# Willow Class Parent Information Meeting 2026

**Teaching Staff**

Monday – Friday: Mr Watson

Support Staff: Mrs Chowdhury/Mrs Garside

# What do children need every day?

- Correct uniform
- Suitable school bag
- Coat
- Water bottle for classroom
- Reading journal and reading book
- PE Kit on their peg

NAME IT ALL

# Timetable 8.45am - 3.30pm

Howes Community Primary School

Willow Timetable Autumn 2026

| Day | 8.45 - 9.00 | 9.00 - 9.30 | 9:30 - 10:00 | 10:00 - 11:00 | 11:00 - 11:15 | 11:45 - 12:15 | 12.15 - 1.15 | 1.15 - 2.15 | 2.15 - 3.15 | 3.15 - 3.30 |
|---|---|---|---|---|---|---|---|---|---|---|
| Monday | Register SATS revision | Assembly | PSHE | English | BREAK | Maths | LUNCH | Science | | Library |
| Tuesday | Register SATS revision | Fluency/ Reading | Mini Write | English | | Maths | | MFL (PPA) | Music (PPA) | Story |
| Wednesday | Register SATS revision | Fluency/ Reading | Mini Write | English | | Maths | | Geography History | Art DT | Story |
| Thursday | Register SATS revision | Fluency/ Reading | Active Arithmetic | English | | Maths | | RE | PE (Outdoor) | Story |
| Friday | Register SATS revision | Assembly | Spelling | English | | Maths | | Computing | PE (Indoor) | Thunk |

# P.E.

PE Days are Thursday (outdoor) and Friday (indoor).

ALL Children MUST have the correct kit:

- Plain white t-shirt
- Plain black shorts/joggers
- Black hoodie
- Suitable trainers – must be a change of shoes

All kit to be kept in a separate bag which stays in school all half term.

If children do after school clubs they will need separate kit for this which they can then go home in.

# Homework

**Every week:**

**Reading** – children should aim to read at home for approximately 30 minutes every day. They should record the reading (eg book title/page numbers completed) in their journal.

All homework set goes out on a Friday and needs to be completed by the following Friday.

**Maths** – TT Rockstars, Prodigy Maths, Booklets (later in the year).

**English** – Prodigy English, Spelling shed, Read Theory, Booklets (later in the year)

**Thunk Time** – a conversational sticker every Friday

# Useful Websites

| | |
|---|---|
| www.spellingshed.com | https://play.ttrockstars.com/ |
| www.spag.com | https://play.prodigygame.com/ |
| https://readtheory.org | https://bit.ly/2jVtm6N |

# Curriculum

| Willow Year Six | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **School Value** | Friendship | Respect | Integrity | Equality | Nurture | Determination |
| **SMSC** | Social skills | Empathy | Motivation | Self-awareness | Cultural-Social skills | Managing feelings |
| **Global Focus** | Our Local Area | Black History Month | Global Awareness | Climate Change | Aspirations & Inspirations | Celebrations |
| **Celebrations** | Diwali<br>Macmillan Coffee Morning<br>Harvest<br>Black History Month | Remembrance Day<br>Christmas<br>Anti-Bullying<br>Children In Need<br>Diwali<br>Hanika | Chinese New Year<br>Safer Internet Day<br>Menta Health Awareness | Easter<br>Science Week<br>World Book Day<br>Holi Festival<br>Eid<br>Red Nose Day | Deaf Awareness Week<br>Vaisakhi<br>Vesak | Sporting Achievements<br>School Awards |
| **Reading Spine** | Kensuke's Kingdom | Romeo & Juliet<br>Our Tower | The Arrival<br>Friend or Foe<br>Eric<br>The Island | Tuesday | When Life gives you Mangoes<br>Holes | The Final Year |
| **English** | Log Entry<br>Adventure Narrative<br>Balanced Argument | Formal Invitation<br>Narrative re-tell with dialogue<br>Fantasy narrative | Letter<br>Narrative<br>Blog | Police report | Setting & Character description<br>Flashback narrative<br>Newspaper Report<br>Diary Entry<br>Non-Chronological Report | Lyrical Verse/Poetry Slam<br>Monologue Speech<br>Recount |
| **Maths** | Place value<br>Four operations | Fractions<br>Converting units | Ratio<br>Algebra<br>Decimals | Fractions, decimals and percentages<br>Area, perimeter and volume<br>Statistics | Shape<br>Position and direction | Consolidation |

# Curriculum

| | | | | | | |
|---|---|---|---|---|---|---|
| **Science** | Light<br>Light appears to travel in straight lines. | Living things and habitats<br>Microorganisms, classifying plants and animals on specific characteristics. | Electricity<br>Brightness, volume, voltage of cells; variations in components function; symbols representing a circuit. | Electricity<br>brightness, volume, voltage of cells; variations in components function; symbols representing a circuit. | Animals including humans<br>Circulatory system; diet, exercise and drugs; nutrients and water transporting around the body. | Evolution and inheritance<br>Living things have changed over time; fossil evidence; offspring not identical to their parents; adaptation lived to evolution. |
| **Art** | I need space | Portraits | | Interactive Installation | | Architecture |
| **Computing** | Online Safety Year 6<br><br>Lesson 1, 2, 3,4,5,6 | Programming – 6<br><br>AI Exploring what AI is and how it generates text, images and code. Learning about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles. | Data Handling –<br><br>Big data 1 Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID. | Programming -<br><br>Exploring python:<br><br>Intro to Python | Data Handling -<br><br>Big Data 2 | Skills Showcase -<br><br>Inventing a product |
| **Design Technology** | Gears & Pullies | Monitoring Devices | Developing recipes | Bridges | Stuffed Toys | Doodles |
| **Geography** | | Why does population change? | | Can I carry out an independent field work enquiry? | | Where does our energy come from? |

# Curriculum

| | | | | | | |
|---|---|---|---|---|---|---|
| • | Lesson 1, 2, 3,4,5,6 | generates text, images and code. Learning about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles. | QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID. | Exploring python:<br><br>Intro to Python | | |
| **Design Technology** | Gears & Pullies | Monitoring Devices | Developing recipes | Bridges | Stuffed Toys | Doodles |
| **Geography** | | Why does population change? | | Can I carry out an independent field work enquiry? | | Where does our energy come from? |
| **History** | What is the legacy of the ancient Greek civilisation? | | Unheard histories: Who should go on the £10 banknote? | | How did the Maya civilisation compare to the Anglo Saxon? | |
| **MFL** | Revision<br>Weather<br>Months / Seasons | Revision<br>Places<br>Compass Points<br>Countries & Flags | Revision<br>Areas we live in<br>Places & Towns | Poem about Paris<br>Festivals | Revision<br>Personal Information | Holidays<br>Ordering food<br>High Frequency Words |
| **Music** | Musical Instrument<br>Ukelele | Musical Instrument<br>Ukelele | Musical Instrument<br>Ukelele | Musical Instrument<br>Ukelele | Musical Instrument<br>Ukelele | Musical Instrument<br>Ukelele |

# Curriculum

| | | | | | | |
|---|---|---|---|---|---|---|
| **PE** | Indoor Athletics<br>Netball | Indoor Athletics<br>Football | Gymnastics<br>Tag Rugby | OAA<br>Tennis | Swimming<br>Cricket | Swimming<br>Rounders |
| **RE** | Why do people have to stand up for they believe in? | Why doesn't Christianity always look the same? | What happens when we die? | What happens when we die part 2 suggest about life after death? | Who should get to be in charge? | Why are some places in the world significant to believers? |
| **Well-Being (PSHE/RSE)** | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

# Educational Visits

- **Autumn Term**
- Dol y Moch
- Pantomime

- **Spring Term**
- Geography local area field trip
- Swimming

- **Summer Term**
- Cadburys World
- Year 6 celebrations

- Information regarding a payment plan will be emailed out shortly

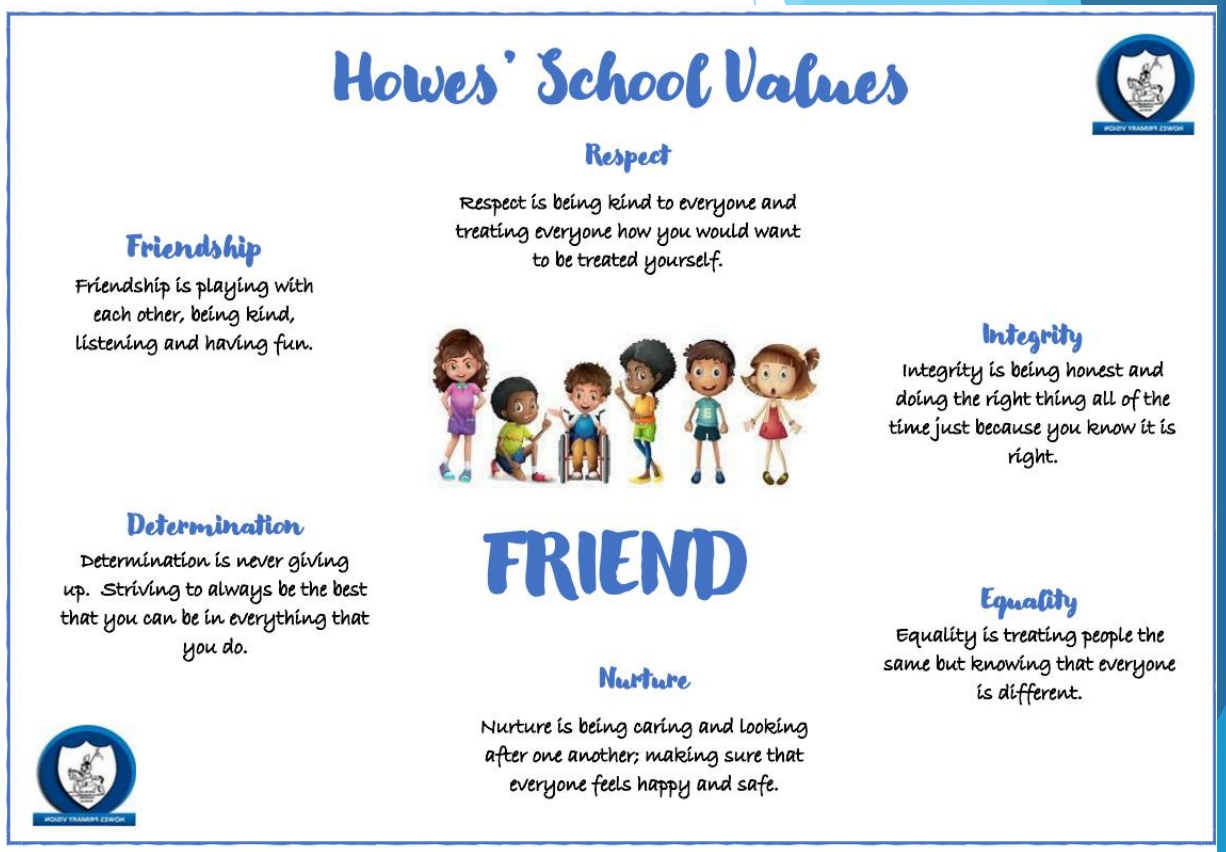
# Assessment

- Key stage 2 SATs in May

There will be a SATs meeting for parents later in the year,

# School Values

**Friendship**
**Respect**
**Integrity**
**Equality**
**Nurture**
**Determination**



# Be Howes.....

Be Kind

Be Safe

Be Ready

Belong!

# What we expect from pupils.

- **Be Kind, Be Safe, Be Ready**
- **Demonstrate good manners** by speaking and acting with politeness and having consideration for others.
- **Be respectful, thoughtful, and empathetic** towards peers, staff, and the wider community.
- **Be helpful and co-operative** supporting others and contributing positively in all settings.
- **Display our school values**: Friendship, Respect, Integrity, Equality, Nurture, Determination
- **Try their best** in everything they do
- **Be prepared for the next step** by developing independence and readiness for future transitions.
- **Be resilient, brave, and courageous Learners** by embracing new experiences and recovering from setbacks.
- **Face challenges positively** having a positive growth mindset and seeking appropriate support when needed.
- **Act as ambassadors for the school** by representing the school proudly and responsibly.
- **Communicate emotions effectively** by identifying and expressing feelings in a healthy way.
- **Show honesty and forgiveness** by owning up to mistakes and being willing to move forward.
- **Be empowered and ambitious** by believe in our own potential and meeting the school's high expectations.
- **Make informed choices** by thinking critically and making decisions that reflect the school values.

# What we expect from parents/carers.

- **Work in partnership with the school** by supporting their child's academic, social, and emotional development.
- **Communicate effectively and respectfully** with school staff to foster positive relationships.
- **Attend scheduled meetings**, including parent evenings and review meetings, to stay informed about their child's progress.
- **Ensure their child attends school regularly and on time** by promoting good attendance and punctuality.
- **Support the school in modelling respectful, polite, and positive relationships**, both at home and in the community.
- **Support and uphold the school's rules, values, and behaviour policies** by reinforcing them consistently at home.

# Rewards

Over and above…

At Howes we …

- Verbal praise
- Children receive whole school and class rewards for going over and above.
- House points are for showing our school values.
- Achievement assembly certificates.
- Recognition board.
- Raffle Tickets – Treasure chest

Be Howes …

# Finding it difficult

## When conflict or tension arises…

| Traditional | Restorative |
| --- | --- |
| Focus is on<br>• Rule broken<br>• Blame or guilt<br>• Adversarial<br>• Punish to deter<br>• Impersonal<br>• Affected ignored<br>• Accountability is to be punished | Focus on<br>• Harm done<br>• Problem solving<br>• Dialogue & negotiation<br>• Restitution/reparation<br>• Interpersonal approach<br>• Empowerment<br>• Accountability is to put things right |
| What happened?<br>Who is to blame?<br>What punishment is needed? | What happened?<br>What harm has resulted?<br>What needs to happen to make things better? |

# OPAL

## Outdoor Play and Learning

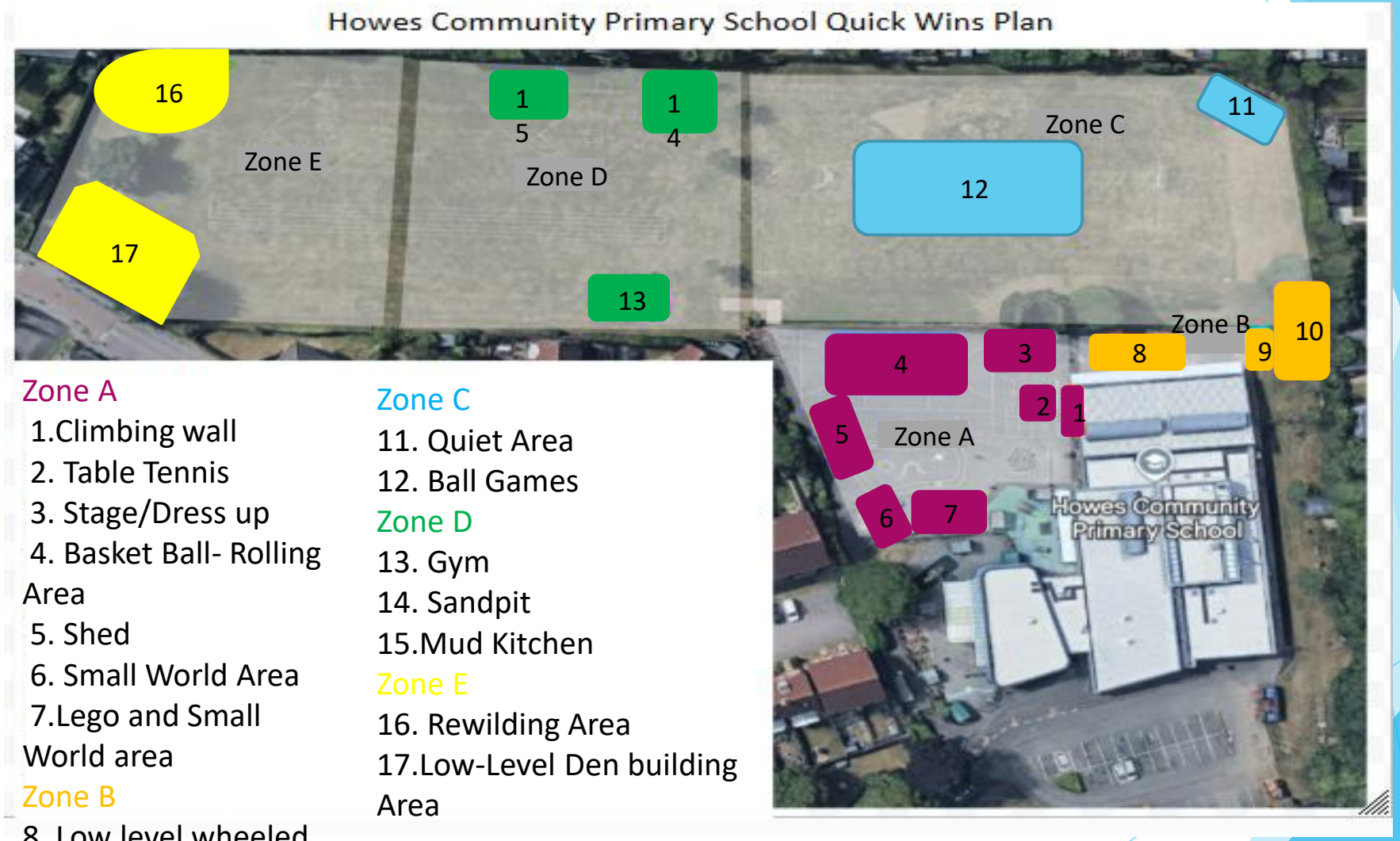
**We want playtimes to be amazing every day!**

**We want to make playtimes better so that children can...**

- **Be creative and use your imagination**
- **Build amazing things**
- **Move your body in lots of different ways**
- **Learn how to take risks safely**
- **Make new friendships**
- **Discover new things**
- **Explore the world around you**

# Map

Zones will open and close




Zone A
1.Climbing wall
2. Table Tennis
3. Stage/Dress up
4. Basket Ball- Rolling Area
5. Shed
6. Small World Area
7.Lego and Small World area

Zone B
8. Low level wheeled toys
9. Water Play area
10. Nature Area

Zone C
11. Quiet Area
12. Ball Games

Zone D
13. Gym
14. Sandpit
15.Mud Kitchen

Zone E
16. Rewilding Area
17.Low-Level Den building Area

Zones are only open and READY when a member of the play team is there

# Diary Dates

- Will be sent out to shortly!

| Term | Term Dates | Staff Training Days (children do not attend) |
|---|---|---|
| Autumn 2026 | Tuesday 1st September 2026 (children return on Thursday 3rd September 2026) to Friday 18th December 2026 | 1st September 2026<br>2nd September 2026<br><br>27th November 2026 |
| | Half Term Break<br>Saturday 24th October 2026 to Sunday 1st November 2026 | |
| | Christmas Holiday<br>Saturday 19th December 2026 to Sunday 3rd January 2027 | |
| Spring 2027 | Monday 4th January 2027 (children return on Tuesday 5th January 2027) to Thursday 25th March 2027 | 4th January 2027 |
| | Half Term Break<br>Saturday 13th February 2027 to Sunday 21st February 2027 | |
| | Easter Holiday<br>Friday 26th March 2027 to Sunday 11th April 2027 | |
| Summer 2027 | Monday 12th April 2027 to Wednesday 21st July 2027 | 28th May 2027 |
| | May Day Holiday<br>Monday 3rd May 2027 | |
| | Half Term Break<br>Saturday 29th May 2027 to Sunday 6th June 2027 | |

# Dol-y-Moch

Please take a consent form and Information booklet before you leave.

# Thank You –
# At Howes we have an open-door policy. If you need anything, please ask.