

# WELCOME MEETING

## Year 6



INFORMATION FOR PARENTS AND CHILDREN

The main purpose of this meeting is to share with you what goes on in Year 6.

Many of you may already be thinking about the KS2 Statutory Tests (SATs) we will arrange a meeting at the beginning of the Spring term to explain in greater depth about these.

# Teaching staff

- 6H – Miss Hill
- 6M – Miss Mann
- 6FD– Mrs Fuller and Mrs Dawe

## LSAs

Mrs Gibson, Miss Tuffey, Mrs Cleaver, Mrs Scott, Mrs Marchant, Mrs Garrett, Mrs Irwin

# Arrangements for the school day

- ❖ Children are welcomed into the classrooms from 8.40am and are encouraged to arrive promptly as valuable early work is set from this time.
- ❖ The playground is opened from 8.20am each day, however, a breakfast club is run in The Den from 7.40am at the cost of £5 per day (this includes breakfast).
- ❖ The Den also run an after-school club which runs from 3.10 - 6.00pm (see Mrs Bean in the office for further details including costing).

# Planners

Following the success of the planners last year, as you know, we are continuing with these this year.

The children are expected to record their homework and their home reading each day and we ask that parents sign them each week to monitor what their children have completed.

# Communication

Planners will be used for us to communicate messages home to you.

We will be checking these daily.

We also encourage parents to communicate with us in the same way to send simple messages or arrange an appointment should this be necessary. Please note that there will be no morning appointments before the start of school.

**Winter uniform** must be worn during the second half of the Autumn Term and during the Spring Term.

**Summer uniform** is optional and can be worn during the Summer Term and the first half of the Autumn Term

All articles of clothing are to be clearly marked with the child's name.

GIRLS' WINTER UNIFORM	GIRLS' SUMMER UNIFORM
<p>GREY tunic, skirt or trousers (NO PLAYSUITS) WHITE shirt and school tie* BLUE cardigan or V-neck sweatshirt with school logo* WHITE socks with skirts/tunic /dress BLACK or GREY socks with trousers BLACK or GREY tights with tunics and skirts ONLY BLACK low-heeled or flat shoes suitable for school with closed in toe – <b>No boots to be worn in school</b></p>	<p>SAME AS WINTER <b>OR</b> ..... Blue and white <u>CHECK</u> summer dress (NO PLAYSUITS) <b>OR</b> <u>WHITE</u> polo shirt with school logo* to be worn with <u>GREY</u> skirts, GREY smart shorts/culottes or trousers WHITE socks with BLACK shoes (closed in toe)</p>
BOYS' WINTER UNIFORM	BOYS' WINTER UNIFORM
<p>GREY uniform style trousers <u>without</u> combat pockets WHITE shirt. School tie* BLUE V-neck sweatshirt with school logo * BLACK or GREY socks BLACK shoes (not trainers) <b>No boots to be worn in school</b></p>	<p>WHITE polo shirt with the school logo* may be worn in place of the shirt and tie Boys may wear SMART GREY short trousers (above the knee &amp; <u>without</u> combat pockets) during the summer months</p>
PE AND GAMES UNIFORM (GIRLS AND BOYS)	
<p>BLUE polo shirt with school logo* and PLAIN BLACK shorts BLUE hoodie with school logo* PLAIN BLACK tracksuit bottoms Trainers suitable for outdoor sports (<u>not</u> plimsolls) A draw-string bag to keep these in</p>	

The items with a \* (sweatshirts, cardigans, ties, polo and PE shirts) are available from School Uniform Direct in Staines and be purchased in the shop or via the website – [www.schooluniformdirect.co.uk](http://www.schooluniformdirect.co.uk)

## JEWELLERY

Children should not wear jewellery to school. If children must wear earrings because their ears have been recently pierced, then a small pair of studs may be worn. Children will not be allowed to take part in PE or Games lessons if they are wearing earrings of any kind. Valuable personal belongings should not be brought to school as staff cannot be held responsible for them.

If parents wish to arrange for their child's ears to be pierced, this should be done at the beginning of the summer holiday so that children are still able to participate in PE lessons.



## HAIRSTYLES

Hairstyles should be tidy, practical and conservative. Long hair should be tied back (girls and boys). Hair bands should be plain blue or match the child's hair colour. Metal or wooden hair ornaments should not be worn. 'Fashion' hairstyles such as gelled, beaded, coloured or shave-patterned hair or extreme haircuts are not permitted.

# Equipment

- PE kit needs to be brought in on a Monday and taken home on a Friday. (Please see the uniform list and ensure siblings have their own kit so it is not shared).
- Pencil cases (to fit in their trays) - list of equipment has been provided. Please can we ask that this is standard equipment and nothing too distracting.
- Water bottles - need to be named and brought in daily, this is in addition to their packed lunch drink.
- Coats are needed for break times and children are allowed fresh fruit or veg as a snack. As Year 6 now go to lunch second every day we would encourage that they do bring a snack.

This year we would like to continue to work in conjunction with parents and pupils, to promote excellent behaviour throughout the whole school.

We therefore have a behaviour policy which we feel is important for both parents, teachers and children to fully understand.

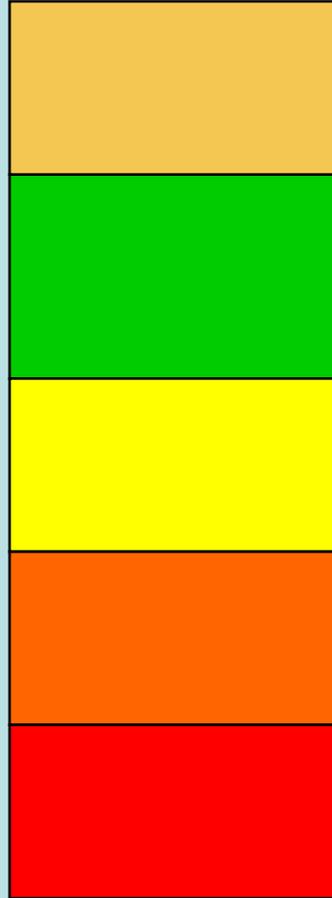
**Gold= Excellent behaviour shown.** You will be informed if your child achieves this.

**Green= Ready to learn.** If the children do not fall lower than green throughout the term, a certificate will be sent home to award the child.

**Yellow = First warning.** Being moved down to this colour will result in children missing 5 minutes of break.

**Orange= Second warning.** If the child's behaviour continues to not improve they will be moved to this colour which leads to them missing five minutes of break time and a sticker/note going in their reading record to notify the parent/ carer.

**Red = Teachers choice.** Senior leadership involvement and appropriate consequences linked to home and school. Parent involvement.



In the classroom we have a behaviour chart similar to this.

As you can see, it follows a traffic light system.

All children have a name card which begins on green (ready to learn) each day.

Throughout the day children can move up and down the reward chart, reflecting their learning behaviour in class.

# Our Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 – 10.00	English	Year 6 PE/ Games	English	8.50 – 9.30 6FD Music/ French	English
10.00 – 11.00	Spelling	English	Spelling	9.35 – 10.15 6H Music/ French	Maths
	10.40 Assembly		10.40 Assembly/ Buddy Reading	10.20 – 11.00 6M Music/ French	
11.00 – 11.15	B	R	E	A	K
11.15 – 12.15	Computing – 5H PSHE – 6M Maths – 6FD	Maths	Maths	Maths	Year 6 PE/ Games
12.15 – 1.10	L	U	N	C	H
1.10 – 2.10	Maths – 6H Computing – 6M PSHE – 6FD	Geog/ History – 6M Science – 6H RE/Art – 6FD	Numeracy Ninja		Numeracy Ninja
2.10 – 3.10	PSHE – 6H Computing – 6FD Maths – 6M	2.40 Upper School Assembly	Geog/ Hist – 6H Science – 6FD RE/Art – 6M	Geog/ Hist – 6FD Science – 6M RE/Art – 6H	Reading
					2.30 Class led Assemblies

# Boosters and Interventions

Throughout the year, we run a range of interventions according to the children's needs. These may be to bridge gaps, support learning or to extend children.

Last year, almost every child in Year 6 found themselves in an intervention of some sort.

These take place either early before school or during the school day.

Parents of children selected for "before school interventions" will be notified by letter.

# English

*English teaching will consist of one reading lesson, one grammar lesson and three writing lessons per week.*

## Reading

- Whole class session focusing on reading comprehension skills such locating information in a text, using inference and deduction and discussing the structure and vocabulary of a range of texts.

## Grammar

- Grammar skills are introduced to children through individual whole class sessions and embedded using writing tasks.

## Writing

- Children will be exposed to and have opportunities to write in a variety of fiction and non-fiction styles. They will be encouraged to utilise grammar techniques appropriate to their year group. Editing is also a key skill taught during writing sessions where children will learn to evaluate their own writing and make necessary improvements.

*In addition, spelling lessons are taught three times a week.*

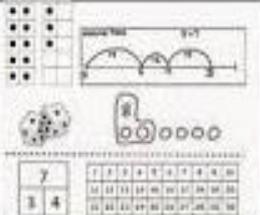
**Teaching follows the objectives set in the National Curriculum.**

# Topic-based learning

- World Wars 1 and 2 - narratives, history
- Planet Earth - evolution, natural disasters
- Vikings - attacks, locality, building models
- Victorians - Industrial revolution, life
- Human body - science and PSHE

# What is a Maths Mastery curriculum?

It has been developed to ensure **every** child can achieve excellence in maths. It provides pupils with a much deeper understanding of the subject through a concrete, pictorial and abstract approach.

Concrete	Representational	Abstract
Students manipulate hands-on, concrete materials	Students draw and observe diagrams, or watch the teacher touching and moving hands-on materials	Numbers and mathematical symbols
		

- High expectations for every child
- Fewer topics, greater depth
- Number sense and place value come first
- Research-based curriculum - more "real-life" problems
- Objects and pictures always before numbers and letters
- Problem solving is central
- Calculate with confidence - understand and explain **why** it works

## ST. ANN'S HEATH MARKING SYSTEM

### General marking

<b>Red marking</b>	Comments from <b>your</b> teacher
<b>Green marking</b>	Self or peer editing
<b>VF</b>	Verbal feedback given
<b>WH</b>	With help
	Highlight successes in your work
	Suggestion for immediate improvements or actions

### You will see these in your written work.

<u>haply</u>	A word underlined in red or a <del>sp</del> in the margin. Check your <u>spelling</u> . This word is spelt wrongly. The correct spelling may have been written above or in the margin or if it was felt that you should know the correct spelling, it is up to you to correct it. Write the word out correctly <u>three times</u> at the end of your piece of work.
	Check your <u>grammar</u> . Does this make sense? Could you have used a better word?
//	You should have started a new <u>paragraph</u> here.
^	A <u>word or words</u> have been missed out. Check your sentence again.
	Check your <u>punctuation</u> . Have you missed anything out?
	Target - this is something you need to do straight away in your work

### You may find these in your maths work.

	Check your work
<b>WWW</b>	What went wrong? Can you explain?

# Assessment

- Ongoing assessment through the year
- Range of methods
- Assessed across all subject areas as per the report format that you will have seen last year.
- SATs ('Standard Attainment Tests') - national tests taken at the end of each key stage. They are designed to assess progress before their transition to secondary education. The children take these in Reading, Grammar and Spelling and also in Maths.

Children will receive their SATs results at the end of the summer term. These will be included with their annual report.

Just as importantly, they will also receive their **Teacher Assessment results**.

Secondary schools will receive the SATs results, but we also discuss them with the children and make them fully aware of their teacher assessment levels.



# Homework

## Maths Homework

- Set on a Monday and due in on Thursday

## English Homework

- Set on a Thursday and due in on a Monday

Times tables practise and reading should be completed daily and recorded in the planner.

Times tables will be tested twice a week - Monday and Thursday

We want to support and prepare your child as much as we can in the lead up to the SATs. With this in mind, we are keen to implement a new initiative that has been used by many schools in the Surrey area, and has proved to be successful and consistent in both school and home learning.

For home learning and targeted learning in class, we would like ALL Year 6 children to own these specific SATs work books, as they mirror what we are teaching the children.

From previous years' feedback, Year 6 parents have wanted to support their child and understand the new curriculum and methods taught. Using these SATs work books, we will set homework that will coincide with topics taught in class and will be completed directly into the work books.

# HOW WE WILL SUPPORT THE CHILDREN

- Very focussed teaching in English and Maths on the next steps of learning
- Very detailed marking and developmental assessment to identify strengths and areas requiring more work
- Specific grammar and punctuation input
- Practice tests to familiarise with the test environment
- One to one/ small group work/ morning booster groups
- Ensure a positive classroom atmosphere and lots of encouragement
- Provide a good curriculum balance so that learning remains exciting!

# HOW CAN YOU HELP?

- Be positive
- Encourage your child to complete their homework to the best of their ability
- Encourage your child to ask at school for help if there is anything they don't understand
- Attend parents' evenings in October and March
- Make use of resources, such as revision guides, the planners, the internet, the library, other learning materials
- Make sure your child gets plenty of sleep and comes to school with a positive attitude and ready to work!



**Things to  
look  
forward to  
this year!**

## History and Geography

- World War II
- The Vikings
- Our World - natural disasters
- The Victorians

## Year 6

## RE

- Christianity
- Islam

## Art/ DT

- sketching
- painting
- sewing

## Science

- Electricity
- Animals including humans
- Evolution and Inheritance
- Light
- Living things and their habitats

# IRONBRIDGE

**17<sup>th</sup> – 21<sup>st</sup> June 2019**

