

Parent Information Booklet



**Year 6
2022-2023**

Please keep this booklet to refer to throughout the year.

Parsloes Primary School

WELCOME TO YEAR 6

Dear Parents/Carers,

We would like to welcome you and your child to Year 6, their final year in primary school. This year is even more important as this is our main opportunity to prepare your child for the next stage in their education, secondary school. This is a big step for them and many children will be anxious about this move so we will aim to do all we can to reassure and prepare them, so they leave us confident and excited about this move...while missing us a little!

Part of this preparation for the expectations of secondary school life is getting used to having a planner or homework diary; which we expect children to bring in every day. In this planner, the children will write down any homework they have, including their spelling words. We ask you to sign this each week, to show that you have seen it, due to the fact that this is expected in most secondary schools. In addition to this we will expect you to sign the reading record at least three times a week. There is also a space in the children's homework diary for you to write down any concerns/questions you may have.

As you will be aware, children in Year 6 will be sitting SATs (Statutory Assessment Tests). For your child these will be during the week beginning Monday 8th May 2023. It is very important that you make sure your child is in school that week on time every day. Obviously, it is equally important that your child has very good attendance during Year 6 too, in order to make the progress we and you expect of them.

Equally we endeavour to ensure your child is not anxious about these tests as this can affect how well they will do. We need you to not be anxious either so we will be holding meetings to allay

any anxieties you too may have. So don't worry! We will also be running additional booster classes for children during the year and need your support to ensure your child attends these.

I am sure that you, like us, want to make sure your child has the best possible start for secondary school, so there will be extra work, but we will also give Year 6 pupils additional privileges and trips so their final year at primary school is not dominated by tests. We want your child to take away some really fond memories of being at Parsloes.

Most importantly we want your child to achieve the best they can and value the support you will give us to make this possible.

Kind regards,

Year 6 teachers – Miss Begum (Sparrowhawk) and Mr Asiedu (Woodpecker)

Phase Leader for Years 5 and 6 – Mrs Oslar

Assistant Headteacher – Miss Lipman

Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

Year 6 - Reminders to Parents

Attendance and Punctuality

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.

Your child will also be given a log-in for Bug Club, where they can access books online at the level determined by the teacher. This will be monitored weekly by the class teacher and forms part of the homework expectation.

Key Stage Two SATs

During the month of May, pupils in Year 6 will be sitting SATs (Statutory Assessment Tests). These tests will assess whether your child has achieved the expectations for Key Stage Two in Reading, Writing, Grammar, Punctuation & Spelling (GPS) and Mathematics. Further updates will follow throughout the year.

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

PE

Children should bring their PE kit in a PE bag. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Kingfisher – Tuesday and Wednesday

Woodpecker – Tuesday and Wednesday

Art Shirts

Please can you provide your child with an old shirt to be used during Art lessons.

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Curriculum

Our theme for the first half term is 'Natural World'. Further updates will follow throughout the year.

Mobile Phones

Mobile phones are not allowed in school. The only exception to this are those pupils in Years 5 & 6 who come to or go home from school by themselves. We will store these securely during the day. Mobile phones should be turned off whilst pupils are on the school premises - if these rules are not followed, they will no longer be allowed to bring their phones into school. In order to keep an accurate record of those who need to bring a phone into school, due to the fact that the pupil is walking home by themselves, the relevant form will need to be filled in on ParentMail. Please note that phones are left in school at your own risk and school cannot take responsibility of any phones that are lost or damaged.

How to support your child in Year 6

- Read with your child every day and ask them questions about the story.
- Help your child to complete their homework.
- Practise the spellings which your child will come home from school with, including the Year 5 and 6 spelling list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.
- Encourage independence so that your child is prepared for the transition to secondary school.

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers
White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)
Plain grey socks
Plain black **shoes (NO Trainers)**
No dyed hair or shaved fashion hairstyles

GIRLS

Grey pleated skirt or grey tailored trousers
White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)
Grey tights
White socks
Plain black **shoes** (flat heel with a back, **NO Trainers**)
Red or white hair accessories
No dyed hair or shaved fashion hairstyles

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts must have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

Children coming into school with the incorrect uniform will be asked to change.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.

Curriculum Overview – English

<p style="text-align: center;"><u>Autumn 1</u></p> <p>Texts: Flotsam by David Weisner Tree of Life by Rochelle Strauss</p> <p>Genres: Setting Description Retelling Non-chronological Report</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Text: Archie's War by Marcia Williams</p> <p>Genres: Diary Entry Persuasive Writing Newspaper Report</p>
<p style="text-align: center;"><u>Spring 1</u></p> <p>Text: What Mr Darwin Saw by Mick Manning</p> <p>Genres: Biography Informal Letter Character Description</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Text: Kensuke's Kingdom by Michael Morpurgo</p> <p>Genres: Balanced Argument Narrative</p>
<p style="text-align: center;"><u>Summer 1</u></p> <p>Text: The Viewer by Shaun Tan</p> <p>Genres: Narrative Diary Entry Newspaper Report</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>Text: The Wizard of Oz by L. Frank Baum</p> <p>Genres: Setting Description Playwriting</p>

Curriculum Overview – Themes

Autumn 1

Natural World



Autumn 2

The Great War



Spring 1

What Mr Darwin Saw



Spring 2

Castaway



Summer 1

Into the Unknown



Summer 2

Lights! Camera! Action!





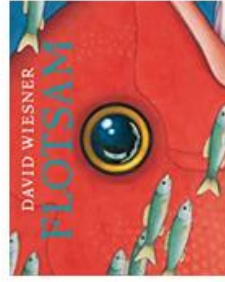
CURRICULUM MAP

YEAR 6	AUTUMN 1 Natural World	AUTUMN 2 The Great War	SPRING 1 What Mr Darwin Saw	SPRING 2 Castaway	SUMMER 1 Into the Unknown	SUMMER 2 Lights! Camera! Action!
English	Flotsam & Tree of Life Setting Description, Narrative & Non-Chronological Report Reading: Retrieval & vocabulary	Stay Where You Are and Then Leave & Archie's War Diary, Persuasive Writing & Newspaper Report Reading: Inference	What Mr Darwin Saw Biography, Informal Letter & Character Description Reading: All skills	Kensuke's Kingdom Balanced Argument & Narrative Reading: All skills	The Viewer Narrative & Diary Entry Reading: All skills	Wizard of Oz Setting Description & Playwriting Reading: All skills
Maths	Number Number and Place Value Addition and Subtraction Multiplication and Division	Number Multiplication and Division Fractions Geometry Position and direction	Number Fractions (decimals) Fractions (percentages) Algebra	Measurement Ratio and proportion	Statistics Geometry Properties of shapes	Investigation and problem solving Revisit topics
Science	Living Things/Habitats How do we classify animals based on specific characteristics?	Light How does light travel and reflect?	Evolution and Inheritance How have living things changed over the years?		Animals Including Humans What is the circulatory system? How are water and nutrients transported around the body?	Electricity How do we create and compare circuits with a variety of components?
History		British History Beyond 1066 How did society change during World War One?				
Geography	Locational Knowledge / Human & Physical Geography How are mountains formed? What are the characteristics of Romania?			Geographical Skills and Fieldwork How do we devise and follow a range of maps using a compass and grid references		Geographical Skills and Fieldwork How can we observe and represent the features of our local area?
Religious Education	Beliefs What do people believe about life after death?	World Faiths What similarities and differences do religions share?	Religious Leaders What qualities are important to present day religious leaders?	Celebrations What happened on the first Easter Sunday?	Celebrations How can you design a celebration that involves everyone?	Christianity How do people express faith through the arts of Christianity?
Computing	Digital Research and Literacy How can we complete refined searches and understand how results are ranked?		Data How can we use formulae and functions to solve problems in a spreadsheet?	Programming How can we write a program for a specific purpose using Scratch?		Multimedia How can we design and create a document or video for a specific purpose?
Art	Collage How can we recreate scenes from Flotsam?	Drawing How do we use charcoal to create mood and atmosphere?	Drawing How can we create technical drawings based on observation?			
Design & Technology				Frame Structures How do we design and create a shelter?	Cooking and Nutrition What is a healthy and balanced diet?	Electrical Systems How do we design and make a product using an electrical system?
PSHE	Jigsaw: Being Me in the World	Jigsaw: Relationships	Jigsaw: Dreams and Goals	Jigsaw: Celebrating Difference	Jigsaw: Healthy Me	Jigsaw: Changing Me
Physical Education	Ball Skills: travelling and dribbling (Football) Underwater Dance: perform dances using a range of movement patterns	Ball Skills: passing with hands (Basketball) Gymnastics: travel and balance	Ball Skills: travelling and dribbling (Hockey) Gymnastics: travel and balance	Ball Skills: striking with equipment (Tennis) Evolution Dance: perform dances using a range of movement patterns.	Athletics Gymnastics: travel and balance	Ball Skills: striking and fielding (Cricket) Dance: perform dances using a range of movement patterns.
Music	Charanga How can we play with pulse and rhythm in pop songs?		Charanga How can we develop our singing skills?		Charanga What inspirational women are working in music?	
Spanish		Language Angels Phonetics / Presenting Myself	Language Angels Family			Language Angels Clothes



Natural World
Year 6 – Autumn Term 1

Curriculum Core Texts



Flotsam by David Wiesner

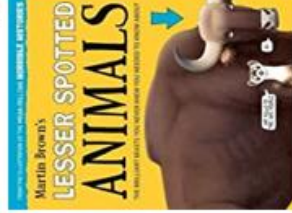
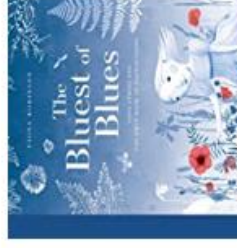
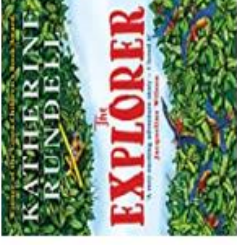
Tree of Life by Rochelle Strauss

English – TalkForWriting

Texts: Flotsam by David Wiesner and Tree of Life by Rochelle Strauss

Focus: We will be writing a setting description, a narrative and a non-chronological report

Recommended Reads





Entry Point – London Aquarium Trip

Science – We will be classifying and comparing different species of organisms.

Activities:

- Go for a walk around the park – what different plants can you see?

Key Vocabulary: organisms, plants, animals, micro-organisms, classification, group, characteristics.

Key questions:

What do all living things need to survive?

How can we group different types of living things?

PE – We will play football, practising the skills needed for a game.

Activities:

- Analyse the rules of the game by watching the England team play football on YouTube.

Key Vocabulary: defence, attack, position, tackle, posture, control.

Key questions:

What rules are there in football?

What skills are needed to play football?

Geography – We will learn about different mountains and compare Romania to the UK.

Activities:

- Research mountains and their locations around the world.
- Find Romania on an atlas.

Key Vocabulary: Plate tectonics, summit, mountain range, altitude

Key Questions: *How are mountains formed?*

What are the characteristics of Romania?



'Natural World'

Year 6 – Autumn Term 1

Computing – We are learning how computer networks work and how search results are selected and ranked.

Activities:

- complete a refined web search to find specific information
- compare results from different search engines

Key Vocabulary: Search, search engine, Google, Bing, Yahoo!

Key Questions:

- What is the difference between the internet and an internet service?

Art – We will be making collages of different under water scenes.

Activities:

- Collect recycling at home and experiment with them, identifying the different textures and patterns you can make with them.

Key Vocabulary: collage, textures, materials.

Key questions:

How can we create different textures in a collage?

What different types of collage are there?

PSHE – We are learning about me and being a global citizen.

Activities:

- Find out what the human rights are.

Key Vocabulary: behaviour, rights, responsibilities, collaboration, consequences

Key questions:

What are my goals for the year? How do my actions affect others? What are my rights? How can I be a responsible citizen?

RE – We will look at what different people believe about life after death.

Activities:

- Speak to your family about what they believe happens when your body dies.

Key Vocabulary: life after death, re-incarnation, resurrection, life cycles.

Key Questions:

What happens when the body dies?

What is your soul?

Exit Point – Art workshop inspired by Andy Goldsworthy

End of Year Expectations – Writing

By the end of Year 6, a child of expected standard will meet the following criteria:

Identifies the audience for, and purpose of, the writing
Selects the appropriate form and uses other similar writing as models for their own
Proof-reads for spelling and punctuation errors
Ensures the consistent and correct use of tense throughout a piece of writing
Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)
Can describe settings, characters and atmosphere
Uses dictionaries to check the spelling and meaning of words
Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)
Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')
Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Uses the colon to introduce a list
Punctuates bullet points to list information

End of Year Expectations – Reading

By the end of Year 6, a child of expected standard will meet the following criteria:

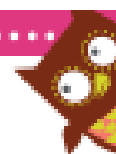
Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met
Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context
Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Retrieves, records and presents information from non-fiction
Participates in discussions about books that are read to the individual and those that can be read independently
Provides reasoned justifications for their views about a book

End of Year Expectations – Maths

By the end of Year 6, a child of expected standard will meet the following criteria:

Rounds any whole number to a required degree of accuracy
Uses negative numbers in context and calculates intervals across zero
Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication
Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy
Uses written division methods in cases where the answer has up to two decimal places
Solves problems which require answers to be rounded to specified degrees of accuracy
Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts
Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison
Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples
Uses simple formulae
Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons
Draws and translates simple shapes on the coordinate plane and reflects them in the axes
Interprets pie charts and line graphs and uses these to solve problems
Calculates and interprets the mean as an average

Spelling word list for Year 5 and Year 6



100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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