



# Who's Who in our Team?



Mrs Bonner



Mrs McAllister –  
AHT & Phase  
Leader



Mrs Partridge



Mrs Ross



Learn Believe Achieve Together

# Golden Rules – Make the Right Choice

1) Be Safe

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

2) Be Respectful

- 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

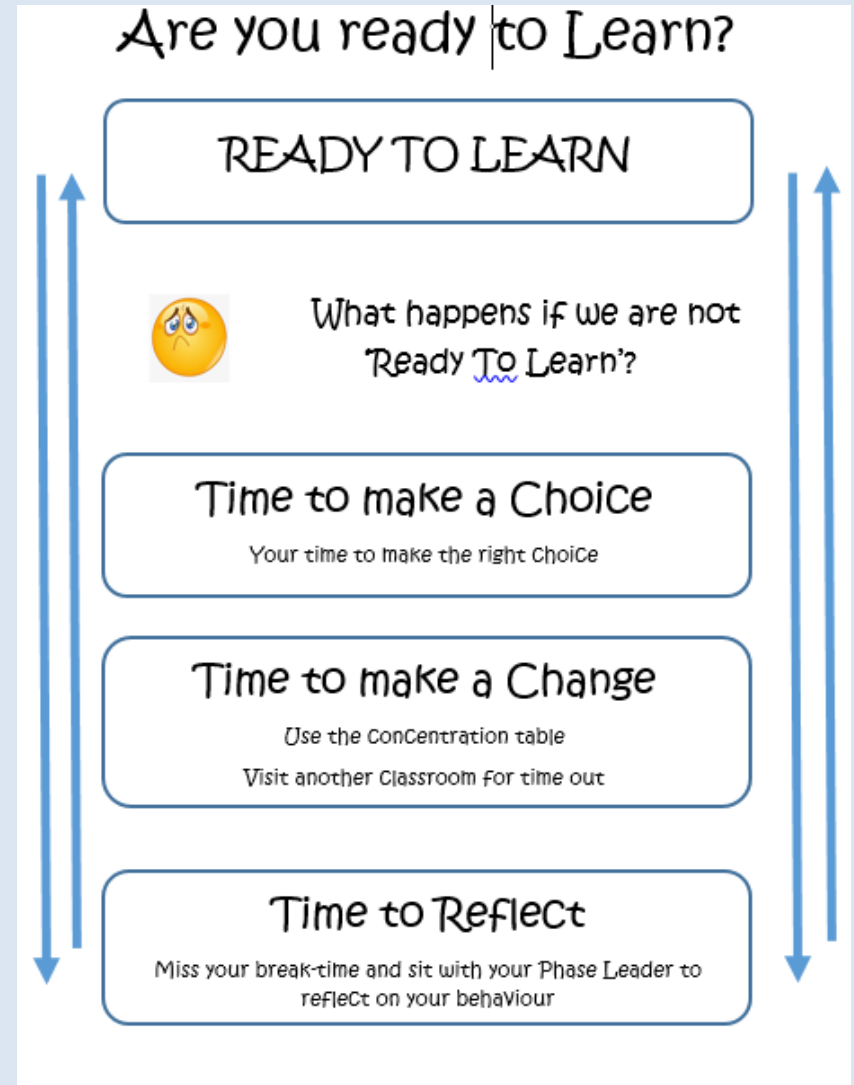
3) Be Ready to Learn

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

4) Be Honest

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

# Behaviour system (Triple Thank You)



# Class timetable

Mon	Arithmetic	Guided Reading	English	TTRS	Maths	Daily Read	Topic Spellings	Assembly
Tue	Grammar	Maths: Place value	Grammar:	TTRS	English	Daily read	PSHE	Topic
Weds	Arithmetic	Guided reading	English:	TTRS	Maths: Place value	Daily read	RE 6 weeks Rugby training	Library French
Thurs	Grammar	Maths: Place value	Guided reading:	TTRS	English: Debates	Practice spelling s	Outdoor PE (Changed for next 6 weeks to Wednesday)	Science
Fri	Free W	Grammar	English	TTRS	Maths: Place value	Daily read	Indoor PE IT Spelling dictation test Set Hwk	2.45 – Celebration assembly

Leadership time Tuesday & Wednesday afternoon.

PPA Wednesday morning.

# Key things to remember for Year 6

- No pencil cases
- PE days –Thursdays and Fridays  
(Specialist Sport coach Wednesday for 6 weeks)
- Mobile Phones must be handed in in the morning- No smart technology (watches, fitbits...)
- No pencil cases – provided at school
- Statutory Assessments: Year 6 – SATs May
- Residential
- Secondary School Applications
- **Volunteers to arrange leavers Hoodies** – vounteers?

# Useful information & Hand-outs

- Topics Reading Books
- Internet Safety Handout
- Maths online resources



# 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**)
- Plimsolls or black trainers

**Others:**

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- 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

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? <b>CHARITY PROJECT</b>	Leaver's performance Leavers' hoodies/yearbook	TBC

# Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>
<b>Ages 11-12 (Scotland)</b>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>What influences personal identity</li> <li>Identify personal strengths</li> <li>How do others see me?</li> <li>Group identity</li> <li>My growing sense of personal identity and independence</li> <li>Online and global identity</li> <li>Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination</li> <li>My values and those of others</li> <li>Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination fuels bullying</li> <li>Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>What are my dreams and goals?</li> <li>Steps to success</li> <li>Coping when things don't go to plan</li> <li>Rewarding my dreams</li> <li>Intrinsic and extrinsic motivation</li> <li>Keeping my dreams alive</li> <li>How dreams and goals change in response to life</li> </ul>	<ul style="list-style-type: none"> <li>Healthy choices about my emotional health</li> <li>Managing stress</li> <li>Managing my choices around substances</li> <li>Managing my nutritional choices</li> <li>Medicines and immunisation</li> <li>Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Support I need now and in the future</li> <li>Developing positive relationships</li> <li>What external factors affect relationships, e.g. media influences?</li> <li>Assertiveness in relationships</li> <li>The changing role of families</li> </ul>	<ul style="list-style-type: none"> <li>My changing body and feelings</li> <li>What is self-image?</li> <li>Coping during times of change</li> <li>My changing ways of thinking</li> <li>Managing my changes in mood</li> <li>Moving forwards into my next year of education</li> </ul>

# Information about your child's progress

National Expectations

Key		Expectation Descriptors	Scaled Score @end KS2
<b>G</b> =Working at Greater Depth	<b>G</b> Above Expected (GDS)	<ul style="list-style-type: none"> <li>Is exceeding / significantly exceeding national expectations</li> <li>Is always successful in understanding the key learning objectives</li> <li>Can consistently apply their skills / knowledge in a range of contexts</li> <li>Can clearly explain and justify their ideas</li> <li>Demonstrates skills and knowledge beyond the curriculum</li> <li>Can analyse / evaluate their own and other's performance effectively</li> </ul>	115-120
	<b>G-</b> Just Above Expected (GDS-)	<ul style="list-style-type: none"> <li>Is just exceeding national expectations</li> <li>Is almost always successful in understanding key learning objectives</li> <li>Is able to apply their skills, in a range of context, making few errors</li> <li>Can often explain and justify their ideas</li> </ul>	110-114
<b>E</b> Working at Expected Standard	<b>E+</b> Just Above Expected EXS	<ul style="list-style-type: none"> <li>Is meeting <u>all</u> of the NC expectations</li> <li>Is a successful learner and shows good understanding of the objectives taught</li> <li>Is able to learn new skills and use them accurately and independently</li> <li>May make occasional errors when applying their learning in other concepts</li> </ul>	108-109
	<b>E</b> Expected EXS	<ul style="list-style-type: none"> <li>Is meeting <u>all</u> of the NC expectations</li> <li>Is a successful learner and shows good understanding of the objectives taught</li> <li>Is usually able to learn new skills and use them accurately and independently</li> <li>Is starting to apply their learning in other concepts</li> </ul>	104-107
	<b>E-</b> Just at Expected EXS	<ul style="list-style-type: none"> <li>Is meeting most, but not all, of the NC expectations</li> <li>Is successful at learning many new concepts</li> <li>Is starting to apply their skills independently, but not consistently</li> <li>May make errors but will usually be able to improve work following feedback</li> <li>May have some smaller gaps in learning</li> </ul>	100-103
<b>W</b> Working Towards Expected Standard	<b>W+</b> Just Below Expected WTS	<ul style="list-style-type: none"> <li>Is able to access the national curriculum</li> <li>Has some gaps in their learning</li> <li>Experiences difficulty to embed concepts</li> <li>Often needs some scaffolding or support</li> <li>Often struggles to apply their learning independently</li> </ul>	96-99
	<b>W</b> Below Expected	<ul style="list-style-type: none"> <li>Is able to access the NC with personalised support</li> <li>Has significant gaps in their learning</li> <li>Struggles to embed concepts</li> <li>Cannot apply their learning independently</li> </ul>	86-95

The role of the **Raising Standards Leader**, Mrs Sidhu, is to ensure the best possible outcomes and progress for all our children across KS1 and KS2.

In doing this, the RSL supports staff in their understanding of assessments and how to use it effectively. The RSL also provides challenge with regards to data and identifying key marginal children. After each round of assessments, the RSL will provide data reports to each year group to assist in identifying those children.

### Jargon Buster

- EXS – *Expected Standard (EXS)*
- GDS – *Great Depth Standard (Above)*
- WTS – *Working Towards (Below)*

### Different types of Assessments

- Pixl – Assessment/Tests
- GL Assessments - Assessment/Tests.
- Standardised Scores & Scaled Score
- Phonics screening
- MTC – Multiplication Times table Check (Y4)
- EYFS/GLD - Early Years Foundation Stage / Good Level of Development

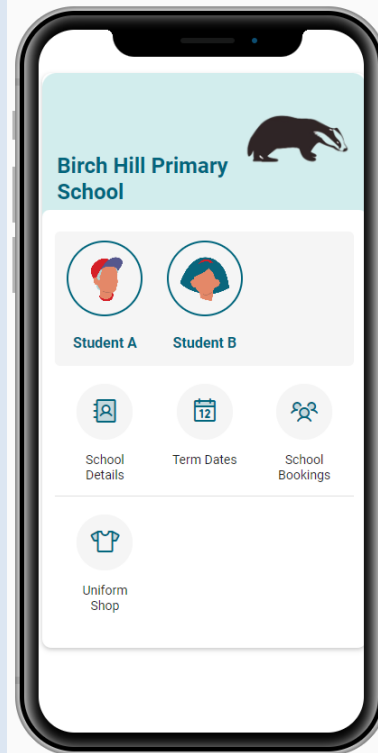
### Communication to Parents

- Termly Parents Evenings & End of Term Report
  - Report on Hero app
  - Children invited



# INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.



## DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

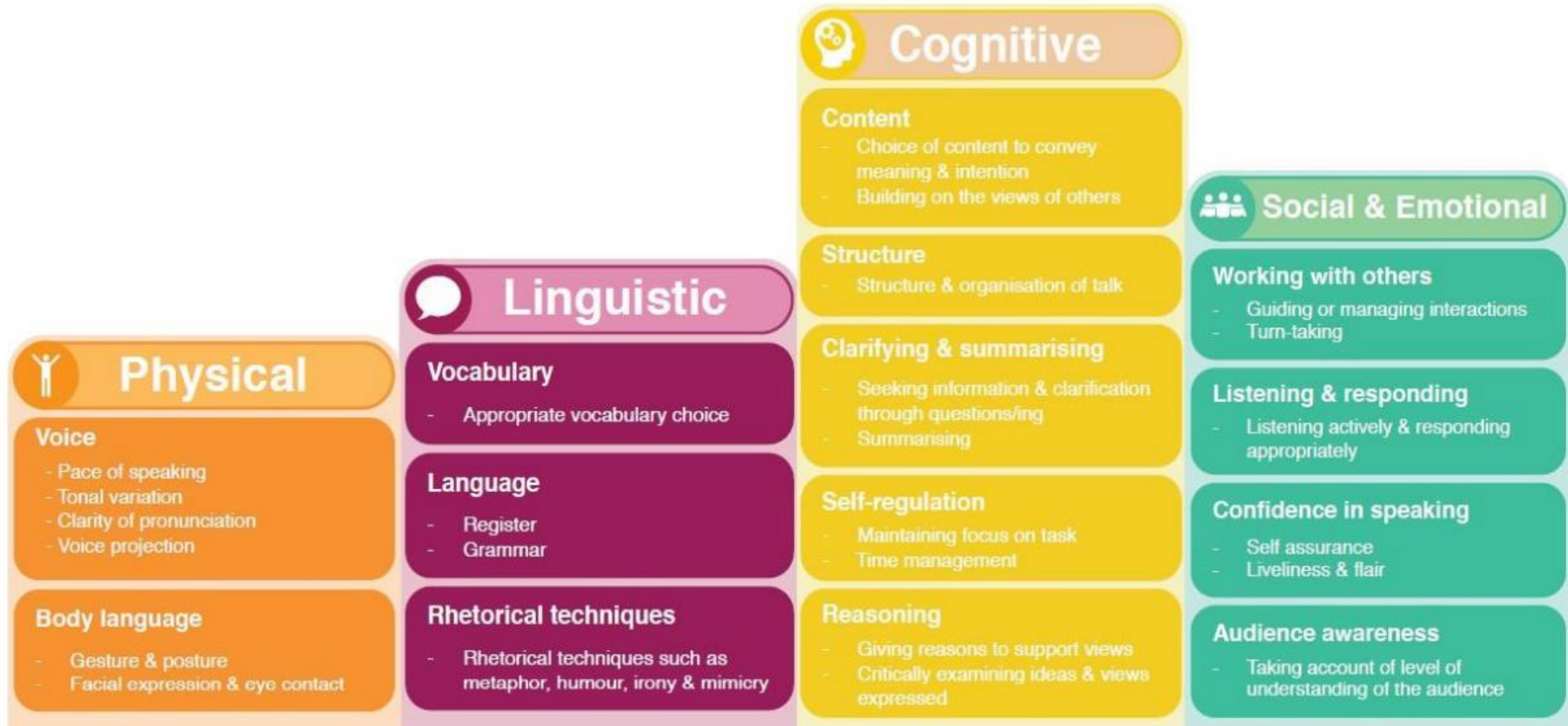
With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.

# Oracy



# Writing

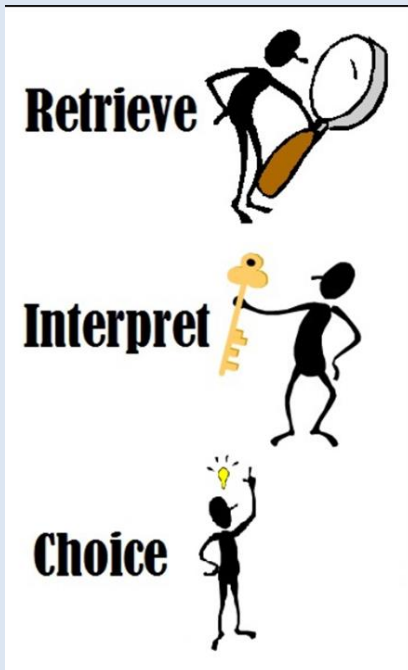
## **An expected learner can:**

- 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<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.<sub>2</sub>

# Reading

- **Word reading** involves blending unfamiliar printed words (decoding).
- **Fluency** is the ability to read at a comfortable pace without undue hesitation which could impact on meaning or understanding.
- **Comprehension** is the understanding and interpretation of what has been read.

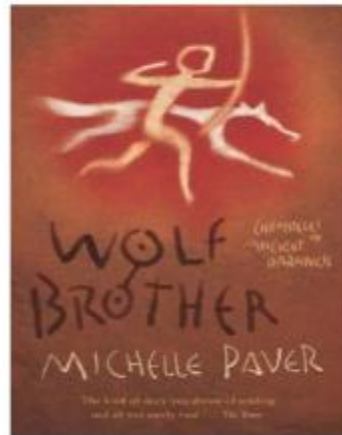
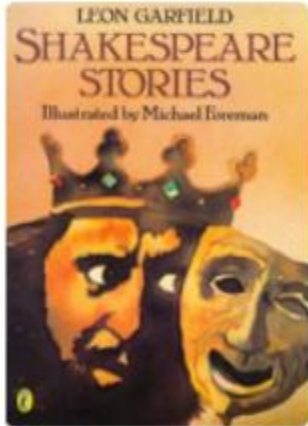
## Reading with RIC



- Your child is responsible for changing their reading book once they have read it.
- Children will be heard by an adult once a week, either through group guided reading or one to one.
- Your child should be reading at home at least 5 times a week.
- Please sign their records when you have heard them read.



Teacher



# 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
- Use simple **formula within algebra**
- Calculate and convert units of **measure**
- Compare and classify geometric shapes
- Angles and circles

# Maths

**Number and Place Value** – Numbers to 1000: Writing, comparing, ordering and looking at the value of each digit.

**Addition and Subtraction** – Adding and subtracting 2 and 3 digit numbers crossing 10 and not crossing 10.

**Multiplication and Division** – Recap 2, 5 and 10 times tables. Introduce 3, 4 and 8 times tables. Multiply 2 digits by 1 digit. Dividing and dividing with remainders.

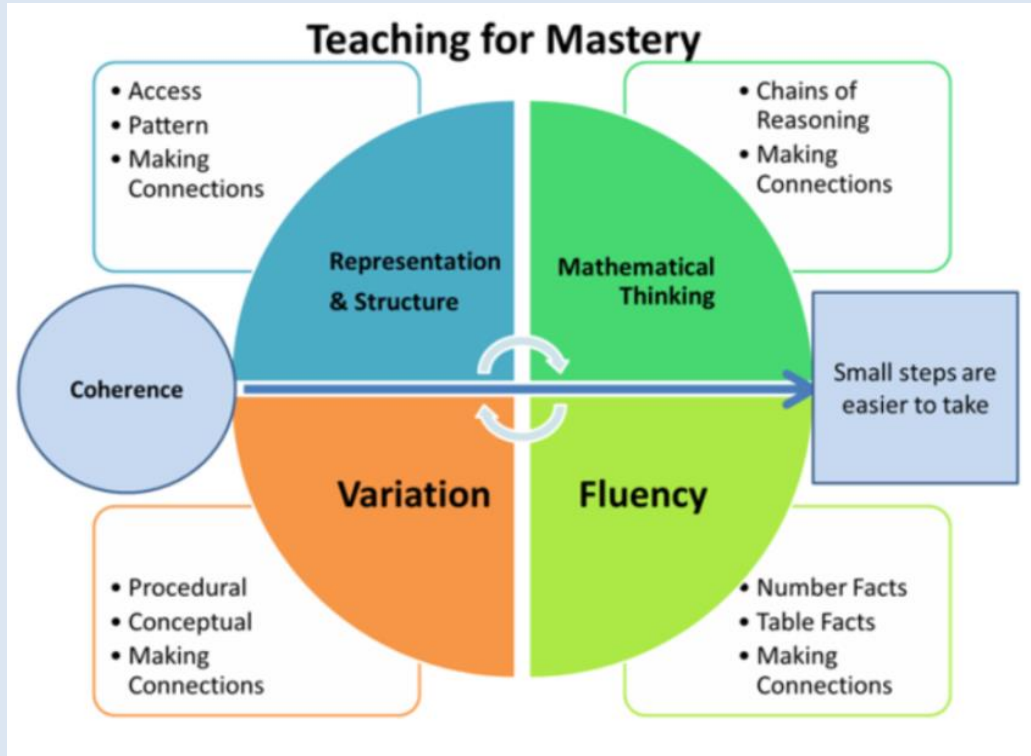
**Measurement** – Money, time, length, perimeter, mass and capacity

**Fractions** – Halves, quarters and thirds. Equivalent fractions. Fractions of an object and fractions of amounts. Compare, order, add and subtract fractions.

**Geometry** – Introduce types of angles. Turns. Horizontal, vertical, perpendicular and parallel lines. Recognise and describe 2D and 3D shapes. Make 3D shapes.

**Statistics** – Bar charts, tables and pictograms

# Mastery Maths



**NCETM**

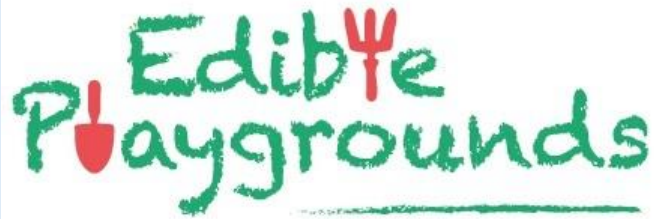
# Home Learning

- Daily Practice:
  - Reading (3x per week minimum)
  - Spelling
  - Times Tables 2, 5, 10 3, 4, 8



- Cross-Curricular Homework

	(1 point)	(2 points)	(3 points)	(4 points)
<b>Language &amp; Communication</b> - Speaking, listening, literacy, English and other languages	Write a shopping list including '5 a day' fruit and vegetables.	Write a set of instructions for looking after your pet & keeping it healthy	Make a poster for a fruit or vegetable of your choice – describing its benefits to your health.	Film/design an advertisement to promote healthy eating.
<b>Health &amp; Wellbeing</b> - Physical activity, food, Personal/Social/Emotional development	Create a food diary for a week either for yourself or for your pet	Design a healthy/balanced meal. Ext. Group foods into carbohydrates, proteins, vegetable and dairy.	Come up with a new exercise to keep your muscles moving	Draw an outline of a human being. How many muscles/bones can you label?
<b>Humanities and Citizenship</b> - History, Geography, RE, Cultural, visits	Find out and draw a national meal for a country of your choice.	Plan a well balanced diet for a vegetarian.	Write about a day/visit where you have been particularly healthy (in your diet or due to exercise) e.g. a swimming lesson/trip to The Lookout.	Investigate a traditionally English meal. Decide and record whether it is a healthy meal with reasons.
<b>Science and Technology</b> - Science, DT, Eco issues	Visit <a href="http://calorielab.com/burned?mo=se&amp;cr=15&amp;it=sports&amp;q=8wt=150&amp;un=lb&amp;kq=68">http://calorielab.com/burned?mo=se&amp;cr=15&amp;it=sports&amp;q=8wt=150&amp;un=lb&amp;kq=68</a> to see how many calories you burn during an exercise you take part in – note it down.	It is recommended that you take part in 5 hours of exercise each week. Measure and record the exercise you do in one week.	Draw an example of an omnivore, herbivore and carnivore. Then show something that each animal would have in their diet.	Go on a mini-beast hunt. Draw and label any animals found. Do they have an exoskeleton?
<b>Creative Arts</b> – Art, Design, Drama, Music, Dance	Draw a picture of somebody taking part in an exercise. How will you show that they're moving?	Compose / choreograph a new song and dance about food that will keep you active & make exercise fun.	Design and make a food package that gives important nutrition information to the customer	Create a board game that encourages children to eat well.
<b>Math &amp; Problem Solving</b> - Math, Thinking Skills, Logic, Problem solving	Use a selection of fruit/vegetables to demonstrate a chosen times tables (e.g. 2x tables with sets of 2 cherries)	Investigate how many cups of water you should drink in one day. How many should you drink per week? What about in 2 weeks?	Make a survey of people's favourite healthy snack. Create a graph (bar chart) showing your results.	Calculate the number of calories you eat in a whole day * Link to food diary



- 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 Mrs Pratt.**



# Safety

## E-Safety

- Gaming – age appropriate
- Youtube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok/SnapChat
- <https://www.youtube.com/watch?v=sz4EyUMUTro> ESAFETY VIDEO

### Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.



Child Exploitation and Online Protection command



Please do not bring in any smart watches

# 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!
- Secondary School Applications – 31<sup>st</sup> October

# A few final reminders ...

- Parent Mail login / contact (including junk)
- 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](mailto:mikewagstaff56@gmail.com) or from the school office
- Nut free, chocolate free school, healthy snacks (water only)
- Talk to us!



**Thank you and AOB**