

# Welcome to Year 6

Thank you for taking the time to find out about what we are doing this year.



# A little bit about us...

Class Teacher: Miss Lloyd – overall responsibility for the class

HLTA: Mrs Haylock – Teaches the class on Thursday mornings and every third Wednesday afternoon



# Homework in Year 6

**Daily reading** – minimum of 20 minutes. *If possible, try to share reading with your child several times a week to support them in understanding the text and unfamiliar vocabulary.*

**Spelling Shed** - Lists are set on a Monday for a test on the following Monday. A paper copy of spellings has been uploaded to ClassDojo and Google Classrooms.

**Maths Shed** – set on Monday for the following Monday, reinforcing the children’s key skills in Maths

## **Please note...**

Additional homework may start to be set via Google Classrooms to support other areas of learning. A message will be sent via ClassDojo to confirm this as and when appropriate.



# Reading Logs

20 minutes a day.

*If possible, try to share reading with your child several times a week to support them in understanding the text and unfamiliar vocabulary.*

Useful websites:

- <http://www.lovereadings4kids.co.uk>
- <http://www.readingzone.com/>
- <https://www.waterstones.com/campaign/books-of-the-month>
- <https://www.booktrust.org.uk/books-and-reading/bookfinder/>



## Please note...

Reading logs are currently being sent home on Friday for return on Monday. Children just need to keep a track of the book and pages read in their reading logs over the weekend.



Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

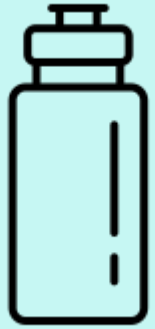
Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson and Fielding (1988).

# What your child needs to have in school

- Children **don't** need their own stationery, we have provided your child with their own pencil case with all the equipment they need
- Coats - Please send a waterproof coat into school every day
- School water bottle (cleaned and filled with **water**) – see following slide
- Small, healthy snack– no nuts please
- Reading records and books on a Monday – this will be taken home on Friday
- No mobiles without parental permission forms returned – see ClassDojo



# Water Bottles



From Monday 21<sup>st</sup> September the procedures for water bottles will change:

- In the morning, children will place their water bottles (filled and cleaned at home) into a container on their lunch trolley.
- Water bottles will then be cleaned and distributed in class.
- Water bottles will be taken home at the end of each day and returned each morning.

Please note...

Only water should be put in the water bottles and only the red bottles, issued by school, should be used as water bottles.



# Other reminders...

- **School Dinners** – Please remember to order school meals online using the procedures that were sent out at the start of term.
  
- **Birthday Sweets** – Unfortunately at this time, children will not be able to bring in sweets on their birthday as in previous years.



# The Search For Evolution

## Geography

What is it like living in South America?

How are natural resources distributed in South America?

The environmental regions of South America, focusing on physical and human characteristics.

## Science

Did mankind really evolve from apes?

How and why do we classify animals?

Understanding how animals are classified and exploring the evolution of species.

## History

Is Charles Darwin really the 'father' of evolution?

Who was Alfred Russel Wallace?

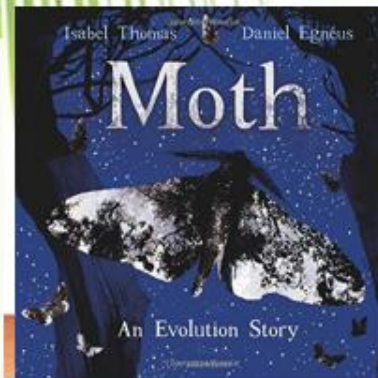
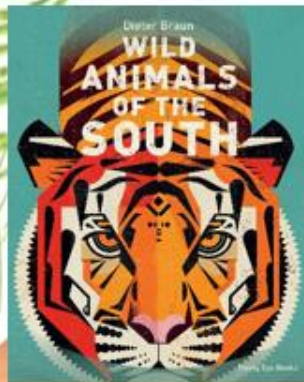
Reflecting on how and why theories of evolution have changed throughout history.

## Art and Design

How does the climate affect crops in South America?

How has the natural world been inspiration for art?

Recreating popular South American cuisine and focus artist study.



Autumn Term



# A CHILD'S War: Growing Up In WWII

## Spring Term

### History

How did WWII influence the lives of people living in Stockport?

Looking at a range of sources to understand how children lived during the war.

### Geography

How do we use OS maps?

Using the eight compass points and six-figure grid references.

### Science

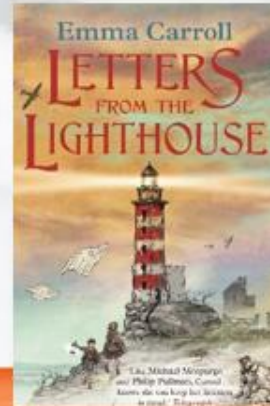
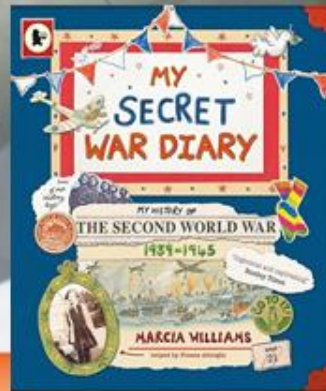
Did rationing have an influence on people's health? Why was the 'Blackout' important?

Exploring the benefits of diet and exercise. Applying our knowledge of light and electricity.

### Art and Design

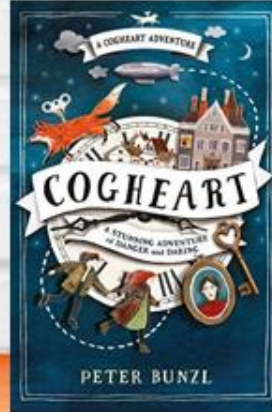
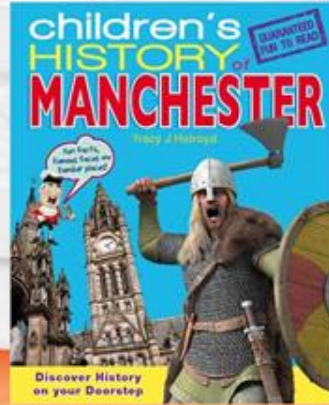
What is 'propaganda'? What could people make with their rations?

Exploring the influence of propaganda. Recreating wartime recipes.



# MANCHESTER: THE PLACE TO BEE

Summer Term



## PSHE

What does it mean to be from 'Manchester'?

Discussing how we create a sense of identity and belonging.

## Geography

How is High Lane different to Formby?

Comparing and contrasting locations in the NW, with a focus on coastlines.

## History

Why was Manchester known as the 'hive of industry'? How has Manchester help shape the world?

Identifying significant inventions, people and music.

## Art and Design

Can art unite communities?

Looking at the impact of graffiti (Banksy focus – digital media).

# The National Curriculum - what does this mean for the children in Year 6?

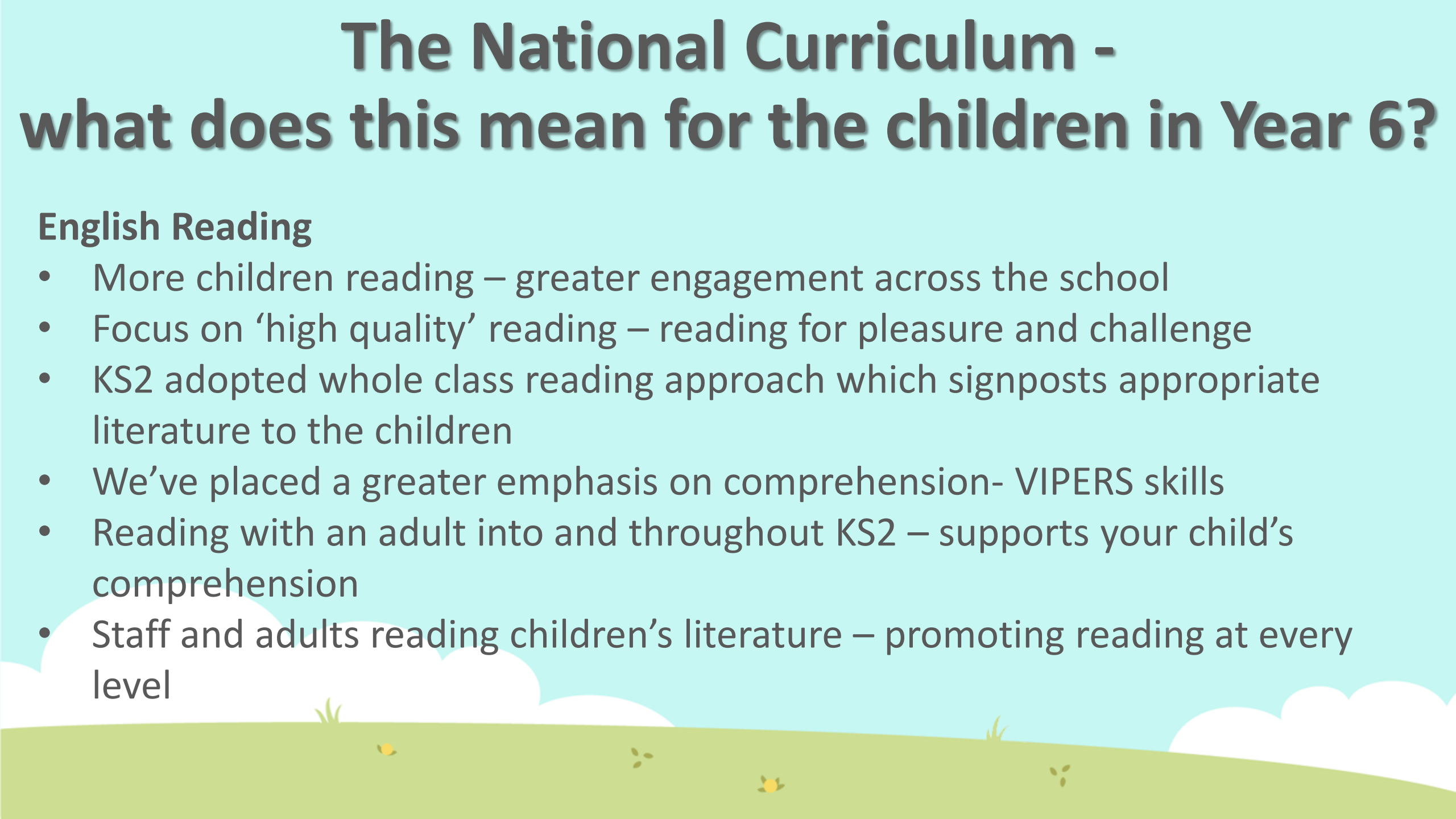
## English Writing

- Strong emphasis on spelling, punctuation and grammar (SPaG)
- Handwriting must be joined, fluent and legible
- Spoken English has a greater emphasis – presenting, debating etc.
- Developing a love of literature and being able to talk confidently about what they've read – strong links to secure writing!
- Drafting, evaluating and editing their own work with growing independence



# The National Curriculum - what does this mean for the children in Year 6?

## English Reading

- More children reading – greater engagement across the school
  - Focus on ‘high quality’ reading – reading for pleasure and challenge
  - KS2 adopted whole class reading approach which signposts appropriate literature to the children
  - We’ve placed a greater emphasis on comprehension- VIPERS skills
  - Reading with an adult into and throughout KS2 – supports your child’s comprehension
  - Staff and adults reading children’s literature – promoting reading at every level
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# The National Curriculum - what does this mean for the children in Year 6?

## Maths

- Developing mathematical fluency
  - automatic recall of multiplication and division facts
  - converting freely between decimals, fractions and percentages
  - using efficient written methods
- Mathematical reasoning
  - justifying and proving their ideas
- Problem solving
  - applying to a range of problems and persevering in seeking solutions

# Assessment

## Key Stage 2 SATs week beginning Monday 10<sup>th</sup> May 2021

Currently, KS2 formal assessments are still planned for 2021. Due to current Covid-19 crisis, we are unsure as to whether this will change or whether the purpose of national tests will change for this cohort.

As and when I find out information, I will communicate this with you as soon as possible.

Please put these dates in your diary. SATs are national tests and **attendance is important.**



## An additional note on SATs...

At High Lane, our priority is happy, healthy children who reach their full potential. After a very unpredictable 2020, our Year 6 cohort will be working steadily throughout the year – we will be *‘plugging gaps’* from KS2 and progressing through the Year 6 curriculum at a pace that suits our cohort. It is common for many families to worry about SATs - please don't. We have a highly-skilled team to support your children.

As with previous years, we will integrate any work that needs to be done into our class work and keep 'formal testing' to a minimum. The wellbeing of our children is something we take very seriously. If you have any concerns, contact me via ClassDojo and we will work together.



# Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Running meetings like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently





# Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Ensure your child has all the equipment/uniform they need
- Keep communication channels open
- Come to meetings like this
- If you are able to offer some time, please do! (School trips, help in school, summer/Christmas fair – let the office know if you are able to spare time)
- Support fundraising efforts where possible
- Reinforce school rules when on school grounds
- Support the PTFA if you can



# Home/School Partnership

What to do if you have a concern:

First – Please make an appointment to speak to see me.  
I will be able to take action to address it or suggest who can help.

If something happens at home that you feel we need to know about (e.g. family bereavement):

Please let us know as soon as possible if you are able.  
This information is confidential and will only be shared on a 'need to know basis'.



# Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments. If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



# Independence and Responsibility

How can the **children** help?

- Demonstrate greater independence
- To sit sensibly, have respect for others in class
- To return homework to the teacher on time
- To listen and be respectful with support staff in class
- Maintain a growth mindset – **‘I can do it!’ ‘A mistake is a learning step!’**



# Special Educational Needs and Disabilities

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

SEND can be in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Around one in five children has SEN at some point during their school years. Some children have SEN right through their time in school.



# What to do if you think your child may have SEND?

- Don't worry! There is a lot we can all do to make sure they are happy and learn well at school.
- Speak to your child's class teacher. They will make a note of your concerns and make sure they are passed on.
- Arrange an appointment to speak to the school SENCO (Mrs Humphries and/or Miss Royle).

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.



# What will we do if we think your child may have SEND?

- We will talk with you about why we think your child may benefit from SEN Support.
- We may carry out additional assessments to help us personalise his/her learning.
- A shared plan will be put in place, with targets and strategies to help them (ITLP). You will be asked for your input into this.
- They may be offered time in one of our intervention groups. These are usually led by teaching assistants. TAs are trained and experienced in leading the interventions we offer.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens.
- Intervention groups are not solely to support SEN. Your child may work with other adults to **support, challenge, or extend learning.**



# You can find out more about the school's approach to SEND from:

- The school's website

<http://www.hIGHLANE.STOCKPORT.SCH.UK>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'





**Thank you for your time.**

