



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
M o n	Morning work/ register	English		B R E A K	10:50 Heads' assembly	Maths	Story time 12-12:15	12:15	History PSHE		H O M E T I M E
T u e s	Morning work/ register	English			Maths		Story time 12-12:15	12:15	Science Spanish		
W e d s	Morning work/ register	English			Maths			12:15	Computing RE		
T h u r s	Morning work/ register	9:00 – 9:15 Singing Assembly	PE		PE			12:00	English	Maths	
F r i	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
	I will be able to:			
Super Speller skills	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			
Grammar & Punctuation "know how"	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"> No running in the quiet area; No football except on the pitch; Hoops, skipping ropes and frisbees to be returned to the big basket; No food in the sitting area. 			
	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			
Super Sentence maker	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			
Writing organisation	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>			
Writing Purpose	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			
Incredible Words	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			
Neatest Handwriting	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 ^{little} to 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 ~~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 ~~not~~ ^{where} to be seen.

Suddenly Macbeth's messenger arrived ^{excited} ~~excited~~, and bowed.

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

Oh how ^{Macbeth} 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~~ ^{on} ~~and~~ how they started to plot!

"Come ~~on~~," Lady Macbeth ^{grinned} ~~said~~ ^{stayed} "You know you want to!"

"But he's the king," Macbeth said, unsure of ~~that~~ ^{how} ~~to~~ ^{to} kill ~~the~~ ^{them} 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~~ ^{invite} the king over for a celebration. While he's sleeping, ~~the~~ ^{we} 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 - ~~years~~ ^{years}."

The next night, Macbeth and Lady Macbeth invited the king ^{to go to} ~~to~~ ^{around} their home house; they had a glorious feast.

"Sleep now," Lady Macbeth ^{said to the king} ~~mischievously~~ ^{look} "You ^{are} ~~are~~ very tired."

OK the king yawned, as he slowly got into bed.

Sleepily, Duncan drifted into his final sleep. Meanwhile, Lady ~~Macbeth~~ ^{Macbeth} was dragging the guards outside the king's ^{room} ~~door~~. Once the guards were sleeping, Macbeth sneaked into the room. He stood at the ^{light} ~~room~~ he was about to take for ^{four} ~~two~~ seconds, and thought, is this me? Has she ~~driven~~ ^{driven} 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 ^{now} 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 musty, rinky rooms 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 feebly.

With fear of Macduff, Macbeth ^{and his army} charged at Macduff's empty empty 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 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 empty 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 ~~beat~~ 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! Woosh! Squish! Drip! Macbeth was ~~dead~~ ^{slain}. Macduff walked back to the castle with Macbeth's head in his hands.

"Rejoice!" Donalbain, ^{one of} King Duncan's sons, shouted happily. "Hail King Malcolm!" ^{the oldest} ~~and the~~ one of King Duncan's sons laughed.

Everybody was celebrating ^{because} Prince Malcolm became King Malcolm.

"Yay!" a person dressed in green yelled.

No More Death or Murder. Justice had been done.

The End.



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



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	16	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 (SPaG)

Tuesday 12th May - reading comprehension

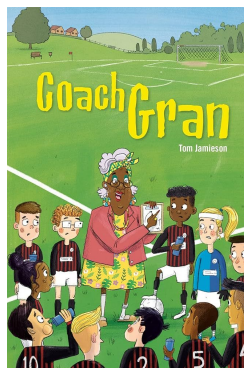
Wednesday 13th May - arithmetic and mathematics reasoning paper 1

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 understanding Reading Planet across your whole school with carefully levelled books and supporting resources that will ensure reading progress for every child.

Reception and Key Stage 1

Year	Age	Level	Books	Books	Books
Reception	3-4	1-10	10 books	10 books	10 books
Year 1	5-6	11-20	10 books	10 books	10 books
Year 2	6-7	21-30	10 books	10 books	10 books
Year 3	7-8	31-40	10 books	10 books	10 books
Year 4	8-9	41-50	10 books	10 books	10 books
Year 5	9-10	51-60	10 books	10 books	10 books
Year 6	10-11	61-70	10 books	10 books	10 books
Year 7	11-12	71-80	10 books	10 books	10 books
Year 8	12-13	81-90	10 books	10 books	10 books
Year 9	13-14	91-100	10 books	10 books	10 books
Year 10	14-15	101-110	10 books	10 books	10 books
Year 11	15-16	111-120	10 books	10 books	10 books
Year 12	16-17	121-130	10 books	10 books	10 books
Year 13	17-18	131-140	10 books	10 books	10 books
Year 14	18-19	141-150	10 books	10 books	10 books
Year 15	19-20	151-160	10 books	10 books	10 books
Year 16	20-21	161-170	10 books	10 books	10 books
Year 17	21-22	171-180	10 books	10 books	10 books
Year 18	22-23	181-190	10 books	10 books	10 books
Year 19	23-24	191-200	10 books	10 books	10 books
Year 20	24-25	201-210	10 books	10 books	10 books
Year 21	25-26	211-220	10 books	10 books	10 books
Year 22	26-27	221-230	10 books	10 books	10 books
Year 23	27-28	231-240	10 books	10 books	10 books
Year 24	28-29	241-250	10 books	10 books	10 books
Year 25	29-30	251-260	10 books	10 books	10 books
Year 26	30-31	261-270	10 books	10 books	10 books
Year 27	31-32	271-280	10 books	10 books	10 books
Year 28	32-33	281-290	10 books	10 books	10 books
Year 29	33-34	291-300	10 books	10 books	10 books
Year 30	34-35	301-310	10 books	10 books	10 books
Year 31	35-36	311-320	10 books	10 books	10 books
Year 32	36-37	321-330	10 books	10 books	10 books
Year 33	37-38	331-340	10 books	10 books	10 books
Year 34	38-39	341-350	10 books	10 books	10 books
Year 35	39-40	351-360	10 books	10 books	10 books
Year 36	40-41	361-370	10 books	10 books	10 books
Year 37	41-42	371-380	10 books	10 books	10 books
Year 38	42-43	381-390	10 books	10 books	10 books
Year 39	43-44	391-400	10 books	10 books	10 books
Year 40	44-45	401-410	10 books	10 books	10 books
Year 41	45-46	411-420	10 books	10 books	10 books
Year 42	46-47	421-430	10 books	10 books	10 books
Year 43	47-48	431-440	10 books	10 books	10 books
Year 44	48-49	441-450	10 books	10 books	10 books
Year 45	49-50	451-460	10 books	10 books	10 books
Year 46	50-51	461-470	10 books	10 books	10 books
Year 47	51-52	471-480	10 books	10 books	10 books
Year 48	52-53	481-490	10 books	10 books	10 books
Year 49	53-54	491-500	10 books	10 books	10 books
Year 50	54-55	501-510	10 books	10 books	10 books
Year 51	55-56	511-520	10 books	10 books	10 books
Year 52	56-57	521-530	10 books	10 books	10 books
Year 53	57-58	531-540	10 books	10 books	10 books
Year 54	58-59	541-550	10 books	10 books	10 books
Year 55	59-60	551-560	10 books	10 books	10 books
Year 56	60-61	561-570	10 books	10 books	10 books
Year 57	61-62	571-580	10 books	10 books	10 books
Year 58	62-63	581-590	10 books	10 books	10 books
Year 59	63-64	591-600	10 books	10 books	10 books
Year 60	64-65	601-610	10 books	10 books	10 books
Year 61	65-66	611-620	10 books	10 books	10 books
Year 62	66-67	621-630	10 books	10 books	10 books
Year 63	67-68	631-640	10 books	10 books	10 books
Year 64	68-69	641-650	10 books	10 books	10 books
Year 65	69-70	651-660	10 books	10 books	10 books
Year 66	70-71	661-670	10 books	10 books	10 books
Year 67	71-72	671-680	10 books	10 books	10 books
Year 68	72-73	681-690	10 books	10 books	10 books
Year 69	73-74	691-700	10 books	10 books	10 books
Year 70	74-75	701-710	10 books	10 books	10 books
Year 71	75-76	711-720	10 books	10 books	10 books
Year 72	76-77	721-730	10 books	10 books	10 books
Year 73	77-78	731-740	10 books	10 books	10 books
Year 74	78-79	741-750	10 books	10 books	10 books
Year 75	79-80	751-760	10 books	10 books	10 books
Year 76	80-81	761-770	10 books	10 books	10 books
Year 77	81-82	771-780	10 books	10 books	10 books
Year 78	82-83	781-790	10 books	10 books	10 books
Year 79	83-84	791-800	10 books	10 books	10 books
Year 80	84-85	801-810	10 books	10 books	10 books
Year 81	85-86	811-820	10 books	10 books	10 books
Year 82	86-87	821-830	10 books	10 books	10 books
Year 83	87-88	831-840	10 books	10 books	10 books
Year 84	88-89	841-850	10 books	10 books	10 books
Year 85	89-90	851-860	10 books	10 books	10 books
Year 86	90-91	861-870	10 books	10 books	10 books
Year 87	91-92	871-880	10 books	10 books	10 books
Year 88	92-93	881-890	10 books	10 books	10 books
Year 89	93-94	891-900	10 books	10 books	10 books
Year 90	94-95	901-910	10 books	10 books	10 books
Year 91	95-96	911-920	10 books	10 books	10 books
Year 92	96-97	921-930	10 books	10 books	10 books
Year 93	97-98	931-940	10 books	10 books	10 books
Year 94	98-99	941-950	10 books	10 books	10 books
Year 95	99-100	951-960	10 books	10 books	10 books
Year 96	100-101	961-970	10 books	10 books	10 books
Year 97	101-102	971-980	10 books	10 books	10 books
Year 98	102-103	981-990	10 books	10 books	10 books
Year 99	103-104	991-1000	10 books	10 books	10 books
Year 100	104-105	1001-1010	10 books	10 books	10 books
Year 101	105-106	1011-1020	10 books	10 books	10 books
Year 102	106-107	1021-1030	10 books	10 books	10 books
Year 103	107-108	1031-1040	10 books	10 books	10 books
Year 104	108-109	1041-1050	10 books	10 books	10 books
Year 105	109-110	1051-1060	10 books	10 books	10 books
Year 106	110-111	1061-1070	10 books	10 books	10 books
Year 107	111-112	1071-1080	10 books	10 books	10 books
Year 108	112-113	1081-1090	10 books	10 books	10 books
Year 109	113-114	1091-1100	10 books	10 books	10 books
Year 110	114-115	1101-1110	10 books	10 books	10 books
Year 111	115-116	1111-1120	10 books	10 books	10 books
Year 112	116-117	1121-1130	10 books	10 books	10 books
Year 113	117-118	1131-1140	10 books	10 books	10 books
Year 114	118-119	1141-1150	10 books	10 books	10 books
Year 115	119-120	1151-1160	10 books	10 books	10 books
Year 116	120-121	1161-1170	10 books	10 books	10 books
Year 117	121-122	1171-1180	10 books	10 books	10 books
Year 118	122-123	1181-1190	10 books	10 books	10 books
Year 119	123-124	1191-1200	10 books	10 books	10 books
Year 120	124-125	1201-1210	10 books	10 books	10 books
Year 121	125-126	1211-1220	10 books	10 books	10 books
Year 122	126-127	1221-1230	10 books	10 books	10 books
Year 123	127-128	1231-1240	10 books	10 books	10 books
Year 124	128-129	1241-1250	10 books	10 books	10 books
Year 125	129-130	1251-1260	10 books	10 books	10 books
Year 126	130-131	1261-1270	10 books	10 books	10 books
Year 127	131-132	1271-1280	10 books	10 books	10 books
Year 128	132-133	1281-1290	10 books	10 books	10 books
Year 129	133-134	1291-1300	10 books	10 books	10 books
Year 130	134-135	1301-1310	10 books	10 books	10 books
Year 131	135-136	1311-1320	10 books	10 books	10 books
Year 132	136-137	1321-1330	10 books	10 books	10 books
Year 133	137-138	1331-1340	10 books	10 books	10 books
Year 134	138-139	1341-1350	10 books	10 books	10 books
Year 135	139-140	1351-1360	10 books	10 books	10 books
Year 136	140-141	1361-1370	10 books	10 books	10 books
Year 137	141-142	1371-1380	10 books	10 books	10 books
Year 138	142-143	1381-1390	10 books	10 books	10 books
Year 139	143-144	1391-1400	10 books	10 books	10 books
Year 140	144-145	1401-1410	10 books	10 books	10 books
Year 141	145-146	1411-1420	10 books	10 books	10 books
Year 142	146-147	1421-1430	10 books	10 books	10 books
Year 143	147-148	1431-1440	10 books	10 books	10 books
Year 144	148-149	1441-1450	10 books	10 books	10 books
Year 145	149-150	1451-1460	10 books	10 books	10 books
Year 146	150-151	1461-1470	10 books	10 books	10 books
Year 147	151-152	1471-1480	10 books	10 books	10 books
Year 148	152-153	1481-1490	10 books	10 books	10 books
Year 149	153-154	1491-1500	10 books	10 books	10 books
Year 150	154-155	1501-1510	10 books	10 books	10 books
Year 151	155-156	1511-1520	10 books	10 books	10 books
Year 152	156-157	1521-1530	10 books	10 books	10 books
Year 153	157-158	1531-1540	10 books	10 books	10 books
Year 154	158-159	1541-1550	10 books	10 books	10 books
Year 155	159-160	1551-1560	10 books	10 books	10 books
Year 156	160-161	1561-1570	10 books	10 books	10 books
Year 157	161-162	1571-1580	10 books	10 books	10 books
Year 158	162-163	1581-1590	10 books	10 books	10 books
Year 159	163-164	1591-1600	10 books	10 books	10 books
Year 160	164-165	1601-1610	10 books	10 books	10 books
Year 161	165-166	1611-1620	10 books	10 books	10 books
Year 162	166-167	1621-1630	10 books	10 books	10 books
Year 163	167-168	1631-1640	10 books	10 books	10 books
Year 164	168-169	1641-1650	10 books	10 books	10 books
Year 165	169-170	1651-1660	10 books	10 books	10 books
Year 166	170-171	1661-1670	10 books	10 books	10 books
Year 167	171-172	1671-1680	10 books	10 books	10 books
Year 168	172-173	1681-1690	10 books	10 books	10 books
Year 169	173-174	1691-1700	10 books	10 books	10 books
Year 170	174-175	1701-1710	10 books	10 books	10 books
Year 171	175-176	1711-1720	10 books	10 books	10 books
Year 172	176-177	1721-1730	10 books	10 books	10 books
Year 173	177-178	1731-1740	10 books	10 books	10 books
Year 174	178-179	1741-1750	10 books	10 books	10 books
Year 175	179-180	1751-1760	10 books	10 books	10 books
Year 176	180-181	1761-1770	10 books	10 books	10 books
Year 177	181-182	1771-1780	10 books	10 books	10 books
Year 178	182-183	1781-1790	10 books	10 books	10 books
Year 179	183-184	1791-1800	10 books	10 books	10 books
Year 180	184-185	1801-1810	10 books	10 books	10 books
Year 181	185-186	1811-1820	10 books	10 books	10 books
Year 182	186-187	1821-1830	10 books	10 books	10 books
Year 183	187-188	1831-1840	10 books	10 books	10 books
Year 184	188-189	1841-1850	10 books	10 books	10 books
Year 185	189-190	1851-1860	10 books	10 books	10 books
Year 186	190-191	1861-1870	10 books	10 books	10 books
Year 187	191-192	1871-1880	10 books	10 books	10 books
Year 188	192-193	1881-1890	10 books	10 books	10 books
Year 189	193-194	1891-1900	10 books	10 books	10 books
Year 190	194-195	1901-1910	10 books	10 books	10 books
Year 191	195-196	1911-1920	10 books	10 books	10 books
Year 192	196-197	1921-1930	10 books	10 books	10 books
Year 193	197-198	1931-1940	10 books	10 books	10 books
Year 194	198-199	1941-1950	10 books	10 books	10 books
Year 195	199-200	1951-1960	10 books	10 books	10 books
Year 196	200-201	1961-1970	10 books	10 books	10 books
Year 197	201-202	1971-1980	10 books	10 books	



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

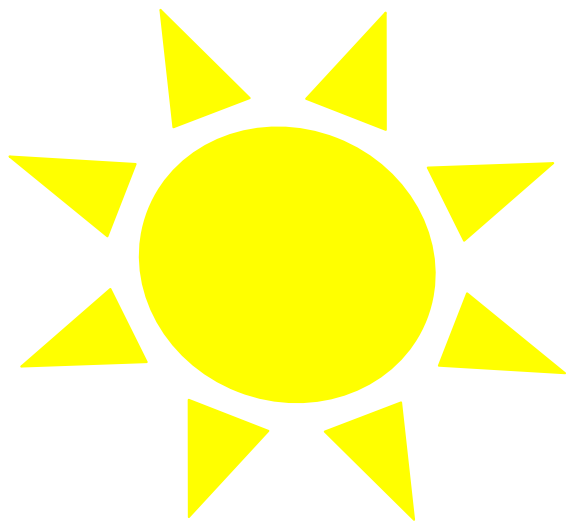
House Dojos (EYFS - House Stickers)

Star of the Week

Marbles and marble parties

Golden tickets

Our Unsung Heroes



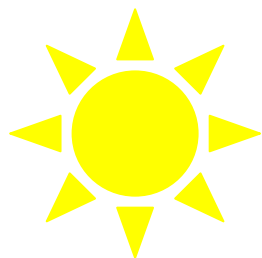


Underhill Sanctions






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 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
1 2 3 4

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 Schoolmoney.

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**



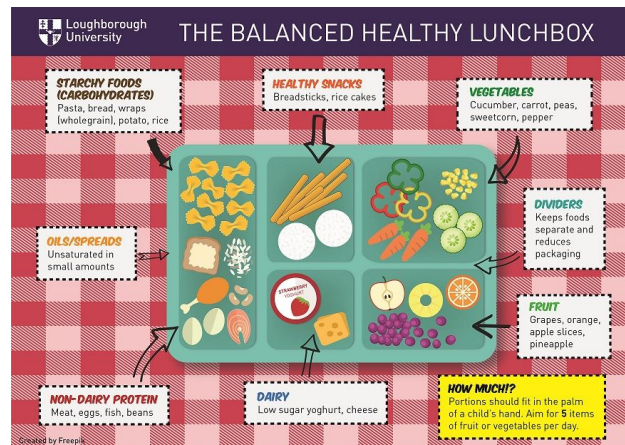
Snacks and Lunch

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).



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



6 Elm	Fiona Fountain	07985 142348
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6	Kerensa	07956
Hawthorn	Weekes-Eden	472560

Year 6 - whole year group together on:

<https://chat.whatsapp.com/CXDHQcbWnX2CUX2VeZuNJZ>



Any questions?



Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!