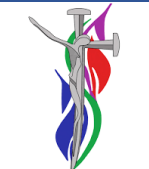
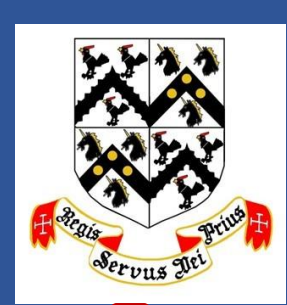




Welcome to Year 6's Meet the Teacher Evening!





Staff

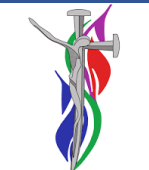
Mr Rooney
UKS2 Phase Lead
6T Class Teacher

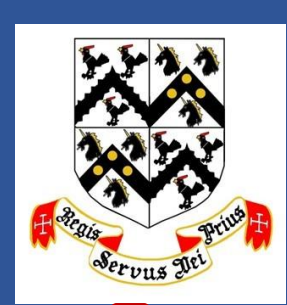
Miss Allison
Quality of Education Lead
6M Class Teacher

Mrs Kelly
TA

Mrs Mullin
HLTA

Ms Wilson-King
KS2 Learning Mentor





Year 6 Culture and Expectations

Living out our mission statement as role models.

Independence, organisation and responsibility.

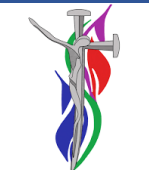
Growing in confidence.

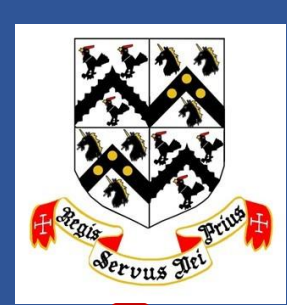
Having choice in their learning.

Positive attitudes and learning behaviours.

Working in teams collaboratively.

Having fun and celebrating success.





Responsibility

Role Models: Student Leadership
Jobs

Stationery

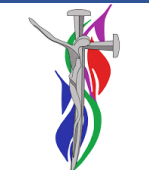
Water bottles and snack

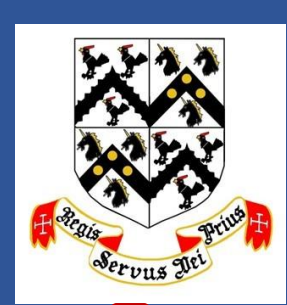
Uniform (including P.E and art tops)

Homework and spelling book

Reading book and reading record

No nuts





Homework

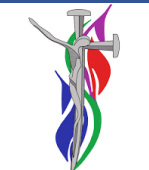
Day	Homework Returns	Homework Goes Out
Monday	Maths	GPS and Handwriting Spelling Test
Tuesday		Reading Records Check
Wednesday	GPS and Handwriting	Reading
Thursday		
Friday	Reading	Maths

Children who do not complete homework will attend a homework catch-up session at lunchtime. An optional homework club is available at lunchtimes for children who are struggling to complete their homework at home or would like some extra help.

Children will have a maths, reading, GPS, spelling and handwriting homework to complete each week. To reach an expected standard in writing in Year 6, children's handwriting must be joined and legible.

Spellings must be practised at home ahead of the Monday test.

Children must regularly practise their times tables.



Curriculum



St. Thomas More Whole School Curriculum Long Term Plan 2023 – 24

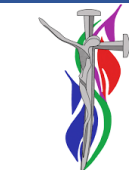


	Autumn 1 – 8 Weeks				Autumn 2 – 7 Weeks				Spring 1 – 5 Weeks				Spring 2 – 5 Weeks			Summer 1 – 7 Weeks				Summer 2 – 7 Weeks																			
	Sept		Oct		Nov		Dec		Jan		Feb		Mar			Apr		May		June		July																	
	4	11	18	25	2	9	16	23	6	13	20	27	4	11	18	8	15	22	29	5	19	26	4	11	18	8	15	22	29	6	13	20	3	10	17	24	1	8	15
YEAR 6																																							
RE	Unit B: Followers of Christ Unit E: Baptism and Confirmation Celebrations Unit J: Pentecost				Unit L (Part 1): Celebrating the Lives of the Saints Unit C: Advent				Unit D: Christmas Unit K: Belonging to the Church Community				Unit F: Lent Unit H: Holy Week			Unit I: Easter Unit L (Part 2): Celebrating the Life of Mary				Unit A: Story of the People of God Unit G: Prayers in the Lives of the Followers of Christ																			
English	Macbeth <i>Narrative Description Diary</i>		Shackleton's Journey <i>Poem Non-Chronological Report</i>		Tom Terry <i>Newspaper Report</i>		Tom Terry <i>Biography</i>				Tom Terry <i>Diary</i>	The Island <i>Informal Speech</i>		The Island <i>Formal Letter Short Story</i>			Re-Writes and Re-Drafts																						
English Cross Curricular Writing					Water Crisis <i>Debate</i>				Dol-y-Moch <i>Personal Recount</i>							Death Penalty <i>Balanced Argument</i>																							
Maths	Number and Place Value Four Operations				Fractions				Decimals and Percentages Geometry				Statistics Measures			Algebra Ratio and Proportion Revision																							
Science	Electricity				Animals, including humans				Light				SATS Focus			Living things and their habitats		Evolution and inheritance																					
History/ Geography	Mayans				North America				Mighty Mountains and Raging rivers							Crime and Punishment through History																							
Art	Printing Hokusai																		Drawing L.S. Lowry																				
DT					Electrical Systems Light-Up Christmas Card											Mechanical Systems Cams Toy																							
Computing	Unit 1: Internet Connection								Unit 3: Variables in Gaming								Unit 5: 3D Modelling																						

4-day weeks due to a Bank Holiday or Inset Training Day.

Bank Holidays: Monday 6th May.

Inset Training Days: Monday 4th September, Friday 29th September, Friday 17th November and Monday 3rd June.





Timetable



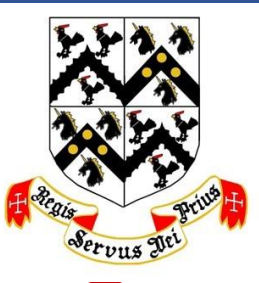
Saint Thomas More Catholic Primary School Y6 timetable 2023/24 Autumn Example Timetable



	8:40-9	9-9:30	9:30 - 10.30		10:45-11	11-12		1-1:15	1:15-2:15	2:15-3:15
Monday	Whole Class Text	Mission Assembly	<u>R.E</u>	10:30-10:45am- Break	Maths Maths H/W in		Lunch 1 2:00-1pm	Spelling Test and Rule and GPS & Handwriting H/W out	History	PSHE
Tuesday	Spelling Rule Reading Record Checks	Guided Reading	English		Maths Recaps	Maths		Whole Class Text	English	MFL/ Computing
Wednesday	Whole Class Text	Guided Reading	English GPS & Handwriting H/W in Reading H/W out		Maths Recaps	Maths		Handwriting	6T: PE: netball 6M: <u>R.E</u>	6T: <u>R.E</u> 6M: PE: netball
Thursday	Whole Class Text	Phase Assembly / Hymns	English		Maths Recaps	Maths		Handwriting	6T: PE: tag rugby 6M: Art	6T: Art 6M: PE: tag rugby
Friday	Whole Class Text	Wow Assembly	English Reading H/W in		Maths Recaps	Maths Maths H/W out		Science	Music	Hymn Practice Coll/ye worship

P.E days are on Wednesdays and Thursdays.





Uniform

Please ensure that your child has the correct uniform, this includes PE kits. Please also ensure that any 'hair accessories' are suitable and in the school colours of blue and red.

PE kit: plain white t-shirt or blue school t-shirt, dark jogging bottoms/shorts, navy or black zip jumper/hoodie and trainers

Blue PE t-shirts are available to purchase in the school office.

<u>Summer</u> <u>Easter to October half-term</u>	<u>Winter</u> <u>Oct. half-term to Easter</u>	<u>Summer</u> <u>Easter to October half-term</u>	<u>Winter</u> <u>October half-term to Easter</u>
Blue/white-check gingham dress or	White shirt with suitable collar to take a tie.	Pale blue school polo shirt with crest	White shirt and red tie
Pale blue school polo shirt with crest and grey skirt/pinafore/trousers.	Red tie either elasticated or full size	Grey shorts or trousers	Royal blue V neck jumper with school logo
Royal blue cardigan or royal blue V neck jumper with school crest.	Royal blue cardigan or royal blue V neck jumper with school crest	Black shoes/ (blue/brown/black) closed-toe sandals (not trainers or shoes with a sports logo)	Grey socks, grey school trousers (long or short)
Black flat shoes/ dark (blue/brown/black) closed-toe sandals	Grey skirt, pinafore or trousers	Grey socks	Black shoes (not trainers)
White/grey socks	Grey or White socks, grey tights; black, flat shoes	All children may wear their white shirt and red tie all year round if parents so choose.	





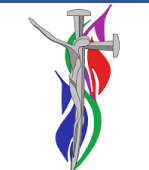
Attendance

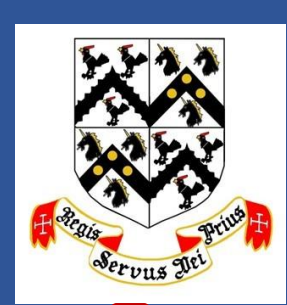
It is vital that children attend school every day.

Our school target is 97%.

Also, punctuality is something that has an impact on children's attainment. Our register closes at 8.50am.

Children do not enjoy being late. It is unsettling for them and it unsettles the other children who have started their lessons. Please ensure that your child arrives on time.





Walking Home Passes and Phones

- Children will only be dismissed to an adult (or child aged 16 or over) where you have provided permission for that person to collect your child.
- If, as sometimes happens, plans change and someone different is picking up your child, please inform the class teacher or the office as soon as possible as we will not release your child to anyone without consent, even if they are familiar to us or the child.
- Year 6 children may have a walking home pass. If you wish your child to have a walking home pass, please let the office know.
- Phones must be turned off and handed into the office.





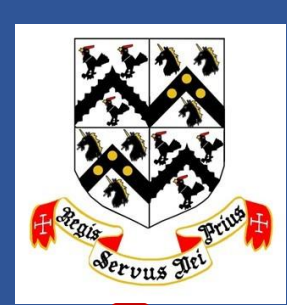
E-Safety

What can you do to help?

- **Have a chat about personal information** and what they understand this to be and why it's important
- Discuss the fact that **anything you put online** has the potential to be there for a long time
- At one time or another your child may be talking to strangers online, its important to **teach them how to recognise when a person's intentions might not be what they seem** and steps to take if they run into trouble through sharing too much information
- **Use the NSPCC Net Aware platform** to get advice on which apps are most suitable for them to use to limit the risks
- Talk about the pressure to **post things just to get likes** and comments and how to challenge this
- **Review the privacy settings** available on the platform they use to ensure they are set to the right level
- **Work together** on a family agreement to create digital boundaries so they are more aware of your values on what is safe to share online

- Technology and the internet is a wonderful place if used correctly. Within school all children are taught how to use technology safely and respectfully, keeping their personal information private and who to talk to if the content they see concerns.
- WhatsApp groups.





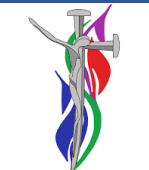
Challenge and Support

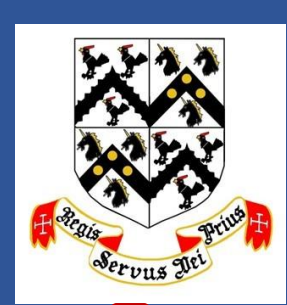
- Support (easier) and challenge (harder) available in every lesson using the 4 star ladder:

*

**

- Choosing what level to work at
- Opportunity to extend themselves or to 'take a step back' to build confidence
- Work to match every child's level of ability and allows everyone to succeed
- Mistakes are good: challenging ourselves and having targets
- Groups in maths





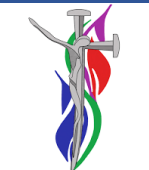
Reading

Reading is a key priority in our school.

It is important that children are listened to regularly by an adult, no matter their ability.

It is school policy that a pupil in Year 6 is listened to at least once a week, and sign their reading record accordingly. They are also expected to read at least 5 times a week independently.

We will be checking this weekly on a Tuesday.





Maths

- Groupings.
- Using assessments.
- KS2 curriculum.
- The Year 6 maths curriculum relies significantly on a secure and fluent grasp of number bonds, times tables and related division facts.
- Year 6 children are expected to continue to regularly practise their times tables up to and including the twelves at home.
- We continue to teach, practise and test times tables in Year 6.





Writing

Writing is assessed by the class teacher using evidence in children's books. This may be moderated externally.

Writing will be teacher assessed using the assessment framework.

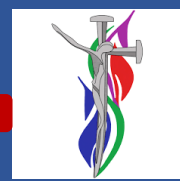
- Pre Key Stage
- Working Towards the Standard
- Expected Standard
- Greater Depth





Writing

Working Towards the Expected Standard WTS	Working at the Expected Standard EXS	Working at Greater Depth within the Expected Standard GDS
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write for a range of purposes • Use paragraphs to <u>organise</u> ideas • In narratives, describe settings and characters (at correct pitch) • In non-narrative writing, use simple devices to structure the writing and support the reader (eg headings, sub-headings, bullet points) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • Spell correctly most words from the Y3/Y4 spelling lists, and some words from the Y5/Y6 spelling lists • Write legibly 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of first person in a diary, direct address in instructions and persuasive writing) • In narratives, describe settings, character and atmosphere (at correct pitch) • 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 (eg 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 (eg 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 (eg inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the Y5 and Y6 spelling lists, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (eg literary language, characterization, structure) • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at key stage 2 correctly (eg semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation to enhance meaning and avoid ambiguity.
<p>C4: all of these aspects secure WTS</p>	<p>C5: all of these aspects secure EXS</p>	<p>C6: all of these aspects secure GDS</p>





Writing Exemplification Example

Should Graffiti be made legal?

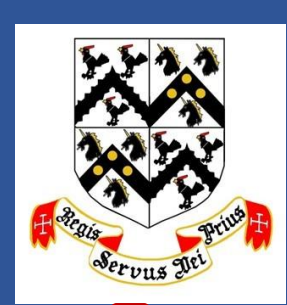
Some people ^{argue} say that graffiti symbolises a declined neighborhood. Others say while other people believe it is an ^{exquisite} ~~reasonable~~ ^{piece} of art, but ~~constantly~~ continuously, both of these opinions are being judged. There is no doubt that this is a raging argument that no is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as ~~over~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that its graffiti vandalism is against the law and ^{can} be brought up in a kind but firm way to be against bad graffiti offensive material.

To conclude my balanced argument, clearly the art version of graffiti is ~~steadily~~ misunderstood unlike ^{some} unsightly vandalism which, if the artists are caught, they should get severely punished. I hope you have formed a clearer view on the matter.





Assessments, KS2 SATS & Reports

This year, in May, children will be assessed in Reading, Writing, GPS (grammar, punctuation and spelling) and Mathematics.

Reading - one hour reading comprehension paper

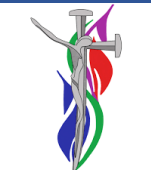
Maths – 3 papers

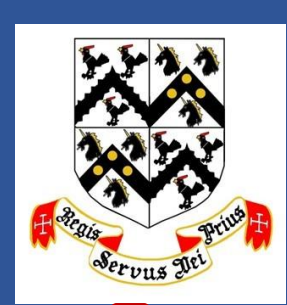
1x 30 minute Arithmetic paper

2 x 40 minute Reasoning paper

GPS – 20 word Spelling test

1x 45 minute Grammar paper



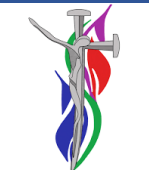


Confirmation

Confirmation is on Thursday 23rd November 2023.

The children will be well prepared, including during R.E lessons, visits from Father Simon and retreat days.

We will hold a parent meeting on Thursday 21st September at 5:30pm in school to confirm further details. Further dates for Confirmation will also be shared at this meeting. Only parents whose children are being confirmed need to attend this meeting.



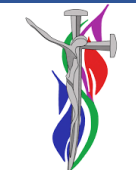


Trips

- Dol-y-Moch: Tuesday 16th January 2023 – Saturday 20th January 2023.
- A meeting regarding Dol-y-Moch will take place closer to the time with more information.



- National Justice Museum: Summer Term.
- We will send a letter of interest closer to the time, to gauge whether the trip is financially viable.





Personal Care

- Please do let us know if any girls have started their periods, as this means we can support and help them in school properly.
- We can keep a supply of painkillers in school for children, should they need more for stomach pains during the school day. Please speak to the office about a medical form.
- Please support children in using deodorant and maintaining personal hygiene.





Secondary Schools

- Please ensure secondary school applications are made well before the deadline: 31st October 2023.
- Applications made after this date will not be considered until after the national offer date of 1st March 2024, meaning children are less likely to receive their first choice.
- Please use secondary school open evenings for you and your child to visit the school prior to making your decision.
- Bishop Ullathorne: Thursday 21st September evening.





Communication

- Open communication
- Always available for meetings, chats, phone calls or letter-reading
- Want to know about issues at earliest point
- Will inform you readily if an issue develops in school





Thank you!

Any questions?

Please do come and speak to us if you have a specific question about your child.

