

Welcome to Autumn Term in Year 6



Upcoming events - like today can be found here:

Holy Trinity School Calendar																							
2023																							
	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr		
Sep		School closed to children		First day for children in Years 1 - 6							2 - 3pm Come learn with me Years 1 to 6	Year 5 Swimming Lessons					Year 5 Swimming Lessons						
Oct	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	
	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	
	Year 6 Swimming Lessons					Year 6 Swimming Lessons																	
	Upton onsite with Y5								Year 5 Upton Court														
		Reception 2024 Parent Tour 5pm			Leyton Orient working with Year 3 (9 - 10am) Year 2 (10am - 11am)	8.45 - 9.15 am Whole School Family Friday	Reception 2024 Parent Tour 2pm			Cultural dress day - Wear clothes to represent your culture 3:45 - 5pm Black History Parent Event		Parents Evening	Holy Moly Family Church Service	Leyton Orient working with Year 3 (9 - 10am) Year 2 (10am - 11am)	Weir Red to show racism the Red Card Last day of the half term	HALF TERM HOLIDAYS Don't forget to complete your Oracy Project					Reception 2024 Parent Tour 2pm	9 - 10am Year 6 SATS parent session. REPEATED 5pm - 6pm	
Parent Workshops & PTA Events																							
School Trips - click here to sign up as volunteers																							
Church Services - families invited																							
Class assemblies - Parents invited in to watch																							
Parents invited into school																							
School visitors working with children																							
Non-uniform days - for different reasons across the year																							
School Closed																							

Parent Workshops & PTA Events

School Trips - click here to sign up as volunteers

Church Services - families invited

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School visitors working with children

Non-uniform days - for different reasons across the year

School Closed

CATS Testing

- All children in Year 6 across Hackney complete the CATS test as part of the Secondary school application process

The CATS tests measure:

- Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.
- Non-verbal Reasoning – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.

CATS Testing

- Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.
- Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.
- Each test takes 45 minutes and is completed online in school - there are 3 tests completed over 3 days across October

DO NOT WORRY or try to revise for them - this has been part of the admissions process for years in Hackney

Secondary School Transfers

- You have all received the brochure, please start to book visits, out of school time wherever possible
- Don't leave the application process to the last minute
- Please select schools that you have a chance of getting into
- Please don't name schools you do not want your child to attend.

School rules



Our Rules: Ready, Respectful, Safe



Adults will:

- Have high expectations for all
- Build trusting relationships by supporting pupils to be the best they can be
- Be calm, kind and positive at all times

Pupils will:

- Be ready to learn
- Be respectful of themselves, those around them and the school
- Be taught how to make safe choices



Parents will:

- Prepare their child to be ready to learn
- Support their child to be respectful of themselves, those around them and the school
- Support the school in teaching their child how to make safe choices

“We keep the rules simple so that they are easy to remember and easy to stick to. We all play a part in ensuring that the school is a happy, safe learning environment.”

Supporting children to ensure we have a safe, calm and happy school

“This is the other part of our behaviour blueprint, this is shared with everyone at Holy Trinity. It is set out so that it is really clear to all, how we celebrate, support, the steps children are given and the restorative process that follows.”

Every learner: Empowered, Inspired Prepared

How we support pupils:

- We are in the WAMHS (Wellbeing and Mental Health in Schools) program, our WAMHS worker supports the delivery of mental health and wellbeing through PSHE
- We teach Zones of Regulation, to help pupils understand and identify emotions in themselves and others, encouraging positive problem solving
- We promote mindfulness to help pupils to develop self-esteem, manage stressful situations and skilfully approach challenges
- We listen, reach out to support and make links to other services when needed

How we celebrate:

- Class recognition boards – actively looking for selected behaviours in all pupils
- Whole class rewards – working collaboratively to achieve a set goal and reward
- Verbal praise and stickers
- Positive phone calls home
- Whole school assemblies
- Hot chocolate with the Head – recognition for going above and beyond

Stepped sanctions:

1. Reminder: non verbal
2. Warning: private verbal reminder
3. Last chance: the script
4. Reflection time: calm zone in class
5. Reflection time: calm zone in a partner class
6. SLT support
7. Contact with parents if necessary
8. Points chart
9. Pastoral support plan
10. Internal and external exclusions

The restorative conversation

*When things go wrong we have a restorative conversation**

- What happened?
- Who was affected?
- How has that made people feel? What needs to happen to put things right?
- How can things be different in the future?

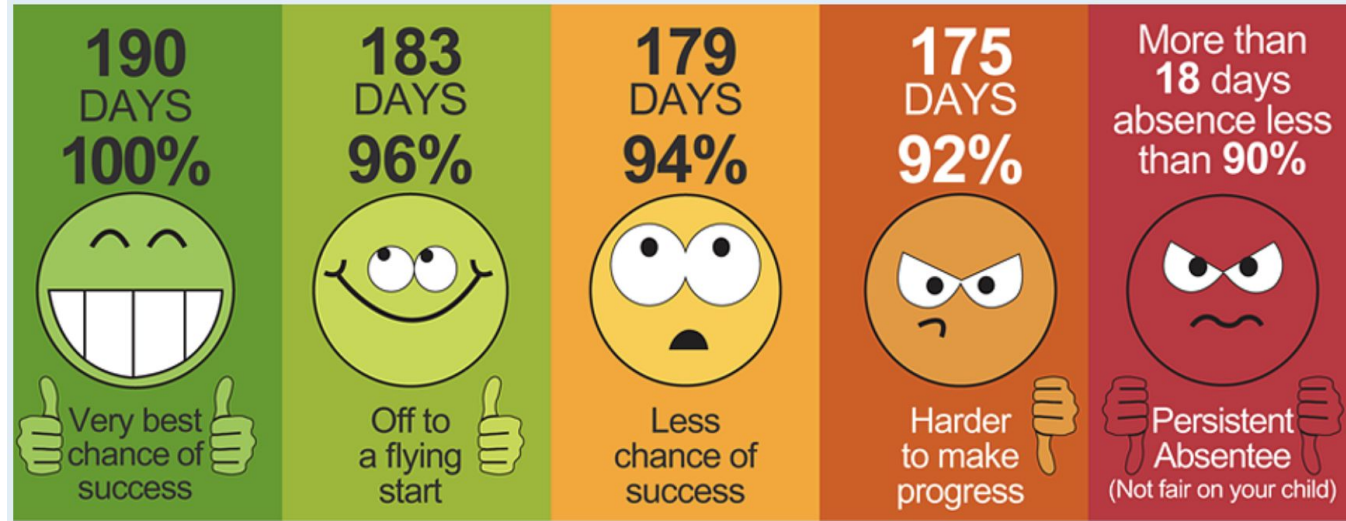
*Prompts are given to support the conversation

Zones of Regulation



“We use zones of regulation to support children in learning to identify their own feelings and emotions but also to be able to empathise with others. You will see displays in classroom like the one above where children are encouraged to identify how they are feeling”

Attendance and Punctuality



“Did you know that although it feels like a lot we are only actually at school for 190 days a year out of the 365 days. When children are off school or late they miss crucial learning time which creates gaps in their understanding. Please ensure that get children to school on time and only keep them off if they are too ill to be in school.”

Our Timetables

08:55 - 09:10 - Assembly & Collective Worship
09:10 - 10:10 - Maths
10:10 - 11:00 - Writing
11:00 - 11:15 - Playtime
11:15 - 12:00 - Phonics or Reading
12:00 - 13:00 - Lunchtime
13:00 - 15:30 - Wider curriculum

“Our wider curriculum lessons include:

- Geography
- History
- Science
- Computing
- Art and Design
- Design Technology
- PE - taught by our PE Coach
- Spanish - taught by our spanish specialist
- Music & singing - taught by our music specialists”

“With such a lot to fit in you can see why your child being in school every day and on time is so important!”

Handwriting

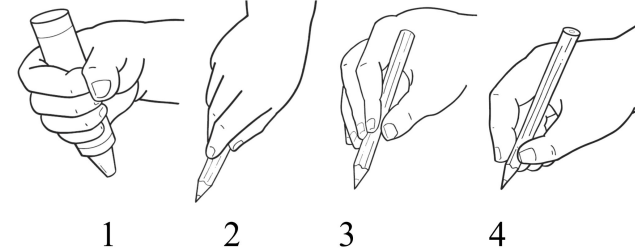
Pencil Grips



These screenshots are taken directly from the National Curriculum.

By the end of year 6, children **must** consistently join their handwriting in **every** lesson. If they do not join their handwriting, they will be capped at working **below** age expected.

We have already been working on this in class and focussing on the correct letter formation and pen or pencil grip that should be used every time.



Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list^a
- write legibly.²

^aThese are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^a (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^a and use a dictionary to check the spellings of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



Working at greater depth



The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing¹ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.²

[There are no additional statements for spelling or handwriting]

Curriculum

Term: Autumn		Year: 6	
Writing		Reading	Mathematics
			<ul style="list-style-type: none"> Composition and calculation with numbers up to 10,000,000. Problems with 2 unknowns. <p>Click here for more information about Maths at Holy Trinity.</p> <p>Click here for more information about the Maths that children in Year 6 learn across the year and ways that you can support maths learning at home.</p>
<p>Text Types: Information Text Narrative Biography Descriptions Diary Persuasive Writing Letter</p>			
Science		Religious Education	
<p>Light:</p> <ul style="list-style-type: none"> Identify the factors that affect shadows. Understand light is reflected. Investigate light phenomena. <p>Animals Including Humans:</p> <ul style="list-style-type: none"> Name the main parts of the circulatory system. Understand pulse and blood pressure. Describe the function of blood. 		<p>Spreading the Good News:</p> <ul style="list-style-type: none"> How has the Christian message survived for over 2000 years? <p>Advent:</p> <ul style="list-style-type: none"> How would Christians advertise Christmas to show what Christmas means today? 	

History	Geography
<p>Vikings:</p> <ul style="list-style-type: none"> The Vikings originated from the Scandinavian countries. They invaded because of a lack of farmland at home. The Vikings fought the Anglo-Saxons for control. Eventually they shared the land between them. Not all Vikings were warriors. Some were farmers and came in peace. No Vikings wore horns in their helmets. The area where the Vikings lived was called the Danelaw. The people who lived in this area were ruled by the laws of the Danes (the Vikings)". Anglo-Saxons- people who were accused of crimes had to go to court and be tried for their crimes, just like the courts in Britain today. The Anglo-Saxon period ended when the Normans conquered Britain in 1066. 	<p>Local Fieldwork:</p> <ul style="list-style-type: none"> Know what most of the Ordnance Survey symbols stand for. Know how to use six-figure grid references. Know why industrial areas and ports are important. To use 8 figure grid references.
Art and Design Technology	Personal, Social, Health and Citizenship Education
<p>Painting:</p> <ul style="list-style-type: none"> Practising colour matching Creating mood Adding collage <div>   </div> <p>Chris Ofili 1998- Michaela Yearwood-Dan (1994-)</p> <p>Cooking</p> <ul style="list-style-type: none"> Food groups Join and combine ingredients. Beating and rubbing ingredients. Decorating. Measuring and weighing. 	<p>Being Me in My World</p> <ul style="list-style-type: none"> Feeling safe, belonging, choices, rewards, consequences, responsibilities. <p>Celebrating Differences</p> <ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.

"This is an overview of what we will be learning until Christmas"

More curriculum and trips

Physical Education	Wider Curriculum
<ul style="list-style-type: none">• Basketball• Gymnastics	<p>British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.</p> <ul style="list-style-type: none">• Music• Singing• Spanish• Computing

“Trips are an important way that we enrich the learning and the curriculum.

We will be booking trips and will need parent helpers for these to go ahead”



Newsletter and Communication

“The newsletter goes out each week and contains lots of useful information. It is also where you will get to see into your child's classroom each week as we all send in a photo and a blurb about what we have been up to. It also tells you who has been awarded hot chocolate with the Headteacher each week.

Please read the newsletter as this is one of the main forms of communication, we email a link to you each week. Email is the other form of communication, please check that we have the correct email address for you, if you did not receive an email about the Queen last night the we may not have the correct address. Please speak to the front office.”

Windrush Day – 22nd June 2022

On Wednesday 22nd June, on National Windrush Day we remembered and commemorated the contribution of 1st generation migrants from the Caribbean to the UK in the 1940s/1950s. Across the school, we watched a production by the big hit theatre company, who created a film for schools to learn about the mass migration of 500 Caribbean to Britain to support the nation after the world war. We learnt about Grace and her son and their experiences of coming to England. Following the film the children lead the discussion about their own backgrounds, heritage and their families.

Hot Chocolate with the Head

Well done to Aiden in our Nursery, Dillon in Reception H, Samiriddi in Year 1, Amari in Year 2, Mikel in Year 4 T and Okimma in Year 5 Hall of whom have been awarded Hot Chocolate with the Head next week!

Sports Days

We have 2 sports days running this year, the one for the Nursery and Reception children on Wednesday 13th July from 2pm – 3pm on the school MUGA, parents are welcome to come along to watch the children participate in a wide range of sporting activities. Then on the Friday 18th July we will have a sports day at London Fields from the children in years 1 – 6, this is being run with the children from De Beauvoir primary school, who also join us for our wraparound care. We would love it if you could come to support the children and a letter will be going out soon to let you know what team your children will be in. We are keeping families in the same team so you'll only need to cheer for the one team!

Dates and more...

There have been a number of updates on the dates section of the newsletter this week for the end of the year so please make sure you check those out and note them down so you don't miss out on anything.

Dates to Note

- 📅 Week 10 – Theme: Forgiveness – 27th June – 1st July 2022
- 📅 Nursery Trip to the Hackney Museum – Tuesday 28th June 2022
- 📅 Year 5 Trip to St Paul's Cathedral for Organ Day – Thursday 7th July 2022 – Click here to book a packed lunch for your child or if you would like to go on the trip as a volunteer
- 📅 Reception – Year 6 Transition Day – Thursday 7th July 2022
- 📅 Holy Trinity Singing Concert – Years 3, 4 and 5 – St Mary's Church – Tuesday 12th July – 2:30pm – 5:30 pm – Parents and Carers Welcome
- 📅 EYF Sports Day for Nursery and Reception – Wednesday 13th July 2022 – 14:00 – 15:00 – Parents and Carers Welcome
- 📅 Sports Day for Years 1 – 6 – Friday 18th July 2022 – Parents and Carers Welcome
- 📅 Year 6 Production – Tuesday 19th July 2022 – Parents and Carers Welcome
- 📅 Year 6 Celebration Trip – Wednesday 20th July 2022
- 📅 Year 6 Leavers Service – Thursday 21st July 2022 – 2pm finish
- 📅 Last Day of Term – Thursday 21st July 2022 – 2pm finish

In the news this week...



We have a spaces in our 2 year old preschool from September 2022!

Click here to book a tour of our Preschool...

24 June, 2022



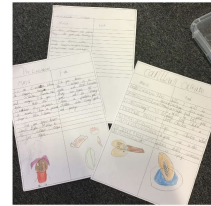
Caribbean watercolours in Year 2

This week we have been finishing our Caribbean style art work by using watercolour paints. We are excited to be able to share them in our Year 2 assembly next Tuesday at 3pm!

24 June, 2022



Performance poetry in Year 3



Caribbean culture in geography in Year 2

In geography this week, we have created posters ready for our assembly. We have been researching about Caribbean culture in preparation. We would like to invite all Year 2 parents and guardians to come and see what we have been learning...

24 June, 2022



Homework, Spelling and Reading

Maths Homework

“Children have an IXL account, this is a great place to practice Maths that has been learnt in class.

Children will also be starting to complete their Daily Maths Speed Challenge in class and you can support children in learning these facts at home.

Children in Years 2, 3, 4, 5 & 6 will be getting a Times Tables Rock Stars account, if they haven't got one already, we use this to develop rapid recall of times table facts.”

[HOME](#)[ABOUT US](#)[NEW](#)

Tiger 1 – Addition facts to 5 and subtraction facts to 5

Tiger 2 – Addition facts to 6 and subtraction facts to 6

Tiger 3 – Addition facts to 7 and subtraction facts to 7

Tiger 4 – Addition facts to 8 and subtraction facts to 8

Tiger 5 – Addition facts to 9 and subtraction facts to 9

Tiger 6 – Doubles to 10 and halves to 20

Lion 1 – Addition facts to 10 and subtraction facts to 10

Lion 2 – Addition facts to 100 and subtraction facts to 100

Lion 3 – Add 10 to single digit numbers and add multiples of 10 to single digit

Lion 4 – Multiplication facts for x 2 and x 10

Lion 5 – Multiplication facts for x 5 and x 11

Homework, Spelling and Reading

English Homework

“All children have spellings to learn each week, these can be found in advance on the school website. Spelling Tests will happen every Monday.

All children will have a reading book that they bring home each day, these will be books that are at the correct reading level for your child. Please ensure their Reading Record is signed by an adult every day.”

Homework

[Home](#) > [Curriculum](#) > [Teaching & Learning](#) > [Homework](#)

Children throughout the school are encouraged to continue their learning at home in a variety of ways including using online programmes. Some homework, especially in Key Stage 1, is set with the intention that it is done with the guidance of a parent.

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As pupils move through the school, they will work more independently. However, all homework is most effective when supported by parental encouragement and supervision. As the homework set is intended to reinforce and support work that the child has done or is about to do in class, this is one of the most effective and easiest ways a parent can directly help their child at school.

Holy Trinity has a YouTube Channel that features how to videos. [Click here](#) to view it.

If you want to see how well you will do in the National Year 4 Multiplication Test [click here](#) to have a go. [Click on play game](#) and you will be presented with 25 questions with only 6 seconds to type in your answer. Good luck!

Autumn Term – 2022

[Click here](#) to view the Year 6 homework for the Autumn Term

[Click here](#) to view the Year 5 homework for the Autumn Term

[Click here](#) to view the Year 4 homework for the Autumn Term

[Click here](#) to view the Year 3 homework for the Autumn Term

[Click here](#) to view the Year 2 homework for the Autumn Term

[Click here](#) to view the Year 1 homework for the Autumn Term

[Translate](#)

I have a question, who do I ask?

“As the class teacher I am the first person you would speak to regarding most things.

If I can't answer your question I will find out for you or point you in the right direction of the relevant person to speak to.

So to clarify in the school there are staff who focus on different areas, these are:

Ms Pauline Cunningham who is the pastoral lead, working with families on attendance, punctuality, medical needs.

There is also...

“Ms Cherriffa Grierson who lead on Special Educational Needs, Wellbeing and Mental Health and Safeguarding

Ms Leah Grant-Muller who leads Curriculum and Assessment, she is also the KS2 lead

Ms Jessica Busby who leads is the KS1

And the front office staff who can answer questions regarding finance, parent pay, school trips and extended day”

“Thank you for coming today, please remember
if you have any questions, just ask.
If you wish to take your child home now you
can, please sign them out in the paper by the
door”