



Y5 and Y6 Welcome Meeting

Agenda

1. Welcome & School Priorities – Mr Dillon
2. Who's Who
3. Golden Rules & Behaviour System
4. Class Timetable
5. Topics & Trips
6. What's New in Year 6
7. National Expectations
8. National Curriculum & Expectation for Reading, Writing & Maths
9. Home Learning
10. Useful websites & information
11. Handouts
12. Questions



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Be Inclusive



Work Together

Vision & Motto

Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspirations.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community.

All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**



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School Improvement Plan (SIP)

- Providing high-quality teaching and learning for every child, ensuring all children enjoy, access and succeed through an ambitious curriculum that meets their individual needs.
- Creating a happy, safe and respectful school community, where strong relationships, high expectations and clear routines help every child feel confident, supported and ready to learn.
- Give children the best possible start to school through a strong Early Years provision and high-quality phonics teaching that builds the foundations for future success.



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Communication

Open door policy
Weekly Newsletter
Text/Emails
MCAS (app)
Reporting / Hero App
Class Reps

Look what we have harvested from our Edible Garden



Harry Elsey Bike Ride
Over the summer months Harry completed a 37 mile bike ride from Guildford to Sharnham-by-sea and has raised £375 for the school — Many thanks to Harry for his brilliant effort and all of the generous donations.
<https://gfm.medic2424/>

To the Beach - Harry's Cycle Ride

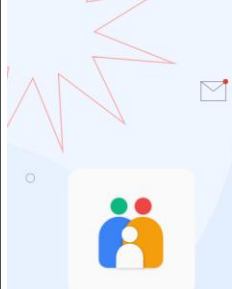


Diary Dates	
Year 5/6 Year Group Welcome Meeting	6.30 - 7.30 Tuesday 22nd September (Live via ZOOM)
Year 3/4 Year Group Welcome Meeting	6.30 - 7.30 Wednesday 23rd September (Live via ZOOM)
Year 1/2 Year Group Welcome Meeting	6.30 - 7.30 Thursday 1st October
Reception Year Group Welcome Meeting	6.30 - 7.30 Tuesday 13th October (Live via ZOOM)
Parent Consultations	4-7pm— Tuesday 20th October (Via ZOOM) 4-7pm— Thursday 22nd October (Via ZOOM)



Hero

- Learning and school information all in one place
- Real-time visibility of your child's learning progress



MCAS
My Child At School

powered by
Bromcom





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Friends of Birch Hill



- Over the years;
 - Supported the 50th Celebrations
 - Money for;
 - playground upgrades
 - Library
 - climbing frames
 - Edible Playground
 - EYFS improvements

Events – dates TBC

- Discos
- Dress-down Day
- Christmas Present Room

2026 AGM – Tues 20th October – 6pm



Family Support, Attendance Officer & WPA

- Della Payne-contact via school office (4 days a week)
 - First Day calling
- External Education Welfare/Attendance – WPA support to improve attendance across the school (Home Visits)
- Offers support and guidance
- Links with other organisations & agencies
 - Local Authority Early Help & Various External Agencies
- Monitors attendance and links with Bracknell Education Welfare Officer
- Organises Family Learning sessions
- Leave of Absence Requests/ Medical/Holiday evidence
- Government have increased fines to £80 p/c, per adult





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Whos' Who in our Team



Mrs McAllister

Assistant Head & Phase Leader



Mrs Davis

Class Teacher



Mrs Partridge

Teaching Assistant



Mrs Shakespeare

Class Teacher



Mrs Russell

Class Teacher



Topics and Trips

Term	Topic	Trip/Enrichment	Cost
Autumn 1	In what ways can rivers shape our landscape?	Residential Yr 5 & 6 Dinton Pastures	Residential (paid) £17
Autumn 2	Our place vs. their place: what's the difference? Local study comparison	Bikeability – yr5	n/a
Spring 1	How was life for children affected during the Battle of Britain?	Hockey Tournament	n/a
Spring 2	How was life for children affected during the Battle of Britain? SATs – Yr 6	Rugby Tournament	n/a
Summer 1	How have I changed? / Science Evolution / PSHE	Athletics Swimming –Yr 5	£35 (aprox)
Summer 2	How can I <i>make</i> a change?/ Entrepreneurs /Charity - Yr 6	Cricket Tournament Year 6 leavers celebration	Spare change



Behaviour & Golden Rules

Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

3) Be Ready to Learn

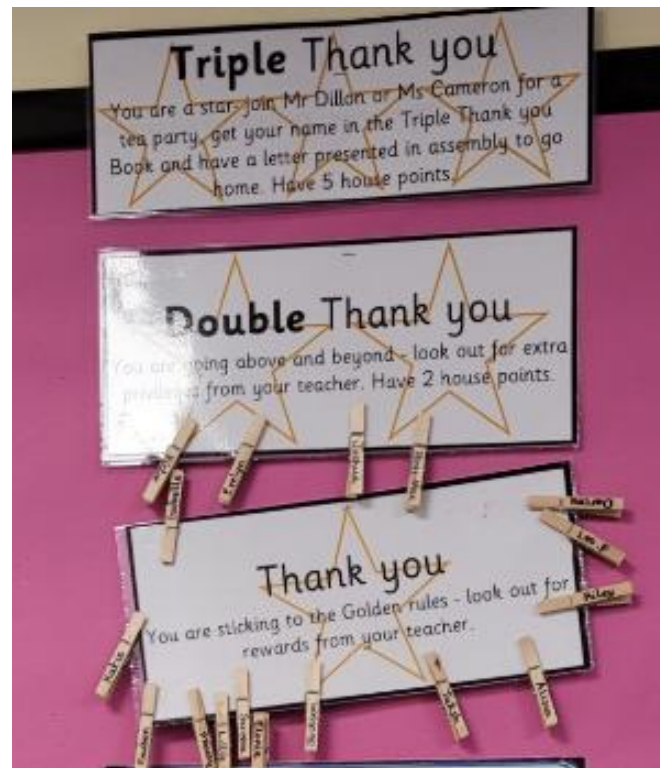
- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help



Continued ...



Are you ready to Learn?

READY TO LEARN



What happens if we are not
Ready To Learn?

Time to make a Choice

Your time to make the right choice

Time to make a Change

Use the Concentration table
Visit another Classroom For time out

Time to Reflect

Miss your break-time and sit with your Phase Leader to
reflect on your behaviour



Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition



Timetable

Monday	Art History Geography	English	Guided Reading Spelling	B R E A K T I M E	Maths Paper	L u n c h t i m e	Daily Reading	Computing	Art	RE	Assembly
Tuesday	Spelling Lining	English	Guided Reading Grammar		Maths		Daily Reading	PE Rugby			
Wednesday	Grammar Mar	English	Guided Reading Spelling		Maths		Daily Reading	Topic Library throughout afternoon			Parent meeting
Thursday	Reading Lining	English	Guided reading Grammar		Maths paper 3		Daily Reading	Science			Singing assembly
Friday	Art History	English	Guided Reading Spelling		Maths		Daily Reading	French	PSHE		Assembly



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Reading Overview



**MASTER
READERS**
excellence after phonics

MONDAY

Whole
class shared
reading of
chosen text

TUESDAY

Book Club

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

FRIDAY

Review



Reading Levels

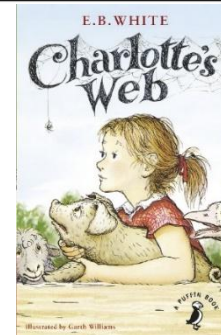
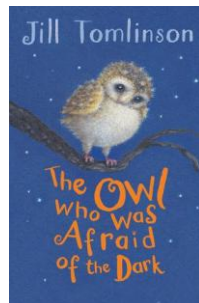
Year group	Age	Oxford Level	Book Band	Approximate Reading Age
Nursery	Up to 4 years old	1	Lilac	<4.0 – 4.6
		1+	Pink	
Reception / Primary 1	4-5 years old	1	Lilac	4.6 - 5.0
		1+	Pink	
		2	Red	
		3	Yellow	
Year 1 / Primary 2	5-6 years old	4	Light blue	5.0 – 5.6
		5	Green	5.6 – 6.0
		6	Orange	6.0 – 6.6
Year 2 / Primary 3	6-7 years old	7	Turquoise	6.6 – 7.0
		8	Purple	7.0 – 7.6
		9	Gold	7.6 – 8.0
		10	White	8.0 – 8.6
		11	Lime	8.6 – 9.0
		12	Lime +	
Year 3 / Primary 4	7-8 years old	8	Brown	9.0 – 9.6
		9		
		10		
		11		
		12	Grey	
		13		
Year 4 / Primary 5	8-9 years old	14	Dark blue	9.6 – 10.6
		15		
Year 5 / Primary 6	9-10 years old	16	Dark red	10.6 – 11.6
		17		
Year 6 / Primary 7	10-11 years old	18		
		19		
		20		



Teachers Stamp of Approval

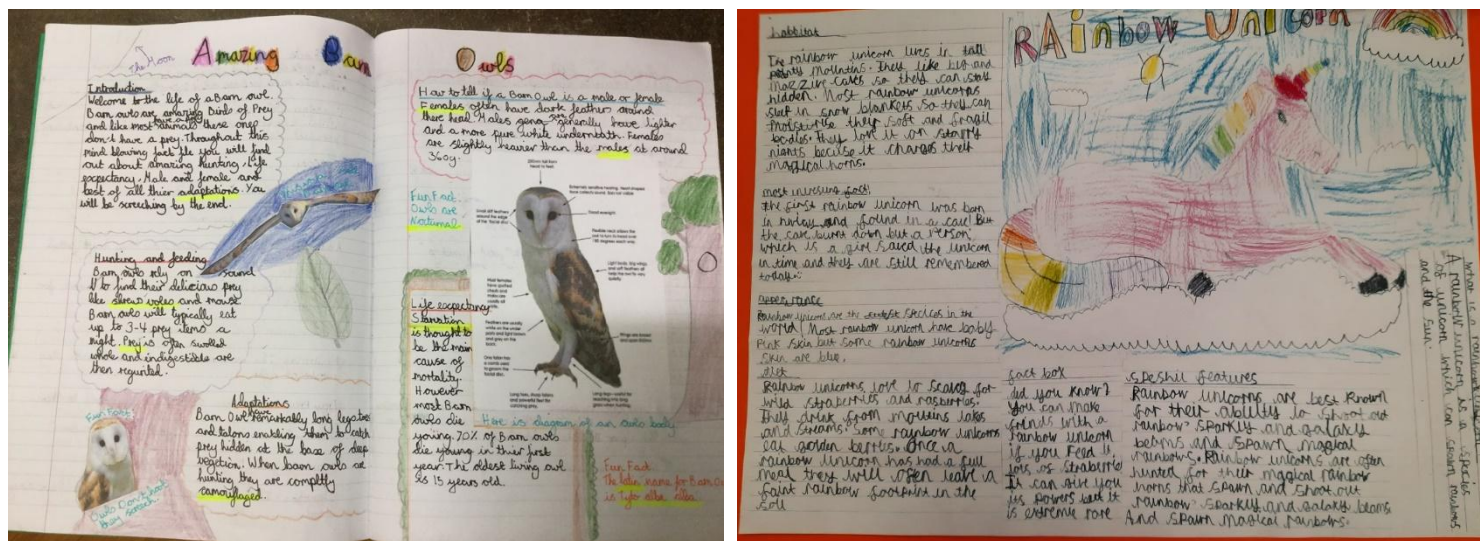


Teacher





English / Writing



Things we look for in an expected piece of writing

- Cursive handwriting.
- Planned vocabulary choices.
- Texts structured using paragraphs.
- Punctuation – full stops and capital letters,
- apostrophes, exclamation marks and question marks.
- Correct use of tenses.
- Included the key features of the genre covered.



Maths

Number and Place Value – Numbers to 1000: Writing, comparing, ordering and looking at the value of each digit.

Addition and Subtraction – Adding and subtracting 2 and 3 digit numbers crossing 10 and not crossing 10.

Multiplication and Division – Recap 2, 5 and 10 times tables. Introduce 3, 4 and 8 times tables. Multiply 2 digits by 1 digit. Dividing and dividing with remainders.

Measurement – Money, time, length, perimeter, mass and capacity

Fractions – Halves, quarters and thirds. Equivalent fractions. Fractions of an object and fractions of amounts. Compare, order, add and subtract fractions.

Geometry – Introduce types of angles. Turns. Horizontal, vertical, perpendicular and parallel lines. Recognise and describe 2D and 3D shapes. Make 3D shapes.

Statistics – Bar charts, tables and pictograms



Maths fluency



1	$4062 + 960 + 766 =$
2	$540 \div 1 =$
3	$+ 30 = 876$
4	$8200 \div 2 =$
5	$+ 80 = 269$

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KS2

Mathematics and Numeracy

Part of [Learn & revise](#)

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Home Learning

Daily Practice:

Reading (5x per week minimum)

Spelling

Times Tables 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 & 12

Cross-Curricular Home Learning Grid

Year 6, please don't use official SATS paper

From 2019 onwards



	(1 point)	(2 points)	(3 points)	(4 points)
Language & Communication - Speaking, listening, literacy, English and other languages	Write a shopping list including '5 a day' fruit and vegetables.	Write a set of instructions for looking after your pet & keeping it healthy	Make a poster for a fruit or vegetable of your choice - describing its benefits to your health.	Film/design an advertisement to promote healthy eating.
Health & Wellbeing - Physical activity, food, Personal/Social/Emotional development	Create a food diary for a week either for yourself or for your pet	Design a healthy/balanced meal. Ext. Group foods into carbohydrates, proteins, vegetable and dairy.	Come up with a new exercise to keep your muscles moving	Draw an outline of a human being. How many muscles/bones can you label?
Humanities and Citizenship - History, Geography, RE, Cultural, visits	Find out and draw a national meal for a country of your choice.	Plan a well balanced diet for a vegetarian.	Write about a day/visit where you have been particularly healthy (in your diet or due to exercise) e.g. a swimming lesson/trip to The Lookout.	Investigate a traditionally English meal. Decide and record whether it is a healthy meal with reasons.
Science and Technology - Science, DT, Eco issues	Visit http://calorieslab.com/burned?mo=se&gr=15&tl=sports&q=&wt=150&un=lb&kg=68 to see how many calories you burn during an exercise you take part in - note it down.	It is recommended that you take part in 5 hours of exercise each week. Measure and record the exercise you do in one week.	Draw an example of an omnivore, herbivore and carnivore. Then show something that each animal would have in their diet.	Go on a mini-beast hunt. Draw and label any animals found. Do they have an exoskeleton?
Creative Arts - Art, Design, Drama, Music, Dance	Draw a picture of somebody taking part in an exercise. How will you show that they're moving?	Compose / choreograph a new song and dance about food that will keep you active & make exercise fun.	Design and make a food package that gives important nutrition information to the customer	Create a board game that encourages children to eat well.
Math & Problem Solving - Math, Thinking Skills, Logic, Problem solving	Use a selection of fruit/vegetables to demonstrate a chosen times tables (e.g. 2x tables with sets of 2 cherries)	Investigate how many cups of water you should drink in one day. How many should you drink per week? What about in 2 weeks?	Make a survey of people's favourite healthy snack. Create a graph (bar chart) showing your results.	Calculate the number of calories you eat in a whole day * Link to food diary



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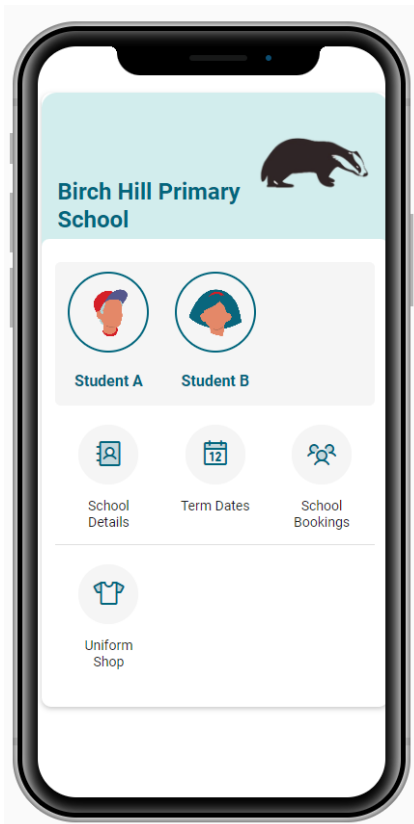


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INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.

DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.





Assessment Grades

Key		Expectation Descriptors	Scaled Score @end KS2
G =Working at Greater Depth	G Above Expected (GDS)	- Is exceeding / significantly exceeding national expectations - Is always successful in understanding the key learning objectives - Can consistently apply their skills / knowledge in a range of contexts - Can clearly explain and justify their ideas - Demonstrates skills and knowledge beyond the curriculum - Can analyse / evaluate their own and other's performance effectively	115-120
	G- Just Above Expected (GDS-)	- Is just exceeding national expectations - Is almost always successful in understanding key learning objectives - Is able to apply their skills, in a range of context, making few errors - Can often explain and justify their ideas	110-114
E Working at Expected Standard	E+ Just Above Expected EXS	- Is meeting all of the NC expectations - Is a successful learner and shows good understanding of the objectives taught - Is able to learn new skills and use them accurately and independently - May make occasional errors when applying their learning in other concepts	108-109
	E Expected EXS	- Is meeting all of the NC expectations - Is a successful learner and shows good understanding of the objectives taught - Is usually able to learn new skills and use them accurately and independently - Is starting to apply their learning in other concepts	104-107
	E- Just at Expected EXS	- Is meeting most, but not all, of the NC expectations - Is successful at learning many new concepts - Is starting to apply their skills independently, but not consistently - May make errors but will usually be able to improve work following feedback - May have some smaller gaps in learning	100-103
W Working Towards Expected Standard	W+ Just Below Expected WTS	- Is able to access the national curriculum - Has some gaps in their learning - Experiences difficulty to embed concepts - Often needs some scaffolding or support - Often struggles to apply their learning independently	96-99
	W Below Expected	- Is able to access the NC with personalised support - Has significant gaps in their learning - Struggles to embed concepts - Cannot apply their learning independently	86-95



ONLINE SAFETY: ENGAGING WITH PARENTS

How can schools help parents?

EXPLAIN AND INFORM

MANY PARENTS RELY ON SCHOOLS TO HELP KEEP THEM UP TO SPEED AND HELP DEAL WITH ONLINE ISSUES. STAY ON TOP OF ONLINE SAFETY RELATED NEWS, INCLUDING SOCIAL MEDIA DEVELOPMENTS AND NEW APP RELEASES, AND SHARE IMPORTANT UPDATES WITH PARENTS.

COMMUNICATE CLEARLY

EFFECTIVE COMMUNICATION IS ESSENTIAL FOR BUILDING SCHOOL-FAMILY PARTNERSHIPS. MAKE IT EASY FOR PARENTS TO ACCESS ONLINE SAFETY INFORMATION. PLAN YOUR COMMUNICATIONS TO PARENTS SO THAT YOU DON'T HAVE TOO MANY THINGS GOING OUT ON THE SAME DAY AND TRY DIFFERENT WAYS TO INVOLVE THEM.

INVOLVE CHILDREN

INVITING PUPILS TO GET INVOLVED IN SHARING ONLINE SAFETY INFORMATION ENABLES PARENTS/CARERS TO HEAR FIRST-HAND HOW CHILDREN AND YOUNG PEOPLE FEEL ABOUT USING TECHNOLOGY, AND WHAT STEPS THEY TAKE TO STAY SAFE.

MAKE IT ENGAGING

IT DOESN'T MATTER HOW MUCH EFFORT YOU PUT INTO AN ASSEMBLY, PRESENTATION OR NEWSLETTER ETC. IF THE CONTENT ISN'T ENGAGING, YOU'LL QUICKLY LOSE THEIR ATTENTION.

7 fun ways to share key messages

WHILE PARENTS' EVENINGS AND MEETINGS ARE A GREAT WAY OF INFORMING PARENTS AND CARERS ABOUT ONLINE SAFETY, IT CAN BE DIFFICULT TO GET ALL PARENTS PHYSICALLY INTO THE SCHOOL AT THE SAME TIME.



85% OF PARENTS SAY THEY PREFER TO LEARN ABOUT ONLINE SAFETY VIA DIGITAL RESOURCES.

E- Safety

NSPCC

Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.

 **parentzone**
The experts in digital family life



Child Exploitation and Online Protection command





Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

Games and PE kit is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

Others:

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



Key things to remember in Y5&6

- Mobile Phones must be switched off at **gates** (permission form)
- No pencil cases
- E-Safety
- Uniform and PE Kits
- PE day Tuesday - specialist sport coaches throughout the year
- SATs information -spring term
- **Walking Home Arrangements - permission via app**
- Parent to arrange the Year 6 leaves hoodies
- Medical forms and medication



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