



Year 6 Welcome Meeting

Two schools, one community!

We hope you will find the following information useful.

Following the presentation, if you have any questions, please contact the school admin team:

Telephone: 0208 979 2545

Email: office.hjs@hpp.school





Welcome

Ms Helen Lockey
(Executive Headteacher)

Mr Jon James
(Head of School)



Welcome to an outstanding future!

‘Pupils flourish at Hampton Junior School. They benefit from highly positive experiences and achieve exceptionally well’

‘Behaviour is exemplary’

‘The school has a rich and ambitious curriculum. It is well-sequenced, enabling pupils to build up their knowledge as they move through the school’

‘Reading is at the heart of the school’s work’

Staff are proud to work in a school that cares for them as individuals. They appreciate the many professional development opportunities on offer.

School report



Inspection of Hampton Junior School

Percy Road, Hampton TW12 2LA

Inspection dates:

11 and 12 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

Key Staff



Helen Lockey
Executive
Headteacher



Jon James
Head of School



Rina Miah
Assistant
Headteacher



Eve Cooper
Upper Phase Leader



Lisa Maxted
Inclusion
Manager



Lauren Drake
Federation Business
Manager



Nikki McLachlan
Receptionist
PA to the ELT



Rachel Wibden
Welfare Staff



Yr 6 Team



Miss Eve Cooper



Miss Hannah
Bienge



Mrs Rachel
Kabamak



Mr Tom Wootton

Curriculum

Science and Computing

Computing: Online safety and reliability of search engines. Internet Communication and websites

Science: Evolution and Inheritance and Animals Including Humans

Understanding the world around us:

Geography: What are the similarities and differences between biomes?

Where in the world are Europe and Russia? How are biomes and climate connected? Which biomes are found within Europe? Where are the hottest and coldest biomes found on Earth? Which biome is the most bio-diverse and why? How have organisms adapted to their biome?

History: The Victorian era: a Dark age or Golden age?

What impact did Queen Victoria have on Britain during her reign? How did social class affect different life experiences? What was life like for working children? How does Victorian schooling compare to modern schooling? How have inventions from the past influenced modern Britain? What is the significance of the rise of the railway system?

RE: What does it mean to be a Muslim? What does it mean to be a Sikh?

PSHE: 'Health and Wellbeing' and 'Living in the Wider World'

Literacy and Language skills

Stone girl Bone girl (The Story of Mary Anning) by Laurence Anholt
- Interview

Clockwork by Philip Pullman - Descriptive writing

Street Child by Berlie Doherty - Extended story chapter and Biography

Grammar, Punctuation and Spelling (GPS)

Guided reading / Reading comprehension

French - School Timetables

Year 6 Autumn Term 2025

Creativity and PE:

Art: Designing, creating and producing prints and clay tiles inspired by William Morris and Paul Klee. Exploring textures and artists—George Seurat and Ansel Adams

DT: Mechanisms - CAMS - Victorian toy

Games: Hockey, Handball, Fitness and Tag Rugby

Music: 20th Century Music from the Victorian Music Hall through to the development of Jazz.

Mathematics skills and knowledge:

Number (including negative numbers and Roman numerals), place value (including decimals), mental and written addition, subtraction, multiplication and division (including remainders expressed as fractions and decimals) and algebra.

Measurement—length, capacity, mass, money and time

Fractions—improper and mixed number fractions, non-unit fractions of amounts, percentages, applying all four operations to fractions

Geometry: perimeter, area and volume of shapes (including the area of a triangle and of parallelograms), nets of 3D shapes, translation, calculating diameter and radius of a circle

Key vocabulary for this term

Geography: climate zone, biome, diverse, vegetation belts, equator, bio-diverse

History: social class, monarch, workhouse, inventions, social hierarchy, industrial revolution

Science: fossilisation, inheritance, evolution, genetics, adaptations, variation, circulatory, blood vessel, ventricle, atrium, plasma, arteries, veins, value



Home-school diaries and home learning

- Children need to complete reading, spelling, maths and GPS 5 times a week
- The home-school diary is checked weekly so parents can also use this as a form of communication with teachers.
- The diary must be signed by an adult to confirm the homework has been completed.
- GPS and maths homework needs to be uploaded onto Google Classroom
- We also have 3 homework platforms: TTRockstars, Spelling Frame and Google Classroom.



Week's Beginning: _____

Weekly Learning Support Page

Homework

The school homework policy requires your child to complete the following activities at least 5 times each week (e.g. 5 x reading, 5 x spellings etc). Please tick the corresponding day and then sign the box at the end of the week.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Phonics/Spelling							
Maths skills							
Parent signature				Teacher signature			

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Phonics/Spelling							
Maths skills							
Parent signature				Teacher signature			

Home / School communication

Please use the space below if you have any messages / notes for your child's class teacher

Spellingframe



Google Classroom

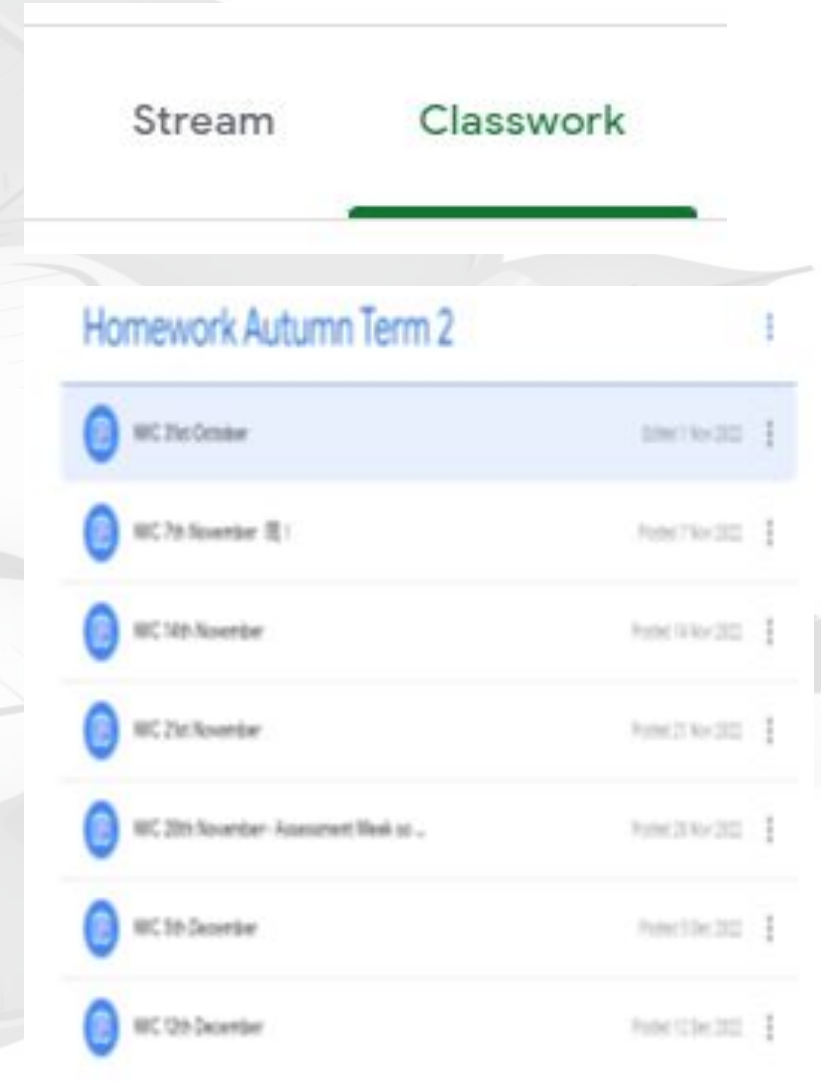
Google Classroom

6C 2025 - 2026

Miss Cooper



initialsurname22@hpp.school





Supporting Your Child with Reading

The most important thing to remember when reading with your child is to encourage them to **read out loud!** It is also essential to encourage your child to follow what they are reading by placing their **finger on each word**.



It is also good to **discuss the book** with them. What do they like about the book? Who is their favourite character and why? What do they think will happen next? There are questions in the back of their home school diaries to support with this.

You may like to try some **paired reading**. This is when you and the child read the sentence at exactly the same time. This will support the reluctant readers.

You may want to take it in **turns when reading**. You could read a sentence first and then your child can read the next one.

Audio books are also a great way of getting a child involved with reading and books.

Behaviour

YOYOB Chart



Mr James

Honey Pot Child will move on to honey pot if they have demonstrated exceptional behaviour and academic achievement * At this point, the child may see their behaviour lead to celebrate their success.
Top Banana Child will move on to top banana if they have demonstrated outstanding behaviour and academic achievement *
Bee's Knees
Good Job If a child has been working really hard, been polite or generally lovely they can move their name to this card.
Reminder Following a verbal reminder, children are to move their name on to the yellow warning card.
Playtime reflection Children to stay in for a period of time. This will need to be with the class teacher!
Sent to(see chart on wall) Children to be sent to the Senior Leader for this year group!
Head of School Child to be sent to the head of school.

- Hampton Junior School has very high expectations with regards to behaviour.
- The behaviour policy is consistently used throughout the school and features core 'Bee rules'
- The main feature is the YOYOB chart, which can be found in every classroom. This is an acronym for: You Own Your Own Behaviour.
- The chart provides both positive praise and clear consequences.
- Each year group has a senior leader allocated as a behaviour lead.

Year 6 - Behaviour consequences and raffles

There are many school events which occur throughout Year 6 and many of them are deemed as a privilege for a child's final year at school.

If a child's behaviour is consistently not following our bee rules (e.g. persistent low level disruption, speaking rudely to others, overly physical play, repeatedly on playtime payback, sent to behaviour lead or in the Hive), staff will implement the '3-strike system', whereby a 'strike' serves as a verbal warning about the behaviour. If a child receives 3 x strikes, they will have a reduced amount of time off one of these privileges.

Year 6 also have a raffle system whereby if a child end up on honeypot, they are awarded two raffles which goes towards a reward.



School uniform

The governors and staff at Hampton Junior School believe the school uniform is an important part of the school's success. We believe it builds a sense of belonging to our school and we are extremely proud of the image portrayed by children wearing our school uniform in the local community.



School Uniform	Where to buy
HJS badge white polo/white polo top	School Days/ High street stores
HJS badge red sweatshirt or cardigan	School Days
Black or dark grey knee length skirt, trousers, <u>long</u> shorts for summer (i.e formal/city shorts - no lycra cycling short or leggings)	High Street stores
Red check knee length dress for summer	High Street stores
Black, grey, white or red socks or tights	High Street stores
Black school shoes (<i>NO trainers, boots or plimsolls e.g. Vans</i>)	High Street stores
Plain coat	High Street stores
HJS badge red backpack or suitable school bag	School Days/High Street stores
Plain red or black sun cap	School Days/High Street stores



HJS PE/Games Kit

HJS badge PE/Games kit is a **compulsory** part of the school uniform. Children should ensure on their PE days they are wearing their full PE kit to school.

Bushy – Green

Hampton – Yellow

Thames – Blue

Tudor – Red

PE/Games Kit	
HJS badge house athletics t-shirt	School Days
Black Shorts	High Street stores
HJS Black Hoodie	School Days
Plain black tracksuit trousers or plain black leggings (<i>no fashion branding</i>)	High Street stores
Trainers (<i>no fashion branding</i>)	High Street stores
Swimming cap (for long hair)	High Street stores

Games and PE - Monday and Wednesday



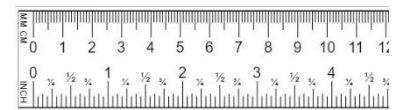
At HJS we want to encourage pupils to become independent learners who take responsibility for their own equipment. Therefore, all children are expected to have the following equipment at school. Please ensure all personal equipment is clearly labelled.

This stationary should be replenished regularly.

Equipment

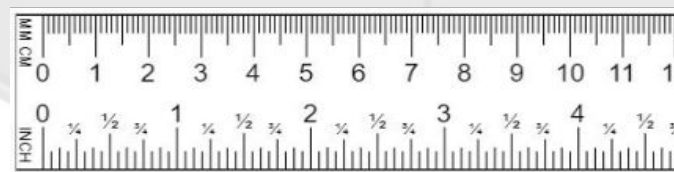


- *Named pencil case (suitably sized to fit in a tray)*
- *HB pencils (x3) for writing*
- *300mm ruler*
- *Eraser*
- *Colouring pencils*
- *Purple Biro (not gel pen)*
- *Pritt Glue stick and spare*
- *Pencil sharpener (to catch shavings)*
- *Whiteboard pen (x2)*
- *Yellow and green highlighter*
- *A4 Plastic press stud wallet for reading book and home school diary*



Inkpot

Class essential items	Price
Rubber	35p
Pencil	25p
30cm Ruler	40p
Purple pen	50p
Handwriting pen	50p
Whiteboard pen	70p
Whiteboard rubber	80p
Yellow Highlighter	75p
Green Highlighter	75p
Sharpener	75p
Glue stick	1.70
Empty pencil case	1.35
Full set – Worth £8.80	



- Stationery shop run by UKS2 pupils
- Every Tuesday and Friday from 12.30pm in the school library
- Purchase any equipment needed



Attendance and Punctuality



In line with the school's attendance policy all absence requests during term time must be put in writing to the Head of School, who will respond accordingly.

Regular attendance and good punctuality at school are not only legal requirements, but are essential for children to access a broad and balanced curriculum and to fulfil their educational potential.

HJS identify 'good' attendance as being 95% or higher.

It is the parent/carer's responsibility to inform the school of the reason for a child's absence by 9am on the first day of absence.

If a child has vomited or has diarrhea then parents should keep them off school for 48 hours from the last period of sickness to ensure that they recover.

If a child is likely to be absent for a long period, greater than 3 days, the school may request that the parent provide medical evidence from a doctor / GP.

Punctuality: The school gates open at 8.30am. The registers are taken at 8.45am. If a child arrives after this time they will be recorded as late.

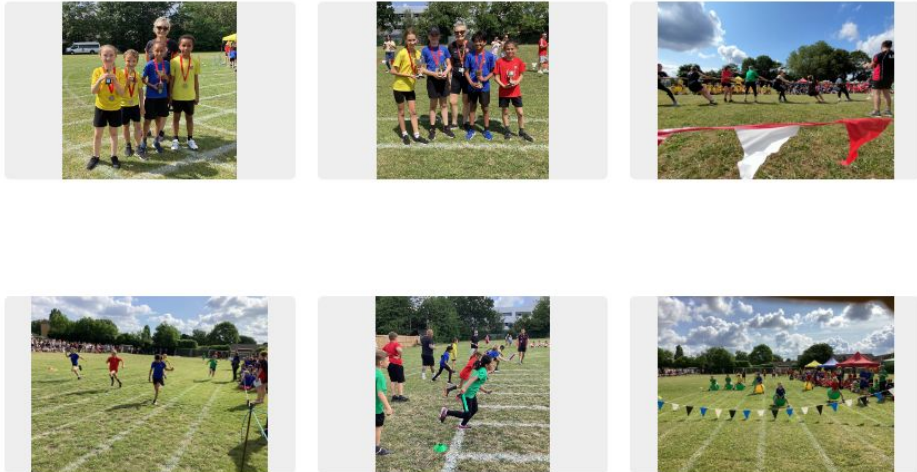
The Buzz

Summer Term - 22nd June 2023



Sports Day

Sports Day 2023 will certainly be one to remember! What a fantastic day full of plenty of competition and determination with every student representing their respective house with such pride. Congratulations to everyone for taking part and putting in 100% effort. The winning house will be revealed soon!



HJS is an extremely busy school and therefore it is vital that we maintain excellent communication with our families. We do this using the following:

- ❖ Phone calls
- ❖ Arbor
- ❖ Emails via office.hjs@hpp.school
- ❖ The Buzz – our school newsletter
- ❖ Facebook
- ❖ Termly parent consultations
- ❖ Parent year group meetings
- ❖ Termly curriculum maps / newsletters
- ❖ Google Classroom
- ❖ Homeschool Diary
- ❖ Playground – when dismissing classes
- ❖ Links to permission forms



Medical needs



Welfare staff: Rachel Wibden (Paediatric First Aid – FAIB)

Short Term Medication:

Whenever possible parents/carers should administer short term medications such as antibiotics, nose drops, eye drops, and ear drops at home.

If it is necessary to administer short term medication during the school day, such medication will be given by school staff only if:-

- 1) The parent/carer has completed a medical consent form
- 2) A parent/carer gives the prescribed medication to the school office in a clearly labelled container with the pharmacist's label intact, showing the child's name and instructions for administering the medicine.

Long Term Medication:

All children will need a health care plan completed with the Welfare Officer.

'Be supportive'

HPPA

Hampton Primary Partnership Association



HPPA communication: Classlist



Mobile Phone Policy

‘we are committed to making our schools smartphone free. Children cannot use smartphones during school hours and we do not want your child to bring a smartphone into school’ (Richmond Schools)



- Only children in year 5 and 6 will be allowed to bring mobile phones into school.
- Parents wishing their child to bring a phone will be required to complete the Mobile Phone eform, giving permission for their child to bring a phone to school and sign the agreement.
- **Feature phones or ‘brick phones’** will be automatically accepted. This feature / brick phone must be powered off prior to entering the school site and immediately handed into the class teacher.
- **Smartphones** are not permitted unless there are exceptional circumstance. The specific reason will need to be indicated on the eForm and a compulsory meeting with a member of the Executive Leadership Team is required before any agreement is made.
- If approved, the smartphone must be powered off prior to entering the school site and immediately handed into the school office where it can be collected at the end of the day. Pupils will have no access to them whilst they are on school premises.
- **Smart watches** will not be permitted at school.
- Parents / adults are not permitted to use mobile phone devices on the school playground during the school day.
- During assemblies / events in school, parents are able to take images of their child but these must not be uploaded to any form of social media.
- Any breach of the Mobile Phone agreement by a pupil will trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

Year 6 Visits and Events

Cycling Proficiency



Bude



Christmas Market



Junior Citizen



Victorian Day



SATs and Assessments

Monday 11th May - Thursday 14th May

- 1) Monday - GPS - Paper 1 - Terminology
- 2) Monday - GPS - Paper 2 - Spelling
- 3) Tuesday - Reading Comprehension
- 4) Wednesday - Maths - Paper 1 - Arithmetic
- 5) Wednesday - Maths - Paper 2 - Reasoning
- 6) Thursday - Maths - Paper 3 - Reasoning

GPS paper

Spelling

1. Our dogs are _____ and full of energy.
2. The swans nested on an _____ in the lake.
3. We met a _____ writer.
4. The linen fabric had a rough _____.
5. It is important to stay safe on _____ media.
6. The school is _____ its minibus.
7. This bracelet is a _____ of our friendship.
8. Working hard will _____ our chance of success.
9. The dentist gave my teeth a thorough _____.
10. We go to the beach _____ in summer.

Tick one box in each row to show whether the underlined word is a **possessive pronoun** or a **relative pronoun**.

Sentence	Possessive pronoun	Relative pronoun
That red cycle helmet is <u>mine</u> .		
I wear it when I ride the new bike <u>which</u> my uncle gave me.		
My bike goes much faster than <u>yours</u> .		

Insert a **colon** and a **comma** in the correct places in the sentence below.

We are pleased to announce the three winners of the art competition Samir Ben and Ella.

What is the grammatical term for the underlined part of the word below?

happiness

Reading paper



29

...he must have *sensed my presence*...

What does *sensed my presence* mean?

28

Read the first paragraph, beginning: *I first saw the leopard...*

Ruskin noticed several signs that the leopard was nearby before he actually saw it.

Give **two** signs that the leopard was nearby.

1. _____

2. _____

2 marks

39

Ruskin's personality made him different from the hunters he met in the forest.

Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.

1. _____

2. _____

3 marks

Maths Paper

$\frac{2}{3} + \frac{4}{5} =$ $2\frac{1}{6} - \frac{2}{3} =$

$\frac{7}{10} \div 2 =$ $1\frac{1}{4} \times 39 =$

			4	1	8
×			4	7	

7	3	4	2	3	4

43% of 900 =

$$2\frac{1}{6} - \frac{2}{3} =$$

$$1\frac{1}{4} \times 39 =$$

			4	1	8
×			4	7	

7	3	4	2	3	4

$$43\% \text{ of } 900 =$$



5

5

2

9

Mrs Mills has 940 seeds to plant into trays.

The last tray is not full.

A large grid for drawing a picture, consisting of 20 columns and 10 rows of squares. A small rectangle is drawn in the bottom right corner of the grid, spanning 2 columns and 3 rows. This rectangle is divided horizontally by a single line, creating two equal halves. This is likely a placeholder for a drawing of a person or object, as indicated by the text 'Draw a picture of the person who is the most important to you' in the adjacent column.

Olivia has two jars of beads.

25% of the number of beads in Jar A is the same as 50% of the number of beads in Jar B.

Explain why Olivia is correct.



Calculation Policy



Hampton Junior School

Written Calculations Policy

Version	Date	Comments	Review
1	Summer 2015	Approved by SLT	
2	Spring 2024	Amended in consultation with teaching staff	
3	Summer 2025	Amendments made to HJS Policy with SLT and teaching staff	
4			Summer 2026

'Be the best you can be!'

Year 6: Long multiplication (including decimals in a context)

Long multiplication:

1)

$$\begin{array}{r}
 \text{H Th Th H T O} \\
 1342 \\
 \times 13 \\
 \hline
 4026 \\
 + 13420 \\
 \hline
 17446
 \end{array}$$

National Curriculum statutory objectives:

- Multiply **multi-digit numbers up to four digits by a two-digit whole number**, using the formal written method of long multiplication.

Teacher Modelling Example:

- 1) <https://youtu.be/5PeS66DviBk>
- 2) <https://youtu.be/FHdXjJmCgzM>

2)

$$\begin{array}{r}
 \text{T O } \frac{1}{10} \frac{1}{100} \frac{1}{1000} \\
 1.23 \\
 \times 3.2 \\
 \hline
 2.46 \\
 + 36.90 \\
 \hline
 39.36
 \end{array}$$

Supporting your child at home

Hampton Primary Partnership

Hampton Infant School & Nursery

Hampton Junior School

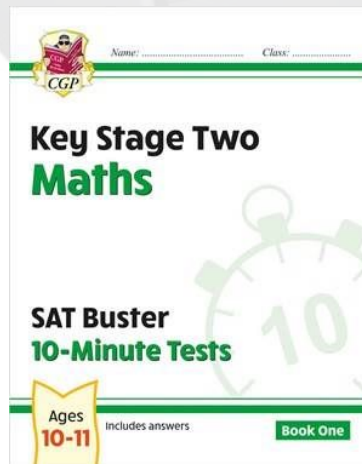


Hampton
Junior
School



Welcome to HJS Parents Learning Pupils Communication

CURRICULUM
ENGLISH AND PHONICS
ENRICHMENT
HOME LEARNING
MATHEMATICS
SCIENCE AND FOUNDATION



HPP's Full Governing Body

- 14 Governors including...
- 2 current vacancies
- 3 Associate Members
- 1 Clerk
- 2 Sub-Committees



Anna Wells
Co-opted Governor



Courtney Treco
Co-opted Governor



Emily Boswell
L.A. Governor



Giles Mason
Co-opted Governor



Gillian Radcliffe
Co-opted Governor



Jane Fallon
Co-opted Governor



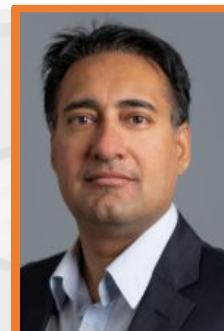
Helen Lockey
Executive Head



Mary Buxton
Co-opted Governor



Polly Davies
Co-opted Governor



Rajvinder Uppal
Co-opted Governor



Ruth Lancaster
Elected Parent
Governor



Simon Turner
Co-opted Governor



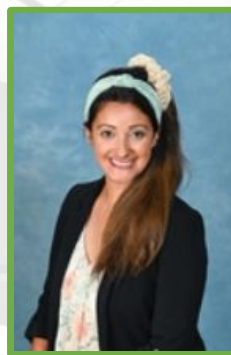
Elected Parent
Governor



Elected Staff
Governor



Jon James
Associate Member



Anna Gale
Associate Member



Lauren Drake
Associate Member



Beth Hemphill
Clerk



‘The core functions of the governing body.. include, but are not limited to ensuring:

- that the **vision, ethos and strategic direction** of the school are clearly defined
- that the **headteacher performs their responsibilities** for the educational performance of the school
- the **sound, proper and effective use of the school’s financial resources’**

Source: Maintained schools governance guide, DfE 2024

