



Welcome to Year 6

Who's Who

Mr Chamberlain (Poplar)
Mrs Langsdon (Poplar)



Leo Chamberlain
Class Teacher



James Wren
Class Teacher



Caz Langsdon
Higher Level
Teaching
Assistant



**Sophie
Loughlin**
Teaching
Assistant

Mr Wren (Sycamore)
Mrs Loughlin (Sycamore)
Mrs Allen (Sycamore Fridays)



Matt Miles
Music Teacher



Cally Smith
Art Teacher



Laura Andrews
Dance Teacher



Natalie Allen
Class Teacher

Mr Miles
Mrs Smith
Mrs Andrews

Highlights of Year 6

Top of the school privileges – benches, monitor roles, house captains

Residential (PGL) - we hope they arrive back suitably tired

School Production (summer term)

Secondary transition

Bikeability

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Harry Potter	World War II	Black and British	Vikings	All Living Things	Production (?)
Trips/Visits/Experiences	PGL Residential	Walking WW2 trip Bishopsbourne Dover Castle		Theatre Trip (Production)		<u>Bikeability</u>
Parent Sharing Opportunities		Battle of the Bands Performance Walk-in Wednesday		Walk-in Wednesday		Production Leaving Assembly
Courageous Advocacy			Race/Refugees Podcast Petition MPs and local charities			

Core Texts	Harry Potter and the Philosopher’s Stone	Goodnight Mr Tom The Blitz	Black & British Refugee Child	How to Train your Dragon	Alma	<i>Linked to the production</i>
English Genres (Writing)	Fictional Writing Non-Chronological Reports linked to fantastic beasts	Evacuation Narrative Newspaper Reports	Poetry Non-Fiction courageous <u>advocacy letters/podcast/debate</u>	Narrative writing – mythology Non-Chronological Reports (linked to Vikings)	GPS and Reading Sats prep Narrative – horror	Scripts Persuasive Letters
Maths	Place Value Four Operations	Fractions Measurement	Decimals Ratio Algebra	Percentages Statistics Measurement	Shape Geometry Position and Direction	Investigations Revision

Geography	Extreme Earth			Scandinavia	Scandinavia	
History		World War II	Windrush	Vikings (up to 1066)	Vikings (up to 1066)	
Science	Evolution and Inheritance	Light	Animals Including Humans	Electricity	Living Things and their Habitats	
Computing		Coding	Spreadsheets	Online safety	Blogging & Text Adventures	
Art	Drawing: large/small scale observational drawing (2)		3d work: Wire and Wood Sculpture (2)		Printing: Darwin (2)	
DT	Food (English)	Design, Make, Evaluate – Chairs (2)			Food (Forest School)	Props/Set Design (2) (Production)
Music		Battle of the Bands: Music making, parental performance		Music Technology (Inter-related dimensions of music)	Singing (Production)	Singing (Production)
Other	Forest School (1½) <i>every Thurs am</i>				Production (2) Forest School (1) <i>alt Fri pm</i>	Production (2)
PE	Net & Wall Games: Tennis	OAA	<u>Multiskills</u> /Circuits (Indoor)	Striking & Fielding: Tri Golf	<i>Forest School in lieu of PE</i>	Athletics
PE	<i>Forest School in lieu of PE</i>	Invasion Games: Basketball	Invasion Games: Hockey	Gymnastics	Dance (Production)	Dance (Production)
RE	CREATION Creation and science: conflict/complementary?	GOSPEL What would Jesus do?	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL Reducing racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?
PSHE	Being Me <u>In</u> My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	School	School	Places & Tourism	Places & Tourism	Food & Cafés	Food & Cafés

Home-Learning begins Friday 25th September

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, and should use evidence from the text to justify their answers and opinions.

Termly Key Knowledge & Skills

At the beginning of each term, there will be a newsletter detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can be found on the Class Pages of our school website.



Home Learning (Maths and English)

Children will soon receive their home learning books for English and Maths.

Each Friday, children will take these home and be expected to carry out one 'workout' from each.

The hand-in deadline is the following Wednesday.

Work will be marked in class with an opportunity for children to go through any concepts they are unsure of.

NB – The answers are in the back of each book respectively. Children are encouraged to avoid turning to this page before answering their questions independently. If you feel this is too tempting, please feel free to cut out the answers and keep them.

Home-Learning (Maths)

Multiplication		Division	
Short Multiplication $\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline \end{array}$ Mainly used to multiply any number by a 1-digit number.	Long Multiplication $\begin{array}{r} 24 \\ \times 16 \\ \hline 144 \\ 240 \\ \hline 384 \\ \hline \end{array}$ Mainly used when multiplying numbers by a 2-digit number or more.	Short Division $\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 20 \\ \underline{20} \\ 0 \end{array}$ Mainly used to divide any number by a 1-digit number.	Long Division $\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{120} \\ 120 \\ \underline{120} \\ 0 \end{array}$ Mainly used when dividing numbers by a 2-digit number or more.



Home-Learning (Maths)

Skill: Divide multi-digits by 2-digits (long division)

Year: 6

		0	3	6
1	2	4	3	2
	-	3	6	0
			7	2
	-		7	2
				0

(x30)
 $12 \times 1 = 12$
 $12 \times 2 = 24$
 $12 \times 3 = 36$
 $12 \times 4 = 48$
 $12 \times 5 = 60$
 (x6)
 $12 \times 6 = 72$
 $12 \times 7 = 84$
 $12 \times 8 = 96$
 $12 \times 9 = 108$
 $12 \times 10 = 120$

$$432 \div 12 = 36$$

Children can also divide by 2-digit numbers using long division.

Children can write out multiples to support their calculations with larger remainders.

$$7,335 \div 15 = 489$$

	0	4	8	9
15	7	3	3	5
-	6	0	0	0
	1	3	3	5
-	1	2	0	0
		1	3	5
-		1	3	5
				0

(x400)
 $1 \times 15 = 15$
 $2 \times 15 = 30$
 $3 \times 15 = 45$
 $4 \times 15 = 60$
 (x80)
 $5 \times 15 = 75$
 $10 \times 15 = 150$
 (x9)

Children will also solve problems with remainders where the quotient can be rounded as appropriate.

Skill: Divide multi digits by 2-digits (long division)

Year: 6

			2	4	r	1	2
1	5	3	7	2			
	-	3	0	0			
			7	2			
	-		6	0			
			1	2			

$1 \times 15 = 15$
 $2 \times 15 = 30$
 $3 \times 15 = 45$
 $4 \times 15 = 60$
 $5 \times 15 = 75$
 $10 \times 15 = 150$

$$372 \div 15 = 24 \text{ r}12$$

			2	4
1	5	3	7	2
	-	3	0	0
			7	2
	-		6	0
			1	2

$$372 \div 15 = 24 \frac{4}{5}$$

When a remainder is left at the end of a calculation, children can either leave it as a remainder or convert it to a fraction. This will depend on the context of the question.

Children can also answer questions where the quotient needs to be rounded according to the context.

Home-Learning (Spellings)

accommodate	ancient	awkward	communicate	convenience	determined
accompany	apparent	bargain	community	correspond	develop
according	appreciate	bruise	competition	criticise	dictionary
achieve	attached	category	conscience	curiosity	disastrous
aggressive	available	cemetery	conscious	definite	embarrass
amateur	average	committee	controversy	desperate	environment

Suggested Activities

Lists of these words will be sent home with your child. Children are advised to break the spelling down and find any tricky bits, looking for patterns in particular. Another useful activity is to put the words into sentences to reinforce the meaning of the word and its spelling. Games and activities using the words such as word-searches will further support your child's grasp of the spelling.



Behaviour & Expectations

- **Ready, Respectful, Safe**
- **The Restorative Approach**
 - Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.



Safeguarding

- Our Designated Safeguarding Leads:
 - James Tibbles
 - Michael Taylor
 - Charlotte McLean
 - Morny Starling
 - Graham Redpath
 - Chelsea Huggett
- Please speak to any of Safeguarding Team with any concerns.
- For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.

Safeguarding & Welfare Team



James Tibbles
Headteacher



Chelsea Huggett
BASC Manager



Charlotte McLean
Inclusion Lead



Graham Redpath
Phase Lead (EYFS)

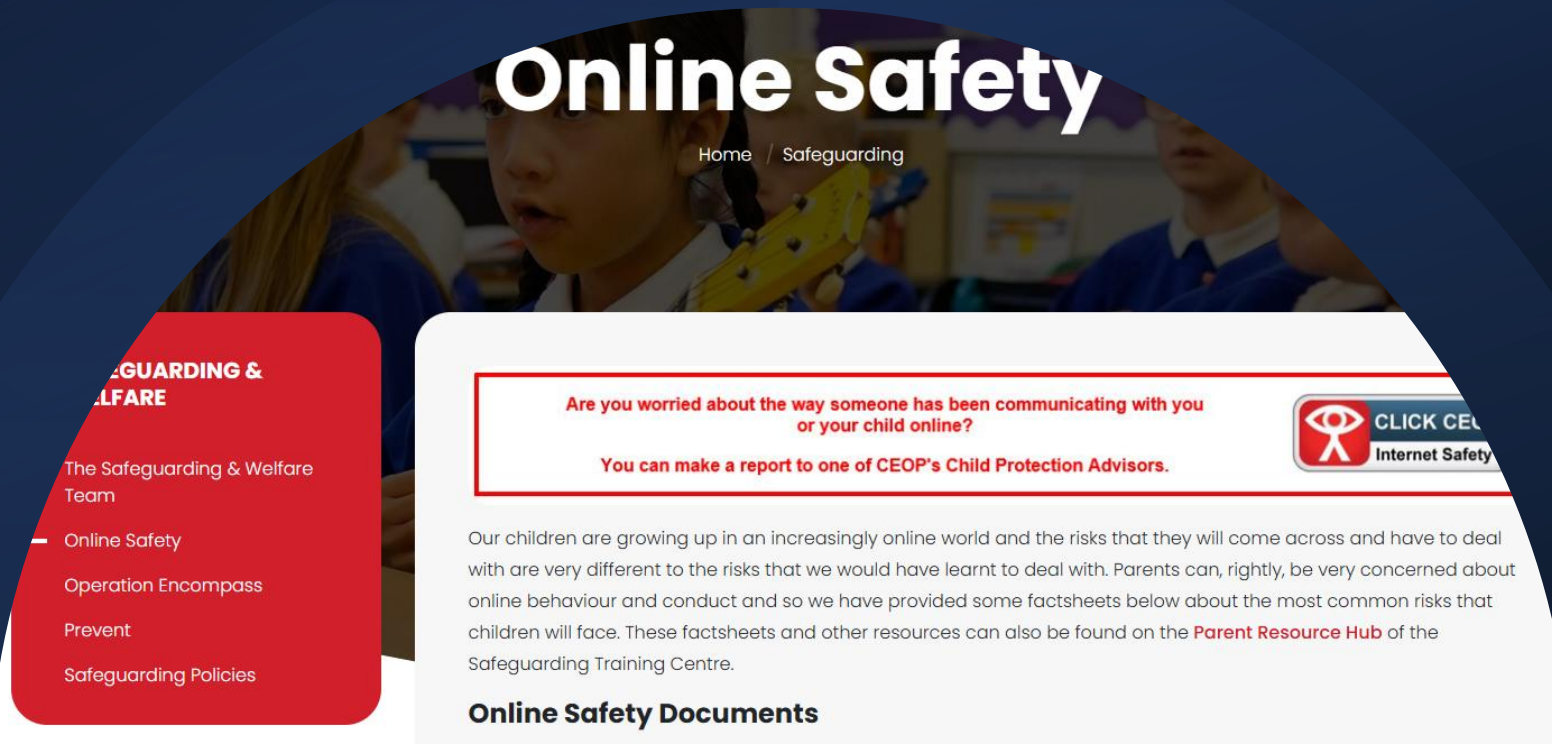


Morny Starling
Admin Officer (Children
& Families)



Michael Taylor
Deputy Headteacher

Safeguarding (Online Safety)



School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential
- Encourage our child to take as full and active part in school life as possible
- Support each other, especially regarding attendance, behaviour, online safety and home learning
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information

PE days – Wednesday (Tennis) and Monday (Forest School)

Please note this may change in future terms – PE will replace forest school in term 2.

School library – Friday is usually our slot to change books as a class but this can also be done during lunchtimes

Parent Consultations will take place late October/early November+. Dates TBC.

Walk-in Wednesdays: 12th November 14:45 / 25th February 14:45

PGL quick reminders

- Bring a watch or clock for the room
 - Kit list to be sent out
 - **WATER ACTIVITIES?**
 - No short shorts – should cover most of the thigh.
 - More long trousers/leggings
 - Long sleeves
-
- PE Kit on Kent test day?
 - France trip



WHAT TO BRING

Please ensure that all items are named.

CLOTHING

Clothes are likely to suffer wear and tear and also get dirty and/or wet therefore you should bring several changes of old clothes for doing activities.

- ☐ T-shirts
- ☐ Long sleeved shirt/T-shirts
- ☐ Waterproof jacket
- ☐ Fleeces/jumpers
- ☐ Tops & jackets
- ☐ Trousers or leggings but not jeans as they get heavy and cold when wet
- ☐ Underwear & socks
- ☐ Swimming costume/trunks for water activities
- ☐ 1 or 2 sets of clothes for the evening
- ☐ Suitable nightwear



Your arms will need to be covered to do some activities



Your socks will need to cover your ankles to do some activities



FOOTWEAR

- ☐ 2 pairs of trainers
 - 1 for activities
 - 1 old pair for watersports
- ☐ 1 pair of dry shoes for evening activities



We recommend that all skaters wear closed-toe footwear while on site due to uneven terrain and safety considerations around activity areas

OTHER ITEMS

- ☐ 2 towels
 - 1 for showering
 - 1 old one for activities
- ☐ Reusable drinks bottle
- ☐ Small rucksack/bag
- ☐ Labelled bin bag for wet and dirty clothing
- ☐ Old trainers for water activities, no clogs or slip ons
- ☐ Washbag including soap, shampoo, toothbrush and toothpaste (please do not bring Aerosols)
- ☐ Hair ties for long hair
- ☐ Torch
- ☐ Pocket money £10



TRAVELLING IN THE...

...SUMMER?

- ☐ Shorts
- ☐ Baseball cap/sun hat
- ☐ Sunscreen

...WINTER?

- ☐ Warm coat
- ☐ Hat and gloves

Lost property

We recommend you write a list of what you pack to check before you come home. If you do leave anything behind, please contact your party leader who will contact PGL. Postage will be charged for returning lost items.

Study courses and sports weekends

Groups taking part in study courses and sports weekends e.g. netball/football, should bring appropriate clothing/footwear for these activities.

What to wear

We have included some guidance on what to wear and what not to wear for the activities we are most often asked about. Please note, activities vary at each centre and final activity line-ups are planned by each centre.

Water-based activities

- ☒ Old trainers/water shoes
- ☒ Warm clothing
- ☒ Layers
- ☒ Old clothes
- ☒ Swimwear (for some water activities)
- ☒ Flip flops/crocs/sandals
- ☒ Wellies
- ☒ Jeans

Rope sessions

- ☒ Sturdy footwear
- ☒ Tape to cover the shoulders
- ☒ Shorts that cover the thighs
- ☒ Long trousers
- ☒ Flip flops/crocs/sandals
- ☒ Denim shorts

Meddy activities

- ☒ Old trainers
- ☒ Long trousers (waterproof if possible)
- ☒ Layers
- ☒ Flip flops/crocs/sandals
- ☒ Shorts

PLEASE DO NOT BRING

- ☒ Electrical devices
- ☒ Computer games
- ☒ Food items that contain nuts
- ☒ Jewellery/valuables
- ☒ Aerosols
- ☒ Flip flops/crocs/sandals

If you bring your mobile phone, please note, it is not covered by our insurance.



Any Questions