



Holy Family R.C. Primary School

Year Six

Class Induction Meeting- Autumn 2016

"encourage all children to see Christ in themselves and others in a caring environment"

Our Expectations

We expect children to give their best, even when there are challenges.

We expect children to be well-mannered, respect other pupils and adults in school and participate in the Catholic life of our school.

As the Year 6 children have now entered their final year in our school, we would like to encourage a greater responsibility amongst the class. We expect the Year 6 children to act as role models to the rest of the children in the school.

Achievement, effort and behaviour are rewarded and celebrated across the year.

Weekly award of Shining Stars for achievement **and** effort.

Weekly award of Golden Cushions for behaviour related to the 'Statement to Live By' and/or the school mission statement.

Visits to Senior Leadership Team.

Text messages home.

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Expectations (continued)

Class Rules

The class rules were agreed with the children during the first week of term. They focus on safety, a good learning environment and respect for others.

We have a clearly defined behaviour system – the “Traffic Light” to ensure that the rules are followed in way that allows children to have plenty of fresh starts.

Rewards

Children are rewarded for good manners, helpfulness and effort.

The rewards include:

- A merit on their personal chart
- Pebbles in the jar which will lead to a class reward
- A choice from the reward box
- Head Teacher’s stickers.

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Year 6 Curriculum and Core Skills

Maths

Number and place value

Fractions, decimals and percentages

Measurement

Addition, subtraction, multiplication and division

Algebra

Data

Statistics

Ratio and proportion

Properties of shapes

Position, direction and motion

Problem-solving and Reasoning run throughout all of these strands of maths and are used as way of embedding and assessing the children's understanding of these concepts.

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Year 6 Curriculum and Core Skills

English

Reading:

In Year 6 the children will continue to develop their understanding of both word reading and comprehension:

- maintain positive attitudes to reading and understanding of what they read
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing:

- plan their writing
- draft and write
- evaluate and edit by
- proof-read for spelling and punctuation errors

Spelling

As well as revision of other spelling rules from previous year groups. Year 6 will also cover the following:

- homophones
- words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).
- words with the /i:/ sound spelt ei after c examples: deceive, conceive, receive, perceive and ceiling.
- words containing the letter-string ough examples: ought, bought, thought,

Vocabulary, Grammar and Punctuation

To develop their understanding of the following concepts:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

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Year 6 Curriculum and Core Skills

R.E. topics

Domestic Church Loving - God who never stops loving

Judaism - Rosh Hashanah, Yom Kippur

Baptism/Confirmation Vocation and Commitment - The vocation of priesthood and religious life

Advent/Christmas Expectations - Jesus born to show God to the world

Local Church Sources - the Bible, the special book for the Church

Eucharist Unity - Eucharist enabling people to live in communion

Islam Belonging & Values

Lent/Easter Death & New Life - Celebrating Jesus' death & resurrection

Pentecost Witnesses - The Holy Spirit enables people to become witnesses

Reconciliation/Anointing of the Sick Healing - Sacrament of the Sick

Universal Church Common Good - Work of the worldwide Christian family

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Year 6 Curriculum and Core Skills

Cross curricular topic for the year

World War Two, The Mayans and The Vikings

Science topics include:

- Animals including Humans
- Living things and their habitats
- Evolution and Inheritance
- Light
- Electricity

Computing

During the year computing will cover programming and e-safety

P.E.

Dance; gymnastics; net and wall games; athletics and games

Newsletters will be sent home every term with key information and updates.

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Attainment and Progress

We have developed a system, alongside other Carmel Education Trust primary schools, to help us measure children's progress against their year group objectives.

0%					100%
Step C	Step C+	Step B	Step B+	Step A	Step A+

Minimum targets:

End with C= B

End with B= B/B+

End with A= A

Ofsted Update

- Schools awaits a monitoring visit from HMI to assess progress made against actions in report
- School Improvement Team will support teaching staff and new leadership team on a weekly basis
- Trust schools will work with our staff and we will seek support form those outside Trust
- Governor Review

How to Help at Home

Homework

Children should complete homework using a pen or pencil.

They should be able to complete their homework independently using methods practised in class the week before. Homework is ALWAYS based upon class work.

Maths: given out on Mondays to be returned on Thursdays.

English: given out on Mondays to be returned on Fridays.

Children are also given weekly spellings on Mondays which are tested the on the Friday of that week.

It is vital that children read regularly at home.

Reading expectations/book changing- Mrs Atkinson

School equipment/items (edit if older children)

No pencil cases or stationery needed.

The children must have their own drinks bottle every day.

P.E. day is Thursday

Black shorts, white t-shirt, plimsolls and trainers (for outdoor lessons).

No jewellery.

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How to Help at Home

Attendance

Missing days of school has been proven to adversely affect the progress of children's learning. We encourage good attendance and celebrate this weekly and termly.

Requests for leave of absence should be made in writing to the Head Teacher (Mr Peacock) in advance of the leave date.

Requests for leave of absence will only be authorised in exceptional circumstances (in compliance with DfE regulations).

We track persistent absences and persistent lateness (as well as good attendance, of course).

School Target: 97%

Punctuality

School day starts at 8.55am.

Please ensure that your child arrives no later than this time and no earlier than 8.30am.

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How to Help at Home

School dinners/packed lunches/drinks

For KS2 children, school dinners cost £2.00 per day. Payment can should be made on Mondays only. Payments can be made week/month/half term/ full term in advance.

Packed lunches should be **balanced and healthy** as possible. Avoid too many treats. Encourage your child to drink water across the school day (**avoid sugary drinks/fruit juices/cartons/pouch bottles/isotonic drinks**).

Medication/Illness

Inform the office if your child needs medication across the school day.

You may need to complete a form and only certain types of medication can be administered (contact the school office in the first instance).

Any illness should be reported to the school office on the morning of the day of absence (phone call, leave message, call by or note).

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How to Help at Home

Concerns/queries

Contact school office

(Tel no: 380821, email: admin@holyfamilyprimary.org.uk)

Speak to teaching staff on the yard, call into school, write a letter/note or send an email to admin address (see above). We want to work in partnership to support your child.

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