

Welcome to Year 6

Mrs Thompson

Mr Vaughan

Mrs Naylor

Mrs Sumner

Mrs Wivell

Vision for the year

For EVERYONE to:

- grow spiritually, physically, morally and intellectually
- be independent, effective and resilient learners
- enjoy their learning
- develop their self-confidence and self-esteem
- be responsible and reliable
- be prepared for their transition to high school
- take pride in all they do and achieve



English (reading)

In Year 6 we encourage and promote reading for pleasure. Every day there will opportunities for your child to participate in reading activities, such as:

- Independent reading
- Guided reading (in small groups)
- Enjoying a class novel

We are developing stamina as a reader and accessing a wide range of authors and texts. Regular reading helps to advance vocabulary, improve spellings and develop the ability to read at pace, with understanding.

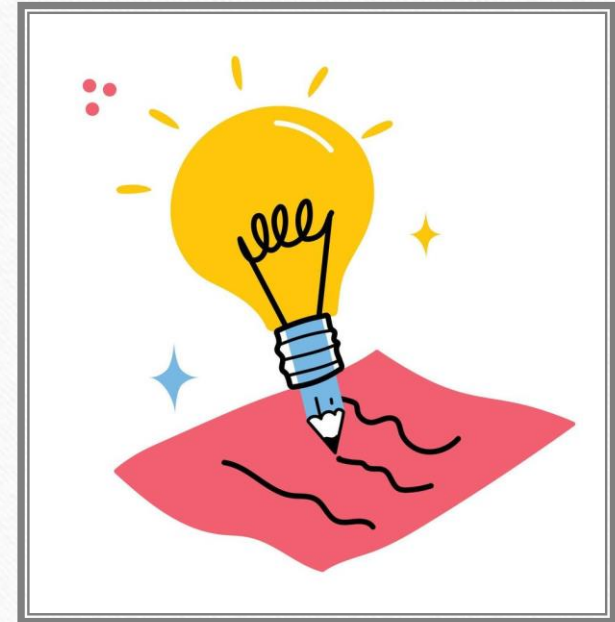
Please encourage your child to read regularly, make sure they read their Home-School Reading Book frequently, sign their Reading Record and ensure that it is in school every day.

English (writing)

In Year 6 we write daily. We write across the curriculum, for a variety of purposes and audiences.

Within our writing we develop key spelling and grammatical skills. We focus on appropriate spelling patterns and develop effective strategies for spelling. Spelling lists for each half-term are shared on Dojo at the start of the term.

We also work hard on our presentation, ensuring handwriting is joined and legible.



Year 6 Writing Expected Standard (Example)

The Applause

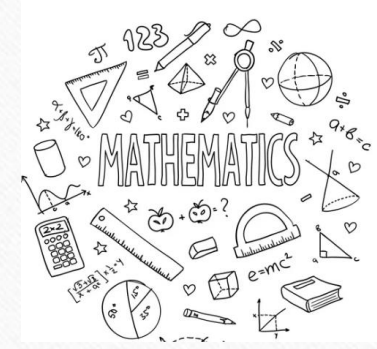
I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be okay - nothing could possibly go wrong. I have been training for this since the age of three. Tall bulky men with headsets and clipboards keep ushering me in the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline ~~was~~^{is} circling its way

around my body and rushing into my fingertips.

Walking into the wings is like waiting for your death. Although I was extremely excited, I was even more nervous. I stopped a few centimetres from the stage entrance with the whole quer de ballet behind me and slowly took a shaky, deep breath. The stage was ~~like~~ a lit up arena waiting to be danced on. The crowd, which seemed to consist of about a million people, erupted as I walked on to stage. I gave a little smile, and began to dance.

Maths



We use a range of strategies in Year 6:

- Mental methods – the ability to recall and calculate at pace
- Written methods – including formal methods
- Problem Solving / Reasoning – every lesson has some challenge, so everybody is confident to apply their maths skills in a range of contexts
- There will be a weekly Arithmetic focus to ensure confidence and fluency will develop as we progress through the year.

Maths



- Table Facts
 - It is really important that everyone knows and is confident with their table facts (forwards, backwards multiplications and divisions to apply them)
- Number bonds (to 1, 10, 100, 1000 etc.)
 - This is being able to recall that $6 + 4 = 10$, so therefore $0.6 + 0.4 = 1$, $60 + 40 = 100$, $600 + 400 = 1000$, etc

Religious Education

Autumn Term

- Loving
- Vocation and Commitment
- Expectations

Spring Term

- Sources
- Unity
- Death and Life

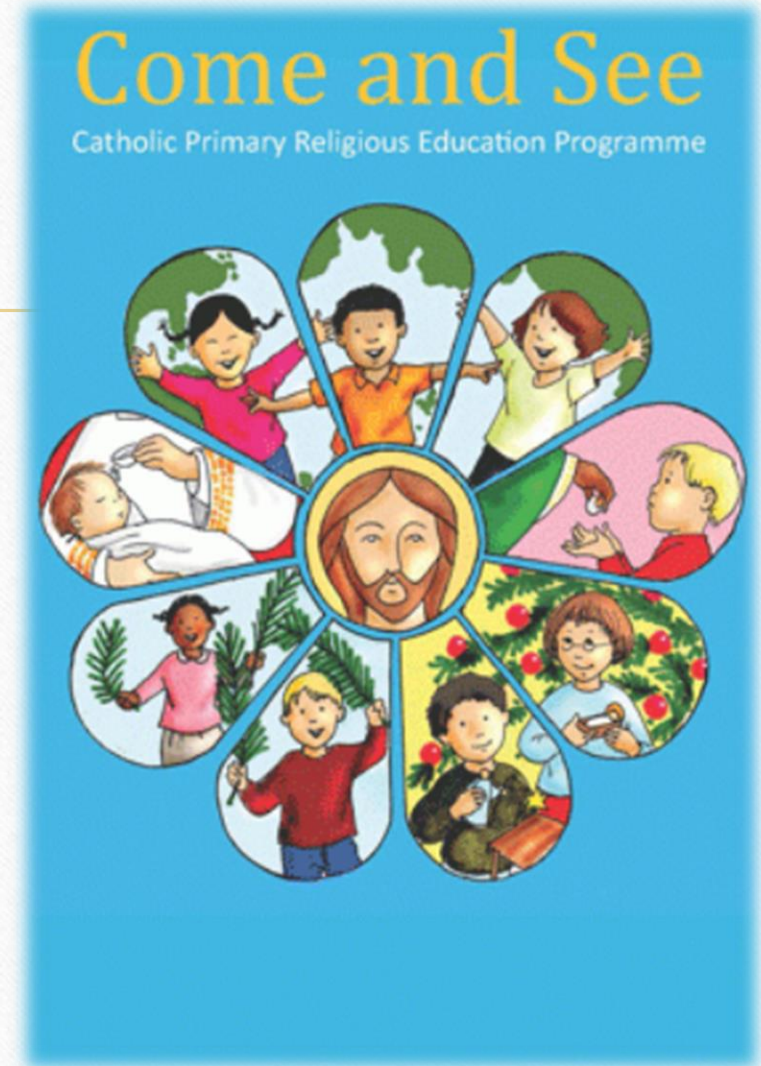
Summer Term

- Witnesses
- Healing
- Common Good

Judaism

Islam

Sikhism



Homework – How can you help?

- Listen to your child read as often as you can (even though they are great readers, it is still important for them to develop expression, understanding and have the opportunity to discuss new vocabulary)
- Help your child to learn their spellings
- Practise number bonds and times tables
- Talk to your child about their learning



Homework

Year 6 HOMEWORK: FRIDAY 15th September 2023 DUE IN: WEDNESDAY 20th September 2023

- READING** - school or home reading book. Please use your reading record, noting when you have read. Tasks you can undertake throughout the week could include:
 - Writing down new vocabulary & finding out the meaning of the new words.
 - Summarising a chapter or giving a personal opinion about a character.
 - If you finish the book, write a review or recommendation to somebody else.
- Writing**: Write a paragraph explaining how someone could have a healthier lifestyle.
- Maths** – Choose which area will challenge you. Recap of Place Value.

Work out the following- What is the value of 6 in the following numbers?

326, 6541, 162, 68541, 226134

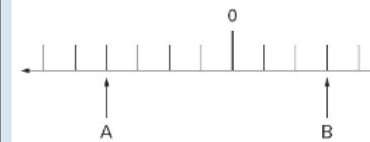
Can you order these numbers?

Work out the following –

1. $42 \times 100 =$
2. $10000 \times 10 =$
3. $25000 \times 10 =$
4. $315 \times 100 =$
5. $423 \times 1000 =$

CHALLENGE YOURSELF AREA What is the value of A and B?

A and B are two numbers on the number line below.



The difference between A and B is 140

Have a great weekend, Mrs. Thompson and Mr Vaughan

Any questions at all please contact us via ClassDojo.

Common exception words - Year 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community

competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (-ped, -ment)
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle

necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Online Safety



The infographic is a vertical list of five rules, each with a letter in a circle, a title, a description, and an icon. The background is red with horizontal bands of different colors for each rule.

- S SAFE** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online. (Icon: person with exclamation mark)
- M MEETING** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. (Icon: two people)
- A ACCEPTING** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages! (Icon: envelope)
- R RELIABLE** Information you find on the internet may not be true, or someone online may be lying about who they are. (Icon: question mark)
- T TELL** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. You can report online abuse to the police at www.thinkuknow.co.uk (Icon: THINK UK KNOW logo and speech bubble)

Taught throughout the year with a specific focus in the Autumn Term.

We follow the SMART e-safety rules.

As a school, we teach our children how to use the internet responsibly. However, due to age restrictions for social media platforms, we do not expect to address issues arising from the use of social media.

In Year 6 our focus is on:

- The use of age-appropriate websites, including social media
- Not sharing personal data on apps and online,
- Knowing what to do or who to speak to if something worries or upsets them
- What our digital footprint looks like

Age Restrictions for Social Media Platforms

action for
children

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



LinkedIn



Whatsapp



Vine
Tinder



Path



YouTube
Foursquare
WeChat
Keek
Flickr
Kik



Physical Education

There will be two sessions of PE every week in both classes. It is important that your child's kit is in school at the start of the week.

PE Kit: black/navy shorts and white t-shirt. Black / navy joggers and sweatshirt may be worn when PE is outside, and the weather is cold.

Every child will be encouraged to regularly take their PE kit home to ensure we have good hygiene.

Mrs Thompson: Tuesday (outdoor) and Friday (indoor)




Mr Vaughan: Tuesday (outdoor) and Thursday (indoor)

Assessment

- Formative assessment is ongoing assessment carried out by class teachers to assess children's progress and attainment. It does not include formal testing but instead looks at how well the children understand their learning.
- **Statutory assessments:**

In May (12th - 15th), Year 6 will sit Reading, GPS and Mathematics tests (commonly referred to as KS2 SATs). These tests are both set and marked externally. An attainment level is reported for both the outcomes of the tests and as a 'Teacher Assessment'.
- For writing, only a teacher assessment is required which is based on the work completed throughout the year. This could be moderated externally.

Our Behaviour Charter

<p>Our Charter</p>  Be Safe  Be a Learner  Be kind and Respectful	<p>Visible consistencies for staff</p> <ul style="list-style-type: none"> We meet and greet We give positive praise first We use calm adult responses We listen, follow up and restore 	<p>Recognition and Rewards</p> <ul style="list-style-type: none"> Dojos (linked to House Points) Recognition Boards Praise Assembly Positive praise parental contact
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<p>Relentless Routines (Every day, with pride!)</p> <ol style="list-style-type: none"> We wear full school uniform We walk calmly and quietly when moving around school and respect all areas of school We follow instructions first time We allow teachers to teach and learners to learn We are kind and respectful to everyone

<p>Be Safe</p> <p>Our school is a safe place to be. We make choices which keep us, and those around us, safe.</p> <p><i>"...but whoever trusts in the LORD is kept safe."</i></p> <p>Proverbs 29:25</p>	<p>Be a Learner</p> <p>Our school is a place to learn, grow and shine. We make the choice to be ready to learn and to allow others to learn.</p> <p><i>"But you should be strong. Don't give up, because you will get a reward for your good work."</i></p> <p>2 Chronicles 15:7</p>	<p>Be kind and Respectful</p> <p>Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone.</p> <p><i>"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."</i></p> <p>Ephesians 4:32</p>
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<p>To be safe at OLSG I will...</p> <ul style="list-style-type: none"> ✓ Share my worries and concerns with an adult ✓ Stay safe online by following the SMART guidelines ✓ Walk quietly and safely inside the building and when moving around school ✓ Use equipment in the way it is meant to be used ✓ Use all areas of school safely 	<p>To be a learner at OLSG I will...</p> <ul style="list-style-type: none"> ✓ Use 'active listening' when the teacher is teaching ✓ Try my best and never give up ✓ Use my brain, buddy and books to become an independent learner ✓ Follow instructions first time ✓ Aim high in everything I do ✓ Try new things 	<p>To be kind at OLSG I will...</p> <ul style="list-style-type: none"> ✓ Use kind hands, feet and words ✓ Listen carefully to others ✓ Show kindness to everyone ✓ Think before I speak out ✓ Be considerate of others ✓ Respect my environment and school property
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<p>When we choose to behave in ways that do not reflect this charter, follow-ups may include:</p> <ul style="list-style-type: none"> Catching up on lost learning in our break times Spending own time 'fixing' any damage done to property or clearing any mess made Spending own time 'repairing' broken relationships with adults or other children Learning about self-control, regulation, anger management in own time 'Giving back' to someone we have upset, hurt or disrespected Missing a team game/activity when we have not followed the charter/rules of that game

<p>When we continually do not follow the charter, consequences may include:</p> <ul style="list-style-type: none"> Working away from the classroom and peers to allow the teachers to teach and learners to learn Missing break times/team games or activities for longer periods to allow peers to play safely and without conflict Regulation Plan/Behaviour Support plan with behaviour carefully monitored Suspension from school/Exclusion from school

Earrings

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- Safe Practice in PE states that, ‘The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings.’
 - The teacher has duty of care for the safety of children.
 - Staff can not remove or tape (cover) earrings.
 - Many children can not remove earrings themselves.
 - Children can only participate in parts of the lesson if earrings are worn.
 - School can not be held responsible for losses of removed earrings.
 - The earrings worn in the past were becoming more and more unsuitable and unsafe as people deviated away from the single plain stud.
 - **For these reasons, earrings are not allowed in school.**

Rewards

- Dojos (linked to House Points/Teams)
- Recognition Boards
- Praise Assembly
- Positive praise
- Parental contact
- Caritas Award (Love in action awarded half-termly across the school)
- Roles and Responsibilities in school

Additional Information

- Please see the website (class pages) and look out for Dojo updates for information regarding:
 - Curriculum Coverage
 - Current learning

Working Together

Communication with parents is essential to helping with your child's progress. If you have any queries, please do not hesitate to contact your child's class teacher via ClassDojo.

Any questions?

Thank you for listening and attending our Meet the Teacher.