

Welcome to Year 6!



Names you will hear...



Mrs Johnson
Pegasus Class
Teacher



Mrs Horton
HLTA PPA Cover
for Pegasus



Mrs Dutton
HLTA PPA Cover
for Delphinus



Mr Frame
Delphinus Class
Teacher

Teaching Assistants:

Mrs Lahori & Mrs Kokori

PGCE students: ?

Intervention cover: Mrs Brady

What happens in Year 6?

- Being the last year at primary school it is very much a transition year, in preparation for the move to secondary school.
- Bikeability (week beginning 23rd September).
- SAW project (24th & 25th October).
- SATs (week beginning 12th May).
- PGL (week beginning 14th July).
- RSE (second half of summer term).
- The musical extravaganza that is the summer production!

Expectations in Year 6

- Being organised (belongings and work).
- Setting an example for the rest of the school (correct uniform including black school shoes, no jewellery or make-up, sensible hair styles).
- Being independent and taking the initiative.
- Jobs that support the smooth running of the school day.
- Growing sense of maturity.

Expectations in Year 6

$02.2.16 \times 1.8 = 4.248 \checkmark$
 2.36×1.8
 19122 $VIII \cdot IX \cdot MMXXII$ $9.9.22$ $IX \cdot IX \cdot MMXXII$
 I.O: To use place value to solve problems.
 Starter - Matching pairs
 Stem Sentence:
 In the eight digit number 14,275,839, the 4 digit is worth 4,000,000 because it is in the million's column.
 Discover:
 In the game Jamie has $1+1+0+1+1+1+1+1+1+1$ €4,520,123
 Aki has €2,071,000
 Jamie has more €2,449,123 more than Aki.
 The missing numbers are: 200, 60.
 Diagram showing place value breakdown:
 3,150,260
 3,000,000 100,000 50,000 200 60
 Power Maths page 12.
 Stem Sentence:
 In the eight digit number 17,639,452, the digit 5/5 digit is worth 50 because it is in the tens column.
 Starter - 8.1.9 7.2
 $80 \times 5 = 400 \checkmark$
 $400 \checkmark$
 $80 \times 5 = 400 \checkmark$
 $400 \checkmark$
 $80 \times 5 = 400 \checkmark$
 $400 \checkmark$
 Tuesday 6.9.22
 Wednesday 7.9.22

① Number 5 and 1 matches:
 $\frac{1}{2} = 50\% \checkmark$
 ② Number 10 and 8 matches:
 $8 + 2 = 10 \checkmark$
 ③ Number 2 and 8 matches:
 10, 7, 4, find the median = 7 \checkmark
 ④ Number 6 and 9 matches:
 $8 : 12 : 9 \checkmark$
 ⑤ Number 15 and 7 matches:
 $4^4 \checkmark$
 Number 1 and 4 matches:
 $3 \times 10^1 = 30$
 $30 \text{ standard form is } = 3 \times 10^1 \checkmark$
 ⑥ Number 3 and 18 Matches: $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8} \checkmark$

What Do You Need?

Age 7 to 11
Challenge Level ★

What do you need to find a number chosen from this hundred square?

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Here are eight clues to use:

- The number is greater than 9.
- The number is not a multiple of 10.
- The number is a multiple of 7.
- The number is odd.
- The number is not a multiple of 11.
- The number is less than 200.
- Its ones digit is larger than its tens digit.
- Its tens digit is odd.

What is the number? 35 \checkmark

Expectations in Year 6

Monday 5th September 2022

LO: To write a setting description.



Is this the best order for these words?

I stood, watching the dull plain sea, with the eagles flying and the white boat coming for its arrival. Not disturbing, but it was a calm view.

The sound of the splishes and splashes of the sea, the eagles squawking, the chattering of the strangers walking around. ^{per here} what a lovely wintry scene it is around here.

What would work better?

I ^{feel} felt the cold wind ^{touching} touch my head and the white gassy snow melting rapidly into water. Slowly, I ^{feel} felt tired and so I touched the metal bars. The bars ^{was} so cold, I ^{could} felt it go up my inside my arms and my hands began to feel numb. Why is it so ^{soothing} soothing just standing here and ^{gazing} looking at the things surrounding me? The waving sea, moving and moving.

MERIT for your varied description & editing.

Monday 12th September 2022

LO: To write a persuasive letter.

Dear Michael,

Recently, it has come to my attention that you are going on a massive journey. A boat trip around the world. Really? I know it is once-in-a-lifetime trip but think again. It is my duty to persuade you and draw your attention to me.

Most people are saying to you that you should go but I am truly concerned and fearful and alarmed. Taking this opportunity will make you realise the risks and effects which will happen. I am writing to you to say that I object this decision and persuade you this is not good and you will hear me right.

Feedback – a slightly different approach

At Monkfield Park, we recognise the importance of feedback as a vital part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. In every lesson, teachers are giving children continuous, verbal feedback 'in the moment' to further their learning. We are mindful of the growing body of research surrounding effective feedback as well as research from cognitive science regarding the fragility of new learning.

Our aim is to maximise the effectiveness of feedback in our practice. As a result, books may look a little different when you come to parent consultation evenings later in the term.

Feedback

After each lesson, the teacher will look through the children's books to evaluate learning based on what went well and what still needs work.

- The teacher sorts the books into 3 piles:
- Children who did not grasp the learning objective or have misconception,
- Those who showed solid understanding,
- Those who did particularly well or exceeded the objective.
- The teacher ticks each piece of work to show it has been checked.
- The following codes will be included in the children's book to indicate their focus prior to the input for the next lesson:

Feedback

PS	Praise and share
T	Teacher support group
TA	Teaching assistant group
C	Challenge
SPAG	Spelling and grammar errors
HW	Handwriting and presentation

Where the teacher feels any parts of a piece of work should be shared as a good example they will 'star' the relevant parts.

Therapeutic approach to behaviour management

What is Cambridgeshire Steps?

Steps is our preferred approach to behaviour management within Cambridgeshire and is based on the philosophy "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." *Pam Leo.*



It is a relationships-based, therapeutic-thinking and trauma-responsive approach to learning about behaviour. What does this mean for your child? It means that all adults in a school using Steps understand what causes positive and helpful as well as disruptive, difficult or dangerous behaviour. They recognise that all behaviour is communication and work to unpick what each behaviour is telling us, rather than punishing.

These adults focus on developing positive experiences and feelings for everyone in the school environment, recognising that these usually lead to positive and helpful behaviour, as well as looking at how to help change behaviours that we want to reduce.

Why is the Cambridgeshire Steps approach important?

Parents and carers can often struggle to understand why their child does the things that they do and why it might sometimes feel that they 'never seem to learn'. The key to understanding children's behaviours and therefore making life a bit easier for everyone, is to understand the 'why'. It's never straight forward but working together with the adults at your child's school will help your child feel safe, understood and supported.


How can schools and parents work together?



- When parents and schools talk to each other regularly about positive behaviours as well as those that we are wanting to reduce, we start to appreciate all that a child can be.
- It can help to make sure that the approaches at home and school are as similar as possible. This can mean sharing ideas to reduce difficult and dangerous behaviour and teaming up to respond to situations in the same way.
- Supporting children to become independent in their positive and helpful behaviours in and out of home is important. We can do this by helping a child to understand why they are being asked to do something rather than bribing or punishing them.

Transition to secondary school

- The transition is a process rather than an event.
- Close links with Cambourne VC.
 - a year long process of link lessons, visits, and induction.
- Our expectations are important as our pupils are consistently praised by their secondary schools for their mature, attitude, manners and sense of responsibility.
- Applications close 31st October 2024.



SATS

- Mornings of the week beginning 12th May 2025
- Children are tested in:
 - English: reading comprehension
 - English: grammar, punctuation and spelling
 - Maths (2 reasoning papers and an arithmetic paper)
- Writing will be continually assessed throughout the year. In May we submit our teacher judgements. We are due to be moderated by the Local Authority.

Children will be well prepared for their tests. If you feel you want to do any at home, please do tests pre 2016

Homework

Homework Grid – Year 6

Autumn 1 – Japan

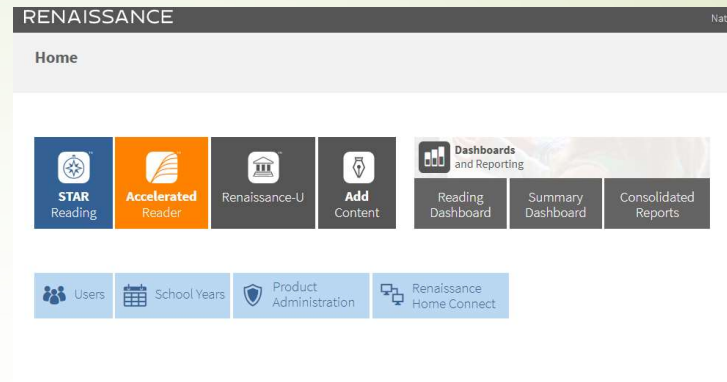
HOMEWORK EXPECTATIONS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING DAILY: Minimum 15 minutes / 10 pages of a book at your AR level.					
SPELLING DAILY: Minimum 5 minutes daily practise of the words allocated (Purple Mash or hard copies).					
MATHS: 30 minutes per week on Times Table Rock Stars (TTRS). Maths Flex can also be used once Rock Hero status has been achieved on TTRS.					
TOPIC ACTIVITY: 20-30 minutes per week (You should choose at least one activity from each row across the half term).					
Write	‘Soy based products used as meat alternatives are better than eating real meat.’ Write a balanced argument on this statement.	Write an advert for a Japanese Island getaway that persuades people to visit.	Write a story opening (to hook a reader) that is based in Japan.	Write a poem inspired by Japan. It could be acrostic, shape, free verse, or Haiku.	
Research	Research a typical day of a Japanese student and write a list of similarities and differences between their typical day and that of a Japanese student.	Research at least 5 of the 108 active volcanoes in Japan and give them a hazard level from 1-10. You may want to consider when they last erupted, how far their ash travels and the population surrounding them that would be affected by an eruption.	Who is the current emperor of Japan? What powers does he have? What powers would you have if you were an emperor and what would you do with them?	Research an invention that was created in Japan and explain the impact that this has had on the Japanese economy and the rest of the world.	
Create	Create a piece of art linked to the Japanese cherry blossom tree.	Create a piece of art entitled ‘The Wave’.	Origami originated in Japan. Can you find and follow instructions to make an origami creation.	Create a model of the snow topped Mount Fuji.	
Science (Microorganisms)	Research examples of micro-organisms at work from magazines, newspapers, CD-ROMs, the internet and reference books and to make a display.	Watch the video : https://www.bbc.com/bitesize/clips/z73vr82 and make a leaflet about the key facts.	Create a rap explaining what a microorganism is. Use scientific vocabulary such as digest - diseases - germs-microscope - microorganism.	Make your own Microbe. Design a microbe of your choice, either a bacterium, a virus or a fungus. Before you start, decide if your microbe will be beneficial or harmful!	



Reading

- We have asked the children to read on average 15 minutes per day at home.
- Once a book is completed the children are expected to complete an Accelerated Reader quiz and gain over 70% to show a secure comprehension of what they've read.
- It is important for them to practise reading at a good pace (150 words per minute). This should include reading out loud.
- It is also important to check their understanding of the text as well as their understanding of vocabulary – even if you think they know it.

Accelerated Reader



Periodically, the children will be assessed using the STAR reading program. This will give them a reading age based on their answers to a range of questions and provide a book level range that is suitable for them as independent readers. We recommend that children read within this range to ensure they have full understanding of what they are reading and that they can read with enjoyment and fluency.

Accelerated Reader

100% Club

After each book read the children are expected to complete a quiz. We celebrate children who have achieved 100% in the questions related to their texts

Millionaire Club

Each correctly answered quiz gives the children a word count for that book to add to their running total. How many will become an AR word millionaire?

Maths homework -



WHAT IS TIMES TABLES ROCK STARS?

Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star!

Suitable for all learners aged 6 years and up, our question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. Accessible on any device, via the app or browser, children can play anytime, anywhere.

Plus, the engaging gamification and motivating rewards mean it is never difficult to entice children to play. Result!

Maths homework – Maths Flex

- ▶ What's in Maths Flex?

- ▶ Intelligent practice

Rather than promoting simple repetition, Maths Flex supports children developing fluency and confidence through varied, frequent and thoughtful practice as part of a logical, planned sequence.

- ▶ Flexible, personalised practice

The Maths Flex Learner Pathway always recommends the next most useful practice activity that the learner can tackle.

- ▶ Deep insights and reporting

Maths Flex provides deep reporting into pupils learning with suggested actions for both the class and more individual pupils.

TTRS & Maths Flex

- Initially, all children are expected to spend at least 30 minutes a week on TTRS.
- This can be split over several sessions.
- Once they have achieved Rock Legend status (<2 second per question) they can spend some time on Maths Flex.
- Additional homework may be given to some children who need extra support.

Spellings

- Spellings and tasks will be set weekly on Purple Mash.
- They will be set and tested on a Friday



Bring the whole curriculum to life



<https://www.purplemash.com/sch/mankfield>

Year 6 Timetable

Year 6 Timetable Autumn 1 2024

	8:50-9:15	9:15-9:30	9:30-9:50	9:50-10:50	10:50-11:05	11:05-12:25	12:25-1:20	1:20-3:15		3:15-3:30	
Monday	Early Morning Work	Assembly Pre-teach	Guided Reading	Maths	Playtime	Handwriting & Spellings	English	Retrieval practice/Further work	Science (Mrs Brady)	RE	Story time
Tuesday	Early Morning Work	Assembly Pre-teach	Guided Reading	Maths		Handwriting & Spellings	English	Retrieval practice/Further work	PE		Story time
Wednesday	Early Morning Work	Assembly Pre-teach	Guided Reading	Maths		Handwriting & Spellings	English	Retrieval practice/Further work	Computing (Mrs Brady)	Topic	Story time
Thursday	Early Morning Work	Assembly Pre-teach	Guided Reading	Maths		Handwriting & Spellings	English	Retrieval practice/Further work	Spanish (PPA)	PSHE (PPA)	Music
Friday	Early Morning Work	Assembly Pre-teach	Guided Reading	Maths		Handwriting & Spellings	English	Spelling test	DT	Golden Time	Story time

Year 6 jobs

Y6 Jobs - Autumn term

Collective Worship Chairs	
Collective Worship Music	
Collective Worship Doors	
Collective Worship Projector	
Morning Registers	
Afternoon Registers and letters	
Walking Bus	
Lunchtime - Main hall (Mon/Tues/Wed)	


+

Activity Hall Music	
Activity Hall Chairs and Doors	
Activity Hall Projector	
Lunchtime - main hall (Thurs/Fri)	
Fruit in the morning	



PGL

- ▶ We currently have a provisional place booked for PGL in Caythorpe Court in Grantham on 14th July.
- ▶ A letter with a budget price will be sent out this term.
- ▶ A parent meeting will be arranged after Christmas detailing the trip.




Dates for the diary

- Parent consultations (October and March)
- Japan wow day - October
- WW1 trip - November/ December
- SATs meeting (January)
- PGL meeting (after SATs)
- Sex and Relationships Education (Summer Term)
- Bikeability - week beginning 23rd September
- SAW project 24th and 25th October
- Please check your weekly newsletter for further information.

Please help us by:

- Ensuring all clothes are labelled clearly.
- Checking that any medication held in school e.g. inhalers, epi-pens etc. are in date and clearly named.
- All forms and reply slips are returned as promptly as possible.
- Contacting the office if your contact details change.
- Speaking to us if you have any concerns or enquiries.
- Informing us of any changes to their going home arrangements.



Application for secondary school

- Online application is now open
- Closing date is 31st October
- Paper copies of application form are available on request
- See further details to follow in an email from Mrs Howell
- First round applicants will get their places on 1st March



Thank you for attending.

We are looking forward to
a fun, safe and
successful year with your
children!