# Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time. Missing on morning work




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# Uniform expectations

- Dark grey tailored trousers, shorts, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and White Gingham dress for Summer (optional)
- White shirt **(not polo shirt)**
- Grey jumper with the academy logo
- Grey cardigans with the academy logo
- Socks and tights need to be plain black, grey or white
- School tie (elastic for KS1 and Reception, full tie for KS2)
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:**
**School jumper (worn or held, not tied around the waist)**
**White shirt (not polo)– always tucked in**

**Footwear:**

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they as distracting for all children. Children that are not in the correct footwear – we will contact parents.

**Please speak to us if you require help with uniform.**

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# PE kits

- White T-shirt (no logo)
- Black Enfield Height PE jumper.
- Plain black shorts or black jogging bottoms
- Black trainers (outdoor) indoor PE will require bare foot for dance and gymnastics.
- Children need to come to school dressed in their PE kit

- Hair should be tied back if long
- No nail varnish and stud earrings only
- No other jewellery unless for religious reasons (all jewellery must be removed for PE –health and safety)

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# Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- Our main uniform provider for Enfield Heights Academy is Uniform4Kids

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# Home Learning

At EHA, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents/carers to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience ·inspire creativity and curiosity outside of the classroom

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# Home Learning

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Friday and be expected to be completed by the following Tuesday.

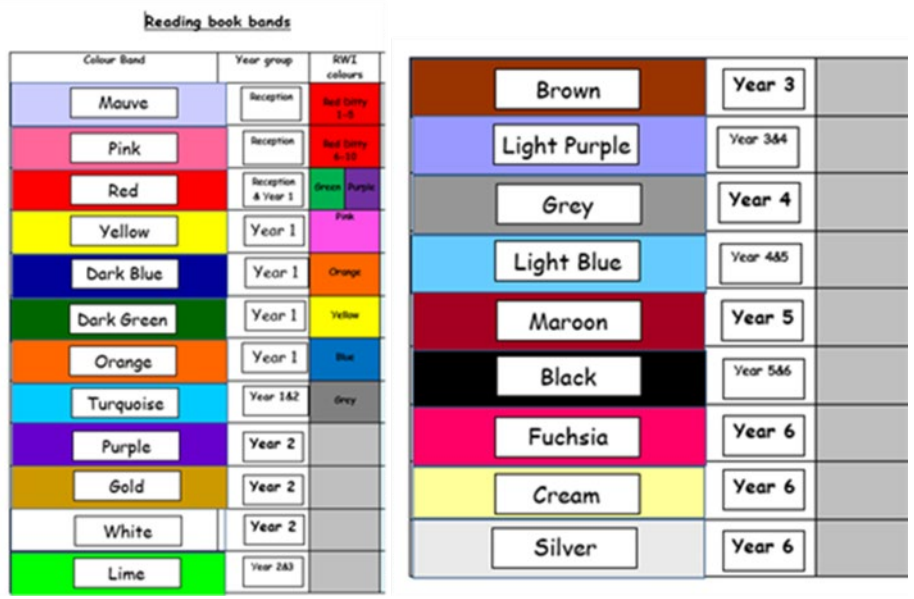
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- **Daily Reading**
- **Daily Timetable practice** –Timetable Rockstars
- **Weekly Spelling** -From Year 2 onwards, children will have quizzes on their year group spellings.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Weekly Maths** – This will consolidate what the children have been learning in class and will be set on Mathletics.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey.

# Reading

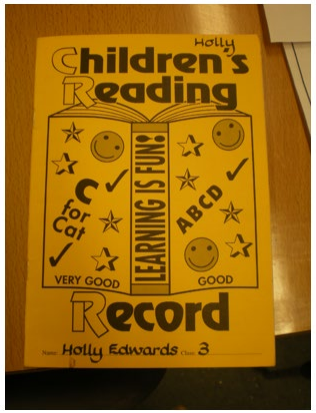
Children to bring home **two books**: a banded book and a book for pleasure.

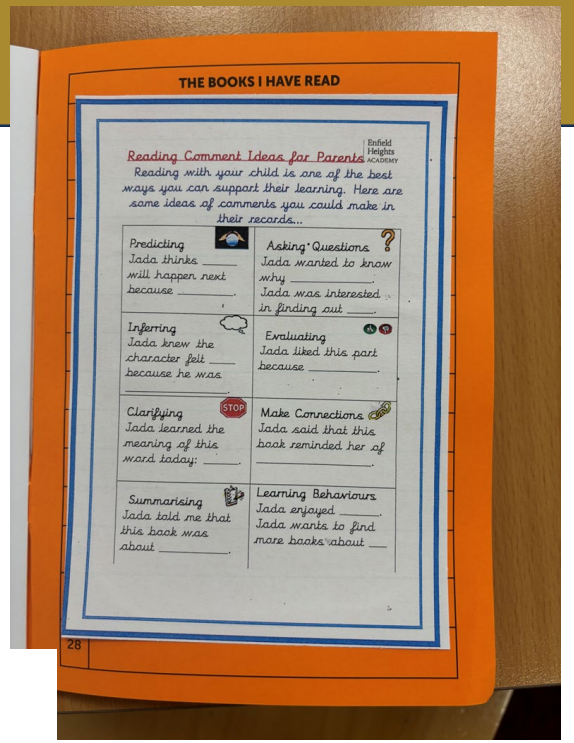
**Banded books -**matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.




Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

# Supporting Reading at home




## Frequency of reading expectations

- **UKS2** – children can write their comments. Adults to do it if possible, but we appreciate it is harder for older children.

- Use the questioning prompt at the back of the reading record to support you talking to your child about their book. This will develop key comprehension skills for your child.




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# Times Tables

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Year 6 | To multiply and divide fluently | Recap 7x 9x & division facts | Recap 3x 6x Cubed & division facts | Recap 2x 4x 8x Squared & division facts | Recap 12x Squared & Cubed & division facts | Gap analysis | See year 7 expectations |

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# Supporting Times Tables at home

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 5x6
- Use Apps and games to help build up speed
- Times Tables Rock Stars (logins provided)
- https://www.timestables.co.uk/speed-test/
- https://mathsframe.co.uk/
- http://www.timestables.me.uk/

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# Curriculum Webs

## Enfield Heights Academy Learning Web: Year 6 Autumn 1
## Evolution and Inheritance

**Force for positive change:**
Personal development – having a positive mindset and being a role model for the other students through year 6 responsibilities.

**Key Dates:**
Meet the team: 14.09
Parent Consultations: 15.10
Mock SATS Week: 05.10

**Maths**
Children will learn how to read, write, order and compare numbers to 1 million. They will also develop their ability to round any number to the correct degree of accuracy.

We will then be working the four operations (addition, subtraction, multiplication and division) involving integers, fractions and decimals

**English**
Reading:
In whole class reading, children, will be exploring a variety of text types designed to capture their interest and develop their comprehension ability.
Writing:
Narrative recount: Children will write a narrative recount based on a short video from the Jurassic World movie. They will integrate narrative techniques including expanded noun phrases, dialogue to convey character and relative clauses. This recount will start to develop children's ability to build suspense and tension.
Newspaper article: Following on from their narrative recount, children will write their first non-fiction piece of the year, focusing on writing in a formal register and incorporating the passive voice. This article will focus on the events of the video and require children to alter their vocabulary choices for the purpose.

**Music**
Children will be exploring musical traditions and their history. They will explore features of djembe drumming, performing as an ensemble. They will then learn how to play polyrhythms.

**PHSE: Being me in my world**
Children will be learning about goal setting and how their personal goals can be achieved through setting their own specific targets. They will also be looking at ways in which their behaviour can affect others and how we can act as part of a community.

**Physical Education**

**PE –Outdoor – netball**
Children will consolidate the ability to keep use passing and moving skills possession and score. They will then begin to understand the defensive and attacking aspects of the game of netball, discussing different tactics and why they are effective.

**PE- Indoor – gymnastics**
During indoor PE lessons, children will be practising gymnastics, specifically matching and mirroring techniques. Pupils will explore the concepts of matching and mirroring before practising using apparatus. In small groups, pupils will then produce their own sequences which demonstrate the key fundamentals, before performing in front of the class.

**Spanish**
In Spanish, year 6 pupils will begin the half-term by revising hobbies and leisure activities as well as recapping the names of different sports. They will then begin expressing opinions and preferences, providing reasons for the activities and sports which they like. Following this area of learning, they will begin to identify jobs in Spanish and say what jobs other people do.

**Art: Sketching**

Using inspiration from British artist and illustrator Claire Murthy, the children will develop ways in which they show appreciation for art, discussing how colour and shade can evoke thoughts and emotions.

**Geography: Galapagos Islands**

The children will deepen their understanding of key geographical terms, including hemispheres, equator, longitude and latitude. They will locate the Galapagos Islands on a map and investigate both the physical and human features of the islands, with particular attention to wildlife.

**Computing: Systems and networks**
Children will study the different ways in which we can communicate and work collaboratively together using IT.

**Science: Inheritance and adaptation**

Children learn why animals are suited to their environments and how this is essential to survival. They will be able to differentiate between acquired and inherited traits, looking at similarities between parents and offspring.

Link messaged to parents.

Please check our website:

https://www.enfieldheightsacademy.org.uk/

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# English- Autumn 1




**We will be writing a Narrative recount**

- Using expanded noun phrases (e.g. ‘The intimidating raptors with razor-sharp claws’).
- Using relative clauses and parenthesis
- Using dialogue to convey character and advance the action

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# How do I know how well my child is doing?

- Children are continually assessed, through questioning and marking, and teachers plan to address gaps in learning or stretch children.
- Children will complete Mock SATs assessments at the end of each half-term.
- There will be parent consultations in Autumn Term and Spring Term and Reports at the end of Summer Term which will inform parents of your child's progress and attainment.
- However, please come and speak to class teacher should you have any concerns about your child's attainment during the year.

# Trips

This term we will attend:

- We will be attending Rathbones in the City on Friday 6th November
- We will also have our Prime VR workshop in December (provisionally booked for December 3rd)



RATHBONES




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# What should I do if I have any questions or concerns?

We are always available to hear your concerns and strive to resolve them in good time. **We kindly ask that you follow the following pathway of communication:**

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Gannon
- SEN concerns-Mrs Moore, Inclusion and SEND Lead (working on Mondays, Tuesdays and Thursdays)
- SEND concerns could also be directed via the following email: eha-senco@northstartrust.org.uk; FAO Mrs Moore

# Key dates

- PE days – Tuesday (Outdoor PE with Mr Brown) Friday (Indoor PE with Mr Currie)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read everyday. Books changed upon completion of banded text
- Music lessons. Music lesson with Mr Okine Tuesday
- Parent consultation day: Thursday 15th October
- SATs information morning –Wednesday 3rd March
- Residential Meeting Wednesday 23rd September (information in presentation to be shared)

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Thank you

# Any Questions?

