



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 Walter UKS2 Phase Leader	Mrs Olive Michelle Kirsty Ceyda
6 Hawthorn	Koula Christofides	



## 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 through 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			
<b>M</b> <b>o</b> <b>n</b>	Morning work/ register	English		<b>B R E A K</b>	10:50 Heads' assembly	Maths	Story time 12-12:15	12:15	History PSHE		<b>H O M E  T I M E</b>			
<b>T</b> <b>u</b> <b>e</b> <b>s</b>	Morning work/ register	English			Maths		Story time 12-12:15		12:15	Science Spanish				
<b>W</b> <b>e</b> <b>d</b> <b>s</b>	Morning work/ register	English			Maths					12:15		Computing RE		
<b>T</b> <b>h</b> <b>u</b> <b>r</b> <b>s</b>	Morning work/ register	9:00 - 9:15 Singing Assembly	PE		PE							12:00	English	Maths
<b>F</b> <b>r</b> <b>i</b>	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



## Year 6 Expectations in writing



### My Writing I CANs!

	Year 6	Date Achieved	Date Achieved	Date Achieved
	<b>I will be able to:</b>			
<b>Super Speller skills</b>	I can spell all of the words from the Y5/6 spelling list			
	I understand that the spelling of some words need to be learnt specifically			
	I can write sentences dictated by my teacher			
	I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms) e.g. <i>big, large, huge / tiny, little, small</i>			
	I can convert verbs into nouns by adding a suffix e.g. <i>run/runner, teach/teacher, act/actor, edit/editor</i>			
	I use a range of spelling strategies in my writing			
<b>Grammar &amp; Punctuation "know how"</b>	I can use a dictionary to check spellings and meanings and a thesaurus			
	I can use correct grammatical terminology			
	I can make appropriate grammar choices for different genres of writing and I know how these choices can affect my writing			
	I can use modal verbs and adverbs in my writing e.g. <i>I will definitely call you tomorrow / I should learn how to play the piano</i>			
	I can choose the correct verb tense so that my writing makes sense			
	I can use the perfect form of verbs to show when things happen			
	I use commas to mark phrases and clauses e.g. <i>Yesterday was her brother's birthday, so she took him to see a show.</i>			
	I can use the semi-colon, colon and dash to show the boundary between clauses e.g. <i>It's raining; I'm fed up / The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive. / Simon absolutely refused to apologise – he was convinced he had done nothing wrong.</i>			
	I can use the colon to introduce a list and a semi-colon within a list e.g. <i>New playground rules:</i> <ul style="list-style-type: none"> <li>No running in the quiet area;</li> <li>No football except on the pitch;</li> <li>Hoops, skipping ropes and frisbees to be returned to the big basket;</li> <li>No food in the sitting area.</li> </ul>			
	I can use a hyphen to avoid confusion e.g. <i>Three-monthly visits to the dentist (visiting the dentist every three months) or three monthly visits to the dentist (visits every month for three months)</i>			
I can use bullet points to list information				
<b>Super Sentence maker</b>	I can use expanded noun phrases to give extra information e.g. <i>the boy stumbled into the room becomes the excited boy stumbled into the dark and damp room</i>			
	I understand the difference between the vocabulary of informal and formal speech and writing e.g. <i>find out-discover / ask for-request / go in-enter</i>			
	I can use relative clauses with a wide range of relative pronouns e.g. <i>The heavy rain, which was unusual for the time of year, destroyed most of the plants in my garden.</i>			

	I can link ideas across paragraphs by using a range of devices e.g. <i>the repetition of a word or phrase / using phrases such as on the other hand, in contrast, or as a consequence</i>			
	I can use ellipses in my writing e.g. <i>Today, after hours and hours of reading, I finished the storybook.</i> becomes: <i>"Today...I finished the story book."</i>			
	I can use passive voice to present information e.g. <i>I broke the window in the greenhouse becomes The window in the greenhouse was broken (by me) / The window was broken by a football being kicked through it. / The kittens were placed on the doorstep of the animal shelter.</i>			
	I can summarise long paragraphs into a few sentences			
<b>Writing organisation</b>	I can use a range of sentence starters in my writing to create an effect			
	I can organise my writing into paragraphs to show a change in subject, time, place or event			
	I can vary sentence structure depending whether my writing is formal or informal			
	I can use different devices to structure the layout of my work e.g. <i>headings, sub-headings, columns, underlining, bullet points or tables</i>			
<b>Writing Purpose</b>	I can use character, action and dialogue to advance events in narrative writing			
	I can identify who I am writing for and why (audience and purpose)			
	I can create atmosphere in my writing			
	I am able to give my viewpoint through my writing			
<b>Incredible Words</b>	I use a range of nouns, adjectives, verbs and adverbs to enhance my writing			
	I can make appropriate vocabulary choices for different genres of writing			
<b>Neatest Handwriting</b>	I will use neat handwriting throughout all of my work			
	I can choose different styles of handwriting to use for specific tasks e.g. <i>headings, bold writing, italics etc</i>			
	My writing is joined and fluent. I know which letters to join and not to join			

### Must Have Skills in Year 6

- ✓ I must always produce neat work and use joined handwriting
- ✓ I must use full stops, capital letters, commas, exclamation marks and question marks to punctuate my writing
- ✓ I must write a range of simple and complex sentences that make sense and give information
- ✓ I must use a variety of connectives to create complex sentences
- ✓ I must use paragraphs to show a change of action, time or setting in narrative writing and to give different information in non-narrative writing
- ✓ I must use my knowledge of root words, prefixes and suffixes to help me spell words that I am unfamiliar with



# Writing

Year 6

Example

## Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trucking through the misty, murky moors <sup>while</sup> celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedly 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 ~~was~~ 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 ~~more~~ <sup>where</sup> to be seen.

Suddenly Macbeth's messenger arrived <sup>knocked</sup> ~~knocked~~, and bowed.

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

Oh how <sup>Macbeth</sup> he started to scheme!

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

"Come ~~on~~," Lady Macbeth said <sup>grinned</sup> ~~sleepily~~. "You know you want to!"

"But he's the king," Macbeth said, unsure of ~~how~~ <sup>they</sup> ~~to~~ <sup>to</sup> kill ~~the~~ the king. "Won't 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~~ <sup>dr</sup> ~~in~~ <sup>iv</sup> ~~ite~~ <sup>ite</sup> the king over for a celebration. While he's sleeping, ~~the~~ <sup>we</sup> ~~do~~ <sup>we</sup> 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 - ~~years~~ years."

The next <sup>to</sup> ~~go~~ <sup>to</sup> night, Macbeth and Lady Macbeth invited the king ~~to~~ <sup>to</sup> ~~go~~ <sup>to</sup> their home house; they had a glorious feast.

"Sleep now," Lady Macbeth mischievously <sup>said to the king</sup> ~~said to the king~~, "You <sup>are</sup> ~~are~~ <sup>are</sup> ~~are~~ very tired."

<sup>OK</sup> ~~OK~~ The king yawned, as he slowly got into <sup>an</sup> ~~an~~ <sup>an</sup> ~~an~~ bed.

Sleepily, Duncan drifted into his final sleep. Meanwhile, Lady ~~Macbeth~~ <sup>Macbeth</sup> was dragging the guards outside the king's <sup>warden</sup> ~~warden~~ <sup>warden</sup> ~~warden~~ door. <sup>Once</sup> ~~Once~~ the guards were sleeping, Macbeth sneaked into the room. He stood at the <sup>light</sup> ~~light~~ <sup>light</sup> ~~light~~ room he was about to take for <sup>some</sup> ~~some~~ <sup>some</sup> ~~some~~ seconds, and thought, is this me? Has she ~~driven~~ <sup>driven</sup> ~~driven~~ <sup>driven</sup> into my mind? He had so many questions. Then



suddenly, the dagger dropped into the king's wounded body. Uoosh! Squish! Drip! Quickly, Macbeth pulled the bloody blade out of the <sup>now</sup> 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 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 Macbeth 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 misty 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 sneakily.

With fear of Macduff, Macbeth <sup>and his army</sup> 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 full 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 full 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.S.ally for Macbeth, his army ran away because they were afraid. So Macbeth ran triumphantly to Macduff's country mansion. When he got to Macduff's home, Macduff and Macbeth battled, ~~some~~ each swinging a sword, throwing a punch. The goal for Macbeth was power, but the goal for Macduff was vengeance. Macbeth thought he could ~~not~~ beat Macduff but Macduff was the one who could defeat Macbeth, according to the prophecy. Suddenly, Macduff, seeing his sword, aimed at Macbeth's neck and 'Chop! Uoosh! Squish! Drip! Macbeth was dead! Macduff walked back to the castle with Macbeth's <sup>bloody</sup> head in his hands.

"Rejoice!" Donalbain, <sup>one of</sup> King Duncan's sons, shouted happily. "Hail King Malcolm!" <sup>the oldest</sup> ~~and the~~ <sup>one of</sup> King Duncan's sons laughed.

Everybody was celebrating <sup>because</sup> Prince Malcolm became King Malcolm.

"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	<p>Number</p> <p>Place value FREE TRIAL</p> <p><a href="#">VIEW</a></p>	<p>Free trial</p>	<p>Number</p> <p>Addition, subtraction, multiplication and division</p> <p><a href="#">VIEW</a></p>				<p>Number</p> <p>Fractions A</p> <p><a href="#">VIEW</a></p>		<p>Number</p> <p>Fractions B</p> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <p>Converting units</p> <p><a href="#">VIEW</a></p>	
Spring	<p>Number</p> <p>Ratio</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p>Algebra</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p>Decimals</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p>Fractions, decimals and percentages</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p>Area, perimeter and volume</p> <p><a href="#">VIEW</a></p>	<p>Statistics</p> <p><a href="#">VIEW</a></p>						
Summer	<p>Geometry</p> <p>Shape</p> <p><a href="#">VIEW</a></p>		<p>Geometry</p> <p>Position and direction</p> <p><a href="#">VIEW</a></p>	<p>Themed projects, consolidation and problem solving</p> <p><a href="#">VIEW</a></p>								



# Maths



<https://ttrockstars.com/>

12.11.20

x	2	5	10	3	4	8	6
10	20	50	100	30	40		
2	4	10	20	6	8		
5	10	25	50	15	20		
3	6	15	30	9	12		
4	8	20	40	12	16		
8	18	40	80	24			

23.10.20

x	2	5	10	3	4	8	6
10	20	50	100	30	40	80	60
2	4	10	20	6	8	16	12
5	10	25	50	15	20	40	30
3	6	15	30	9	12	24	18
4	8	20	40	12	16	32	24
8	16	40	80	24	32	64	48

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.



## 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

## Introduction: Setting ground rules for RSE & PSHE lessons

A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons

Lessons: 1

[View lesson](#)

## Y6 Family and relationships

Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief

Lessons: 6

[View lessons](#)

## Y6 Health and wellbeing

Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals

Lessons: 8

[View lessons](#)

## Y6 Safety and the changing body

Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.

Lessons: 8

[View lessons](#)

## Y6 Citizenship

Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy

Lessons: 6

[View lessons](#)

## \*New\* Y6 Economic wellbeing

Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.

Lessons: 6

[View lessons](#)

## Y6 Identity

Two lessons on the theme of personal identity and body image

Lessons: 2

[View lessons](#)

## Year 6: Transition lesson

Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have

Lessons: 1

[View lesson](#)



# 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 1st June - Friday 5th June 2026

Year 6 have an opportunity to go away on a residential trip after the tests in June. 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).



### Woodland Experience

Join us at Cuffley Active Learning Centre for your next school trip and let your students become immersed in nature, engaged in new outdoor activities and developing their personal skills while making memories. As part of the Active Learning Group, Cuffley Camp provides outdoor learning experiences for children aged 4 - 18, across a wide range of fun, educational and hands-on school trips. Each itinerary is designed to encourage the development of resilience, teamwork and self-confidence.



# 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
- Spelling
- Grammar

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



# 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 11th May - Spelling, Punctuation and Grammar (SPoG)

Tuesday 12th May - reading comprehension

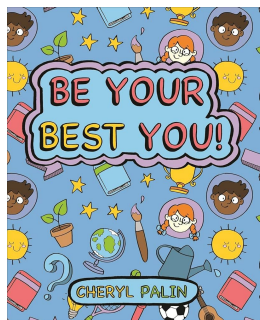
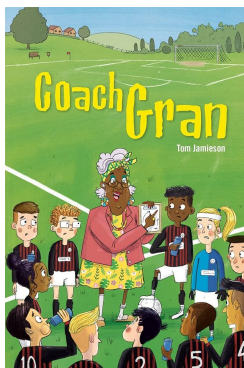
Wednesday 13th May - arithmetic and mathematics reasoning paper 1

Thursday 14th May - mathematics reasoning paper 2



# Assessment of reading

- In school, children read levelled books.
- Children may move up book levels at any point of the year. Teachers assess both fluency and comprehension before pupils move up a book level.



**A Guide to Reading Planet**  
Find confidence in embedding Reading Planet across your whole school with quality levelled books and supporting resources that will ensure reading progress for every child.

Reception and Key Stage 1			
Year	Age	Level	Books
Reception	3-4	Red	12 titles
		Orange	12 titles
		Yellow	12 titles
		Green	12 titles
		Blue	12 titles
		Purple	12 titles
		White	12 titles
Key Stage 2			
		Fiction	Non-Fiction
Years 2-3	7-8	12 titles	6 titles
Year 3	7-8	6 titles	6 titles
Year 4	8-9	6 titles	6 titles
Year 5	9-10	6 titles	6 titles
Year 6	10-11	6 titles	6 titles

Additional resources for Reception to Key Stage 2:  
Interactive eBook library, teacher support and parent pack. Coming soon for Key Stage Two.

For orders and enquiries, call 01235 800 555 [risingstarsreadingplanet.com](http://risingstarsreadingplanet.com)



# Behaviour



# Underhill Behaviour

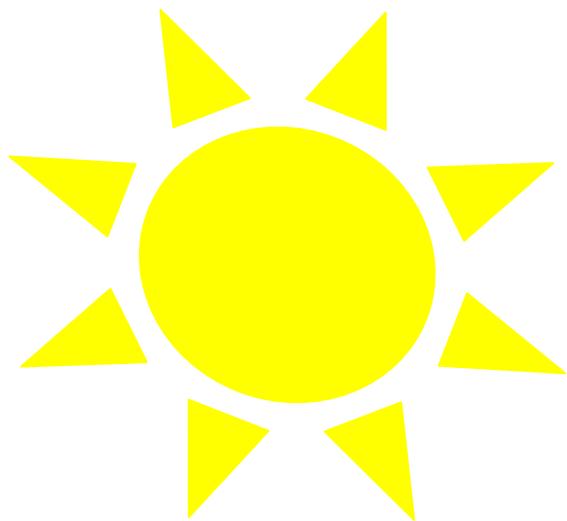
I can, You can, We can...	This means that we...
<b>BE Caring</b>	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
<b>BE Confident</b>	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
<b>BE Curious</b>	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
<b>BE Co-operative</b>	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

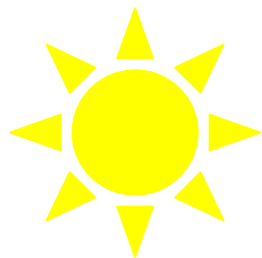
While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.



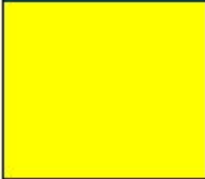


We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

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 on Wednesday 22nd and Thursday 23rd October 2025.**

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.



# Google Classroom



- Weekly homework
- Half termly topic grid
- Celebration of work

A reminder letter with all your child's logins will be coming soon!



# 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



You do not have to  
print work out!!!!



# Home learning

## Reading homework

Focus on fluency, reading speed and comprehension



### Rollercoasters

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

94 Today, a rollercoaster track can either be a complete  
 102 circuit or a shuttle track, allowing the cars —  
 110 individual or multiple — to run in both directions.  
 114 Modern rollercoasters are, of  
 118 course, much faster than  
 122 the original models and  
 125 safety standards have  
 127 notably increased  
 129 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

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



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

55 Paul has been choosing  
 60 one of the boxes by  
 64 crawling towards it and  
 68 he has correctly guessed  
 73 the winner of six football  
 79 games so far in the World  
 81 Cup competition.

87 Is Paul a football expert or  
 92 just a very lucky octopus?  
 96 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



FRED  
Families Reading Every  
Day



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 home reading is not happening, a class teacher or Reading Lead will be in contact.

# 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



Order through your Arbor account.

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

Find more information here:  
<https://underhillschool.co.uk/uniform>



# 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 is unwell, please inform the office in the morning.

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

## REPORT YOUR CHILD'S ABSENCE

Please give your child's name and class along with the reason for their absence

SEND

Or you can call **020 8449 2423**



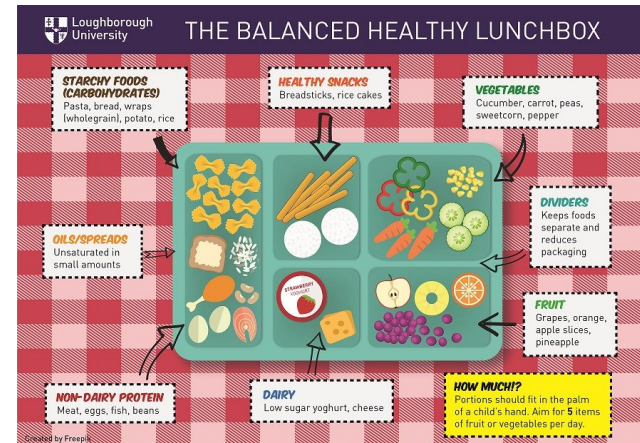
# Snacks and Lunch

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!