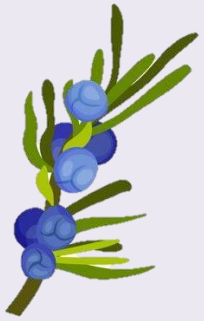




WELCOME TO YEAR 6



ELM CLASS

MRS McLEOD



JUNIPER CLASS

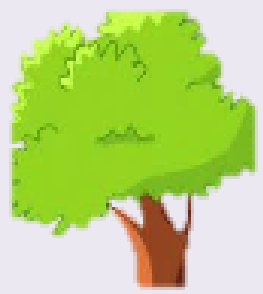
MR FERNANDES



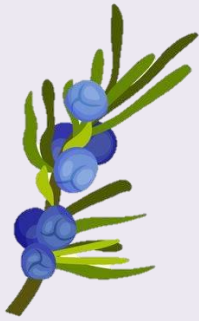
Year 6 HLTA/TA Team

MRS HERBERT, MRS DALZIEL, MRS ENG





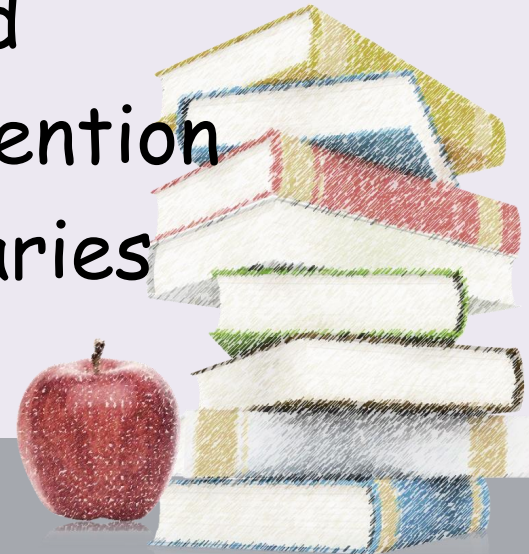
AIMS For Yr6



To support the children to continue to grow as confident and independent learners and to help them prepare for Secondary School.

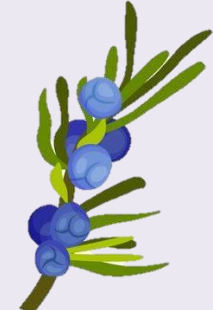
- * Encouragement
- * Care
- * Support
- * Expectation

- * Challenge
- * Reward
- * Intervention
- * Boundaries



CURRICULUM for the Year

Available on the Website (please ask if you would like a paper copy)



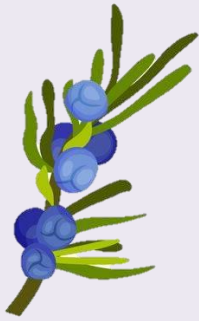
CURRICULUM OVERVIEW - YEAR 6 - 2023-24

TERM/THEME	AUTUMN 1 SOUTH AMERICA	AUTUMN 2 WWI	SPRING 1 WWII	SPRING 2 WWII	SUMMER OUR WORLD / SATS	SUMMER 2 PRODUCTION / MOVING ON
TRIPS/ WORKSHOPS	Zoo Workshop (Science - Classification/Adaptation)	Ashcombe Visit (Taster)	Junior Citizen (PE&H) The Priory School (Reading Zone)	Henley Port (History - WWII)	Bowling / Laser Quest Trip (Transition)	Buddhist Temple Winklesdon (RE - Buddhism) Guildford Cathedral (Transition)
ENGLISH	Reading Comprehension (link to topic or Literacy focus). The Boy, the Mole, the Fox and the Horse - illustrated story, description, feelings, slogan writing, X-C with PSHE and Art Tiger by William Blake - Classic poetry / independent poetry Lego Creature (NCR) SATS Assessment	Reading Comprehension (link to topic or Literacy focus). Boy, Roald Dahl - Autobiography - descriptive writing, dialogue, advertisement The Christmas Truce - WWI - Newspaper recount Christmas Activities Mocosity - narrative poetry	Reading Comprehension (link to topic or Literacy focus). Goodnight Mr Tom Carrie's War - descriptive writing, Ella Benson Diary - diary writing SATS Assessment	Reading Comprehension (link to topic or Literacy focus). Rose Blanche (picture book) - descriptive writing Brightstorm - (descriptive writing, diary, newspaper report) Easter Pause Week SATS Assessment	Reading Comprehension (link to topic or Literacy focus). Henley Port Visit Recount The Water Tower - story writing / narrative Short writes and SPaG revision. SATS	Reading Comprehension (link to topic or Literacy focus). Superheroes - Biography Biomes - Writing in a Bottle (Persuasive Argument) Year Book Writing - self reflection Reflective writing (Report Covers) Production based English
	Weekly Spelling and Grammar lessons linked to Literacy Units and NC Spelling Requirements Guided Reading sessions / Reading tasks / Reading comprehension					
	SPaG	Recap key grammar from Year 5 General punctuation Relative pronouns Clauses - subordinating and co-ordinating conjunctions. Parentheses Noun phrases	Subject, verb, object, passive voice Modal verbs Colons Prepositional phrases Semi-colons	Revision based on grid analysis of SATS Assessment	Revision based on grid analysis of SATS Assessment	Revision based on grid analysis of SATS Assessment
NUMERACY	Mental Maths and Fluency, Assessment, Place Value, Addition, Subtraction, Subtraction with money, Multiplication - Weekly Times Tables	Mental Maths and Fluency, Multiplication, Division, Division and Multiplication word problems, - Weekly Times Tables	Mental Maths and Fluency, Fractions / Percentages, Decimals, Assessment Week, - Weekly Times Tables	Mental Maths and Fluency, Decimals, Measure, Perimeter and Area, Perimeter and Area - Weekly Times Tables	Mental Maths and Fluency, Shape - Properties and Measures, Press Room - Statistics - Weekly Times Tables	Statistics, Revision, Assessment Week, Review, Coordinates, Fractions, Problem solving - Weekly Times Tables
SCIENCE	Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including non-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way that bodies function Describe the ways in which bacteria and viruses are transported within animals, including humans	Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eye or from light sources to objects and then to our eye Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the number of buzzers and the amount of switches Use recognised symbols when representing a simple circuit in a diagram	Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	PRODUCTION
HISTORY	WWI - trench warfare, remembrance and The Christmas Truce (English XC)	WWII - Impact of War	WWII - Impact of War	The Mayan Civilisation Why should we remember the Mayas? Geography: Global Warming and Climate Change Are we damaging our world? Exploring global warming and climate change and the impact on biomes.	PRODUCTION	PRODUCTION
GEOGRAPHY	South America Study Compare South America to North America. Identify trade and economic relationships between South and North America. Explore Biomes through this study with in-depth study of Amazon. Linked to biomes					
COMPUTING	Online Safety - Rules Communication Unit	Online Safety - Online Relationships Web Page Creation (Google Slides / MS PPT)	Online Safety - Images - STD Variables in games (Scratch)	Online Safety - Social Network Introduction to spreadsheets (MS Excel)	Online Safety - Respect 3D Modelling (Tinkercad)	Online Safety - Safe Gaming Sensing (Micro:bit) / MS Make Code

TERM/THEME	AUTUMN 1 SOUTH AMERICA	AUTUMN 2 WWI	SPRING 1 WWII	SPRING 2 WWII	SUMMER 1 OUR WORLD / SATS	SUMMER 2 PRODUCTION / MOVING ON
Extra Computing - IT	CAD - Link to DT Learn to Type (BBC Dancecast/Typing club)	MS Excel (Graphs - Science)	SID - Publisher - Poster	Scrapbook (Press) - Superheroes	Crumble (Link to DT)	MS Office - Year Book creation.
RE	Bible Explorers (New Testament) - Steve Henman	What did Jesus say 'I am'?	What helps Hindus to worship?	Connections between Adam Eve, Christmas and Easter. Easter House Day	The Buddhist way of life.	What does the Bible say about moving on?
PHSE	How can we keep healthy as we grow? Health and wellbeing Looking after ourselves: growing up; becoming independent; taking more responsibility.		(Relationships) What will change as we become more independent? How do friendships change as we grow? (Including RSE Chris Winter lessons and RESPECT lessons Spring 1)		(Living in the Wider World) How can media influence people? NB: Need to cover the transition work/ secondary transfer element of Relationships Focus in this term. Smart Moves - Moving on (set of 20 lessons about how to cope with moving on.) Drugs and Alcohol	
DT	Textiles - Christmas Decorations Join textiles with a combination of stitching techniques (eg, back stitch, cross stitch and running stitch, attaching a button) Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). POAP - Using computer-aided design in textiles		Food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques as independently as possible. Understand and apply the principles of a healthy and varied diet. Describe what to do to be hygienic and safe. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. POAP - Celebrating culture and seasonality (SOUTH AMERICA - CREATING CULTURAL FOOD)		Workshop How can media influence people? Understand how key events and individuals in design and technology have helped shape the world Plan and develop ideas through discussion, annotated sketches, exploded diagrams, pattern types and computer aided design. POAP - Electrical Systems - Monitoring and Control and More complex switches and circuits (SCIENCE - ELECTRICITY AND COMPUTING - CRUMBLE)	
ART	Self Portrait Assessment Scrapbook - The Boy, the Mole, the Fox and the Horse Unit. Shading, pen and ink, watercolours.	Poppy Art Christmas Art (Northern Lights)	War artists and photographers, including Henry Moore, in wartime London.	Herbert Morrison's iconic photograph of St Paul's Cathedral.	Modern/Urban/Pop Art Topic - Graffiti and Urban artists. Keith Haring / Julian Beever.	Production Art Trainer Assessment
MUSIC	Change Rhythm - Happy	Classroom Jazz 2	Benjamin Britten - New Year carol	Music and identity.	You've got a friend	Production rehearsals
MPL	Revision of basic conversations, family members, numbers	School Life: likes and dislikes, subjects	Je peux	Sport	French Play	Leisure
PE	Outdoors - sports hall, sports leaders Indoors - gymnastics	Outdoors - tag rugby Indoors - Gym	Outdoors- basketball Indoors - dance	Outdoors - cricket Outdoors - Lacrosse	Outdoors - orienteering Indoor - badminton	Outdoors - volleyball Outdoors - Athletics



SATS

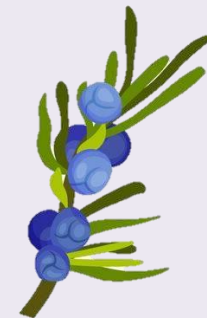


- These will take place w/b 13th May 2024
- SATs tests will be in Maths, Reading and Grammar.
- Writing is teacher assessed. The children will be preparing a writing collection throughout the year that may be moderated at the end of June.
- There will be a SATS meeting in the Spring term after we have received the final guidance.





UNIFORM



(List and suppliers available on the Website)

PLEASE MAKE SURE ALL UNIFORM IS CLEARLY NAMED

Please see handout or check the Uniform page on the Website.

New Uniform (All year round) – From September 2023 – All Years

- Logo embossed navy-blue sweatshirt or cardigan
- Pale blue polo shirt with logo
- **Navy-blue** trousers/shorts or Navy-blue skirt/pinafore
- Plain **Navy-blue** socks or plain Navy-blue tights.
- Black school shoes – not trainers or ankle boots (unless special permission is given)
- Sky blue and white checked summer dress (Summer alternative **only** between Easter and October half term) **with white socks.**
- **Pac-a-mac** (to be kept in back-pack at all times).
- **Warm coat for Winter** (bright colours are preferable due to safety when walking to and from school on dark/dim mornings or afternoons).

PE Uniform

- Logo embossed **Navy-blue** PE T-Shirt
- Navy-blue shorts or ~~skort~~ – no shorter than mid-thigh
- **Plain navy-blue** joggers or **plain navy-blue** leggings (**no** logos, stripes or colours).
- Logo embossed navy-blue sweatshirt OR Logo embossed navy-blue hoodie. (**Please note: cardigans cannot be worn for PE for safety reasons.**)
- School Shoes (as above) – **to be worn into School on PE Days**
- **Navy-blue socks** (no tights please).
- Logo embossed PE Bag (available from the School Office) containing:
 - Trainers (these should be **kept in School** in the PE Bag (above) and will be used for PE and break times on the field).
- A plain **Navy-blue** base layer top may be worn for extra warmth if required under school tops or PE tops. Base layers should not be worn under shorts, as all children can wear Navy-blue joggers/leggings.

All uniform items should be clean, **clearly labelled with the child's name** and in good condition.

Hair

Hair should be tied up if it is shoulder length or longer and the hair band should be plain and either, blue, black, brown or white.

Jewellery

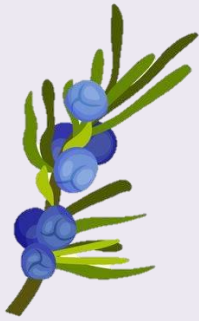
No jewellery should be worn except for plain, small gold or silver stud earrings. Earrings **MUST NOT** be worn on PE days.

School uniform is available locally at a reasonable cost (see below or on our website for stockists). There is an ample stock of second hand uniform (organised by FOSPA), if you would like to purchase some, please make enquiries through the school office.

If you have any questions, please contact the School Office via the contact page on our website or by email to info@stpauls-dorking.surrey.sch.uk or by telephone on 01306-883547.



PE Days



PE Days for Year 6 are Tuesday and Thursday

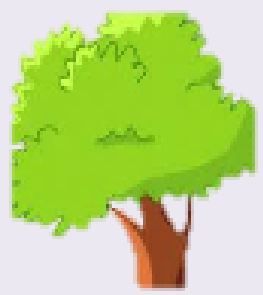


Please remember that the children need to come into School in **PE KIT** on PE days (wearing school shoes to School and with trainers in a School PE Bag).

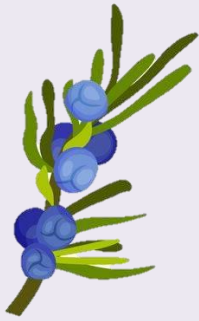
A navy tracksuit is essential for cold weather.

Children should not wear earrings on PE Days.





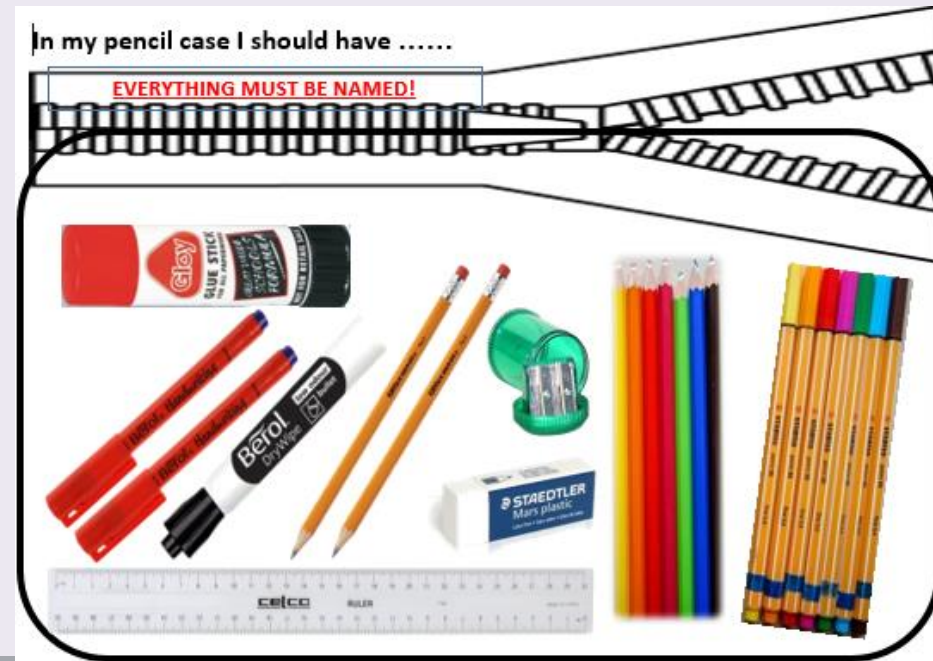
OTHER KIT



**PLEASE MAKE SURE EVERYTHING IS
CLEARLY NAMED.**

Pencil Case (small - needs to fit in tray) - this will need to stay at school. All available at cost at the Stationery Shop (open every Lunchtime 12:05-12:15).

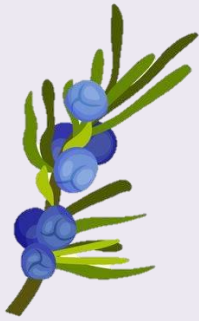
Small Backpack to carry Lunch / Book / colouring pens/pencils.





TRIPS

(Proposed for 23.24)



Zoo Workshop (*Science*)

The Ashcombe School (*Yr 7 taster visit*)

Henley Fort (*Residential - History - WWII*)

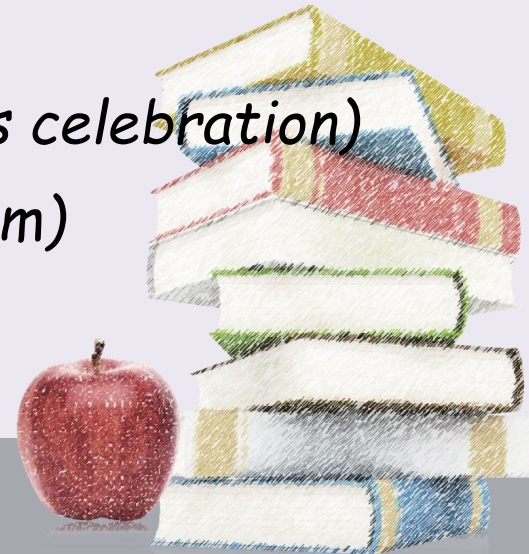
The Priory School (*Reading Zone*)

Junior Citizen (*PSHE/Transition*)

Bowling and Laser Quest Trip (*End of SATs celebration*)

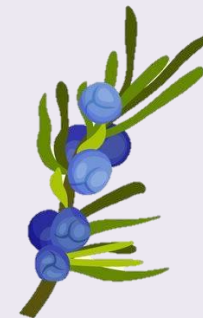
Buddhist Temple, Wimbledon (*RE - Buddhism*)

Guildford Cathedral (*Leavers Service*)





HOMework



Year 6 - Homework Guidance



ALL HOMEWORK WILL BE SET ON TEAMS.

*You can access Teams using your normal login via **Office.com** or the **Teams app** available on Apple or Google.*

All homework will be set on a **Friday** after school and we ask that it is handed in (on Teams) by the following **Friday**. *Homework will not normally be set in the week before a School Holiday.*

The following Year 6 Homework will be set each week:

Reading: 20 minutes (or more!) reading **per day**. Collect 5 **WOW** words per week and look up their meanings in a dictionary. All reading (and WOW words) should be recorded on the Reading Record found on Teams. *You may also take a paper copy of the Reading Record which you can complete, photograph and upload to Teams or hand in on paper.*

Comprehension: 10-15 minutes comprehension task set each week.

English: SPaG (Spelling, Punctuation and Grammar).

20 minutes per week set on SPaG.com (via Teams) **plus**

20 minutes per week Spelling homework set on Teams to learn focused spelling words.

Maths: 30 minutes per week set on MyMaths.com (link in Teams) or focused Maths questions set on Teams.

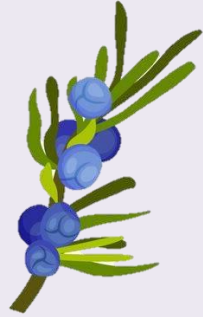
TTRockstars: 5-10 minutes at least 3 times per week to practise times tables. There will be battles between Juniper and Elm.

Please let us know if you have any queries concerning homework. The **Year 6 Team** can be contacted on the Posts page in Teams or on year6@stpauls-dorking.surrey.sch.uk



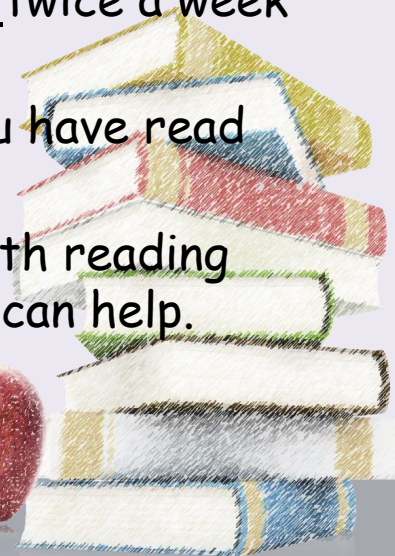


READING



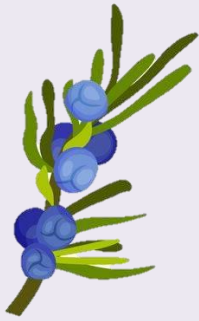
READ! READ! READ! READ!

- Reading in School - Reading at Home.
- Children can borrow books from School or read books from home, but please check that they are appropriate for their reading level.
- Please make sure they have their current reading book with them every day.
- Reading Records - (see Homework information)
- Please encourage your child to read every night and at least twice a week *with an adult* and to complete their Reading Records.
- Remember to 'sign/comment on' the Reading Record when you have read with your child.
- Parent Readers - we are always looking for parent helpers with reading through the entire School. Please contact the Office if you can help.





Accelerated Reader



What is it?

- Accelerated Reader (AR) enables us to accurately match reading books to children's current reading ability and helps teachers to assess, manage and monitor independent reading.

How does it work?

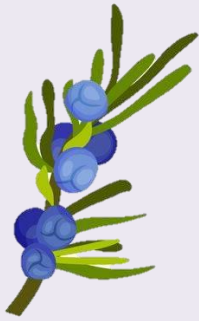
- Children from years 3 - 6 have been assessed on the computers in school using Accelerated Reader.
- Each child has a colour banded book.

How can you check if a book from is on AR?

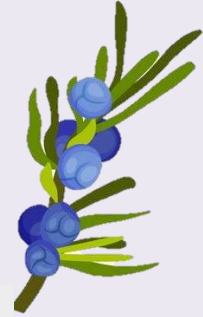
- Parents can visit <http://www.arbookfind.co.uk> to search all of the available books with AR quizzes.
- If it's not there, then children can still read the book, but we encourage them to also have a book from school that is colour matched to their ability.



Quizzing



- When your child has finished reading their book, they can take a quiz online at home. This is a really useful way of seeing what they have learnt. Quizzes are best taken **within 24 hours of finishing the book.**
- Children will get a ticket to enter a raffle for each quiz they complete.
- We will also be awarding certificates for children reading 100,000 words. (*AR counts the number of words read using the online quizzes that children complete*).
- A link will be sent to parents so they can access the quizzes at home.

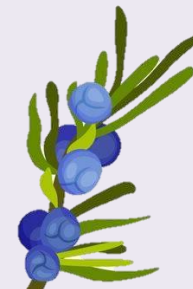


Home



Select **Accelerated Reader**





RENAISSANCE LEARNING

Jessamy Hunter



Accelerated[™]
Reader

Reading

Progress

Bookshelf

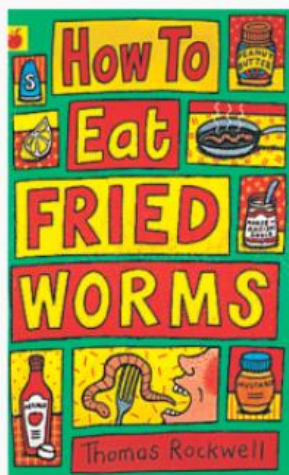
Find a Book



Search

Type in the book's quiz number.
Click **Search**

Search tips



Use a few words

You do not have to enter all the words in the title.



Use the author's name

Try the last name, first name, or both.



Use the quiz number

If the book is labelled, it's the fast way to search.



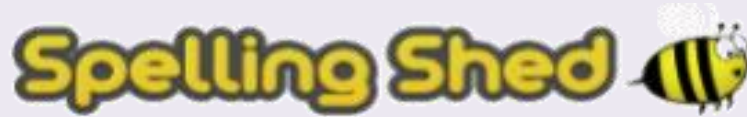
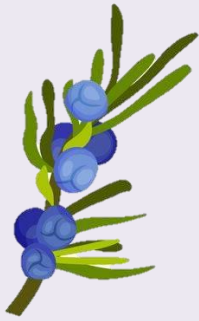
If your cover does not match...

That's OK.
Covers do change sometimes.





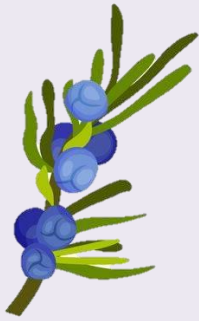
Spelling Homework



- From October, Spelling Homework in KS2 will be set using Spelling Shed. This will allow children to learn spellings via a series of fun, interactive games.
- Login details for the websites we use to set home learning will be sent home.



Relationship Education

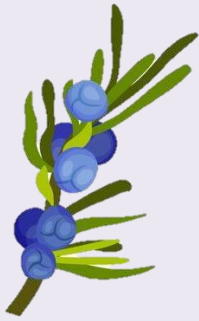


- RSE (Relationship and Sex Education) will be covered within PSHE lessons.
- A letter will be sent out prior to the start of the teaching.
- More information will be available on our Website under 'About Us > Curriculum > RSE'.





OUR CLASSROOM



Seating groups (will move around regularly - we aim to support them to be able to work with lots of different partners to prepare for Secondary).

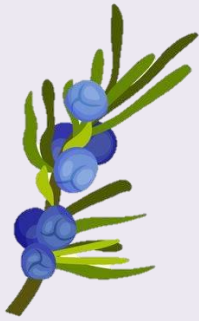
Pegs

- Water (Only Water, no squash etc.). All water bottles will be sent home daily for a wash and refresh.
- Snacks (Only fruit or veg)
- Please name Water Bottles and fruit.





RESPONSIBILITIES in Year 6

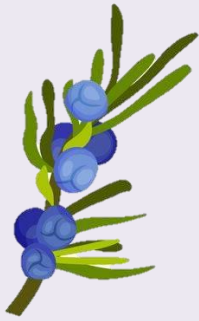


- Class jobs
- School council
- Eco Group
- Sports Crew
- Prefects
- School Ambassadors
- House Captains
- Personal responsibility

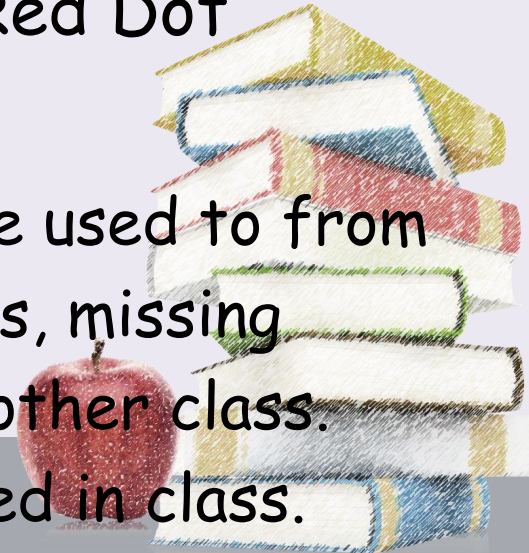




BEHAVIOUR

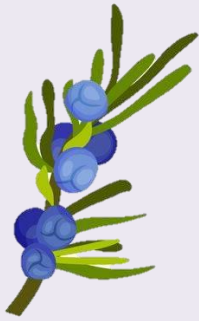


- **Expectations** - organised, responsible for own kit and for having the right equipment for lessons.
- **Sanctions** - if behaviour becomes unacceptable or has stopped them or others from accessing their learning then we will use the Year 6 - Red Dot System (please see handout).
- We will also use sanctions that they will be used to from previous years such as being moved in class, missing minutes of play or taking a 'time out' in another class. Please see the Behaviour Ladder - displayed in class.





ALLERGIES



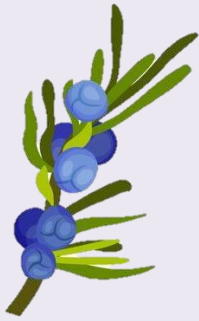
- No nuts or sesame
- No shellfish

Please let us know if your child develops an allergy or has an intolerance.





MEDICAL

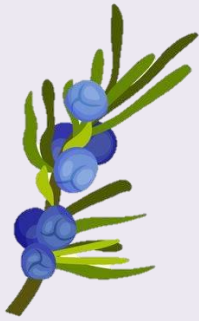


- Please make sure that you have spoken to the Office if your child needs medical support at School such as an inhaler or EpiPen.
- Please ensure that all Inhalers and EpiPens are clearly labelled.
- Please make sure that Inhalers and EpiPens are **in date**.



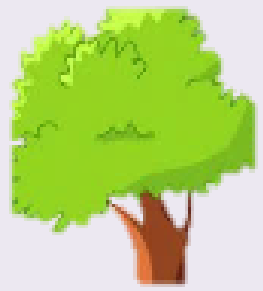


PARENTS EVENINGS

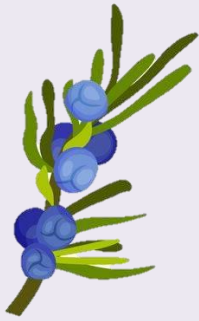


- Parents evenings are notified in the Newsletter.
- Parents evenings are held in the Autumn and Spring Terms.
- Autumn Term - 12th October (4:30 onwards) and 17th October (3:30 - 6:00 pm).
- There will be an additional Parents evening for Parents who have children on the SEND register (11th October).





COMMUNICATION



If you do have any questions or queries, please contact The Year 6 Team, in the first instance, via:

- the Year 6 email address (Year6@stpauls-dorking.surrey.sch.uk);
- the School Office (info@stpauls-dorking.surrey.sch.uk);
- by telephone to the School Office (01306 883457); or
- by using the Contact Us form on the Website.

If the Team is not able to help, please contact:

Mrs McLeod (Phase Leader KS2);

Mrs Bryan (Deputy Headteacher); and finally

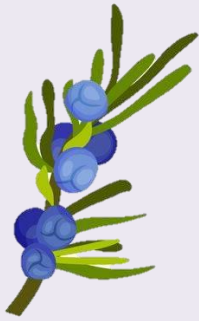
Mrs Alden (Headteacher)

via the School Office.





WHEELS TO SCHOOL

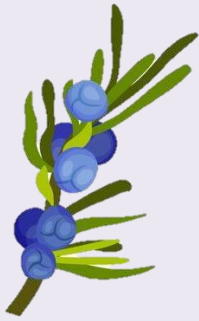


- Pupils may ride bikes or scooters to school at parents' discretion.
- Please ensure that they wear a helmet and that it is correctly fitted and fastened
- Children should dismount and enter through the Year 3-4 gate
- 'Vehicles' should be left in the KS2 bike park (by the 'Star of the Week' entrance).
- Please ensure you speak to your child about taking care in the Lane and StPs Road E as there are lots of young children walking along at drop-off and pick-up time and they are un-predictable and fast!
- Bikes and scooters must not be ridden in School!





CLASS REPS...

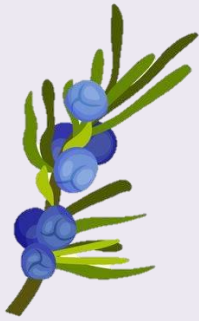


If this has already been sorted,
please let us know who you are If
not, any volunteers?!

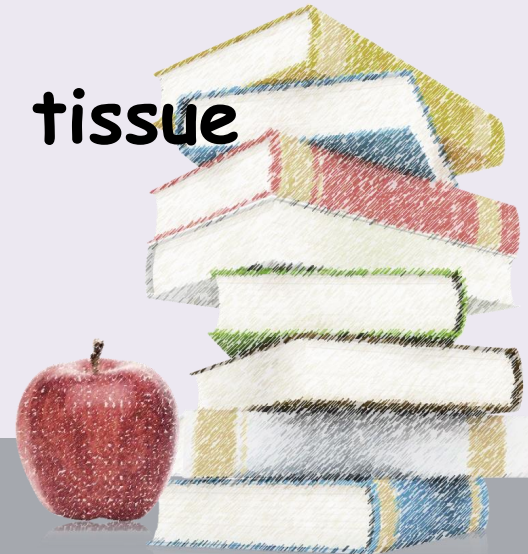


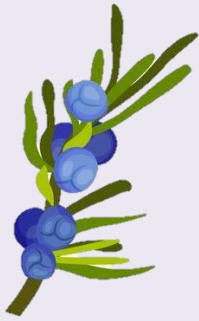


AND FINALLY...



- We are here to help and are always happy to make time to talk with you.
- Please let us know if there is anything happening in your child's life that may affect their day at school.
- **We are always grateful to receive tissue boxes!**





Thank you!

Questions?

Any Questions?

