



Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspirations.

We believe that teaching and learning should be inspiring.

We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community.

All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**



Overview

1. Welcome & School Priorities – Mr Dillon
2. Who's Who
3. Golden Rules
4. Class Timetable
5. Topics & Trips
6. What's New in Year 6
7. National Expectations
8. Examples of what a Secure Level looks like (Reading, Writing, Maths)
9. Home Learning
10. Useful websites & information
11. Handouts
12. Questions



Birch Hill is a Good School

- Teachers make lessons interesting, pupils learn quickly and have a wide range of opportunities.
- Pupils say they have lots of friends and they feel safe.
- The school is at the center of the community.
- Leaders and governors are ambitious for the pupils to succeed.

(Ofsted October 2019)

School Development priorities for 2023/4

Strengths;

EYFS – 77% (+6 Nat)

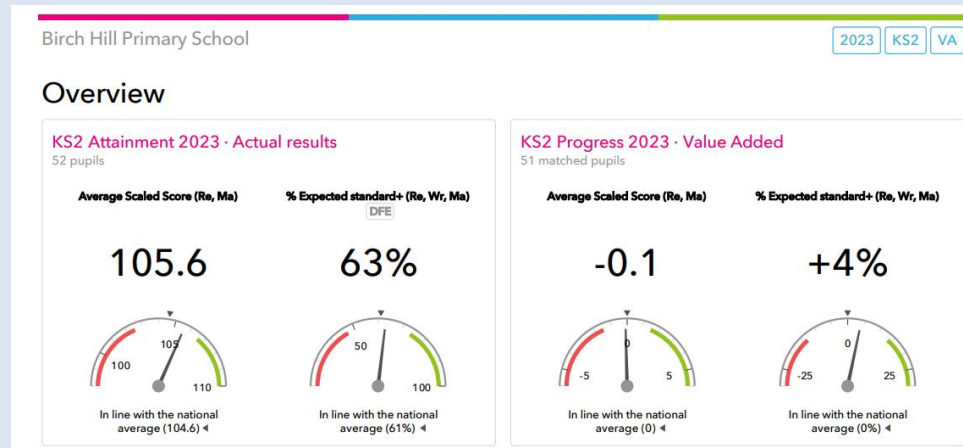
KS1 – All in line with National and slightly above

KS2 –

Y6 Writing EXS 81% (+10 Nat)

Y6 Maths EXS - 81% (+8 Nat)

Y6 GPS EXS - 79% (+7 Nat) and GDS 42 (+12 Nat)



Main themes for School Development in 2023/24

KS1

Combined in EXS and GDS

Writing improve GDS Writing

KS2

Y6 Reading (EXS) and Writing and Maths (GDS)

Groups

PPG and DD– significant gap in all areas

SEND – significant gap in all areas

Gender – significant gap with Boys/Girls in all areas

School Development priorities for 2023/4

Data outcomes

SDP

Writing, Maths and Oracy

Reviewing the Whole School Curriculum (Equality, Diversity and Inclusive)

Review wellbeing strategies for whole community (children, staff and families) – including induction for new staff

Increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities

Ensure that parents and carers are kept even more up to date about children's achievement and wellbeing

Broader Issues

Join Maiden Erlegh Trust (MET)

Parent Survey

27 replies out of 400 children (13.5%) Lots of positive – about staffing and enrichment	
A small number of concerns about behaviour and the impact on the rest of the class	We are a local, inclusive school and behaviour and SEND is a significant challenge for a range of reasons; children with EHCPs, or waiting to be assessed. Reduced services and increasing demands. We work with external consultants, SENDCo and Lead Behaviour TA.
Information about what children are learning	Welcome Meetings, Parents Evenings, Termly Reports, Open door policy. Curriculum Information on website.
Better communication (weekly newsletters and information about how children are getting on)	Weekly newsletter, text message, and emails. Schools are busy and some changes are out of our control.
Staff sickness, absence, recruitment	This is significant issue. Staff recruitment and retention.
Sex & Relationship Curriculum	We update the scheme that we use several years ago and give parents all the information. We believe that good SRE is about giving children this information early.
Extra curriculum beyond the classroom	We offer a range of extra clubs (mostly provided by staff) – choir and sport focused. Inter2Sports offer a football club and we're talking to them to see what other clubs (paid) that they can offer.
Wellbeing and emotional support	Family Support Advisor, Play Therapist (1 day a week), Read2Dogs, Nurture /Rainbow Room. Lead Behaviour TA. ELSA booked for this year.



Staffing Structure

Senior Leadership Team (SLT)

Headteacher: Mr Michael Dillon	Deputy Headteacher: Ms Karen Cameron	SENDCo & Inclusion: Mrs Helen McAllister	School Business Manager: Mrs Nicola Down
Safeguarding & Attendance, Behaviour, Standards, H&S/RA, SEF/SDP, PM, PPG	Learn Oversee English & Maths & Assessment T&L, M&E, SATs/Standards, CPD/ITTCo	Together SENDCo, Inclusion & SRP Nurture, ELSA, Play therapy, MHST, CLA/SGO	Personnel, Finance, Office/Admin, H&S/RA, Site, Catering, website and social media

Key Stage Leaders

Miss Molly Archer – EYFS/KS1 Ms Karen Cameron – KS2	<i>Teaching, Learning & Assessment</i> <i>Parent Communication</i> <i>Behaviour</i> <i>SEND</i>
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Governors Responsibilities

Governors Strategic Links L&M <i>School Lead - Michael Dillon</i> <i>Governor Lead: Jane Newman & Stephen Weeks</i>	Governors Strategic Links: Quality of Education <i>English & Maths / Assessment & Curriculum / KUW / Creative Arts</i> <i>School Lead – Karen Cameron</i> <i>Governor Lead: Joey Gurney & Stephen Weeks</i>	Governors Strategic Links Personal Development <i>PSHE/ SRE / House/School Council</i> <i>School Lead – Hannah Kerslake</i> <i>Governor Lead: Lee Clark</i>	Governors Strategic Links Behaviour <i>School Lead – Carla Hooper</i> <i>Governor Lead: Ruth Newland-Ward</i>	Governors Strategic Links (EYFS) <i>School Lead – Molly Archer</i> <i>Governor Lead: Ruth Newland-Ward</i>
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Communication



NEWSLETTER

- Staff visible morning and afternoon
- Come into the school office
- Website
- Weekly Letters & Newsletters
- Regular Text messaging: *Teachers2Parents*
- Emails school office - Secretary@
- 2x Parents Evenings Meetings virtual & Written Report
- Home Learning Exhibitions

If you any questions please talk to us

Look what we have harvested from our Edible Garden



Harry Elsey Bike Ride

Over the summer months Harry completed a 37 mile bike ride from Guildford to shoreham-by-sea and has raised £375 for the school— Many thanks to Harry for his brilliant effort and all of the generous donations.

<https://gf.me/ul/yk2ucf>

To the Beach - Harry's Cycle Ride



Diary Dates	
Year 5/6 Year Group Welcome Meeting	6:30 - 7:30 Tuesday 22nd September (Live via ZOOM)
Year 3/4 Year Group Welcome Meeting	6:30 - 7:30 Wednesday 23rd September (Live via ZOOM)
Year 1/2 Year Group Welcome Meeting	6:30 - 7:30 Thursday 1st October
Reception Year Group Welcome Meeting	6:30 - 7:30 Tuesday 13th October (Live via ZOOM)
Parent Consultations	4-7pm—Tuesday 20th October (Via ZOOM)
	4-7pm—Thursday 22nd October (Via ZOOM)



SEND / Inclusion

Sapphire Class, Rainbow Class & Wellbeing

- We offer a Nurture (Rainbow) provision for 8 Key Stage 1 children
- We have 2 Nurture Practitioners who deliver additional support to children across the school with friendship and social skills
- We have Emotional Literacy Support Assistants (ELSA) who work with children offering emotional support (**New training for 23/24**)
- We have a Play Therapist who supports a number of children once a week
- Sapphire Class (Specialist Resource Provision). The SRP is for children with Autism and Moderate Learning Difficulties (MLD) and have a Education, Health and Care Plan (EHCP). The children are very much part of our school and spend time within their mainstream year group
- Mental Health Support Team (MHST)
- We continue to work with staff, parents and outside agencies to bring our children the interventions and support that they need
- Welcome Meetings and booklet this half term

Friends of Birch Hill



- Over the years;
 - £20k for the large climbing frame
 - £15k for Infant climbing frame
 - £10k for new IWB
 - £5k for the Edible Playground
 - £4k raised money for a paving in EYFS area
- Currently raising money to upgrade the library

Events

- Summer Fair
- Christmas Events
 - Cards
 - Discos
 - Present Room, Dress Up Days, Raffles,



Please sign up and volunteer to help



Family Support & Attendance Officer (WPA)



- Della Payne-contact via school office (4 days a week)
- External Education Welfare/Attendance - WPA
- Offers support and guidance
- Links with other organisations & agencies
 - Local Authority Early Help
 - Various External Agencies
- Monitors attendance and links with Bracknell Education Welfare Officer
- Organises Family Learning sessions



Who's Who in our Team?



Miss Hodge



Mrs Kerslake



Mrs Bonner



Mrs Partridge



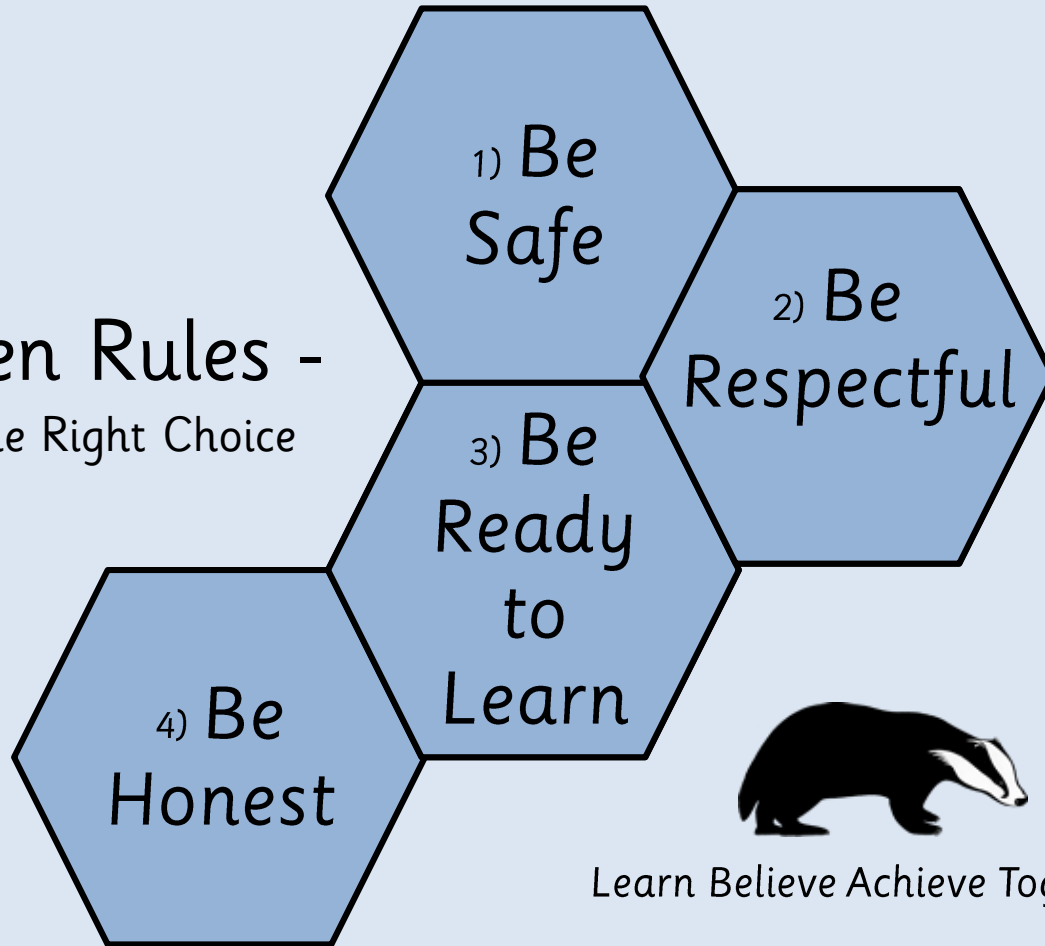
Mrs Chick



Mrs Higgs

Golden Rules -

Make the Right Choice



Learn Believe Achieve Together



Learn Believe Achieve Together

Golden Rules – Make the Right Choice

1) Be Safe

2) Be Respectful

3) Be Ready to Learn

4) Be Honest

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

Are you ready to Learn?

READY TO LEARN



What happens if we are not
Ready To Learn?

Time to make a Choice

Your time to make the right Choice

Time to make a Change

Use the ConCenTration table

Visit another Classroom for time out

Time to Reflect

Miss your break-time and sit with your Phase Leader to
reflect on your behaviour



Class timetable

Mon	VOCAB starter	Grammar:	English:	Times tables	Maths:	Maths starter	Daily read	PSHE: Jigsaw	2.30 - Assembly
Tue	Arithmetic starter	English:	Guided reading:	Times tables	Maths:	Practise 5/6 words	Daily read	Indoor PE RE/French/ ICT	
Weds	Grammar starter	No nonsense spelling rules	English:	Times tables	Maths:	Maths starter	Daily read	Science:	
Thurs	Reasoning starter	English:	Guided reading:	Times tables	Maths:	Practise 5/6 words	Daily read	Topic:	
Fri	ERIC reading starter	Spelling/ dictation	English:	Times tables	Maths:	Maths starter	Daily read	Outdoor PE	2.45 - Celebration assembly



PE – Autumn 1 only

Mon	VOCAB starter	Grammar:	English:	Times tables	Maths:	Maths starter	Daily read	PSHE: Jigsaw	2.30 - Assembly
Tue	Arithmetic starter	English:	Guided reading:	Times tables	Maths:	Practise 5/6 words	Daily read	Indoor PE RE/French/ ICT	
Weds	Grammar starter	No nonsense spelling rules	Outdoor PE	Times tables	Maths:	Maths starter	Daily read	Science	
Thurs	Reasoning starter	English:	Guided reading:	Times tables	Maths:	Practise 5/6 words	Daily read	Topic:	
Fri	ERIC reading starter	Spelling/ dictation	English:	Times tables	Maths:	Maths starter	Daily read	Science:	2.45 - Celebration assembly



Key things to remember for Year 6

- Usual PE days: **Tuesday and Friday**
- **Autumn 1 PE days: Tuesday and Wednesday**
- Mobile Phones - No smart technology (watches, fitbits...)
- Sending home arrangements
- No pencil cases – provided at school.
- Statutory Assessments: Year 6 – SATs May.
- **Volunteers to arrange leavers Hoodies**
(name after meeting)



Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

Games and PE kit is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Trainers (plain/ unbranded)

Others:

- Alice bands need to be small and plain.
- No jewellery is to be worn in school – bracelets, rings, necklaces....
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



Topics and Trips/Enrichment Activities

Voluntary Stationary
contribution £15 (online)

Term	Topic	Trip/Enrichment	Cost
Autumn 1	What can we learn from William Shakespeare?	Shakespeare festival performance	Approx £9.50 per ticket
Autumn 2	How was life affected for children during the Battle of Britain?		
Spring 1	In what ways can rivers shape out landscape?	Residential Rhos-Y-Gwaliau	Approx £440
Spring 2	How and why should we keep ourselves healthy? <i>(Along side SATs revision)</i>		
Summer 1	How <i>have</i> I changed?		
Summer 2	How <i>can I</i> make a change? CHARITY PROJECT	Leaver's performance Leavers' hoodies/yearbook	TBC

Personal, Social, Health Education (PSHE)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Relationship & Sex

whole school overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Information about your child's progress

National Expectations

PiXL Grades					
Below Expected			Working at Expected		Above Expected
B2 (Below Standard) Often SEND SP	B1 (WTS)	E2	E1 (EXS)	A2	A1 (GD)

Progress

- Informal discussions with teachers (AM or PM)
- Termly Parents Evenings
 - Written report
 - Children invited
- End of year report





Information about your child's progress

National Expectations

	School Report 2021/22 Child's Name: : Year Y6 Teacher: Miss Hodge			
Key Objectives (Y6)	Child speak	Autumn	Spring	Summer
English Writing		E1	E2	A2
[EXS] [KEY] Use further prefixes and suffixes and understand the guidance for adding them.	I add prefixes and suffixes using the rules we have worked on in class.			
[EXS] [KEY] Spell some words with 'silent' letters [for example, knight, <u>qu</u> ake, <u>so</u> lemn].	I can spell some words that include silent letters, such as knight, psalm and solemn.			
[EXS] [KEY] Continue to distinguish between homophones and other words which are often confused.	I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').			
[EXS] [KEY] Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	I make sure others can read my handwriting and decide whether or not to join specific letters.			
[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.			
[EXS] [KEY] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		TARGET:	
[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	I review my work to further describe and develop settings, characters and the narrative atmosphere.			
[EXS] [KEY] Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	I use themes and details across my texts to help link paragraphs together into a flow of text.			
[EXS] [KEY] Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.			TARGET



Information about your child's progress

National Expectations

SATs Language

- Working Towards the Expected Standard (**WTS**)
- Met the Expected Standard (**EXS**)
- Working at the Greater Depth Standard (**GDS**)



What's New in Year 6?

- Expectation - **responsibility** for ourselves and others. Sports leaders, Buddies, role models, setting examples...
- Independence – organisation – “secondary ready”
- Enrichment activities – Shakespeare performance, residential, Charity project etc
- Transition – Secondary applications. Be aware of open days and deadlines
- SATS – more to follow closer to the time...
- Hormones!



What does Y6 look like?

Writing

An expected learner 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[^] (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.²



What does Y6 look like?

Year 5/6 spelling list

Learn in school and at home.

Friday spelling dictation test.

Year 6 Welcome Meeting
September 2023

Word list – years 5 and 6

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



What does Y6 look like?

Reading

An expected learner can:

- Free Reader – start **expanding reading experience** and reading for different purposes: Poetry, plays, fiction, nonfiction. Might be looking at teenage books with more mature themes. Discussing what they read by comparing with other books and presenting their preferences to others.
- **Drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- **Predicting, summarising** what they have read
- Looking at language structure including figurative language and how this effects meaning
- Clearly structure and **justify their reasons** (Eg APP or AAP)



What does Y6 look like?

Guided reading books we use:

Refugee Boy – Benjamin Zephaniah

Private Peaceful – Michael Morpurgo

Journey to the River Sea – Eva Ibbotson

Class daily reads: **Goldfish boy – Lisa Thompson**

Once – Morris Gleisman

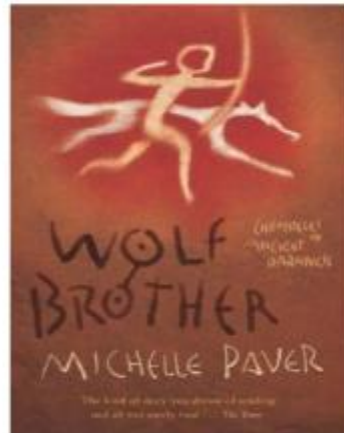
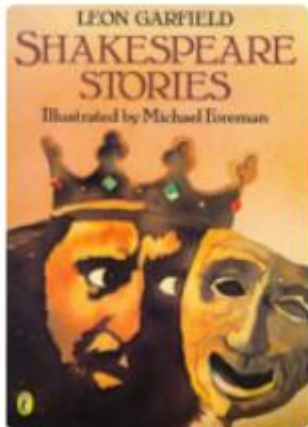
Holes – Louis Sachur

A place called perfect – Helen Duggan

Reading at home



Teacher





What does Y6 look like?

Maths

An expected learner can:

- Using large **numbers up to 10,000,000** confidently
- Solving problems that including rounding and negative numbers
- Able to **use formal written method for the 4 operations** (+ - x ÷) including with decimals
- Use mental method for 4 operations when appropriate including with decimals
- **Fractions** – add, subtract, multiply and divide
- Understand the relationship between fractions, **decimals and percentages** and be able to use these
- **Ratio**
- Use simple **formula within algebra**
- Calculate and convert units of **measure**
- Compare and classify geometric shapes
- Angles and circles



Maths fluency

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Multiplication and division facts	Multiplication and division facts	Multiplication and division facts	Mixed practice Multiplication and division facts	Mixed practice Multiplication and division facts	Mixed practice Multiplication and division facts
	Week 1: x2, x3, x5	Week 1: x2, x3, x5	Week 1: x4, x8		Week 1: x4, x8	Week 1: x4, x8
	Week 2: x2,x3,x4,x5	Week 2: x4, x8, x10	Week 2: x6	Week 1: x4, x8	Week 2: x6	Week 2: x6
	Week 3: x6	Week 3: x6	Week 3: x7	Week 2: x6	Week 3: x7	Week 3: x7
	Week 4: x7	Week 4: x7	Week 4: x9	Week 3: x7	Week 4: x9	Week 4: x9
	Week 5: x9	Week 5: x9	Week 5: x11	Week 4: x9	Week 5: x11	Week 5: x11
	Week 6: x11	Week 6: x11	Week 6: x12	Week 5: x11	Week 6: x12	Week 6: x12
	Week 7: x12	Week 7: x12		Week 6: x12		Week 7: xMixed
	Week 8: Mixed	Week 8: Mixed				
<p>Once pupils are secure in the above, a suggested progression would be:</p> <ul style="list-style-type: none"> • Consolidation and ongoing practice of all multiplication and division facts up to 12 x 12. • Differentiated programme of support to address gaps in multiplication tables knowledge. • Use of multiplication and division facts to derive associated facts. For example, if $8 \times 6 = 48$, what other facts can we derive? • Development of multiplicative reasoning – links between Multiplication and Division, and Fractions and Ratio. 						





Home Learning Grid

- Home learning – projects or grids each half term.
 - Exhibition to celebrate
 - Expected to also learn **spellings**, **read** and **practice times tables**.

Autumn 1	Shakespeare project Learn lines for Shakespeare play	
Autumn 2	WW2 project	Home learning exhibition: Monday 11th December 2.45 – 3.10
Spring 1	Rivers activity grid	Home learning exhibition: Thursday 8th February 2.45 – 3.10
Spring 2	SATS targeted revision	
Summer 1	SATS targeted revision	
Summer 2	Transition activities	Home learning exhibition: TBC



Websites

BBC Bitesize, topmarks and Pixl

The screenshot shows the BBC Bitesize website. At the top, there's an orange header with the 'Bitesize' logo and a 'Change language' button. Below this is a navigation bar with links: Home, Learn, Support, Careers, My Bitesize, and All Bitesize. The main content area is titled 'Learn & revise' and features three large colored boxes for 'Primary' (Age 3 to 11), 'Secondary' (Age 11 to 16), and 'Post-16' (Age 16+), each with a 'Go to' button. Below these are 'Extra resources' for 'Parents' and 'Teachers'.

The screenshot shows the PiXL website. It has a white header with the 'PiXL' logo and the tagline 'partners in excellence'. Navigation links include HOME, ABOUT US, PROGRAMMES, MEMBERSHIP, and EVENTS. A 'MEMBER LOGIN' button is in the top right. The main banner features a woman speaking and text about alternative education providers. At the bottom, there's a 'Cookie Policy' section with 'Allow Cookies' and 'Deny Cookies' buttons.

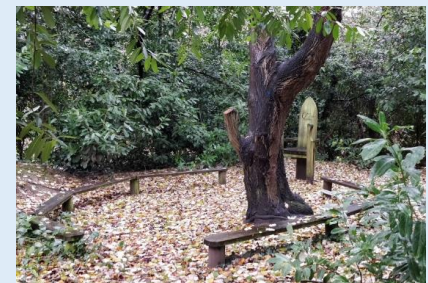
The screenshot shows the Topmarks website. It has a dark blue header with the 'Topmarks' logo and navigation links: Topmarks Search, Whiteboard Resources, Learning Games, Topmarks Apps, and Topmarks Blog. The main content area is blue and features a search bar with a 'Search' button. Below the search bar are dropdown menus for 'Select Subject...' and 'Select Age Group...', followed by a 'Go' button. To the right, there's a 'Popular Subjects' list including Art, Early Years, English, Geography, History, Maths, and Science. At the bottom, there's a section for 'Featured Games and Whiteboard Resources'.



- 2 planting cycles every year
- Opportunity to plant, watch and taste produce grown.
- Integrated into science curriculum or linked to stories

Watch out for opportunities to come and work with your child(ren) in this fantastic resource

If you are particularly green-fingered and willing to offer your expertise, please **contact the office**

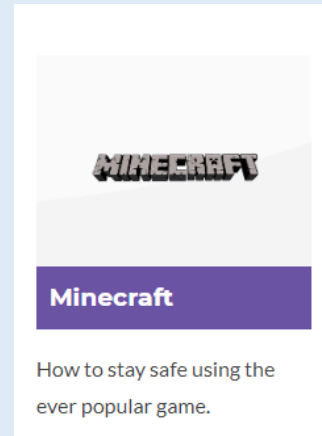


Online Safety

E-Safety

- Apps and Games
 - Gaming
 - Youtube Channel
 - WhatsApp
 - Cyberbullying (exclusion of children)
 - TikTok
 - **Age limits**
 - **Check and be aware of your child's online presence.**
-
- **Video**

<https://www.youtube.com/watch?v=Bq7DSfBgoYk> – **Age 11-14**



Please do not bring in any **smart** watches



A few final reminders ...

- Emergency Contact form-
 - it's vital that we have two contacts
 - Make sure you are getting emails (and not going into junk!)
- Uniform: available from Mr Wagstaff mikewagstaff56@gmail.com or from the school office
- Catering in-house & Lunch Online ordering system
 - Order and pay at home by midnight
 - Online payments only (no cash) Eduspot App
- Parent Mail login / contact (including junk)
- KOOSA Kids – Breakfast, After School & Holiday Club
- Attendance – important to be on time **8.30 start.**
- Nut free, chocolate free school, healthy snacks (water only) **Child in Y6 with severe allergies**
- Talk to us!



Thank you and AOB