

# WELCOME TO YEAR 6



# Introduction to the Year 6 Team

We would like to welcome you and your child to Year 6. In Year 6, our teachers are:

**Mrs Donnison-** Year 6 Year Leader and 6D class teacher

**Mr Telford -** 6T Class teacher

**Mr Cross and Mrs Allingham –** 6C Class teachers

**6B –** 6B Class teacher



# Introduction to the Year 6 Team

Some of the other adults who support us in Year 6 include:

**Mrs Hayes - TA**

**Mrs Carroll - HLTA**

**Mrs Kaur - TA**



# Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn; Respectful of themselves and others; Safe in school We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.***



# At Claycots, we are...

- ▶ Ready - We will have everything we need to start our learning straight away.
- ▶ Respectful – We will listen to each other and value other’s opinions.
- ▶ Safe – We will move around calmly in all inside areas.



# Ready Respectful Safe

## Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners • Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

## Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



# Rewards

- ▶ In each Year 6 classroom there is a **recognition board** that we all want the children to progress on. We focus on three targets, these will change throughout the year.
- ▶ Each week one child from each class has the potential to earn a **Headteacher Award** for being Ready, Respectful and Safe. Alongside this, one child from the year group has the chance to earn a **Kindness Award** each week.
- ▶ **Postcards, phone calls and text messages** will be sent home to celebrate your child's success.
- ▶ **House points** are given to children who show that they are following the school rules, working hard, challenging themselves, showing resilience or compassion.





# House Teams

**BRAY LAKE**



**DORNEY LAKE**



**JUBILEE RIVER**



**RIVER THAMES**



If you are unsure of your child's house please ask your child's class teacher.



# School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
  - ▶ School tie
  - ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
  - ▶ Black or grey skirt/trousers
  - ▶ White or grey socks or grey tights
  - ▶ Flat black school shoes must be worn
- NOT TRAINERS**



# P.E. Kit

P.E. lessons for Year 6 are on Friday afternoons. Children should come to school in P.E. kit on this day. They do not need to bring in additional school uniform.

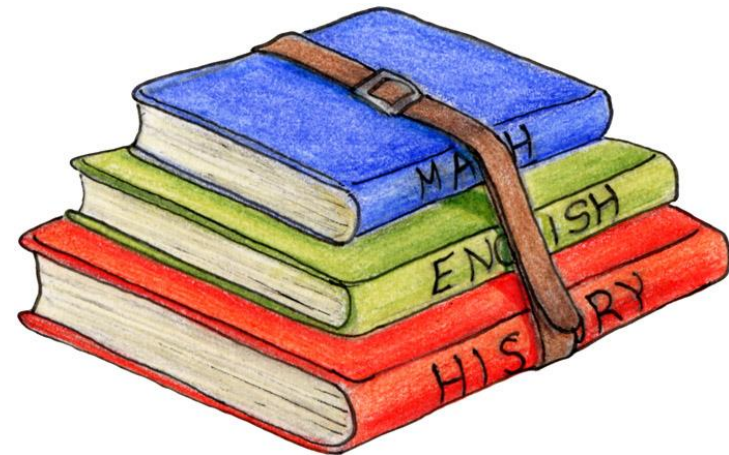
- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms especially during the colder months
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non marking trainers



# What does the curriculum look like?

In English, we will be looking at different sentence structures and what they add to a narrative. We will also be looking at how our vocabulary and punctuation choices impact our writing.

In Maths, we are looking at the four main maths operations (addition, subtraction, division and multiplication), negative numbers and place value.



Year	Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Theme	Twisted Fairy Tales	London	Highwaymen	Evolution and Inheritance	The Maya	Adventurers Transition
	Text	Oxford Treasury of Fairy Tales Focus on sentence structure.]	My Story: The Great Plague Various extracts from classics	The Highwayman	The Origin of Species  Biography of Darwin  (The Explorer)	The Explorer	Survivors
	Cultural Capital		Baptist Church Globe Theatre	Shakespeare Week workshop	Natural History Museum Church Visit		Theatre Visit
	Science	Light Sources/properties Travel/shadows Line graphs Reflection/refraction (Pattern seeking)	Electricity Voltage effects on brightness of bulb Variations in components Use symbols in diagrams (Fair testing)	Living things and their habitats Grouping and classification Carl Linnaeus (Identifying & classifying)	Evolution and Inheritance Visit to Natural History Museum (Research) Scientist study: Charles Darwin	Animals including Humans: Circulatory system Heart/ vessels Transport of water and nutrients (Independent enquiry type)	Animals including Humans: Diet/drugs/lifestyle (Research)
	Geography			Using the 8 points of a compass Four and six figure grid references Symbols and keys		Locate the world countries using maps/ focus on South America Environmental regions/ physical characteristics	Fieldwork study of human and physical features in the local area (sketch maps, plans, graphs)
	History	Black History Month: Harriet Tubman	Extended chronological study beyond 1066: London timeline			Non-European society to contrasts with British History Mayan Civilisation AD 900	
	DT	Which basket is the most effective for carrying the food to Grandma?	Building bridges. Design a bridge based on London bridges. Make a prototype, test for strength and reinforce before re-		Understand how key events and individuals in DT have helped shape the world (link to evolution)		Understand and apply the principles of a healthy and varied diet  Games for the Year 6 Summer Fair

	Investigate and evaluate a range of existing products  Design and make their own basket  Understand and apply the principles of a healthy and varied diet	testing and evaluating (Apply understanding of how to strengthen, stiffen and reinforce more complex structures)		Tim Berners Lee Martin Cooper Steve Jobs Mark Zuckerberg Bill Gates		(Invite parents – fundraiser)
<b>Art &amp; Design</b>	Observational drawing of apples Using a grid to recreate an image Paul Cezanne (still life paintings)		Scratch off pictures to recreate ghostly tree image from The Highwayman (vanishing point)	Make fossil casts (Clay fossils imprinted into a soft clay cast, plaster of Paris and metallic paint)		
<b>Computing</b>	Scratch	Scratch	How computers are linked – input from David Design an App Geo-tagging	Digital content Research Mary Anning – bbc website Research other naturalists	Internet safety and uses – classroom based	Free choice Posters for summer fair and Production
<b>RE</b>	<b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> How significant is it that Mary was Jesus' mother? <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and Meaning <b>Concept:</b> Salvation <b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity	<b>Theme:</b> Easter <b>Concept:</b> Gospel <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and moral values <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Religion:</b> Islam (Double unit)	<b>Theme:</b> Beliefs and moral values <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Religion:</b> Islam (Double unit)
<b>PSHE &amp; RHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

<b>British Values/ SMSC</b>	Democracy Rule of Law Individual Liberty Tolerance / Respect (Black History Month) Individual Liberty / Tolerance – Faith.	Individual Liberty / Tolerance / Respect – during the plague. Democracy – Monarchy.	Rule of Law – Highwayman. Why we like loveable rogues? Rule of <u>Law</u> / Individual Liberty– Death Penalty. Tolerance / Respect – Living things.	Tolerance / Respect – Religion v Evolution. Tolerance / Respect – Christianity.	Tolerance / Respect – Environment. Democracy / Rule of Law – Other civilisations.	Democracy Rule of Law Individual Liberty Tolerance / Respect (RE: Belief and Moral
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# What does a Year 6 week look like?

	08.45-08.50	8.50 -9.00	9.00-9.30	9.30-10.35	10.35-11.05	11.05-11.20	11.20-12.15	12.15-12.45	12.45-13.30	13.30 -14.20	14.20 – 15.00	15.00 - 15.15
<b>Monday</b>	<i>Registration</i>	Daily arithmetic	Celebration assembly	English	Shared Reading	<i>Break time</i>	<u>Maths</u>	Guided reading	<i>Lunch</i>	History/ Geography		Reflection
<b>Tuesday</b>	Registration	Daily arithmetic	Guided reading	English	Shared Reading	<i>Break time</i>	<u>Maths</u>	RE	<i>Lunch</i>	Science		Reflection
<b>Wednesday</b>	<i>Registration</i>	Daily arithmetic	Year 6 assembly	English	Shared Reading	<i>Break time</i>	<u>Maths</u>	Guided reading	<i>Lunch</i>	Art	Spanish	Reflection
<b>Thursday</b>	Registration	Daily arithmetic	Guided reading	English	Shared Reading	<i>Break time</i>	<u>Maths</u>	<i>Computing</i>	<i>Lunch</i>	PSHE/RE	Music	Reflection
<b>Friday</b>	<i>Registration</i>	Daily arithmetic	Assembly	English	Shared Reading	<i>Break time</i>	<u>Maths</u>	Guided reading	<i>Lunch</i>	PPA		Reflection



**How do we  
assess your  
child's  
learning?**



# Assessment in Year 6 (SAT's)

- ▶ At the end of KS2, all pupils nationally take Statutory Tests in Reading, Maths, Grammar, Punctuation and Spelling.
- Reading – 1 test that includes 3 texts with a range of questions to answer.
- Maths - 3 separate tests: 1 arithmetic based; 2 are centred around problem solving.
- Grammar, Punctuation and Spelling – 1 spelling paper; 1 short answer Grammar and Punctuation paper.
- ▶ Children will receive a scaled score between 80 and 120 for each subject. A score of 100 represents the child meeting the national expected standard.
- ▶ Writing is teacher assessed against a strict framework – there is no writing test. Writing is assessed up until the end of June.
- ▶ Science is teacher assessed.
- A child will be deemed as 'working towards', 'working at' or 'working at a greater depth', based on a collection of work.

These tests are compulsory and will take place in mid May (Monday-Thursday)



# Reading

Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. Even in Year 6, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.



# Homework

Homework will be given out each **Monday**, it will be due in on the Friday.

Homework can include:

- ▶ Maths homework- Mathletics
- ▶ Spellings to learn
- ▶ Reading/Library books to read daily
- ▶ A half term homework
- ▶ They should also be practicing their times tables every week (if they don't know them already).
- ▶ Bug club –Online reading

Presentation expectation – we expect homework to be presented to the same standard as school work

If your child does not hand in their homework on time, they will stay in at lunch time to complete it. A Year 6 teacher will always be available during lunch time if your child needs additional help.



# Pupils walking home unaccompanied



In Year 6, you may wish for your child to walk home unaccompanied.

- ▶ To allow your child to walk home alone, you must provide written permission.
- ▶ If at any stage you would like to remove this permission, you must contact the school office.



# Mobile Phones



- ▶ Pupils **do not** need a mobile phone in school as it is a risk to the safeguarding of pupils and staff.
- ▶ Any child with a mobile phone in school will have it confiscated if they have not handed it to their teacher at the beginning of the day.
- ▶ If a pupil is travelling to and from school independently, we understand that you may want them to have a mobile phone for their safety.
- ▶ In this instance, the school must have written permission from their parent or carer.

**The school accepts no responsibility for their devices while on school property.**





# Year Group reminders

## Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks**. We encourage children to make healthy lifestyle choices.

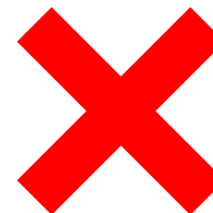


# Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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# If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



# A COVID symptom guide

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
<b>Fever</b>	Mild if present	Often	Often
<b>Fatigue, Tiredness</b>	Occasional, mild	Common	Occasional
<b>Sneezing</b>	Common	Infrequent	Infrequent
<b>Body Aches</b>	Common	Common	Occasional
<b>Headache</b>	Very infrequent	Common	Occasional
<b>Sore Throat</b>	Common	Occasional	Occasional
<b>Stuffy or Runny Nose</b>	Common	Occasional	Infrequent
<b>Diarrhoea</b>	No	Occasional	Infrequent
<b>Watery eyes</b>	Common	Common	Infrequent
<b>Cough</b>	Mild	Dry cough	A dry cough, often severe
<b>Shortness of Breath</b>	No	Rare	With mild/moderate infection
<b>Difficulty Breathing*</b> (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*

# Working with us ...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to your class teacher

1. Class Teacher
2. Year Leader-Mrs Donnison



