

# Meet the Teachers

## Amethyst Class



# The Teachers in Amethyst:

Mrs Harris

I will teach  
Amethyst Class  
on Monday,  
Tuesday &  
Wednesday.



I will teach  
Amethyst class on  
Thursday and Friday.

Mrs Randall



Teacher: Mrs Sarah Harris

Likes: Being with family & friends, camping, film, sunny days and a good book to read, oh and of course my dogs...



Dislikes: Mean people, rainy grey days and when my family don't recycle and just put it in the bin!

Year 6 Teacher, PSHE and Languages Lead and Designated Mental Health Champion

I have been teaching for 20 years. I have taught across all the key stages including Foundation Stage.



Teacher: Mrs. Randall

Likes: Going for walks, spending time with family, the Autumn, star gazing and eating!

Dislikes: the fact I can't keep plants alive and rude people.

Teaching for: 7 years in total, 6 years at Regis: I have managed to teach almost every year group here! I am also in charge of History and Geography.







Some of our Wellbeing learning so far!

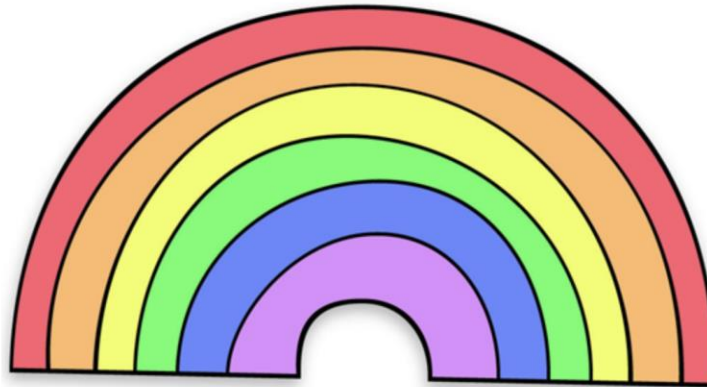
This is our class memory tree.  
Behind each leaf you will find a child's memory  
of lockdown

# Website link

<https://corshamregis.wilts.sch.uk/amethyst/>

Home

Amethyst



Wellbeing

# Timetable

## Amethyst Timetable Autumn Term 1

	8.45	9.10	9.25	10.25	10.45	11.15	12.15	12.25	12.40	1.30	1.40	2.45	3.10
Mon	Early Morning Work	Handwriting: a join and 2x Y5/6 spelling words	Writing	Break	Reading	Maths	Learning Break/Brain Gym	Newsround/Class Debate	Lunch	Quiet Reading	Wellbeing Learn4Life Languages	Story Time/Assembly	Home Time
Tues											Computing Suite Session		
Wed											PE Indoor		
Thu											Wellbeing		
Fri			PE Outdoor										
			Computing Suite Session							Golden Time			

# Behaviour



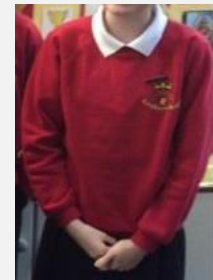
in class	theme	around the school
<p>We follow adult direction</p> <p>We take off face masks before we enter school</p> <p>We wash our hands before entering school, after playtime, before eating and before we go home</p> <p>We use hand sanitiser in the classroom whenever the adult asks</p> <p>We keep our hands away from our mouth</p> <p>We use a tissue or an elbow to cover our mouths when we cough or sneeze</p> <p>Tissues go in the bin (catch it, bin it, kill it)</p> <p>We can only use the toilet one at a time</p>	Be Safe	<p>We follow adult direction</p> <p>We keep our hands and feet to ourselves</p> <p>We line up keeping 2 metres from our classmates</p> <p>We only use the equipment that has been provided outside the classroom</p> <p>We use equipment safely</p> <p>We move calmly around the school with an adult and keep to the left</p>
<p>We speak kindly and respectfully to each other</p> <p>We listen to the teacher and follow instructions</p> <p>We use good manners</p> <p>We are honest</p>	Be Kind	<p>We do not push or pull</p> <p>We are kind in the playground</p> <p>We talk to each other and try to work problems out</p>
<p>We do not move around the classroom without permission from the adult</p> <p>We keep a distance from others when we line up in the classroom</p> <p>We sit at our own desks</p> <p>We never leave the classroom without permission</p>	Be a Bubble	<p>We are not allowed to move around the school without an adult</p> <p>We remain in our chosen part of the playground (we cannot move between different playgrounds or parts of the playground)</p> <p>We play non-contact games within our bubble</p>



# PE



- PE Kits need to be worn to school on **Wednesday** and **Friday**





These are the statutory words for Year 5/6.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

We will work our way through the Key Objectives in English and Maths by using the results from our PiXL assessments.



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PiXL  
partners in excellence

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## Writing Key objectives

I use a dictionary to check how words are spelt and what words mean.

I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.

I review my work to further describe and develop settings, characters and the narrative atmosphere.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I ensure I use the consistent and correct use of tense throughout a piece of writing.

I proof-read my work to correct spelling and punctuation mistakes.

I can write out formal speech or texts using appropriate vocabulary.

I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.

I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.

I use a colon to indicate the beginning of a list.

I use bullet points accurately when constructing a list.



## Reading Key Objectives

I use the words and word parts that I can read and understand already to think about what new words mean and sound like.

I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.

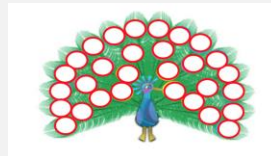
I check my understanding of books I have read through discussion and exploring the meaning of words.

I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.

I can retrieve, record and present information from non-fiction.

I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.

I am able to justify my views.





## Key Objectives in Maths

I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000.

I understand and use negative numbers in my work, for example - working out how much is between -7 and +8.

I can multiply 4 digit numbers by a two-digit number (for example  $4307 \times 34$ ) using the written method of long multiplication.

I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.

I can solve addition and subtraction multi-step problems, deciding where to add or subtract.

I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.

I use written division methods in cases where the answer has up to two decimal places.

I can solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.

I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and  $\frac{1}{2}$ .

I can find the percentage of an amount - such as finding 15 per cent of 360.

I can solve problems about unequal sharing - such as 'I need four eggs and for every egg I need three spoonfuls of flour. How much flour do I need?'

I know how to use simple formulae such as  $n - 10 = 2$ .

I can convert measurements of length, weight, volume and time up to three decimal places in length (for example  $0.345\text{kg} = 345\text{g}$ ).

I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

I can draw and translate shapes using coordinates or reflect a shape on the grid.

I can use and construct pie charts and line graphs and use these to solve problems.

# Homework

Practice quick-fire times table questions and mental maths.

Practice Year 5/6 Statutory Spellings.

Read with an adult.





The class voted on their  
class reward.

## Class Reward

This term we  
are aiming for  
a movie and  
pjs afternoon  
with tech, if  
it's safe to  
bring in.

We are collecting tree frogs and have already earnt 2!



authentic

amusing



amazing

arty

awesome

**Amethyst**

admirable

adorable

active

able

adaptable

ambitious

