



Welcome to the Year 6 Curriculum Evening

DEBBIE HARRISON, HEADTEACHER
SAM BOWRY, DEPUTY HEADTEACHER



Our vision...

“
We strive to provide a strong learning environment which enhances academic achievement and develops a child’s social and relationship skills and attitudes to succeed.”

Our values



Our mission is to empower children to have a bright future.

Our school values drive everything we do as we believe that the purpose of education is to ensure everyone in our school community is able to flourish.



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The Year 6 Team...



Mrs Shaw



Mrs Harmston



Mrs Wainscott



Mrs Ukani



Miss W



Miss Hayden

Curriculum Development – Year 6 and Beyond

Intent

What do we do & why?

Implementation

How do we do it?

Impact

*What are the
outcomes of our
intent &
implementation?*

The Year 6 Timetable

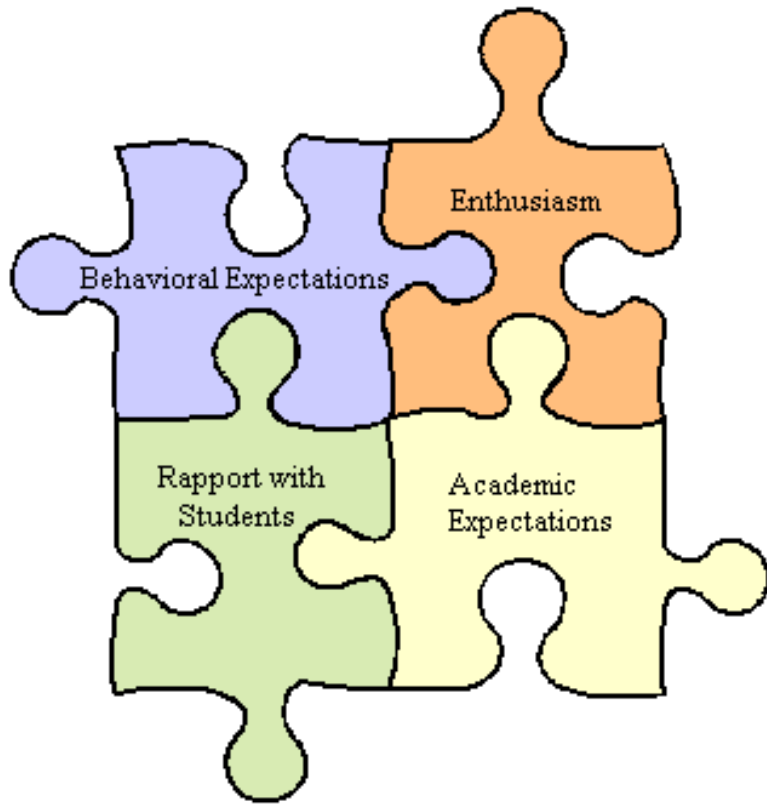
This is a usual timetable although there will be some variation and changes during the year.

Elder, Cherry, Hazel		Year 6 Timetable- 11.09.23								
	8:50-9.30	9:30-10:20	10.20	10.40	11.00-12.00	12.00-1.00	1.00-2.00	2.00 - 3.00	3.10	
Monday	GR	English - Multi-clause sentences Independent	Assembly		Maths - Rounding Continued		Art - William Morris		Home	
Tuesday	GR	English - features of a biography	Assembly		Maths - negative numbers		Outdoor PE	Re Part 1 - Holy Trinity	RE Part 2 - Holy Trinity	Home
Wednesday	Hazel Swimming 9-10		Assembly		11-12 Elder Swimming		Maths-negative numbers	PSHE	Home	
	Elder/Cherry - English -Continue Research IKB	10-11 Cherry Swimming			Cherry/Hazel English - Research IKB					
Thursday	GR	English - Research IKB	Assembly		Maths-Roman Numerals start finish Mon		Art - William Morris		Home	
							Elder -Computing - Evolve Online Safety Relationships	Elder PE		
Friday	Assembly	English- planning biography	GR		Maths Arithmetic		Art - William Morris		Home	
							Hazel Real PE	Cherry Real PE	Home	

Aims: Behaviour and Attitudes

- Children are safe and happy
- High expectations are shared by all
- We all have high aspiration for our children
- Behaviour for learning
- Any incidents are swiftly dealt with

A Positive Learning Environment



We know how important it is to create an environment to enable our children to thrive. We are passionate about creating a positive school experience coupled with high expectations both socially and academically.

Setting high expectations for our children

Ensure positive rewards are in place:

- Class Wide Rewards.
- Stickers and certificates from class teachers and Head/Deputy Headteacher.
- House Points
- Star of the Week
- Email and phone calls home for positive work.
- Celebrations in assembly.



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Step of behaviour/ Types of behaviour	Deal with by	Action: Emphasis on restorative process	Type of action appropriate for children with specific SEND needs
Step 1 Talking and being distracted Disturbing other children (e.g. talking about content unrelated to the lesson) Talking inappropriately to others (e.g. calling names, sexual words, using a negative tone) Ignoring instructions (e.g. standing out) Wasting learning time (e.g. hanging out in the toilet)	Teaching Staff	<ul style="list-style-type: none"> Non-verbal signal Describe the preferred behaviour, reminding them of times they have made good choices Verbal reminder of expected behaviour / class rules Verbal reminder and consequence explained 	Warning (verbal or visual) Please note: It is important to provide processing time.
Step 2 Continuing with the above behaviours Talking and being distracted Disturbing other children Talking inappropriately to others	Teaching Staff	<ul style="list-style-type: none"> Time out at a designated station within the classroom for a chance to modify their behaviour 5 minutes away from the group (with a timer) in classroom 	Warning (verbal or visual) with a measured look
Step 3 Continuing with the above behaviours Inappropriate physical behaviour such as pushing, hitting, getting offhanded, hitting, breaking resources	Teaching Staff	<ul style="list-style-type: none"> Time out away from group within classroom Send to Year Team teacher's classroom if a change of location or time is appropriate Loss of playtime / lunchtime (not to reflect on behaviour and restore relationships – see Reflection sheets – pupils must be clear about the reasons for the action and expectations going forward) Write a letter of apology or make a card to say sorry Use of Circle Time Conversation to develop social understanding Record on CPD/M 	Time out away from group within classroom (with L.T. support as appropriate)
Step 4 Repeated incidents of the above behaviours Verbal Suggested bullying/ name calling	Class teacher/ Year teacher Teaching Staff	<ul style="list-style-type: none"> Record on CPD/M Withdrawal ** to assistant head or head to reflect followed by lunchtime catch up ** Withdrawal - 5 minutes **Catch up time - (with L.T. monitor in his / her classroom) Class teacher to inform parents. Formal discussion with parents (and with child if appropriate) to discuss behaviour and agree next steps e.g. individual reward system, daily parent communication etc. 	Withdrawal out of class Class teacher to inform parents. Discussion with IT, APQQA discuss triggers and possible next step
Step 5 Continued previous behaviours despite intervention Fighting Bullying Self	Assistant head Teacher	<ul style="list-style-type: none"> Record on CPD/M Withdrawal for remainder of morning or afternoon Involve a member of the Senior Leadership Team (SLT) to support the child to regulate and reflect to Y informed and parents informed by class teacher Facilitate a verbal resolution - this does not qualify as a legal resolution, but ensures learning and teaching for all pupils can continue uninterrupted. The reasons for the exclusion is discussed with the child and pupils are encouraged to reflect on the reasons for this decision. The pupils will complete allocated work whilst internally excluded 	Withdrawal out of class Removal to Assistant or Headteacher head / Assistant head to inform parents.
Step 6 Aggressive behaviour Racism or discrimination Sexual content Any issues involving media such as Facebook, mobile phones and iMessages Threats made against staff Using racist, anti-disability or homophobic language with understanding	Head teacher	<ul style="list-style-type: none"> Record on CPD/M Withdrawal for remainder of morning or afternoon SLT informed and parents informed by head teacher Time off the playground Internal head term evaluation for a period of time Head term exclusion for a period of time 	Withdrawal out of class Show cards, move to head / A1 office Record on CPD/M Behaviour Risk Assessment or Pastoral Support Plan agreed with parents, staff and child

Maintaining High Expectations

- Ensuring children take responsibility for their actions
- Home/School communication
- A clear understanding of the impact of negative actions and behaviour which could impact learning.

Zones of Regulation

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

Homework Schedule and Expectations

Educational research – collated by EEF

Education
Endowment
Foundation



Benefits of homework in primary school are a hotly debated subject - with research often inconclusive

Homework in primary schools

+3

Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests. Setting homework in primary schools has a lower impact on average and has been studied far less than setting homework in secondary schools. Many of the same principles are likely to apply in a primary setting, such as carefully linking homework to classwork and considering the optimal amount of homework - which is likely to be less with younger pupils.



Studies in secondary schools show greater impact (+5 months) than in primary schools (+3 months).

These gains are seen through regular routine activities - such as reading or timestables

This means its hard to distinguish benefits from routine, or work set - particularly with primary age

KFOS attempts to weave digital resources into the process - google classroom, my maths etc



Studies involving digital technology typically have greater impact (+ 6 months).

Consideration does need to be put in place for those with less access to these resources

Homework Schedule and Expectations

Reading:

Children are expected to read daily and record in their Homework Diary what they've read. This could be independent reading or reading with an adult. Reading helps to develop children's vocabulary, spelling, ideas for their own writing and should be fun. If your child is lacking inspiration, a recommended list is on your child's Google Classroom. We have all of these books to borrow in each Year 6 classroom – thanks to the Knaphill PTA.

Spelling:

Spelling rules are taught regularly in school. We will be testing children on learnt spelling rules to ensure they have understood. Children will not know these spellings in advanced but will be aware of the recent spelling rules. This will tailor our teaching to gaps in children's knowledge. The spellings will be based on the Government's statutory spelling list for Year 6, a copy of which is on your child's Google Classroom.

Mathematics:

MyMaths tasks will be set weekly on a Friday to be completed by the following Friday for your child to consolidate skills they have been learning at school. These are automatically marked to give instant feedback to you and your child.

Throughout the year, Times Tables Rock Star tournaments are set. The winning classes with the most points receive an additional break-time!

Family Homework:

Termly Family Homework will be set related to the term's themed learning. This is optional homework; your child can select as many activities as they would like to. This homework will be celebrated at school.

Key Events and Dates for Year 6

Autumn Term

- Macmillan Coffee Morning (Friday 29th September) hosted by Year 6
- Bikeability (Monday 20th November – Friday 1st December)
- Victorian Day (Friday 3rd November)
- Yr 5 and 6 Christmas Performance (Thursday 7th December)

Spring Term

- The Residential visit to Stone Farm in Devon (Tuesday 19th March– Friday 22nd March 2024).
- Political Parties Campaign
- Citizenship Day

Summer Term

- SATs Monday 13th May-Thursday 16th May
- The Apprentice
- Egyptian Day
- RSE
- Production
- Leavers' Assembly

Themes of Learning

Autumn Term: A Time of Great Change (1712-1903)- including the Industrial Revolution and the Victorians.

Spring Term: Democracy including London

Summer Term: Ancient Egyptians and the Mayans.

Suggested Reading & Ideas for Reading

Please see Google Classroom for larger text.

Explore LEARNING Recommended Reading List

Year 6

The selection of books in this list are a guide for children aged 10-11 in year 6 at school. The books range various genres to cover all interests. Some of the books contain mature themes we recommend you use your discretion to select books that are suitable for your child.

Animals

- Dumb Creatures - Jeanne Willis
- The Butterfly Lion - Michael Morpurgo
- Anna Sewell - Black Beauty
- The What on Earth? Wallbook Timeline of Nature - Christopher Lloyd
- The Crowstarver - Dick King-Smith
- Lionboy - Zizou Corcier
- Tiger Wars - Steve Backshall

Spooky/Mystery

- The Haunting - Maragret Mahy
- Mokee Joe Series - Peter J Murray
- Cirque Du Freak - Darren Shan
- The Vampire's Assistant - Darren Shan
- Vampirates series - Justin Sompter
- The Thousand Eyes of Night - Robert Swindells
- Eren - Simon P Clark
- Abomination - Robert Swindells
- The Weathermonger - Pete Dickinson
- Murder Most Unladylike Series - Robin Stevens
- Alice Jones (code breaking maths geek - Sarah Rubin

Humour

- Aliens Don't Eat Dog Food - Dinah Capparucci
- Girls Rule - Alesha Dixon
- Killer Mushroom Ate My Gran - Susan Gates
- Trust Me I'm a Trouble Maker - Pete Johnson
- Jones Charmed Life - Diana Wynne
- Night of the Living Veg - Phillip Reeve
- Night of the Living Dead - Phillip Reeve
- Harry and the Wrinkles - Alan Temperley
- Fruit and Nutcase - Jean Ure
- Granny - Anthony Horowitz
- The Secret Diary of Adrian Mole aged thirteen and three quarters - Sue Townsend

History

- I am David - Anne Holm
- When Hitler Stole Pink Rabbit - Judith Kerr
- The Silk Roads - Peter Frankopan
- The Missing - Michael Rosen
- The Thieves of Ostia - Caroline Lawrence
- Tom's War - Robert Leeson
- The Firework Maker's Daughter - Phillip Pullman
- Empire's End: A Roman Story - Leila Rasheed
- Blitz Boys - Linda Newberry
- Fly Away Home - Christine Nostlinger
- Dolphin Crossing - Jill Paton Walsh
- The Machine Gunners - Robert Westall
- Once - Morris Gleitzman
- The Silver Sword - Ian Serrallier

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Explore LEARNING Recommended Reading List

Year 6

Fantasy

- Midnight is a Place - Joan Aiken
- The Last Last-Day-of-Summer - Lamar Giles
- Skellig - David Almond
- Heaven Eyes - David Almond
- Artemis Fowl series - Eoin Colfer
- The Supernaturalist - Eoin Colfer
- The Dark is Rising sequence - Susan Cooper
- Icefire - Chris D'Lacey
- Shrinking Ralph Perfect - Chris D'Lacey
- The Salt Pirates of Skegness - Chris D'Lacey
- Ingo - Helen Dunmore
- Inkheart - Cornelia Funke
- InksPELL - Cornelia Funke
- The Thief Lord - Cornelia Funke
- The Owl Service - Alan Garner
- Elidor - Alan Garner
- Warriors of the Raven - Alan Gibbons
- Little White Horse - Elizabeth Goudge
- The Power of Five series - Anthony Horowitz
- Warrior Cats series - Erin Hunter
- Redwall - Brian Jacques
- Tooth and Claw - Stephen Moore
- The Wind on Fire Trilogy - William Nicholson
- The Noble Warriors Trilogy - William Nicholson
- Charlie Bone series - Jenny Nimmo
- Measle and the Mallocke - Ian Ogilvy
- Eragon - Christopher Paolini
- Johnny and the Bomb - Terry Pratchett
- Diggers - Terry Pratchett
- The Amazing Maurice and His Educated Rodents - Terry Pratchett
- His Dark Materials Series - Philip Pullman
- Mortal Engines - Philip Reeve
- Mighty Fizz Chilla - Philip Ridley
- Harry Potter Series - J. K. Rowling
- Holes - Louis Sachar
- Small Steps - Louis Sachar
- Septimus Flyte series - Angie Sage
- Shapeshifter series - Ali Sparkes
- The Edge Chronicles series - Paul Stewart and Chris Riddell
- Golem's Eye - Jonathan Stroud
- In the Nick of Time - Robert Swindells
- Shadowmancer - G. P. Taylor
- The Switchers Trilogy - Kate Thompson
- The Missing Link - Kate Thompson
- The Hobbit - J. R. R. Tolkien
- Lord of the Rings - J. R. R. Tolkien
- Ms Swordhand is Singing - Marcus Sedgewick

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Explore LEARNING Recommended Reading List

Year 6

Adventure/Action

- Treasure Island - R. L. Stevenson
- Asha & the Spirit Bird - Jasbinder Bilan
- The Adventures of Tom Sawyer - Mark Twain
- Around the World in 80 Days - Jules Verne
- An Angel for May - Melvin Burgess
- The Young Bond books - Charlie Higson
- Alex Rider series - Anthony Horowitz
- High-Rise Mystery - Sharna Jackson
- Orange's in No Man's Land - Elizabeth Laird
- The Island - Armin Greder
- Rooftoppers - Katherine Rundell
- The Explorer - Katherine Rundell

Big Feelings

- Cloud Busting - Malorie Blackman
- How Not to Lose It: Mental Health - Anna Williamson
- The Song From Somewhere Else - A.F. Harold
- A Story About Cancer With a Happy Ending - India Desjardins
- Ella on the Outside - Cath Howe
- Brilliant Questions About Growing Up - Amy Forbes-Robertson and Alex Fryer
- The Illustrated Mum - Jacqueline Wilson
- For Every One - Jason Reynolds
- You Are Awesome - Matthew Syed

Celebrating Diversity

- The Fox Girl and the White Gazelle - Victoria Williamson
- Can I Touch Your Hair? - Irene Latham, Charles Waters, Sean Qualls and Selina Alko
- Can You See Me? - Libby Scott
- This Book is Anti-Racist - Tiffany Jewell and Aurelia Durand
- The Boy with the Butterfly Mind - Victoria Williamson
- Wonder - R.J. Palacio
- The Secrets of Sam and Sam - Susie Day
- Diary of a Young Naturalist - Dara McNulty
- George - Alex Gino
- A Kind of Spark - Elle McNicoll
- The Night Bus Hero - Onjali Q Rauf
- The Star Outside my - Window Onjali Q Rauf

Ideas for Reading



Audio books	"Tap in/tap out" method	Magazines/comics	Family read together with family members being characters	Create an appealing reading environment... blankets, cup of tea and biscuits, cat to snuggle or dog	Reading ideas	Family story time	
Read together out loud	Reading in front of child	Reading recipes or instructions eg ceafths	Read game tutorials	Parent read to child	Just reads the character voices and adult reads the narrative Or vies versa	Get them to read work they are proud of or each other's for siblings	Word searches and crosswords online or paper
Read picture books	Read the game board instructions with me to see how to play	Reading to younger sibling, animal, teddy bear	Reading instructions	Alternate lines child one then adult	Read game review to pick new one to try	Alternative	Read the cooking instructions for me - help me cook
Read to younger sibling, cat, stuffed toy etc	Bedtime stories!	Outdoor reading	Reading subtitles on tv	Recipes, building lego	Reading to child, taking in turns	Play games that involve reading in cutscenes	Read a book as a family. Take turns or read to them and talk about the text.
Helping with shopping by reading list	Newspapers (relevance)	Reading as part of a game - question cards	Reading tv schedules and program descriptions	Giving choice	Read books that are a film	CBeebies bedtime hour	Go to the library,

How to Contact Us

Parents, teachers and support staff all want your child to be happy. If you have a question or something you'd like to discuss with us please do.

The easiest way to communicate with your child's teacher is to speak to us upon pick up or send us an email to year6@kfos.co.uk.