

Welcome to Lion Class'

Meet the Teacher



Year 6

Meet the teacher
September 2018

Overview of the evening

1. Timetable
2. Topics & Trips
3. What's New in Year 6
4. Head's Award
5. PGL
6. SATS
7. RSE
8. Homelearning
9. Behaviour
10. Useful websites & information
11. Home School Agreement
12. Handouts
13. Questions

Meet the teacher
September 2018

Y6 TIMETABLE

	8.50-9.10	9.10- 9.45	9.45-10.45	10.45-11.00	11.00-12.00	12.00-1.00	1.00- 2.00	2.00-3.00
Monday	Early Work	Literacy Activities	English (Assembly-10.30)	B	Maths	L	Topic (Ben)	French (Carolyn)
Tuesday	Early Work (spelling)	Literacy Activities	English	R	Maths	U	PSHE	Music (Holly)
Wednesday	Early Work (spelling)	Literacy Activities	English	E	Maths	N	PE	Heads Award/ RE
Thursday	Early Work (punctuation)	Literacy Activities	English Assembly (10.30)	A	Maths	C	Science	ICT/ Science
Friday	Early Work (punctuation)	Literacy Activities	English Assembly (10.30)	K	Maths	H	PE	Art (Holly)

Meet the teacher
September 2018

Topics & Trips

Term	Topic	Trip
Autumn 1	Victorians	Holly Lodge
Autumn 2	Victorians	Gunnersbury House
Spring 1	India	Hindu Mandir
Spring 2	India	Bollywood Workshop
Summer 1	World War 2	PGL Osmington Bay
Summer 2	World War 2	Blitz Experience

Meet the teacher
September 2018

What's New in Lions

- Some lessons taught with a different teacher:
French – Carolyn , Music and Art- Holly, PE- Cal
Topic- Ben
- SATS- week beginning 13th of May
- Osmington Bay- week beginning 20th May
- Cycling proficiency- week beginning 8th July

Headteacher's Award

- Bronze, Silver and Gold Award
(with distinction for mentoring)
- Two celebration evenings a year
- Encourage a growing independence





Meet the teacher
September 2018



Meet the teacher
September 2018

Sats

- Week beginning: 13th May 2019.
- All week
- Timed tests
- Externally marked (except writing)
- Reading, Maths, grammar & spelling.
- No levels
- No Greater Depth- only in writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

KS2- Paper 1

29					6	7	8	
		×				5	4	

34								
		3	7	2	3	3	1	

27	95% of 240 =							

32	$\frac{2}{5} \div 2 =$							

35	$\frac{3}{4} + \frac{7}{8} =$							

KS2- Paper 2-

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

10

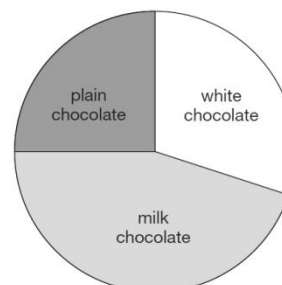
Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r}
 4 \\
 \times 6 \\
 \hline
 246 \\
 820 \\
 \hline
 1066
 \end{array}$$

18

100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.

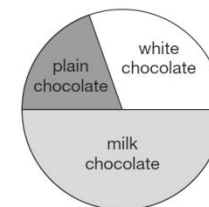


100 girls

Dev says,

"The pie charts show that more girls than boys liked milk chocolate best."

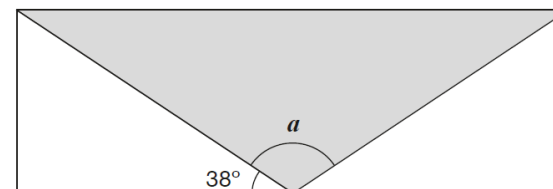
Dev is correct.



50 boys

15

A shaded **isosceles** triangle is drawn inside a rectangle.

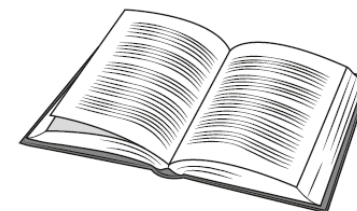


Not to scale

Calculate the size of angle **a**.

On Saturday Lara read $\frac{2}{5}$ of her book.

On Sunday she read the **other** 90 pages to finish the book.



How many pages are there in Lara's book?

RSE

Session 1

Aims

To consider puberty and reproduction

learning outcomes

Describe how and why the body changes during puberty in preparation for reproduction

Talk about puberty and reproduction with confidence

Session 2

Aims

To consider reproduction in the context of relationships

learning outcomes

Discuss different types of adult relationships with confidence

Explain how babies are made

Session 3

Aims

To explore the process of conception and pregnancy

learning outcomes

Describe the decisions that have to be made before having a baby

Know some basic facts about pregnancy and conception

Session 4

Aims

To learn about the roles and responsibilities of carers and parents

Learning outcomes

Identify some of the skills and qualities needed to be a parent and carer

Understand the variety of ways in which parents and carers meet the needs of babies and children

Recognise that both men and women can take on these roles and responsibilities

Session 5: Egg Babies!

Lesson 6

Your Questions Answered

Learning Intention

To answer each others questions about sex and relationships with confidence and find support and advice

Home Learning

Home Learning will go **out** on a **Thursday**, reading records will be collected on a **Tuesday**, spelling tests will be on a **Thursday**.

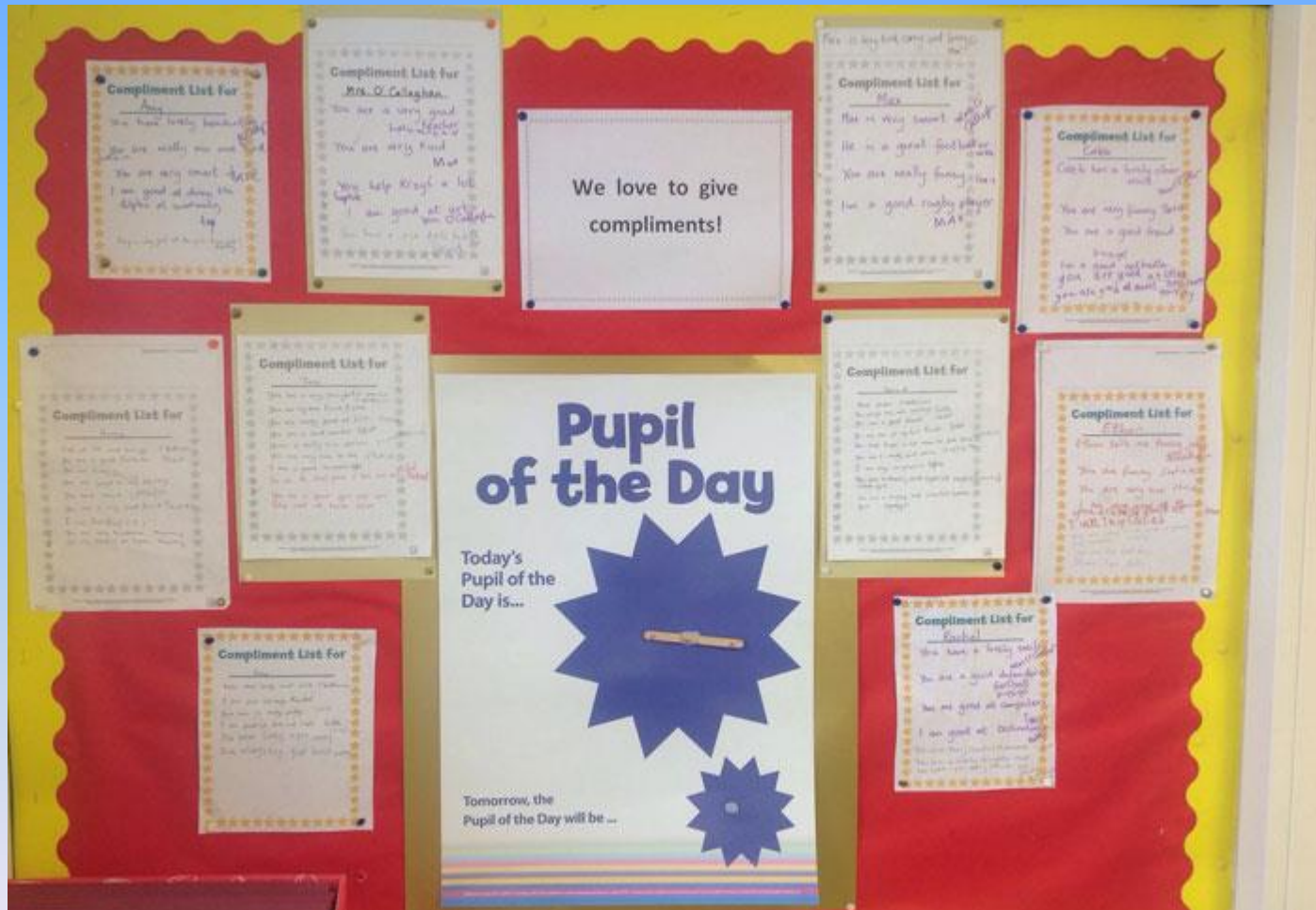
Home Learning will include:

- Spellings sent home weekly to be learned. .
- Children should complete the assigned Mathletics activity weekly.
- It is very important that children continue to read at home on a daily basis for 20 minutes. Reading Records must be completed each day and given in on Tuesdays with Home Learning.
- Creative home learning tasks.
- If you wish to do additional work with your children use the KPIs on the school website.

Behaviour

- Policy available on the website, please have a look.
- We monitor and log all behaviour incidents
- You will be contacted if your child is sent to a linked class or is involved in a serious incident.
- Feel free to make an appointment with me or with Leadership if you have any concerns about a child's behaviour.

Focus on the positive



Meet the teacher September 2018

Cyber Safety Tips For Parents!



Here are some safety tips to keep in mind when browsing on the internet:

- Discuss what cyber bullying and the effects it has on children
- Set clear rules for using the technology.
- Stay aware and involved of what your child is doing online.
- Teach children to ask for help anytime they see unsafe behaviour on the internet.



Useful websites and information

- <http://www.bbc.co.uk/bitesize/ks2/>
- <http://resources.woodlands-junior.kent.sch.uk/maths/>
- <http://www.compare4kids.co.uk/literacy.php>
- <http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/20683>
- <http://durham.schooljotter.com/coxhoe/Curriculum+Links>

Handouts

- Presentation slides
- Class timetable
- TAFs

Website:

- Spelling strategies
- Statutory spellings
- Book List

Any Questions?

Please do come and see me or make an appointment to discuss anything on Wednesdays after school