

# Meet the Teacher

Year 6



# Meet our team

Miss Koenig

Miss Martin



# Our class timetable is...

	8.40 - 9.00	9.00 - 10.30		10.30-10.45	10.45 - 12.15	12.15 - 13.15	13.15 - 15.00	15.00 - 15.15	
Monday	Creative writing	GPS/Reading /Writing		B r e a k	Maths- Arithmetic /Reasoning		L u n c h	Calm me session PE/French	Story
Tuesday	Creative writing	GPS/Reading /Writing			Maths- Arithmetic /Reasoning			Calm me session Topic	Story
Wednesday	Creative writing	GPS/Reading /Writing			Maths- Arithmetic /Reasoning			Calm me session Topic	Story
Thursday	Creative writing	GPS/Reading /Writing			Maths- Arithmetic /Reasoning			Calm me session Topic	Story
Friday	GPS- Spellings / x-tables test	Golden Assembl y (until 09.30)	GPS/Reading /Writing		Reading	Paired Reasoning		Calm me session Music/PSC	Story

# Things to know

Homework will be set every Weekly and due in on Friday. Year 6 will receive specific homework related to SATs.

Spellings will be handed out on weekly and will be quizzed on the following Friday. Please, please, please **read** to and with your child every night. For a child to really excel at reading they need to see the benefit of the hard work - that comes when you read them a story they can't read on their own. Books will be handed out and names recorded so we know who has what each Friday.

# Things to do at home.

Children should have their logins now.



Plus an actual reading book from our reading corner every week that they must bring in every Friday to show me and swap.



# PE

P.E days are Monday

On Mondays pupils are asked to arrive in school in PE kits. (Dark jogging bottoms and dark trainers).

# English

In year 6, children will do daily reciprocal reading lessons where we work as a class, in pairs and individually to understand the meaning of a wide-variety of texts. We will also have a class novel which will be used for some reciprocal reading sessions as well as reading for pleasure.

The children will have daily *GPS* (grammar, punctuation and spelling) lessons with the specific areas that we study directly related to an upcoming or current piece of writing.

The children will complete several pieces of writing over the term each of which will relate directly to our current topic.

# English - Reading

**Year 6 - Autumn 1 (Week 3 and 4)**  
**English Text : Traditional African Tales**

**Know more, remember more!**

## **What key knowledge do I need to know and remember?**

*Week 1 and 2*

I know that parenthesis is a word or phrase that can be added to a sentence but where the sentence is grammatically accurate with or without it.

I know that I can mark parenthesis by using dashes, brackets or commas.

I know that commas are used to separate items in a list.

I know that commas are used to separate clauses or phrases.

## **What key skills will I use to apply my new learning?**

I can use the above grammar to write a sequenced recipe.

I can use multi-clause sentences in my writing.

I can use adverbs of manner in my recipe.

I can use fronted adverbials of time to sequence my instructions

I can use precise verbs in my recipe.

I can use commas accurately in poetry to separate clauses and phrases

I can figurative language in my poetry

## **What new vocabulary do I need to use in context?**

Dashes, brackets, commas, parenthesis, parentheses,  
Alliteration, metaphor, simile, onomatopoeia, personification,

## **In reading I can:**

Read age-appropriate books with confidence and fluency - including whole novels.

Read aloud with intonation that shows understanding

Work out the meaning of words from the context

Explain and discuss my understanding of what I have read, drawing inferences and justifying these

Predict what might happen from details stated and implied

Retrieve information from non-fiction materials

Summarise the main ideas of a text, identifying key details and use quotations for illustration

Evaluate how authors use language, including figurative language, considering the impact on the reader

Make comparisons within and across books.

Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

Compare and contrast the language used in two different texts.

Identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.

Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.

Identify how writers manipulate grammatical features for effect.

Analyse why writers make specific vocabulary choices.

Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.

Explain how a text has impact on a reader.

Explain why a text has impact on a reader.

Identify how characters change during the events of a longer novel.

Explain the key features, themes and characters across a text.

Compare and contrast characters, themes and structure in texts by the same and different writers.

Explain the author's viewpoint in a text and present an alternative point of view.

Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).

Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).

Use a combination of skimming, scanning and text marking to find and collate information.

Present information that I have collated from various sources.

**Explain the structural devices used to organise a text.**

**Comment on the structural devices used to organise the text.**

**Read several texts on the same topic to find and compare information.**

**Explain the main purpose of a text and summarise it succinctly.**

**Draw inferences from subtle clues across a complete text**

**Recognise the impact of the social, historical, cultural on the themes in a text.**

**Comment on the development of themes in longer novels.**

**Compare and contrast the styles of different writers with evidence and explanation.**

**Evaluate the styles of different writers with evidence and explanation.**

**Clearly articulate what I have learned.**

**Apply what I have learnt to peer teach and explain my learning.**



# English - Writing

## In writing I can write for a range of purposes and audiences and:

Use paragraphs to organise my ideas

Describe settings and characters

Use some cohesive devices within and across sentences and paragraphs

Use devices to structure my writing and support the reader (e.g. headings, sub-headings, bullet points)

Use different verb forms mostly accurately

Use capital letters, full stops, question marks, exclamation marks and commas for lists.

Use apostrophes for contraction mostly correctly

Spell most words correctly from the year 3 and 4 spelling list

Spell some words correctly from the year 5 and 6 spelling list

Produce handwriting that can be read easily by others

Integrate dialogue to convey character and advance the action

Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs

Use passive and modal verbs mostly appropriately using a wide range of clause structures, sometimes varying their position within the sentence

Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.

Use inverted commas and commas for clarity and punctuation for parenthesis mostly correctly

Make some correct use of semicolons, dashes, colons and hyphens

Select 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)

Describe settings, characters and atmosphere

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

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting when writing at speed.

Select the appropriate type of writing and draw independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)

Distinguish between the language of speech and writing and choose the appropriate type

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. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Select verb forms for meaning and effect

Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly

Clearly articulate what I have learned

Apply what I have learned to peer teach and explain my learning.

# Our year overview maths

MNP

Sign up for Parent Guides - We will send the link and access codes round later today

Once you're signed in, you'll be able to access maths content for your child's year group, along with help guides and lesson support.



# Our year overview maths

## Preface

Maths — No Problem! is a comprehensive series that adopts a spiral design with carefully built-up mathematical concepts and processes adapted from the maths mastery approaches used in Singapore. The Concrete-Pictorial-Abstract (C-P-A) approach forms an integral part of the learning process through the materials developed for this series.

Maths — No Problem! incorporates the use of concrete aids and manipulatives, problem-solving and group work.

## Chapters in Textbook 6B

[Chapter 7 - Percentage](#)

[Chapter 8 - Ratio](#)

[Chapter 9 - Algebra](#)

[Chapter 10 - Area and Perimeter](#)

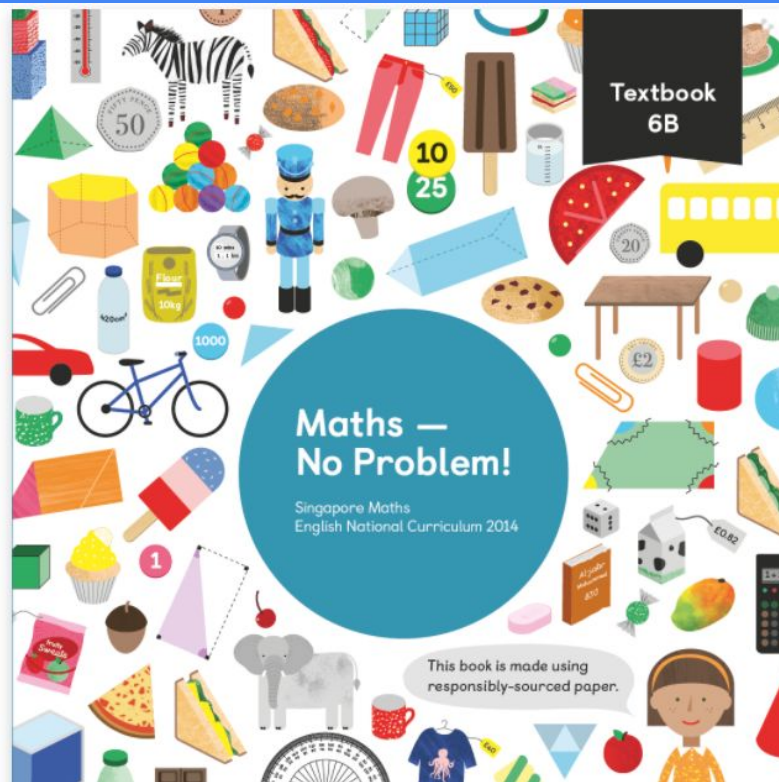
[Chapter 11 - Volume](#)

[Chapter 12 - Geometry](#)

[Chapter 13 - Position and Movement](#)

[Chapter 14 - Graphs and Averages](#)

[Chapter 15 - Negative Numbers](#)



# Our year overview maths

## In maths I can:

Read and write numbers up to 10 000 000
Compare and order numbers up to 10 000 000
Round numbers up to 10 000 000 to the nearest million, hundred thousand and ten thousand
understand the order of operations to carry out calculations involving the four operations
multiply numbers up to 4 digits by a multiple of 10
multiply numbers up to 4 digits by a 2-digit whole number.
divide numbers up to 4 digits by a 2-digit whole number
divide 3-digit numbers by 2-digit numbers giving rise to remainders; to use number bonds, long and short division as key strategies to solve division problems
divide numbers up to 4 digits by a 2-digit whole number, with remainder
solve word problems involving addition, subtraction, multiplication and division
identify common multiples
identify common factors
identify prime numbers
use common factors to simplify fractions
compare and order fractions
add and subtract fractions with different denominators
add and subtract fractions with different denominators and mixed numbers
multiply simple pairs of proper fractions and write the answer in its simplest form
divide fractions by whole numbers
identify the value of each digit in numbers up to three decimal places
multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
multiply 1-digit numbers with up to two decimal places by 1-digit whole numbers, without regrouping
multiply 1-digit numbers with up to two decimal places by 1-digit whole numbers, with regrouping
divide a 1-digit number with up to two decimal places by 1-digit whole numbers, without regrouping
divide a 1-digit number with up to two decimal places by 1-digit whole numbers, with regrouping
multiply 1-digit numbers with up to two decimal places by 2-digit whole numbers, with regrouping
divide a 1-digit number with up to two decimal places by 2-digit whole numbers
convert between kilometers, meters, centimetres and millimetres
convert between grams and kilograms
convert between litres and millilitres
convert between seconds, minutes and hours
calculate percentages of a number or quantity
solve problems involving the calculation of percentages
use equivalences between simple fractions, decimals and percentages in different contexts.
use ratio to compare two quantities.
solve problems involving ratio
generate and describe number patterns
express a missing number algebraically
express missing number problems algebraically
Write and use simple formulae
find pairs of numbers that satisfy an equation with two unknowns, and list all the possible combinations for the two unknowns.
recognise that shapes with the same areas can have different perimeters and vice versa and use formulae for the area and perimeter of rectangles
calculate the area of parallelograms
calculate the area of triangles using a formula
calculate the area of parallelograms using a formula
calculate, estimate and compare the volume of cubes and cuboids
recognise vertically opposite angles and find missing angles
solve problems involving angles

find unknown angles in a triangle and a quadrilateral
solve problems involving angles in triangles, quadrilaterals and regular polygons
name parts of circles and know that the diameter is twice the radius
solve problems involving angles in a circle
draw triangles and quadrilaterals using given dimensions and angles
recognise and make nets for 3-D shapes
use negative numbers in context and calculate intervals across zero
describe positions on a full coordinate grid.
draw simple shapes on a coordinate plane
describe the translation of shapes on a coordinate grid.
reflect shapes in the axes.
describe the translation of shapes on a coordinate grid and reflect simple shapes in the axes.
describe positions on a full coordinate grid using algebra
describe the translation of shapes on a coordinate grid and reflect simple shapes in the axes using algebra
calculate and interpret the mean as an average
show information on graphs, including pie charts
Read and interpret pie charts and use these to solve problems.
Read and interpret line graphs and use these to solve problems
convert between miles and kilometres.
use knowledge of negative numbers to solve problems
Choose my own techniques to tackle and solve problems of greater complexity
Present my work in a clear and organised way, choosing appropriate methods of recording
Explain my work clearly and accurately using mathematical language
Use reasoning to make predictions, prove my ideas and generalisations
Ask my own questions and form ideas for my own investigations
Recognise how to use my maths skills in a variety of contexts

# Our awesome curriculum for the year..

Year Six Curriculum Map		
Science	Computing	History Geography Art DT Citizenship/PSHE Religion
AUTUMN 1 - Our Awesome African Adventure	AUTUMN 2 - My Awesome Guide to Canning Town	SPRING 1 - Our Awesome Changing World Documentary
<p><b>Living things/ habitats (African animal focus)</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including mammals, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Light – How do we see?</b></p> <ul style="list-style-type: none"> <li>Light - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Evolution and inheritance 1*</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things on Earth millions of years ago.</li> <li>Recognise that living things pass on offspring of the same kind, but normally offspring are not identical to their parents.</li> </ul>
<p><b>Computing systems and networks – Communication</b></p> <ul style="list-style-type: none"> <li>Explain the importance of internet addresses.</li> <li>Recognise how data is transferred across the internet.</li> <li>Explain how sharing information online can help people to work together.</li> <li>Evaluate different ways of working together online.</li> <li>Recognise how we communicate using technology.</li> <li>Evaluate different methods of online communication.</li> </ul>	<p><b>Data and information – Spreadsheets</b></p> <ul style="list-style-type: none"> <li>Create a data set in a spreadsheet.</li> <li>Build a data set in a spreadsheet.</li> <li>Explain that formulas can be used to produce calculated data.</li> <li>Apply formulas to data.</li> <li>Create a spreadsheet to plan an event.</li> <li>Choose suitable ways to present data.</li> </ul>	<p><b>Creating media – 3D Modelling</b></p> <ul style="list-style-type: none"> <li>Recognise that you can work in three dimensions on a computer.</li> <li>Identify that digital 3D objects can be modified.</li> <li>Recognise that objects can be combined in a 3D model.</li> <li>Create a 3D model for a given purpose.</li> <li>Plan any own 3D model.</li> <li>Create any own digital 3D model.</li> </ul>
<p><b>Role models</b></p> <ul style="list-style-type: none"> <li>Using sources study the lives of famous Ghanaian.</li> </ul>	<p><b>The Blitz and the Battle of Britain</b></p> <ul style="list-style-type: none"> <li>Place WW2 on timeline, investigate the Blitz and local areas that were bombed.</li> <li>Using sources explore how the Blitz/battle of Britain changed the course of British history.</li> <li>Analyse the impacts of this significant turning point in British history.</li> <li>Use diagrams to explore the local area identifying key areas affected during the Blitz - raise study The Midlands bombing.</li> </ul>	<p><b>Famous Scientists</b></p> <ul style="list-style-type: none"> <li>Study Darwin's life and work, his findings and legacy.</li> </ul>
<p><b>Contrasting locations - Ghana Global trade and interdependence</b></p> <ul style="list-style-type: none"> <li>Locate Africa's position in the world and Ghana's position in Africa and neighbouring countries.</li> <li>Use mapmaker skills to identify the location and types of settlements and land use present in Ghana.</li> <li>Specify the position/significance of latitudes, longitudes and the Tropics; identify climate zones and biomes present in Ghana.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of Ghana's capital, Accra and London.</li> <li>Understand how the economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water affects the standard of living in Ghana.</li> </ul>	<p><b>UK – cities, towns, rivers, counties, regions</b></p> <ul style="list-style-type: none"> <li>Use an atlas or map to locate the major cities and counties of the UK.</li> <li>Locate major physical features of the UK (e.g. rivers, coastline and mountain ranges).</li> <li>Use the computer program (Digmap2) to describe the change in Canning town from 1880-2008.</li> <li>Use Ordnance Survey maps and 6 figure grid references to locate local features of interest, then use diagrams to add photos taken to a map of the local area.</li> </ul>	<p><b>Amazing parts of the world - Brazil and Galapagos case studies</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries using maps to focus on South America, concentrating on environmental aspects, key physical and human characteristics, countries, and major cities.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a South American country.</li> <li>Physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical geography on human geography.</li> <li>Human geography: settlement, land use, economic activity and the impact of human geography on physical geography.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate and study areas of the world with changing environments. Both human and physical and how climate change is impacting these.</li> </ul>
<p><b>Silhouettes</b></p> <ul style="list-style-type: none"> <li>Research how famous artists have used silhouettes effectively. Critique their work that look at methods of creating silhouettes.</li> <li>Think about how composition, colour and light affect the mood of the image.</li> <li>Create an image using silhouettes methods researched.</li> <li>Place and Create the final piece using the chosen method.</li> <li>Evaluate your own silhouette art work against criteria.</li> </ul>	<p><b>Photography</b></p> <ul style="list-style-type: none"> <li>Research what makes an effective photograph.</li> <li>Look at the work of Andy Warhol or David Hockney.</li> <li>Each stage "walk" and describe key vocabulary.</li> <li>Use silhouettes to find possible subjects.</li> <li>Using trials, take photographs and edit to improve.</li> <li>Name the group and write a short "synopsis" of what inspired you, what it represents or symbolises and evaluate the piece.</li> </ul>	
<p><b>Foods: A Ghanaian dish - celebrating culture and seasonality</b></p> <ul style="list-style-type: none"> <li>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</li> <li>Know how to use - standards and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul>		<p><b>Frame Structures: Bridges and docks</b></p> <ul style="list-style-type: none"> <li>Research key events and individuals relevant to frame structures.</li> <li>Create a design of a strong frame with clear external link to research of working frames.</li> <li>Compactly select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frame works.</li> <li>Use finishing and decorative techniques suitable for the product they are designing and making.</li> <li>Evaluate as part of the process and understand how to strengthen, stiffen and reinforce 3D frame works.</li> </ul>
<p><b>How can following God bring freedom and justice?</b></p> <ul style="list-style-type: none"> <li>Understanding Christianity unit</li> <li><a href="https://www.understandchristianity.org.uk/g6_content/g6u60770105/052071_People_of_God_10w_WEB.pdf">https://www.understandchristianity.org.uk/g6_content/g6u60770105/052071_People_of_God_10w_WEB.pdf</a></li> </ul>	<p><b>Was Jesus the Messiah?</b></p> <ul style="list-style-type: none"> <li>Understanding Christianity unit</li> <li><a href="https://www.understandchristianity.org.uk/g6_content/g6u60770105/052071_Messiahism_10w_WEB.pdf">https://www.understandchristianity.org.uk/g6_content/g6u60770105/052071_Messiahism_10w_WEB.pdf</a></li> </ul>	<p><b>What qualities are important to present day religious leaders?</b></p> <ul style="list-style-type: none"> <li>Understanding other faiths - Newham 2022 unit</li> <li><a href="https://www.understandchristianity.org.uk/g6_content/g6u60770105/052071_03byEYb6_WhatQualitiesAreImportantToPresentDayReligiousLeaders_10w_WEB.pdf">https://www.understandchristianity.org.uk/g6_content/g6u60770105/052071_03byEYb6_WhatQualitiesAreImportantToPresentDayReligiousLeaders_10w_WEB.pdf</a></li> </ul>
<p><b>LITERACY</b> Reciprocal reading Traditional African tales</p> <p><b>GPS Skills to cover:</b> Relative clauses Modal verbs Adverbs Expanded noun phrases Parenthesis Commas Determiners Present tense Past tense</p> <p><b>Writing opportunities:</b> Character description Setting description/poetry Recipe Poetry Magpie traditional tale</p>	<p><b>LITERACY</b> Reciprocal reading Windrush child</p> <p><b>GPS Skills to cover:</b> Synonyms and antonyms Word classes Nouns and verbs Adjectives and adverbs Subject and object Determiners, conjunctions and prepositions</p> <p><b>Writing opportunities:</b> Letter writing Diary/notebook Poetry</p>	<p><b>LITERACY</b> Reciprocal reading Creation stories from different cultures and religions</p> <p><b>GPS Skills to cover:</b> Identifying word classes in sentences Was or were Subjunctive form Commas Colons Semi colons</p> <p><b>Writing opportunities:</b> Press Report to compare and contrast Formal letter Writing lists and notes</p>

The Six Curriculum Map			
Science Computing History Geography Art DT Citizenship/PSHE Religion		Literacy	
Autumn 1 - Our Awesome African Adventure	Autumn 2 - My Awesome Guide to Canning Town	Spring 1 - Our Awesome Changing World Documentary	Spring 2 - My Awesome Guide to the Midlands
<p><b>Science: Living things/ habitats (African animal focus)</b></p> <p><b>Computing: Computing systems and networks – Communication</b></p> <p><b>History: Role models</b></p> <p><b>Geography: Contrasting locations - Ghana Global trade and interdependence</b></p> <p><b>Art: Silhouettes</b></p> <p><b>DT: Foods: A Ghanaian dish - celebrating culture and seasonality</b></p> <p><b>Religion: How can following God bring freedom and justice?</b></p>	<p><b>Science: Light – How do we see?</b></p> <p><b>Computing: Data and information – Spreadsheets</b></p> <p><b>History: The Blitz and the Battle of Britain</b></p> <p><b>Geography: UK – cities, towns, rivers, counties, regions</b></p> <p><b>Art: Photography</b></p> <p><b>DT: Frame Structures: Bridges and docks</b></p> <p><b>Religion: Was Jesus the Messiah?</b></p>	<p><b>Science: Evolution and inheritance 1*</b></p> <p><b>Computing: Creating media – 3D Modelling</b></p> <p><b>History: Famous Scientists</b></p> <p><b>Geography: Amazing parts of the world - Brazil and Galapagos case studies</b></p> <p><b>Art: What qualities are important to present day religious leaders?</b></p>	<p><b>Science: Evolution and inheritance 1*</b></p> <p><b>Computing: Creating media – 3D Modelling</b></p> <p><b>History: Famous Scientists</b></p> <p><b>Geography: Amazing parts of the world - Brazil and Galapagos case studies</b></p> <p><b>Art: What qualities are important to present day religious leaders?</b></p>

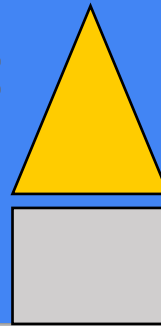
# Our awesome curriculum for the year...

<b>AUTUMN 1 - Our Awesome African Adventure</b>		<b>Foods: A Ghanaian dish - celebrating culture and seasonality</b>	<ul style="list-style-type: none"> <li>Understand how key chefs have influenced eating habits to promote varied and healthy diets</li> <li>Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul>
<b>Living things/ habitats (African animal focus)</b>	<ul style="list-style-type: none"> <li>describe how living things are classified into broad common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>give reasons for classifying plants and animals based on their characteristics</li> </ul>	<b>How can following God bring freedom and justice?</b>	<ul style="list-style-type: none"> <li>Understanding Christianity unit</li> <li><a href="https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b3_People_Of_God_Unit_WEB.pdf">https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b3_People_Of_God_Unit_WEB.pdf</a></li> </ul>
<b>Computing systems and networks – Communication</b>	<ul style="list-style-type: none"> <li>To explain the importance of internet addresses</li> <li>To recognise how data is transferred across the internet</li> <li>To explain how sharing information online can help together</li> <li>To evaluate different ways of working together online</li> <li>To recognise how we communicate using technology</li> <li>To evaluate different methods of online communication</li> </ul>	<b>LITERACY</b> <b>Reciprocal reading</b> <b>Traditional African tales</b>	<b>GPS Skills to cover:</b> Relative clauses Modal verbs Adverbs Expanded noun phrases Parenthesis Commas Present tense Past tense <b>Writing opportunities:</b> Character description Setting description/poetry Recipe Poetry Magpie traditional tale
<b>Role models</b>	<ul style="list-style-type: none"> <li>Using sources study the lives of famous Ghanians.</li> </ul>		
<b>Contrasting locations - Ghana Global trade and interdependence</b>	<ul style="list-style-type: none"> <li>Locate Africa's position in the world and Ghana's position relative to its neighbouring countries.</li> <li>Use mapping skills to identify the location and types of land use present in Ghana.</li> <li>Identify the position/significance of latitude, longitude and identify climate zones and biomes present in Ghana</li> <li>Understand geographical similarities and differences: human and physical geography of Ghana's capital (Accra)</li> <li>Understand how the economic activity including trade and distribution of natural resources including energy, fish and water affects the standard of living in Ghana.</li> </ul>		

# Positive Behaviour Management



## Structure, understanding and encouragement



Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

**Pause** - take a deep breath

**Attune** - what is going on

**Label** - discuss calmly and quietly

**Model** - give them strategies

### Calm structured

### rooms

### Ground Rules

Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

Where possible each day begins afresh

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**

## Behaviour Chart

Is how you are feeling causing you to misbehave? Are you...

Sad Tired Bored	Happy Focussed Ready
Anxious Confused Silly	Angry Frustrated Scared

**How are you feeling?**

**How are you behaving?**

Justice Kindness  
Respect Service  
Growth

Uncooperative	Productive	Unhelpful	Unkind
Time Out 30 mins	Gain Team Point	Reflection Time 30 mins	Parent Meeting

Is there anything you can do to help you manage your feelings?

Walk Talk Draw	Keep Growing
Breath Sensory Play Exercise	Stop Safe Space Adult Help

Grow Slow Caution Stop

Has your behaviour affected others? What should you do?





# Online safety

We will start the Year with Online safety lessons for your children using Google

[https://beinternetawesome.withgoogle.com/en\\_us/interland](https://beinternetawesome.withgoogle.com/en_us/interland)

Please be aware the only way to ensure your child is safe when online is when you are online with them!

# Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

## Under 13



Roblox



PopJam



FaceTime

## 13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

## 16+



WhatsApp



Telegram Messenger



Tumblr

## 17+



Line



Sarahah



Tellonym

# Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

# Aim high!

We will work hard on getting our handwriting to be the best it can be with regular handwriting sessions throughout the week.

Presentation - We have very high expectations of all pupils and encourage pupils to take pride in their work.

Times tables - It's always worth practising these any chance you get. In year 6 children should not only know **but be fluent in all their tables up 12** - Including associated division facts e.g  $7 \times 6 = 42$  and  $6 \times 7 = 42$  and  $42 \div 6 = 7$  and  $42 \div 7 = 6$ .

Word lists- children will be given a word list Weekly. This will be their spellings throughout the week. Each spelling list will follow the same spelling pattern to support memory and learning.

# SATs

## Key stage 2

The key stage 2 tests are timetabled from Monday 12 May to Thursday 15 May 2025.

We will give the children plenty of support and practice with this.

**SATS Boosters (maths and reading) - TBD . It will most likely be an 8am start.**

# Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all.

Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy, Numeracy, Social Skills and Emotional Regulation.

# Message from Matt Hipperson HT



At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

[ht@st-lukes.newham.sch.uk](mailto:ht@st-lukes.newham.sch.uk)

# Safeguarding at St. Luke's - if you have any concerns see one of our team below



Matt Hipperson HT & Designated Safeguarding lead



Fiona Norcross DHT & Deputy Safeguarding Lead



Debbie Phillip family Support Worker



Sarah Martin Learning Mentor & After School Lead



# Thank you!

Any questions?

Please email on [y6@st-lukes.newham.sch.uk](mailto:y6@st-lukes.newham.sch.uk)