

# Year 6 welcome evening



	9.15-10.15	10.20-10.40	10.45-11.00	11.00-12.00	12.00-12.30	12.30-1	1.00-2.00	2.00-2.15	2.15-3.15
Monday	Maths	Breaktime	Assembly	English	Outside play	Lunch	Languages/PSHE	Optional break	Science
Tuesday	Maths	Breaktime	Assembly	English	Outside play	Lunch	P.E.	Optional break	Humanities
Wednesday	Maths	Breaktime	Assembly	Music/English	Outside play	Lunch	Enrichment	Optional break	Enrichment
Thursday	Maths	Breaktime	Assembly	English	Outside play	Lunch	Art/ICT	Optional break	Art/ICT
Friday	Maths	Breaktime	Assembly	English	Outside play	Lunch	P.E.	Optional break	Science/R.E.

# Curriculum

Maths includes certain expectations for methodologies used in order to achieve certain methodology marks. Division needs to be carried out using the long division method and long multiplication is expected for multiplication. Children are also now expected to understand elements of algebra.

English is made up of three components. Writing is assessed across the year with objectives needing to be met (not best fit model). Reading is covered in a SATs test and there is also spelling punctuation and grammar which is assessed by a SATs test at the end of the year.

History and Geography have changed slightly and are now explored through investigations of key questions. History involves covering a long period of time and changing trends (crime and punishment).

Science includes evolution and inheritance.

Sex education at some stage in the year.





# SATs...

Format for formal assessment:

1. Demands are high
2. Maths involves an arithmetic test.
3. Certain methodologies are now specified for method marks in maths.
4. Reading now includes the ability to summarise a paragraph.
5. Writing is assessed across the year.
6. Expected standard.



# Behaviour systems

## Key messages for behaviour at start of term

Teach the children our expectations regularly and consistently.

Expect children to listen carefully when the teacher is talking.

Showing respect for others when they are talking by following the speaker.

Follow directions straight away.

Respect each other at all times – Golden Rule story.

If individuals need support then raise promptly with SLT through Teams. SLT to follow up in supporting meeting with parents.

# Homework

## Reading - every day

- Please sign reading records each time your child reads  
Include any books that your child has read, not just their reading books. This can also include books that you've read to them
- Comprehension of the text is just as important. Make sure you spend time talking to your child about what they are reading
- Try to read a range of texts with your child including fiction, non-fiction and poetry

## Mathletics

- At the moment this is set weekly and should build upon content delivered in the classroom.



# Spelling

## Phase Lists:

Your child will have a phase list of common exception words as follows:

Year 1 and 2

Year 3 and 4

Year 5 and 6

This is a list of words that they have 2 years to learn. Your child will be tested 3 times a year and you will be given the results showing the words that your child still needs to learn. You do not need to try and learn all the words in one go. We would recommend choosing a few words to focus on each week.

## Word Study and Phonics

In key stage one children will also be learning spelling patterns through their phonics work and teachers may ask them to practice certain sounds and letter combinations. Key stage 2 will be practicing spelling in class using word study which involves them learning common spelling patterns and investigating the relationships between these spelling rules.

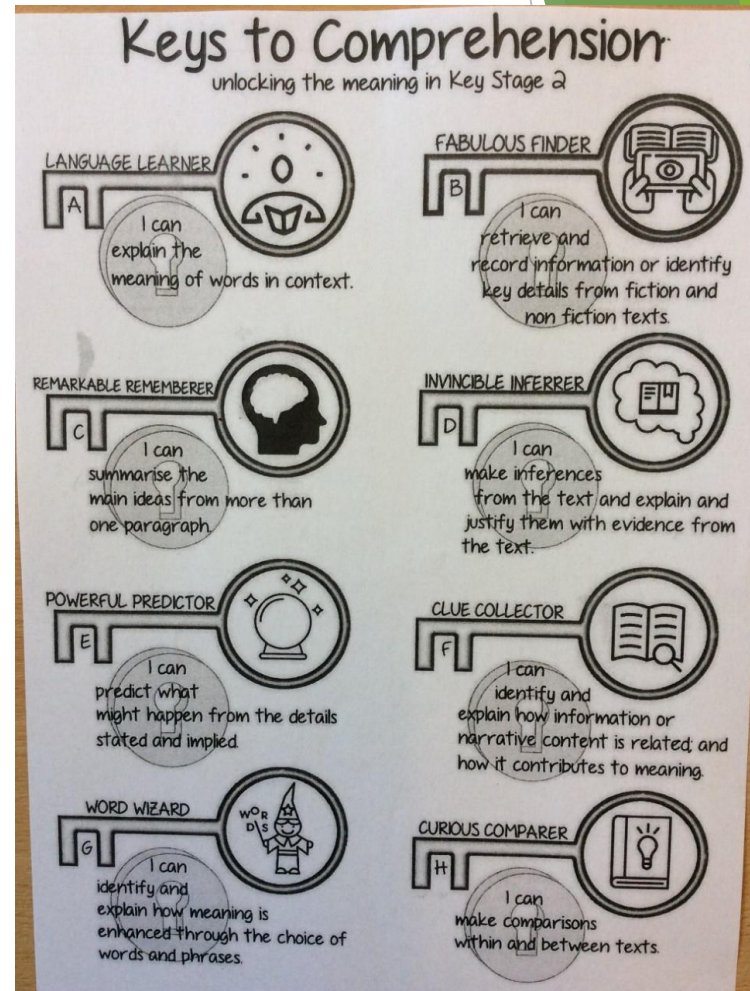


# Reading Keys

Reading keys will be used across the school to keep reading comprehension terminology consistent. If you wish to use these as a focus during your reading sessions at home then this would be highly beneficial to your child. Each key focuses on a key skill important to reading development. There are less keys in key stage one and this then develops further into key stage 2.

Copies of the relevant poster will be shared electronically.

Key stage 2 example



# SEND

- The school SENDCO is Jennie Edwards
- If you have concerns about any additional needs this can be discussed with her and different levels of support put in place
- Please contact her using [jedwards@clp.learnat.uk](mailto:jedwards@clp.learnat.uk)

# Residential...



# Other trips

- Warning zone
- London
- Residential