



**West Park CE Primary  
School**

**Information Book for  
Parents**

**Year 6**

**2024-2025**

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# Welcome letter from the Year 6 Team

Dear Parents,

Welcome to Year 6.

This is a busy and exciting year. Now that your child is at the top of the school, they will be looked upon to take on more responsibilities and show more independence in preparation for high school. The Year 6 team have spoken with the Year 5 class teachers to ensure each child has a smooth transition into their new class.

As you are aware, in the Summer Term, the children will sit their end of key stage assessments (SATs) and we have planned a curriculum that covers the Framework Standards so that your child is as best prepared for them as possible. We will not be putting undue pressure on your child and ask that you do the same. We have planned our curriculum to make it engaging, challenging, enjoyable and fun so that your child enjoys being in lessons and is stimulated by them.

We would appreciate it if you would write your child's name on all of their uniform and belongings.

Thank you,

Year 6 team

## Year 6 Staff:

Adult	Role	Class
Mr Jones	Head of Year	n/a
Mr Clarke	Class Teacher	Ainslie
Mr Bayley	Class Teacher	Anning
Mrs Fitzscott /Miss Blackman	Class Teacher	Shelley
Mr Beaney	Class Teacher	Darwin
Miss Gumbrill	PPA Teacher	Ainslie/Anning
Mrs Dickins	PPA Teacher	Darwin
Ms Stevenson	Learning Support Assistant /Learning Mentor	Ainslie
Mrs Cole	Learning Support Assistant	Shelley
Mrs Pillai	Learning Support Assistant	Darwin
Mrs Balchin	Learning Support Assistant	Anning
Mrs Young	SEN Support Assistant	Ainslie
Mrs Habijanec	SEN Support Assistant	Anning

# School Aim

## Our Vision

West Park CE Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

## Our Values

Teamwork

Faith

Independence

Creativity

## Our Aims

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

# Teaching and Learning


## CORE VALUES

Our Teaching and Learning Policy is based around our school's four Core Values: Faith, Creativity, Independence and Teamwork.

Through each of these values, we have identified a number of skills or characteristics that are vital for our teachers to foster through their teaching and our children to develop and implement through their work and achievements.

In addition, under each value's core vocabulary we have stated how the children will demonstrate this value and how adults in the school will facilitate and develop these skills and characteristics within the children through careful planning and delivery as well as modelling these values themselves

# FAITH


Belief		Respect
Reflection		Hope
Caring		Awe and Wonder
Appreciation		Love
Confidence		Passion

## What will the children do?

## What will the staff do?

- believe in themselves and develop a growth mind-set - an 'I CAN' attitude
  - ask 'Big Questions' and seek the answers
  - care for others in our school and the world in which we live
  - have a respect and tolerance for their peers and for the adults they work with
- model self-belief and growth mind-set
  - allow children time to reflect on their beliefs and those of others
  - make time for and plan in opportunities to value and care for others and the world around us
  - uphold the school's faith and model the faith of the church

# CREATIVITY

Individual		Originality
Imagination		Risk Taking
Courage		Passion
Freedom		Flair
Thinking		Investigate

## What will the children do?

## What will the staff do?

- explore and investigate, trying new and different things out
  - use their imaginations and come up with their own ideas
  - take risks and assess their success
  - feel confident to express their opinions and views and make their own choices
- provide open ended opportunities which encourage choice, investigation and challenge the children's thinking
  - be enthusiastic showing a passion for learning
  - be flexible in their approach and planning
  - ensure the children have time to develop their ideas

# INDEPENDENCE

Curiosity		Thinker
Perseverance		Organised
Determination		Risk-Taking
Resilience		Problem Solving
Confidence		Challenge

## What will the children do?

- make decisions and find solutions for themselves
- set their own challenges at a high level of expectation, persevering when they encounter failure or difficulty
- know that errors are good and that they learn from them
- know their next steps in learning and take responsibility for their own learning journey

## What will the staff do?

- inspire pupils to take responsibility for their learning
- be flexible in their planning and delivery to take account of the needs of the learners
- allow for reflection opportunities encouraging the children to discuss their learning
- provide opportunities for children that require perseverance and resilience

# TEAMWORK

Trust		Listening
Compromise		Friendship
Caring		Acceptance
Collaboration		Communication
Tolerance		Loyalty

## What will the children do?

- communicate with each other effectively
- be able to identify their own and other people's strengths
- be prepared to discuss issues to reach compromise
- celebrate shared successes and support each other through errors or failures

## What will the staff do?

- model effective communication with their pupils and colleagues
- foster positive relationships
- encourage and facilitate collaboration through planned activities and tasks
- show trust in the children's ideas and actions



# End of Year Expectations – Teacher assessment Frameworks

There have been changes to the way teachers assess children at the end of Key Stage 2 from 2018/2019. There have been slight changes to the way writing and science is assessed (as shown below). The English reading and mathematics frameworks have been removed meaning that test results will form the assessment of children at the end of Key Stage 2.

## Reading

Reading is incredibly important for your child. Not only is it a skill which will be needed throughout their lives, it is also proven to enhance writing. Therefore, the choice of text is important for your child. We would like to see them reading a variety of quality texts from different genres and authors to widen their vocabulary and enhance their knowledge. It is expected that your child reads daily and this is recorded in their planner. We encourage the children to make detailed notes and observations about what they have read, and would like it if parents/carers took an interest in what they were reading by questioning and discussing texts with your child. Planners are collected and checked weekly. In school, the children will have a regular D.E.A.R (Drop Everything And Read) session as well as shared reading sessions where they will have the opportunity to look in more depth at texts and answer questions about what they have read.

## Maths

In order to help your child to be successful by the end of Key Stage 2, we recommend regular practise of times tables, including division facts and completing the maths homework that is sent home weekly. Throughout the year, the curriculum coverage will prepare your child for SATs, meaning that extra work at home is not necessary.

# Spelling – Years 5 and 6

## Revise work done in previous years

## New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in <b>–ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –able and –ible	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –ably and –ibly	<p>ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>(consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
		through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.</p> <p>aloud: out loud.  allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).  effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church.  alter: to change.</p> <p>ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i>  guest: visitor</p> <p>heard: past tense of the verb <i>hear</i>  herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon  mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)  passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before  proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).  dissent: to disagree/disagreement (verb and noun).  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal.  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)  draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>)  noun – important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

## Word list – years 5 and 6

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

# Grammar

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>



# Writing

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Science

## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

### Science content

The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 6]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]

*Continued on the next page*

- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard [year 4]
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams [year 6]
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [year 5].

# Curriculum

Autumn 1	Maya Civilisation	Autumn 2	Monsters and Mayhem
Spring 1	Bullets, Bombs and Bunting	Spring 2	Extreme Limits
Summer 1	Darwin to DNA	Summer 2	All the World's a Stage

Each half term, we will send a detailed outline of the half term, which will show both the teaching focus and the expected outcomes.

Occasionally, children will be asked to bring in topic-related items.

## HRE

HRE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. HRE education has a rich body of knowledge taught through topics. Learners need to 'know about...' 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills. In Year 6 we will cover (please see the Website for more details):

Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
How can we keep healthy as we grow?	How can the media influence people?	How can drugs affect health?	What will change as we become more independent? Puberty Part 2	Transition to Secondary School

## Homework

Year 6 will receive homework for reading, spelling and maths. They will be expected to spend the equivalent of 50 minutes a week on each of these, which equates to 2 ½ hours in total across the week. Practice SATs papers in Maths, GPS and reading will also be sent home each term when they have been completed and marked in school for you to share.

## Reading

Pupils will be expected to read and record what they have read in their pupil planner. The expectation in Year 6 is that there will be at least 3 recorded comments in the diary ready to be checked each Monday by the teacher or the class LSA.

## Spelling

Pupils will receive spellings at the start of the week and be expected to learn and practice them at home ready to be tested. These will also be made available to view on EdShed each Friday beforehand and we will expect the children to access the website for approx. 50 minutes a week. All spellings will be linked to the pattern being learnt that week, or from an individualised list of words that they are expected to know by the end of key stage 2.

## Maths

Pupils will complete weekly arithmetic quizzes on Google Classroom. During the Autumn Term, Year 6 children will be expected to make regular use of “TT Rockstars” to help improve their accuracy and efficiency with times tables. We will be able to track their engagement with both Google Classroom and with “TT Rockstars”, so please encourage use of both. We may even set weekly challenges to inspire more children to improve their knowledge.



# Timetable

As a school, we keep the timetable flexible to ensure we meet the needs of our pupils.

Class	PE Day	Games Day
Ainslie	Wednesday	Tuesday
Anning	Tuesday	Thursday
Darwin	Monday	Thursday
Shelley	Thursday	Tuesday

Please make sure your child has the correct equipment each day. This includes: water bottle, homework diary and reading book. PE kit must be worn to school on your class's PE days – please do not send them in with it to change at school. Please make sure they wear jogging bottoms and a sweatshirt in the colder months so your child is warm enough outside.

## Personal Property/Valuables including mobile phones

All items of personal property brought into school should be **clearly labelled** with your child's name.

Pupils in Years 4-6 are able to bring mobile phones to school, if parents think it is necessary for their child's safety to and from school. These should be handed in to the main school office as soon as the child arrives at school and be collected from outside the dining-hall at the end of the day. **Phones must not be left in the cloakroom or be kept with the child in the classroom.**

**Children must not bring valuable items of property to school** unless agreed by the class teacher in advance.

- Watches can be either analogue or digital. No smart/camera watches
- Earrings must be small studs only, no hoops or dangly earrings
- Earrings should be removed at home on PE and Sports Club days. If ears are newly pierced these can be taped at home on those days until healed, approximately 6-8 weeks

- No jewellery, except faith jewellery e.g. a small cross on a simple chain
- Hair longer than shoulder length should be tied back for PE and sports club days
- No make-up or nail varnish. Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

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PE kit should be worn to school on the day of your child's PE lesson. PE kit should be worn to school on the day of your child's PE lesson. **All items must be clearly labelled.**

## Communication

The school will work together with the home to promote good behaviour.

- Parents will be informed at every opportunity of their child's good behaviour (phone calls home).
- Parents will be involved at an early stage if there is concern about their child's behaviour.
- The school will at all times, adopt an encouraging and supportive style with parents.

These strategies support the vast majority of children to achieve and maintain good behaviour. There are further steps in place for children who find this more challenging. These will be shared with parents if necessary. Full details are available in the Care and Management of Pupils policy on our school website.

## Healthy Children

Please provide your child with a water bottle so they can drink water in the classroom, squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide your child with a snack it must be a healthy snack, it should not be sweets, chocolate or biscuits.

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch please use the Chartwells Website [www.mealselector.co.uk](http://www.mealselector.co.uk) or telephone 0845 603 7998.