Understand * Uplift * Unite

Underhill School and Children's Centre

Year 6

Meet the team

Class	Teacher	Support staff working within the year group
6 Elm	Elizabeth (also UKS2 phase leader)	Alice Michelle Mrs Olive Alex Ceyda
6 Hawthorn	Ms Christofides	

Meet the team

Co -Headteachers	Nicola Hayles and Jennie Reed	You can find us at both gates at the beginning and end of day.
Deputy Head teacher	Anniina Limbrick	You can find me by the KS1 gates at the beginning and end of day.
Safeguarding Lead	Jane Wood	You can find me by the gates at the end of the day.
SENDCO	Sue York	You can find me by the gates at the end of the day.

The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude though our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.

Curriculum

The School Day

	8:40-9:00	9:00 – 10:30		10:30-10:45	10:45-12:00			LUNCH	Afternoon lessons 13:30-15:00 (Story time 15:00)		15:20
Mon	Morning work/ register	English		BREAK	10:50 Heads' assembly	Maths	Story time 12-12:15	12:15	History PSHE		HOME TIME
Tues	Morning work/ register	English			Maths		Story time 12-12:15	12:15	Science Spanish		
Weds	Morning work/ register	English			Maths			12:15	Computing RE		
Thurs	Morning work/ register	9:00 - 9:15 Singing Assembly	PE		PE			12:00	English	Maths	
Fri	Morning work/ register	English			Maths		Story time 12-12:15	12:15	13:20 Awards Assembly (Big Hall)	Art Music	

Early morning work - Don't miss out!

5 x 20 minutes = an hour of lost learning time

Reading

READING: Implementation Overview Year 6

Comprehension

Building on Previous Year and throughout Year 6 focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales *
- Read books that are structured in different ways and read for a range of purposes
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views
- Retrieve, record and present information from fiction and non-fiction
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Learn a wider range of poetry by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**
- Predict what might happen from details stated and implied
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Ask questions to improve their understanding
- Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- Make comparisons within and across books e.g. plot, genre and theme
- Provide reasoned justifications for their views
- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader
- Distinguishing between statements of fact and opinion
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary***

*Three-week units contain either, modern fiction, fiction from our literary heritage or traditional tales
** Three-week units contain either poems or play scripts
*** Across the year children will have opportunities to complete presentations and debates

Reading Skills

Building on Previous Year and throughout Year 6 focus on:

- Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
- Make meaning from text organisation
- Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
- Find the main idea of a paragraph and text
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Connecting prior knowledge and textual information to make inferences and predictions
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Summarising a text
- Secure responses and understanding through re-reading and cross-check information
- Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Word Reading*

Building on Previous Year and throughout Year 6 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
- Recognise and read most Year 5&6 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 6 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

Reading

Both classes visit the library on Friday afternoons.

Library visit every week - what day?
Library is also open during lunch times if children want to go and read or change their books.



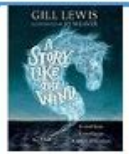
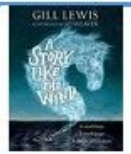
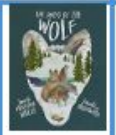








Writing

A		B		C		D			E		F	
Rose Blanche by Ian McEwan		**A Story Like the Wind** by Gill Lewis		**On the Origin of Species** by Sabina Radeva		**The Ways of the Wolf** by Smriti Prasadam-Halls			**Shackleton's Journey** by William Grill		**Paradise Sands** by Levi Pinfold	
												
Outcome: Diary	**Outcome:** Bravery Award Speech	**Outcome:** Flashback Narrative	**Outcome:** Newspaper Report	**Outcome:** Discovery Narrative	**Outcome:** Explanation Text	**Outcome:** Documentary Narrative	**Outcome:** Balanced Argument	**Outcome:** Hunted Narrative	**Outcome:** Endurance Narrative	**Outcome:** Biography	**Outcome:** First-Person Narrative	**Outcome:** Warning Letter
Purpose: To recount	**Purpose:** To recount & inform	**Purpose:** To narrate	**Purpose:** To report	**Purpose:** To narrate	**Purpose:** To explain	**Purpose:** To narrate	**Purpose:** To discuss	**Purpose:** To narrate	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To warn

Ready Steady Write Progression Overview Year 6

A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing- informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence					
Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal- use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
Grammar: Text					
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation					
Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

Writing

Year 6

Example

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors ~~to~~ while celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~whis~~ whispered creepily.

"~~But~~ How can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~where~~ where to be seen.

Suddenly Macbeth's messenger arrived ~~breathed~~ breathless, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how ~~he~~ Macbeth started to scheme!

When Macbeth got back to his home, he told his wife all of that had happened and to him that day. Oh how they started to plot!

"Come ~~on~~ on," Lady Macbeth ~~said~~ giggled slyly. "You know you want to."

"But he's the king," Macbeth said, unsure of ~~his~~ their plan to kill the king. "~~Will~~ What we get caught?"

"No." Lady Macbeth said giggling. "We won't, you might. But that's why I've got this," she said greedily holding up a jar of sleeping pills. "We'll ~~do~~ invite the king over for a celebration. While he's sleeping, ~~I'll~~ drug the guards, you sneak into his room and do the dirty work and we plant it on the guards. Just think of the power."

"Ha. Ha. Ha - ~~yeees~~ yeees."

The next night, Mabeth and Lady Macbeth invited the King ~~to~~ to their house; they had a glorious feast.

"Sleep now," Lady Macbeth ~~said~~ mischievously, ~~to the King~~, "you look very tired."

~~Of~~ The king yawned, as he slowly got into ~~a~~ an bed.

Sleepily, Duncan drifted into his final sleep.

Meanwhile, Lady ~~Mac~~ Macbeth was dragging the guards outside the King's ~~room~~ door. ~~Once~~ Once the guards were sleeping, Mabeth sneaked into the room. He stood at the ~~room~~ size he was about to take for ~~four~~ four seconds, and thought, is this me? Has she climbed into my mind? He had so many questions. Then

suddenly, the dagger dropped into the king's wounded body. Woosh! Squish! Drip! Quickly, Macbeth pulled the bloody blade out of the lifeless body. He tried not to get blood everywhere but he just couldn't help it! Flesh and blood dropped everywhere, as he tip-toed out like nothing happened...

On the morning of their coronation, Lady Macbeth and Macbeth Macbeth hired someone to kill Banquo, as he knew Lady Macbeth and Macbeth had killed the king. Macbeth hired someone because he couldn't take the excruciating pain of ruining Mabeth and Banquo's friendship. In fear of their own lives, King Duncan's sons ran away! After their coronation the Macbeth and Lady Macbeth trudged back to the murky murky moors where Macbeth and the late Banquo saw the cackling witches. Suddenly three ugly hags appeared, the same ugly hags that read the prophecy.

"Beware Macduff!" the first witch cackled.

"Beware man born by no woman!" the second witch spat.

"Beware Birnam Woods!" the third hag whispered gratchy.

With fear of Macduff, Macbeth and his army charged at Macduff's Country country mansion and killed every soul inside. Luckily for Macduff, he was on a trip and wasn't at home, but sadly, Macduff's wife and children were at the mansion and died. When Macduff found out he was filled with rage and wanted to take revenge. While Macbeth was at Macduff's mansion, Lady Macbeth committed suicide with regret! Surprisingly when Macbeth found out he wasn't filled of sorrow - he was happy! In fact, he didn't even care! He was more distracted by the fact that he kept on seeing Banquo's ghost!

Macbeth found out, by his messenger, that Macduff wasn't killed and was furious. So furious that he went charged - once again - to into Birnam Woods with an army, even though the witches told him to beware. So B. Sadly for Macbeth, his army ran away because they were afraid. So Macbeth ran triumphantly to Macduff's country mansion store. When he got to d Macduff's home, Macduff and Macbeth battled, alone each swinging a sword, throwing a punch. The goal for Macbeth was power, but the goal for Macduff was vengance. Macbeth thought he could beat beat Macduff but Macduff was the one who could descent Macbeth, according to the prophecy. Suddenly, Macduff swung his sword, aimed at Macbeth's neck and 'Chop!' 'Woosh' 'Squish' 'Plop!' Macbeth was dead! Macduff walked back to the castle with Macbeth's bloody head in his hands.

"Rejoice!" Donalbain, one of King Duncan's sons, shouted happily.

"Hail King Malcom!" the oldest another one of King Duncan's sons laughed.

Everybody was celebrating because Prince Malcom became King Malcom.

"Yay!" a person dressed in green yelled.

No More Death or Murder. Justice had been done.

The End.

Maths


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
FREE TRIAL
Free trial
VIEW
Number
Addition, subtraction, multiplication and division
VIEW
Number
Fractions A
VIEW
Number
Fractions B
VIEW
Measurement
Converting units
VIEW
Spring
Number
Ratio
VIEW
Number
Algebra
VIEW
Number
Decimals
VIEW
Number
Fractions, decimals and percentages
VIEW
Measurement
Area, perimeter and volume
VIEW
Statistics
VIEW
Summer
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Themed projects, consolidation and problem solving
VIEW

Maths

A. 60 x 3 =	B. 17,456 – 4,737 =
C. 9 + 7 + 8 =	D. 7 x ? = 0
E. 76,328 + 484,313 =	

Main lesson:

1.

Complete the calculations.

a)

		3	0	5	9	4	
	+	1	5	4	2	3	

b)

		4	2	4	8	5	0
	–			5	2	3	6

c) 5,236 + 424,850

d) 30,594 – 15,423

Challenge

Here is a bar model.

A	B
631,255	

- A is an odd integer that rounds to 100,000 to the nearest 10,000
- The sum of the digits of A is 30
- B is an even integer that rounds to 500,000 to the nearest 100,000
- The sum of the digits of B is 10
- A and B are both multiples of 5

What could be the values of A and B?

Explain your reasoning to a partner.

Maths



https://ttrockstars.com/

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.

Maths

Year 1	Count in 2s, 5s, and 10s, and use doubles/halves to 10
Year 2	Learn the **2, 5, and 10** times tables.
Year 3	Learn the **3, 4, and 8** times tables.
Year 4	Master **all tables up to 12 × 12** and take the statutory online Multiplication Tables Check.
Years 5 and 6	Maintain fluency in all facts up to 12 × 12 to apply in fractions, percentages, and advanced math

PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).

PSHE



RSE & PSHE

Y6: Introductory lesson: Setting rules for RSE & PSHE lessons

Creating and agreeing on rules to help the class learn topics in PSHE and RSE effectively for the year ahead.

(1 lesson)

View unit ›



RSE & PSHE

My healthy self: How do my choices today shape my future health?

Developing knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset,...

(6 lessons)

View unit ›



RSE & PSHE

Connecting with others: What does it mean to stand up for myself and others?

Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including...

(6 lessons)

View unit ›



RSE & PSHE

The online world: How do I feel about the things I see online?

Exploring how online experiences influence thoughts, feelings and behaviour, recognising online risks and learning how to respond safely...

(6 lessons)

View unit ›



RSE & PSHE

Citizenship: How can we protect everyone's rights?

0



RSE & PSHE

Staying safe: How can I stay safe as I grow up?

Developing understanding of hazards, risks and safer choices by exploring how to stay safe in different situations and considerin...

(6 lessons)



RSE & PSHE

Option 1 Option 2

Sex education: How do people become parents and carers?

Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy...

(6 lessons)

Statutory assessments

In May, Year 6 children sit the end of key stage two assessments (commonly called SATs). Your children will be ready and prepared for these.

The test week will look like this:

Monday 10th May - Spelling, Punctuation and Grammar (SPaG)

Tuesday 11th May - reading comprehension

Wednesday 12th May - arithmetic and mathematics reasoning paper 1

Thursday 13th May - mathematics reasoning paper 2

School Trips



All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.







Year 6 residential

Monday 17th May - Friday 21st May 2027

Year 6 have an opportunity to go away on a residential trip after the tests in May. There is a cost for this trip (if your child would like to go, but finances won't allow it - please speak to the office or head teachers to see if there is help we can offer).









Sleeping pods









Assessment

Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.
Children will be assessed in:

- Reading comprehension
- Maths: arithmetic
- Maths : reasoning

We always analyse assessment results and will use the data to inform our practice.

In Year 6, we carry out practise tests more regularly (usually very six weeks/half term) so that the children are calm and relaxed for the actual tests in May. We have found this prevents them getting stressed as they have so much experience to draw upon.

Behaviour

Underhill Behaviour

I can, You can, We can…	This means that we…
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire* Earth

Rewards

House Dojos (EYFS - House Stickers)
Star of the Week
Marbles and marble parties
Golden tickets
Our Unsung Heroes

Underhill Sanctions

While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.

Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction

Parents as Partners

Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be 21st and 22nd of October.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the newsletter , there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.

Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

Maths - a worksheet linked to what children have been learning about.
English - grammar and reading comprehension
Spellings - 10 spellings per week

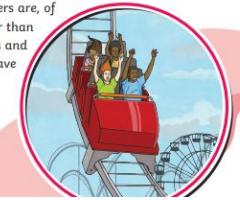
Home learning

Reading homework
Focus on fluency, reading speed and comprehension

Rollercoasters

The rollercoaster has been a fashionable ride for many years, with one of the first recorded rollercoasters opening in Paris in 1817. Historically, it is believed that the rollercoaster was inspired by sledging on the icy Russian mountains. The popularity of the rollercoaster did not spread initially. It wasn't until 1884 that the first notable and highly admired rollercoaster was opened in New York. It was made in the style of a runaway train. The rollercoaster ran on wooden tracks and was an instant success.

Today, a rollercoaster track can either be a complete circuit or a shuttle track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased since then.



Questions

1. When did the first well-known rollercoaster open and where was it?

2. Find and copy **two** words that tell you that rollercoasters are well-liked.

3. How do rollercoasters of the past compare with the modern day?

4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times — June 2010

Octopus Expert

Paul the Octopus has been predicting the result of the World Cup football games over the past few weeks. He's an amazing animal!



The sea creature's owners have been putting some clear, plastic boxes into Paul's tank before each match. Each box is decorated with the flag of a football team.

Paul has been choosing one of the boxes by crawling towards it and he has correctly guessed the winner of six football games so far in the World Cup competition.

Is Paul a football expert or just a very lucky octopus? What do you think?

Questions

1. What does Paul predict the results of?

2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?

3. Why do some people think Paul is a football expert?

4. Do you think Paul is just a lucky octopus?

FRED - Reading at home



Children need to read at home **every night.** This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down what they have read.

If you need any support with home reading, please speak to your class teacher or Mrs Limbrick .

FRED - Reading at home

FRED



Families Reading Every Day

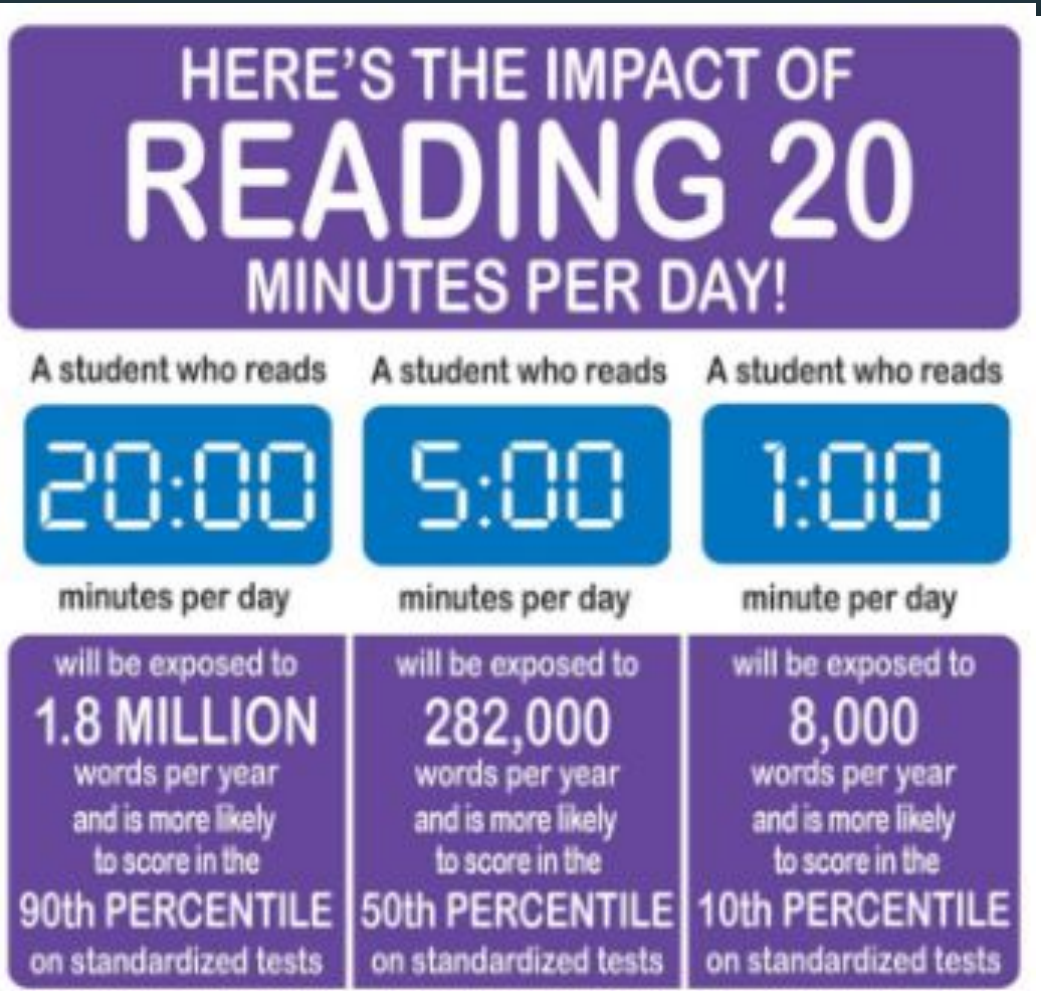
Underhill Reading Battle

Underhill Reading Battle is back!

The houses will vote for a reward.

Once they have collected 2000 FRED tokens, they will receive their reward.




HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!
A student who reads
20:00
minutes per day
will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests
A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests
A student who reads
1:00
minute per day
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Notices:

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.



Order though the Smith's website (there are leaflets in the office and a link on the school website) or you can visit the shop in Cockfosters. Smiths will deliver to school

Children can also wear black skirts, trousers or pinafores and **black** shoes.

Find more information here:
https://www.smithsschoolwear.co.uk/product-category/find-your-school/underhill-school-and-childrens-centre/

Uniform

PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)

Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

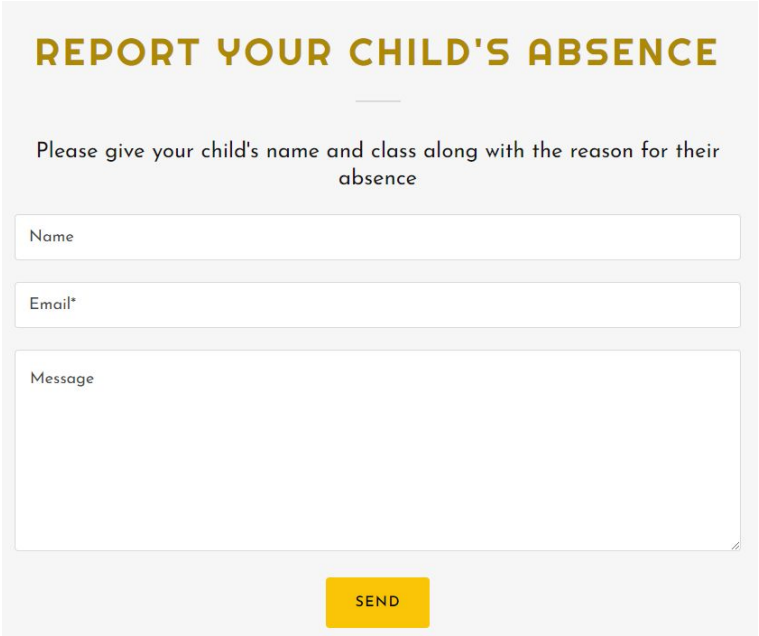
Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn

Absences

If your child in unwell, please inform the office in the morning.

https://underhillschool.co.uk/report-an-absence



Or you can call 020 8449 2423

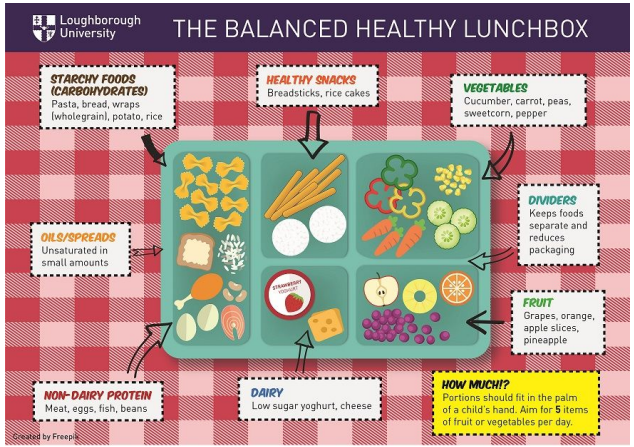
Snacks and Lunch

We are a **healthy, nut free** school. Children should bring in **fruit or vegetables** (e.g. cut up carrot, pepper or cucumber (not dried fruits please) to eat at break time. They are not permitted to bring in anything else.

ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks.
All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.



Independent Travel

Only children in Year 6 can be independent travellers. Please apply through the office and await a response from the head teachers.

Mobile phones should **not** be brought into school.

If a sibling is collecting your child, please arrange with the office (unless the sibling is a grown up).

PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.





Any questions?

Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!