

# Welcome to Class 6

## Parent Information Session



Please sign in using  
the sheets at the  
front.

# Everyday information

- Doors to school open at 8.50am and close at 9.00am.
- School closes at 3.30pm.
- Water bottles – named and appropriate size.
- Snacks – All children can bring in a piece of fruit or vegetables as a snack.
- Children in Yr 6 who walk home will need an up-to-date consent form
- Mobile phones – handed into the office at the beginning of the day and collected at the end of the day.

# A typical week in our class

|           | 08:50           | 09:05                       | 09:35 | 10:35 | 10:50   | 12:00 | 13:00           | 13:15   | 14:15           | 14:25    | 15:30 |
|-----------|-----------------|-----------------------------|-------|-------|---------|-------|-----------------|---------|-----------------|----------|-------|
| Monday    | Mindful morning | Singing Assembly            | Maths | BREAK | English | LUNCH | Reading for joy | Science | BREAK           | PE       | HOME  |
| Tuesday   | Mindful morning | Handwriting                 | Maths | BREAK | English | LUNCH | Reading for joy | Topic   | BREAK           | PSHE     | HOME  |
| Wednesday | Mindful morning | Handwriting                 | Maths | BREAK | Reading | LUNCH | Reading for joy | RE      | BREAK           | French   | HOME  |
| Thursday  | Mindful morning | Class Assembly\ homework    | Maths | BREAK | English | LUNCH | Reading for joy | PE      | BREAK           | Computin | HOME  |
| Friday    | Planner review  | Celebration Assembly @ 9:10 | Maths | BREAK | English | LUNCH | Reading for joy | Art     | BUDDY BREAK 2PM | Music    | HOME  |

# Ask. Tell. Consequence - We Help You Make Good Choices



## Friendly reminder

A grown-up might give you a kind look, a hand sign or say well done to another child to help you make a good choice.

## Ask

A grown-up will ask you to make a good choice.



## Tell

A grown-up will tell you to make a good choice. This is your last chance before a consequence.

## Consequence

You didn't change your behaviour, so now there is a consequence to help you learn for next time.





# OUR SCHOOL REWARDS



## Good Choice



Respect and excellent manners.

GOOD MORNING

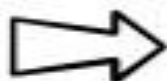


## Reward

House Points



Showing THE BEST



THE BEST certificates



WOW moment or WOW work

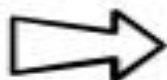
Wow!



Silver/Gold



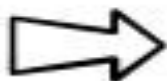
Outstanding contribution to school life



Star of the Week



Everyday excellence to school values



Special Postcard Home



Opportunities to represent the school in sports.

# PE

- Our PE days are on **Monday and Thursday.**
- On PE days, children are to wear PE kit all day.
- Just a reminder our school PE kit is
  - House-colour plain t-shirt (no logos) - these can be purchased via the school office.
  - Black or navy shorts (no Nike pro or very short shorts) or tracksuit bottoms.
  - Trainers
  - Dark-colour (navy or black) fleece, jumper or jacket.

# Curriculum Newsletter

## English

### Focus Units:

- **Writing – letters:**

Children will learn how to respond to a letter from the perspective of an evacuee in WW2.

- **Writing – diary entries:**

To be able to produce their own diary entry based on the novel *Windrush Child*, children will learn how to use:

- Informal language
- Chronological order with appropriate adverbials

- **Reading - retrieval:**

Children will be exploring *Anne Frank's Diary* to continue developing their retrieval of information from extracts and enrich their knowledge of WW2.

- **Speaking and listening – debating:**

Children will engage in a written and oral debate around the topic of AI. They will learn how to use a variety of features:

- Rhetorical questions
- Rule of three
- Formal language
- Passive voice

## Maths

### Focus Units:

#### Number – Place Value

Children will develop their understanding of place value up to 10 million. By the end of this unit, they will be able to:

- Read and write numbers up to 10 million.
- Order and compare numbers up to 10 million.
- Round numbers up to 10 million.

#### Four Operations

By the end of this unit, children will:

- Use formal written methods to add, subtract, multiply and divide whole numbers.
- Understand the 'order of operations' and how to use this knowledge when solving problems.

Children will learn to identify common factors and multiples as well as prime numbers.

**KIRF: I know the multiplication and division facts for all times tables up to  $12 \times 12$ .**

Encourage children to consolidate their knowledge of multiplication and division facts and to increase their speed of recall.

# Curriculum Newsletter

| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | History                                                                                                                                                                                                                                                                                                                                                                                        | PSHE:<br>Mental Health and Wellbeing                                                                                                                                                                                                                                                                                                     | Music:<br>Rhythmic Devices and Structures                                                                                                                                                                                                                                                                          | RE:<br>'How do Sikhs symbolise their commitment?'                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Focus: Electricity</b></p> <p>Children will develop their scientific knowledge of <b>circuits and electricity</b>. Children will learn about the considerations that need to be taken when <b>planning a scientific investigation</b> and plan and conduct their own experiment. They will compare and gives reasons for <b>variations</b> in how <b>components</b> function, including the brightness of a bulb, the loudness of buzzers and the on/off position of switches.</p> <p>The children will also learn about the scientists Benjamin Franklin and Akira Yoshino.</p> | <p><b>Focus: World War 2</b></p> <p>The children will investigate how WWII began and learn about The Blitz, the Axis of Power, the Allies and neutral countries (and how they change depending on the perspective), the Holocaust, significant military events and the role Britain played in WWII.</p> <p>They will also experience a day as an 'evacuee' to enhance their understanding.</p> | <p>Children will understand that everybody has 'mental health'. They will explore what can affect our mental health and what we can do to help and support our own mental well-being. Children will have the opportunity to share their ideas with others and feel confident in strategies that are right for them as an individual.</p> | <p>Children will explore time signatures. Through song and collaborative rhythm games, the children will get a feel for 6/8 rhythms and learn to identify changes in time and signature and musical style. The children will compose and perform cup and body percussion to the song <i>Coordination Funk</i>.</p> | <p>The children will explore the meanings behind different <b>Sikh artefacts and symbols</b>. They will develop an understanding of how Sikhs express their beliefs in several different ways. The children will have opportunities to reflect on their own beliefs and how they express these.</p> |

# Curriculum Newsletter

## Helping at Home

Here are some helpful reminders of the resources you can access at home to support your child's learning and key vocabulary that we would encourage you to explore with your child to help them with their learning.

|                  |                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English</b>   | Weekly English homework<br>Spelling list and online access to spelling shed<br>Please support your child in reading for 15 minutes at least three days a week.<br>Key Vocabulary: debate, speaking and listening, persuade, tone, expression, informality, formality, dialect                                                                                                         |
| <b>Maths</b>     | Weekly maths homework<br>Online access to TT Rockstars – fluency with times tables will be massively beneficial with application of skills to reasoning problems this half term.<br>Key Vocabulary: place value, four operations: addition, subtraction, multiplication and division, rounding, ordering and comparing, order of operations (BODMAS), formal methods, problem-solving |
| <b>Science</b>   | Key Vocabulary: electricity, complete circuit, electrical conductor, flow, electrical insulator, symbol, circuit diagram, component, battery / cell, terminal, switch, wire, fuse wire, light bulb, motor, buzzer, current, electrons, voltage, energy, pathway                                                                                                                       |
| <b>History</b>   | Key Vocabulary: appeasement, victory, rationing, peace, atrocity, ally, enemy, military, holocaust, evacuation, dictator, conflict, tragedy, invade, occupation, conquer                                                                                                                                                                                                              |
| <b>Art</b>       | Key Vocabulary: still life, texture, light source, cross-hatching, hatching, stippling, tone, medium, charcoal, smudging, blending, contrast, form, pressure, wax resist, watercolour, 1-point perspective, vanishing point, horizon line, depth, recession, focal point, composition                                                                                                 |
| <b>PE</b>        | Support your child by encouraging them to take responsibility for their own PE kit. By the time they leave KS2, we would expect children to be able to remember it is a PE day without any adult prompt.                                                                                                                                                                              |
| <b>French</b>    | <a href="https://www.bbc.co.uk/bitesize/subjects/z39d7ty">https://www.bbc.co.uk/bitesize/subjects/z39d7ty</a><br>Duolingo is a free app that teaches new vocabulary and provides examples of pronunciation by a native speaker and then checks your pronunciation!                                                                                                                    |
| <b>Computing</b> | Key Vocabulary: communication, collaboration, internet addresses, data packets, public, private, networks, media                                                                                                                                                                                                                                                                      |
| <b>PSHE</b>      | Key Vocabulary: mental health, physical health, emotional wellbeing, strategies, emotions, stigma, discrimination                                                                                                                                                                                                                                                                     |
| <b>Music</b>     | Key Vocabulary: time signatures, 4/4, 6/8, rhythmic structures, beat, pulse, rhythm, percussion                                                                                                                                                                                                                                                                                       |
| <b>RE</b>        | Key Vocabulary: Sikhism, Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, baptism, sewa, langar, the 5ks (kesh, kirpan, kanga, kara, <del>kachera</del> )                                                                                                                                                                                                                         |

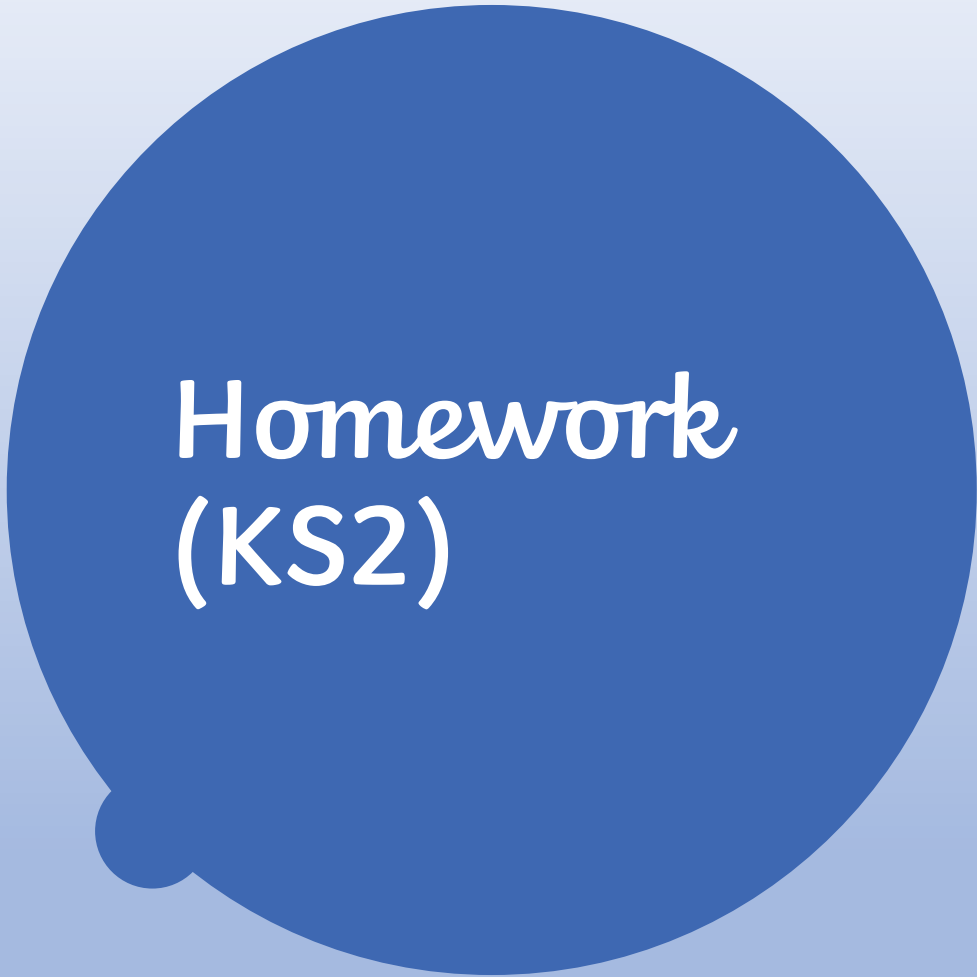
# Our PSHE Curriculum

- Learning includes **relationships, physical and mental wellbeing, personal safety, online safety, diversity, life changes and financial education.**
- Lessons are age-appropriate and interactive, with clear ground rules and plenty of discussion.
- Children can ask questions safely through the 'I wish my teacher knew box'.
- Relationships and Health Education is statutory. In Year 6, some additional non-statutory sex education is taught, and information is shared with parents beforehand.
- YEAR 5/6 Relationship, Health, Sex Education Virtual Meeting on **Wednesday 4<sup>th</sup> November.**

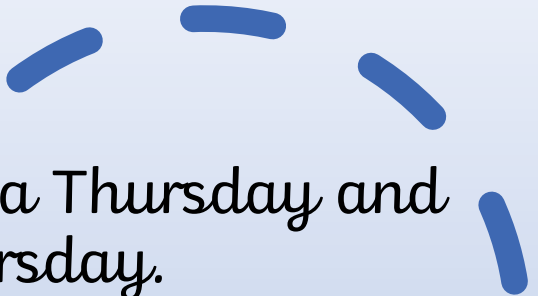


Our PSHE and RSE policies are available on the school website. Please speak to us if you have any questions or concerns.





# Homework (KS2)

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- Homework is given out on a Thursday and returned the following Thursday.
  - Homework presentation should be given the same care as it would be schoolwork.
  - Any homework given will be to revise previous learning (for example year previous refresher) or consolidate recent learning.
  - We would encourage children to complete homework independently.
  - If a child is stuck, encourage them to come and ask for help before it is due.
  - Each week homework is marked as a class.

# Reading Books

Two types of reading books coming home:

## **Scheme Books: Learning to Read**

- Levelled books targeted at current reading level.
- Please listen to your child read to you and support.
- Ideally, read the same book more than once to build fluency.
- Keep in bag daily for regular return

## **Joy Books: Learning to LOVE reading**

- Free choice from the reading corner/ library (or home if children prefer).
- Might be trickier to read, may need help or could read together.

# Dates for your Diary

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Individual and sibling Photos – **Tuesday 29<sup>th</sup> September**

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SATs information session – **Monday 3<sup>rd</sup> October**

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Parents evenings – **Tuesday 20<sup>th</sup> and Thursday 22<sup>nd</sup> October**

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Evacuee Day – **Autumn 2**

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RSE information sessions – **Wednesday 4<sup>th</sup> November**

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Yorkshire Air Museum – **Thursday 12<sup>th</sup> November**

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Residential - **Wednesday 17th March – Friday 19th March 2027**

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SATs - **Monday 10th to Thursday 13th May 2027**

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# Residential 2027: Willersley Castle

- Wednesday 17th March – Friday 19th March 2027
- Inclusive venue – we can look at support to ensure all children join us!
- Includes:
  - Two nights accommodation within Willersley Castle
  - 9 adventure activities
  - meals
  - Coach transport
- Payment plan available if needed.
- Parent information talk in the new year!



# High School and Transition

## Choosing a secondary school

We have produced a guide containing helpful questions and points to consider when visiting and comparing secondary schools. We encourage families to attend open evenings and choose the school that best meets their child’s individual needs.

## Supporting a smooth transition

Once secondary school places are confirmed in the spring, we work closely with each child’s new school. This may include:

- sharing relevant information;
- meetings with secondary transition teams;
- transition days and visits;
- additional support for children who may find transition more challenging;
- opportunities to discuss questions or concerns.

**Our aim is for every child to feel informed, confident and positive about their move to secondary school.**



## Preparing for High School Transitions: A Parent Guide



### Choosing the right high school, with our support.

Choosing the right high school for your child is one of the most important decisions you will make together as a family. With so many factors to consider - from academic achievement and extracurricular opportunities to school culture, values and support services - the process can sometimes feel overwhelming. This guide has been designed to help you navigate the journey with confidence. It provides practical information, key questions to ask and useful tips to consider when exploring different schools. Every child is unique, and the "best" school is the one that meets their individual needs, interests, strengths and aspirations. We wish you and your child every success as you begin this exciting next step in their educational journey.

Our three most common local feeder schools are **Boston Spa Academy** and **Wetherby High School** (both within the Leeds Local Authority area) and **Tadcaster Grammar School** (within the North Yorkshire Local Authority area). We encourage families to attend open events, explore school websites and speak with the staff there to help make an informed decision. Every school has its own strengths, learning environment, enrichment opportunities and approaches to supporting pupils. As you visit schools, consider which setting will best meet your child's individual needs, interests and aspirations. If your child has additional needs that require personalised support, it is worth noting that accessing services across local authority boundaries can sometimes be more complex. Support arrangements are often linked to your home address and local authority, so families considering a school outside their home authority should seek advice early in the application process.

| As you attend open events and explore your options, we have compiled some useful questions that you may want to ask:                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>• How are pupils grouped or set for subjects?</li> <li>• How does the school support pupils who need additional challenge or extra help?</li> <li>• What training do staff receive to support pupils with SEND?</li> <li>• What opportunities are available outside the classroom, such as clubs, sports, music, and leadership roles?</li> </ul> | <b>Pastoral Support and Wellbeing</b> <ul style="list-style-type: none"> <li>• What pastoral support systems are in place?</li> <li>• Who would my child go to if they have a worry or concern? How available and accessible is this person?</li> <li>• How are new pupils supported during their first term and beyond?</li> <li>• What opportunities are available for pupils to build friendships and confidence?</li> </ul> | <b>SEND</b> <ul style="list-style-type: none"> <li>• How does the school support pupils with additional needs?</li> <li>• What support is available for children with EHCPs or SEND Support plans?</li> <li>• How is information shared between primary and secondary school during transition?</li> <li>• What interventions or specialist support services are available?</li> <li>• How are reasonable adjustments implemented in lessons and around school?</li> </ul> |
| <b>Transition to High School</b> <ul style="list-style-type: none"> <li>• What transition activities are offered before Year 7?</li> <li>• Can additional transition visits be arranged if needed?</li> <li>• What support is available during the move from primary to secondary education?</li> </ul>                                                                                                               | <b>Parent Communication</b> <ul style="list-style-type: none"> <li>• How does the school communicate with parents?</li> <li>• How quickly can parents expect responses to concerns?</li> <li>• How are parents kept informed about their child's progress, attendance and wellbeing?</li> <li>• How are parents involved if concerns arise?</li> </ul>                                                                          | <b>Other Considerations</b> <ul style="list-style-type: none"> <li>• What are the school's behaviour expectations and how are they implemented?</li> <li>• What does praise look like? What do consequences look like?</li> <li>• What does unstructured time (e.g. breaktimes) look like?</li> <li>• What travel options are available and how are pupils supported to travel safely?</li> <li>• What happens if a bus is late or a child misses transport?</li> </ul>    |

# Life in Year 6

- WW2 Topic, including Evacuee Day and Yorkshire Air Museum trip, as well as a visitor coming in to tell us about the Dambusters mission!
- Global Economy Day, including designing their own products
- Residential
- Buddies
- SATs booster sessions
- SATs week
- Production
- High School Transition
- Leavers Assembly

Thank you!  
Any  
questions?

