

# Year 6 Meet the Teacher 2021-2022

# Welcome and Introductions

Teacher: Mrs Cox

Teacher: Mrs Benjamin (Friday during PPA time)

Teaching Assistants: Mr Pelusso, Mrs Fowler  
(Thursday Morning)

# Lifelong learners with open minds

We aim to ensure that all our pupils achieve their full potential and have high expectations of our children in all aspects of their development.

As a whole school, we are continuing to work hard on improving our children's positive learning behaviours. Our aim is to improve children's intrinsic motivation and help them to become more resilient and independent in their learning.

# Expectations

- We expect Year 6 to set an excellent example to the rest of the school and visitors.
- They are positive role models in their behaviour, work and attitude and we encourage them to set a good example to the younger children.

Part of  
[Education, universities and childcare during coronavirus](#)



Department  
for Education

Guidance

# Schools COVID-19 operational guidance

Updated 27 August 2021

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

## Mixing and 'bubbles'

We no longer recommend that it is necessary to keep children in consistent groups ('bubbles') As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.

# Tracing close contacts and isolation

Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.

# Face coverings

- Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.

# What we do in class

I have to wash my hands often.

I like to wash my hands as it keeps me safe.



## Cover Coughs and Sneezes

Stop the spread of germs that can make you and others sick!



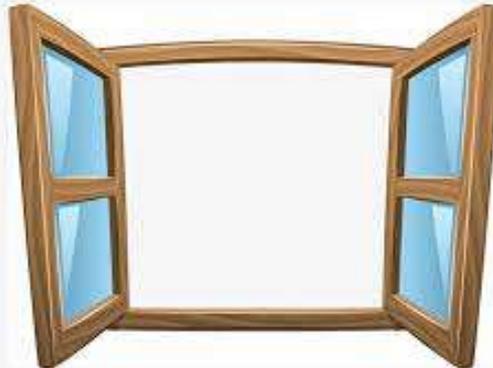
Cover your mouth and nose with a **tissue** when you sneeze or cough.



If you don't have a tissue, use your **elbow**.



Wash hands often, **especially** after coughing or sneezing.





School starts at 8.45  
a.m.

School finishes at 3.10  
p.m.

# Year 6 – It's a big year!

- Last year of Primary school
- Preparation for Secondary school
  - Homework
  - Quality of work
  - Higher expectations
- Developing independence
- SATs. Currently, SATs are planned to go ahead in the summer term (W/C May 9th 2022), however some changes may still be made by the government.

# General Information

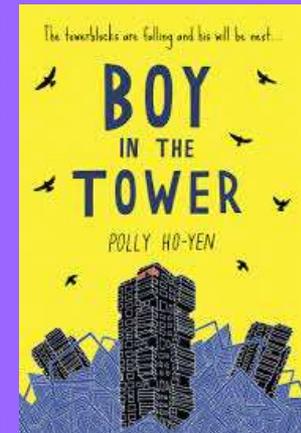
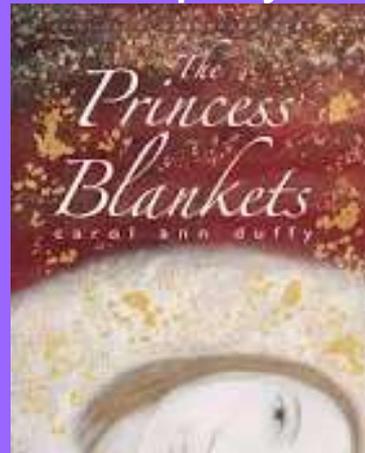
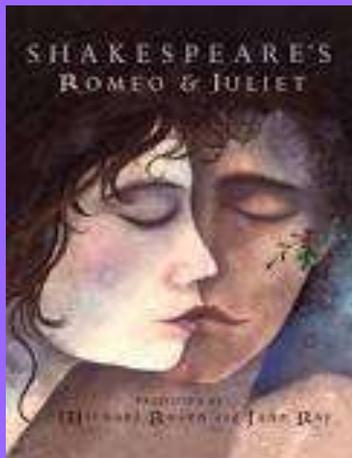
Any questions/problems please contact us through the office or by email.

[info@nutfield.surrey.sch.uk](mailto:info@nutfield.surrey.sch.uk)

01737 823239

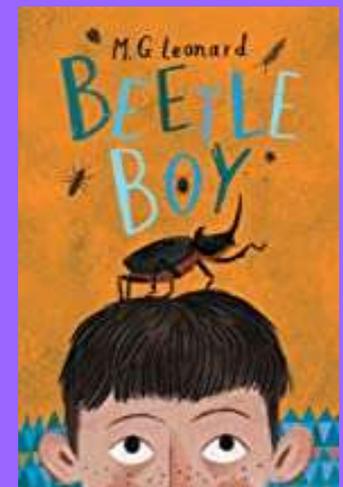
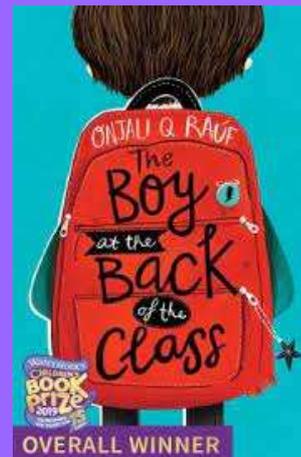
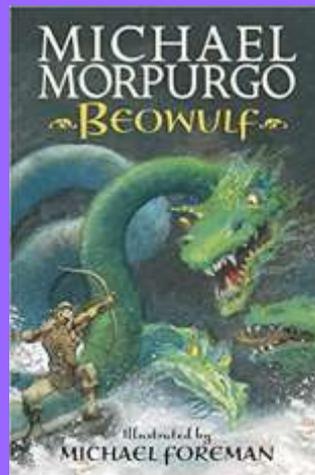
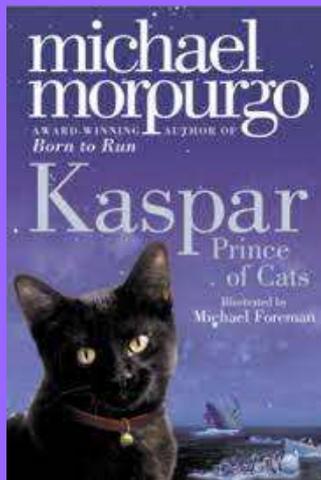
# English

- This year we are studying a variety of different books that explore different concepts and genres.
- Every term we study a different book; this half term our book is 'Romeo and Juliet'
- English starters will be grammar style questions.
- There will be a grammar and punctuation focus in both reading and writing.
- Lots of drama, role play and art.



# Reading

- Daily guided reading sessions with a focus of reading comprehension through quality texts.
- This term we will be reading and analysing “Kaspar the prince of cats” and a Michael Morpurgo’s version of the Viking poem “Beowulf”



# Types of reading comprehension questions

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

# 7 GOLDEN RULES FOR READING COMPREHENSIONS



1. Always read the passage carefully once through, for meaning.

2. Read the questions to check what you will be looking for.

3. Re-read the passage, locating where you will find the answers.



4. When answering, always write in full sentences.

5. Use evidence from the passage to back up your points. This could be quotations or examples.

6. Don't just copy sections from the passage – write in your own words.



7. Take ten minutes at the end of the test to check that your spelling and punctuation are correct, and your work makes sense!

# Spelling and Handwriting

- Weekly spelling homework and spelling tests.
- Children will be tested on spellings randomly selected from the Years 3-6 spellings daily. Any incorrect spellings will need to be practised in handwriting books.
- It is important for the children to be able to spell fluently for writing activities during lessons.
- Children should use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting
- The National Curriculum spellings are the baseline of what the children should know.

# Grammar

## ADJECTIVE

Adjectives **DESCRIBE** a **NOUN**.

Examples:

- The cake was **delicious**.
- The giant was **tall** and **fierce**.
- She stroked the **fluffy, gentle** cat.

Adjectives tell us more about nouns.

## ADVERB

Adverbs **DESCRIBE** a **VERB**.

Examples:

- The boy ran **quickly** down the road.
- The dancer moved **gracefully**.
- The ghost moaned **sorrowfully**.

Adverbs tell you more about the verbs, and often end in '-ly'.

## VERB

Verbs are **actions**, or '**doing words**'.

Examples:

- He **ran** up the road.
- She **Painted** a beautiful picture.
- We **laughed** all the way home.

Verbs tell us what is being done.

## NOUN

Nouns are **people, places** or **things**.

Examples:

- The **children** arrived at **school**.
- The **boat** filled with **water** and sank.
- I want to be a **doctor**.

Nouns tell us **who, what** or **where**.

## PROPER NOUN

Proper nouns name a **specific person, place** or **thing**.

Examples:

- Alice** fell down a rabbit hole.
- I would like to visit **Italy**.
- My birthday is in **June**.

Proper nouns **always start** with a **capital letter**.

## PRONOUN

A pronoun **takes the place** of a noun .

Examples:

- They** swam in the sea.
- We** played on the swings.
- I** love school!

## CONNECTIVE

Connectives **join** sentences or clauses.

Examples:

- I was late, **because** the car broke down.
- The children cheered **and** waved their flags.
- The bread was mouldy, **so** I threw it away.

## CONJUNCTION

Conjunctions **join** sentences or clauses.

Examples:

- I was late, **because** the car broke down.
- The children cheered **and** waved their flags.
- The bread was mouldy, **so** I threw it away.

## PREPOSITION

Prepositions tell you **where** or **when** something is, in relation to something else.

Examples:

- The pencils are **inside** the box.
- My dog sat **under** the table.
- Go **through** the gate.

Prepositions show the **relationship between** nouns or pronouns .

# ARTICLE

Articles define whether a **noun is general or specific.**

Examples:

The cat got stuck in **a** tree.

I ate **an** apple.

I won **a** goldfish at **the** fair.

There are only three articles: 'a', 'an' and 'the'.

# DEFINITE ARTICLE

The definite article refers to a noun, either in the singular or plural. It can be used with uncountable nouns. The refers to **a specific thing or quantity.**

Examples:

Please give me **the** hammer.

Please give me **the** hammer and **the** nails.

# INDEFINITE ARTICLE

The indefinite articles are used when we are referring to an unspecified thing or quantity.

Examples:

**An** elephant got stuck in **a** ditch.

After **a** long day, **a** cup of tea is great.

We went to **a** city in France.

# ADVERBIAL

Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.

Examples:

We stayed awake **all night long.**

I ran away **as fast as I could.**

We met **by the park gates.**

# FRONTED ADVERBIAL

'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb.

Examples:

**All night long,** we stayed awake.

**As fast as I could,** I ran away.

**By the park gates,** we met.

# Determiners

Determiners are used with nouns to clarify the noun. They are used to define something or someone.

Examples:

The girl in **the** red hat.

I like **my** car.

Do you have **any** pencils?

There are **four** people in the room.

# Possessive Pronoun

Possessive pronouns are used to show ownership of a person or thing. Some can be used on their own (mine, yours, his, hers, ours, theirs, whose); others must be used with a noun (my, your, his, her, its, our, their, whose).

Example:

The man strummed **his** guitar and **his** friend played **her** keyboard. We clapped **our** hands as the crowd stomped **their** feet.

# Relative Clause

Relative clauses are clauses starting with the relative pronouns who, that, which, whose, where, when. They are most often used to define or identify the noun that precedes them.

Example:

Yesterday was a day **when** everything went wrong!

Do you know the girl **who** started in class 7 last week?

# Relative Pronoun

A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used everyday with the most common relative pronouns being: who, whom, which, whoever, whomever, whichever, and that.

Examples:

This is the book **that** everyone is talking about.

We didn't bring the receipt, **which** was a big mistake.

- It is important for the children to read for 20 minutes daily at home.
- It is not important what the children are reading, as long as they are reading and understanding what they have read!

# Maths

- Adding and subtracting numbers up to 99,999,999 using the formal written and column methods.
- Times tables – ALL Times Tables
- Practise at home.
- Multiplying and dividing using the formal methods.
- We will also be focusing on applying the knowledge and methods taught during Maths lessons, using word problems, challenges and setting up role plays.
- Fractions
- Shape
- Statistics
- Measure
- Algebra

# Maths

- Our calculation policy ensures the children are progressively taught different methods, leading to a secure understanding of the formal written method.
- Please refer to the Southwark Calculation policy for extra help during homework.
- If you have any questions please don't hesitate to speak to me.

# RE

- It will be taught on Tuesday afternoons.
- This half term the children will be learning about Buddhism and in particular the daily practices and the origins of the Religion.
- After half term, the children will be learning about Remembrance and Christianity. Our Christmas unit is: How would Christians advertise Christmas to show what Christmas means today?
- Other topics in R.E include:
  - Understanding faith in Surrey (to include Islam)
  - Holy Communion
  - The Bible
  - The contemporary Anglican Church.
  - Right and Wrong

# Science, Computing and D&T

- Science, Computing and D&T are being taught together.
- Monday afternoons are dedicated to this curriculum strand – working on Purple Mash and Microsoft programs to publish Science work.
- Computing will also still be used in different subjects.
- Science topics are:
  - 1-Living Things and Habitats
  - 2-Evolution
  - 3-Light
  - 4-Electricity
  - 5-Animals including Humans

# Science, Computing and D&T

- Computing this year will be taught primarily through Science. However, there will be opportunities to use Computing throughout the curriculum.
- Children will be able to use Purple Mash throughout the year for homework and in lessons.
- Passwords for Purple Mash and MyMaths have not changed.
- We will focus on:
  1. Internet and E-Safety
  2. Typing
  3. Adding images to Word, Powerpoint and Publisher documents

# Geography

- Our topics are:
- To identify the key geographical issues in our local area: read local map, locate highest points demography increment and problems with transport, etc
- To Locate and study of North America.
- Our world from International Space Station
- Human impact in the landscape.
- Climate changes and the consequences in our world.
- Study of South America.

# History

Our topics are:

1. Vikings

2. History of Medicine through time.

3. Battle of Britain.

4. Early Islamic Civilisation.

# Wellbeing: Philosophy, PSHE and P.E

- We encourage our children to listen and respond with thoughtfulness and respect.
- Through our weekly RE lessons, we will continue to teach Philosophy for Children (P4C)
- Mutual respect – community cohesion, diversity and migration.
- Peer pressure – cyber bullying, including using mobile phones.
- Conflict and Choice – how conflict arises and how to manage it and avoid it.
- Influences and choices – Exploring positive and negative influences in the children's lives and how to manage the choices you have.

# P.E

Children require:

- White t-shirt
- Blue shorts
- Trainers not plimsoles because we will go outside as much as possible.

In the winter, children are encouraged to wear jogging bottoms and a P.E jumper. Please keep to school colours. Girls will need to have socks in their PE bags if they are wearing tights.

P.E will be on Wednesday

Summer Term: P.E kits must be in school everyday.

# Stationery

Children will need:

- Pencil
- Writing blue pen
- Rubber
- Ruler
- Sharpener
- Glue stick
- Scissors
- Colouring pencils

# Homework

- Homework reinforces what your child is learning in school. It also gives parents a chance to become involved in the learning process. It is set in line with Government recommendations for Key Stage 2 ( 30 minutes per day for children in Years 5 and 6)
- Daily Homework: reading, times tables, spellings

<b>Set Day</b>	<b>Subject</b>	<b>Due in</b>
<b>Friday</b>	<b>English EGPS Maths</b>	Thursday to be revised in class on Friday
	<b>Spellings</b>	Revised every day

# Reading, spellings and times tables

The children should be reading every night if possible.

Please check their comprehension of the books they read.

They can read books from the school library and from home. Please record this in their reading diaries. In Y5/Y6 children are asked to take ownership of their home reading and write their own diary comments each night.

<http://www.lovereadings4kids.co.uk/> is a unique range of services specifically created to help parents and anyone who likes to buy books for children choose the best books for boys and girls of all ages

- Times tables are vital for Year 6 Maths.

<http://resources.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>

Next step:

- Division facts.
- Spellings should be practised every week for the test.
- Big focus on spelling.
- [Education City](#) still brilliant for activities to help with this.

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

# Extras

## Autumn Term

High Ashurst 13-17- September

## Activities after SATS.

Leavers' service at Southwark Cathedral

KS2 production

Enterprise Project

# Reminders

## Uniform

- Please encourage the children to dress smartly.
- Long hair should be tied back with small black, blue or white hair fastenings. No large hair clips.
- Small silver or gold studded earrings only – these must be removed for P.E.

# Reminders

## Mobile Phones

Mobile phones should only be brought to school by children that walk to/from school by themselves.

Parents need to sign a permission slip and hand it in to Mrs Cox or Mr Pelusso.

Every morning, phones are collected in a box and kept safely locked away.

At the end of the school day, the box is collected and the phones are returned to their owners.

# Reminders

## Healthy snacks and lunches

- Children will require a named water bottle for the classroom.
- Children are allowed fresh fruit or vegetables for a break time snack.
- Please no confectionary - bars of chocolate or sweets in packed lunches.
- No nuts please!

# Reminders

## Pick ups and drop offs

- Any information will be sent by Parents' Mail directly from the office
- Please let us know who is picking up your child.
- Children in Year 6 can go home on their own, at the parent's discretion. We will need written permission from you by email.

# Kind Reminders

## Child Absence

Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop: friendships, social skills, team values, life skills, cultural awareness and career pathways

Please telephone the office to let us know if your child is unwell and will not be attending school.

Please let us know when your child may be visiting secondary schools.

# E-Safety KS2

## DOs

Talk to your child regularly about what they do online and on their phone. Who are they talking to and what about?

Keep your computer/tablet in an area of the house that is easy to supervise i.e. where you will walk past every now and again.

Reinforce the message of not talking to strangers, giving out any personal details and sending inappropriate words or images.

Subscribe to your internet service provider's filter system.

Build this relationship/practice now while it is relatively easy in preparation for when your child is a teenager!

## DON'Ts

Take an “it will never happen to us” attitude.

Allow your child to join social media sites where they are under the age limit (age limits exist for a reason!)



# SATs

9<sup>th</sup> May – 12<sup>th</sup> May 2022

•The **2022 SATs schedule** is as follows:

**Monday May 9th:** Spelling, punctuation and grammar (Grammar/Punctuation Test) – 45 minutes

**Monday May 9th:** Spelling, punctuation and grammar (Spelling Test) – 20 minutes

**Tuesday May 10th:** Reading Test – 60 minutes

**Wednesday May 11th:** Maths Paper 1 (Arithmetic) – 30 minutes

**Wednesday May 11th:** Maths Paper 2 (Reasoning) – 40 minutes

**Thursday May 12th 2021:** Maths Paper 3 (Reasoning) – 40 minutes

# Preparation for SATs

- The children will sit practise SATs tests, as this is a good way for them to prepare for the real thing, they will receive a percentage as a result.
- We will be assessing the children in lessons regularly.
- Children will be challenged using work that allows them to apply their skills to different situations.

# Scaled Score

- You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard set by the Department for Education.
- 100 or above means your child is working at the national expectations.
- Below 100 will mean your child is working towards the national expectations.

The range of scaled scores available for each KS2 test is:

80 (the lowest scaled score that can be awarded)

120 (the highest scaled score)

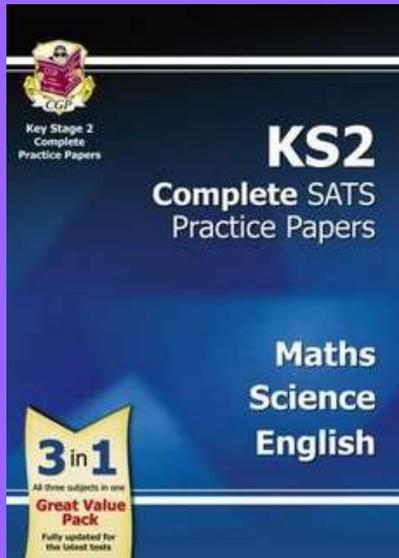
The Department for Education currently expects at least 65 per cent of children to reach the expected standard.

# Class assessment and groups

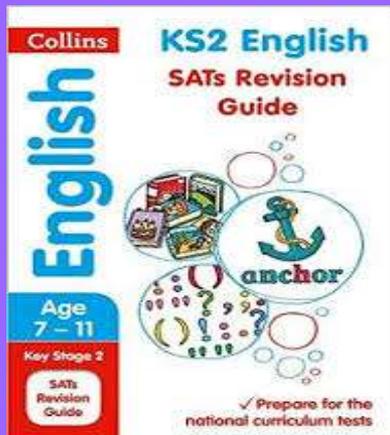
Children will complete practise SAT's tests over the year for assessment purposes and revision.

The children's groups may be changed regularly to ensure that any gaps in knowledge or understanding are filled and the children can achieve all the year 6 objectives.

# Revision at home



- Key things to practise:
  - Times tables
  - Spellings ( weekly spellings and Year 6 list)
  - Reading comprehension
  - Maths methods



# Beyond School

If your child has achieved anything with clubs or groups outside of school, we like to hear about their hobbies and activities beyond the classroom so we can celebrate this too.

Please do email in any photos or certificates for us to celebrate on our school Celebration Collective worship on Fridays.

# Thank you!

If you have any questions, please do not  
hesitate to ask me.