



The Peasedown
ST JOHN
primary school



Year 6 Information Evening

Wednesday 18th September

Year 6 Parent Information

- ★ Expectations of Year 6
- ★ Key Dates & Communication
- ★ Year 6 Residential Trip
- ★ SATs

Year 6 Organisation & Routines

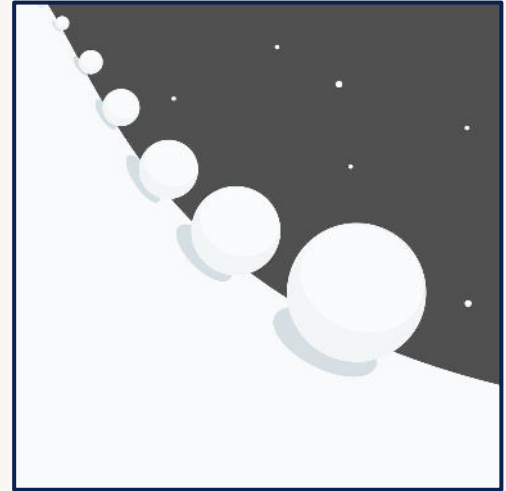
- ★ School day begins at **8:30** - children straight into open classrooms
- ★ Half an hour booster sessions, incl. targeted support, 8:30-9am: 2.5 hours through the week
- ★ Homework Monday → Monday: as we progress through the year, this is more targeted. Good, regular routine at home = your child feeling confident, relaxed and on top of their learning

Attendance & Punctuality

★ **National:** Children are more likely to be coming to school every day. 6.7% absence in 23/24 down from 7.5% in 22-23.

★ 84% of Year 6 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils with 90% attendance

★ If a child is late and misses learning, they will complete this at a break/lunchtime or after school



Year 6 Curriculum

| | | | | | | |
|-------------------------------------|---|--|---|--|---|---|
| English - writing | Fiction - Suspense Pig Heart Boy Harvest Poem | Balanced Argument - Hunting and Tourism Instructions linked to the Maasai Mara | Fiction - Dialogue Character Description - Ghost | Non-Chronological Report - Yellow-Spotted Lizards Recount - Holes Diary | Persuasive Brochure - Theme Park SPAG Focus (SATs Preparation) | Character Description - Y6 Production News Report |
| English - reading, incl. class book | Pig Heart Boy by Malorie Blackman | Warrior Boy by Virginia Clay | Stormbreaker by Anthony Horowitz | Holes by Louis Sachar | Short Extracts - SATS Preparation | Production-linked novel |
| English - Speaking and Listening | Performance poetry | Debating | Presenting (Three Course Meal) | Really Wild Presentations | | Y6 Production |
| English - SPAG | <ul style="list-style-type: none"> Contractions Hyphens Proper and common nouns Simile and metaphor | <ul style="list-style-type: none"> Fronted adverbials Passive voice Relative clauses Bullet points | <ul style="list-style-type: none"> Speech punctuation Hyphens Relative clauses | <ul style="list-style-type: none"> Colon and semi-colon list Hyphens | <ul style="list-style-type: none"> Colon and semi-colon list Revision of SPAG to prepare for SATs | <ul style="list-style-type: none"> Hyphens Fronted adverbials Relative clauses |
| Maths | | | | | | |
| Science (weekly) | Biology Animals, including humans (The Circulatory System) | Physics Electricity | Physics Light | Biology Living things and their habitats (Linnaean Classification) | Research Inquiries linked to topics | Biology Evolution |
| History (3 terms) | Georgian Bath and Bristol | | | The History of Education | | |
| Geography (3 terms) | | Kenya - A Changing Country | Volcanoes and Earthquakes | | | The UK and Local History |
| RE (over 2 terms) (PPA) | Hinduism Dharma / Deity / Atman | | Christianity Gospel | Christianity Salvation | Humanism What is a Humanist? | |
| Art (3 terms) | Printing Block fabric Jenni Douglas Contemporary (Georgian Bath) | | | | Painting / Multimedia Landscape Kurt Jackson Abstract expressionism/envir onmental | Drawing / Sculpture Henry Moore Modern Art Figure drawings leading to large scale wire and modroc |
| DT (3 terms) | | Textiles T-Shirt Bag | Nutrition 3 Course Meal | | Digital Systems Navigate the World | Electrical systems Steady Hand Game |
| Computing (over 2 terms) | Computing Systems and Networks: Communication and Collaboration | | Data and Information: Introduction to Spreadsheets | | Creating Media: Web Page Creation | |
| Music (over 2 terms) (PPA) | Class bands Harvest Songs Improvising and notation | | Class bands Pentatonic scale Ostinato | | Class bands Composing in response to a stimulus Elements of music - link to Western classical music | |
| PE EVO/CT | Tag Rugby | Gymnastics | Volleyball | Netball | Athletics | Football |
| PE CT | Hockey | Badminton | Dodgeball | Fitness | Rounders | Golf |
| PSHE | Being Me in My World Community and global impact | Celebrating Difference Difference, conflict or celebration? | Healthy me Exploitation, gangs, mental health | Dreams & Goals Making a difference | Relationships Love, loss, control technology | Changing Me Body image, conception to birth Money |
| MFL (French) KS2 only | <i>À l'école (at school)</i> | <i>Ma ville (my town)</i> | <i>Les bases (the basics)</i> | <i>Culture (culture)</i> | <i>Dans les magasins (at the shops)</i> | <i>Les vacances (holidays)</i> |

★ Broad and balanced - all subjects

★ Units are linked to each other where possible:
attendance is key



Behaviour Expectations

- ★ Role models: demonstrating CARE values daily, consistently
- ★ Resilience and aspiration - making their mark and leaving a positive legacy. Bouncing back and trying again
- ★ Responsibility and self-regulation: strategies through PSHE lessons, circle times and whole-class movement/calm breaks
- ★ Disrupting or preventing other children from learning is unacceptable and dealt with according to the behaviour policy

Online Safety & Mobile Phones

- ★ Does your child need a smartphone to walk the distance from your door to school?
- ★ WhatsApp legal age restriction: **13+**
- ★ Group chat settings: explicit or inappropriate images/messages
- ★ **Bank of helpful resources to keep your child safe:**

<https://www.psjprimary.co.uk/our-learning/e-safety/>

Homework Overview

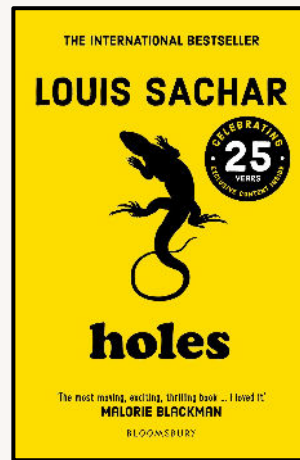
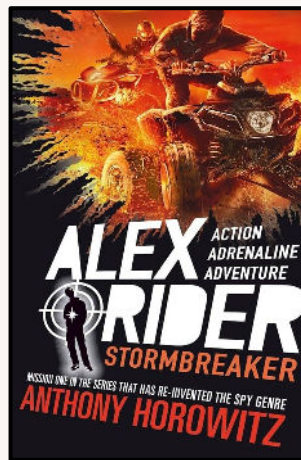
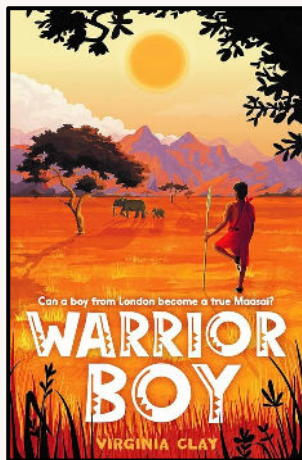
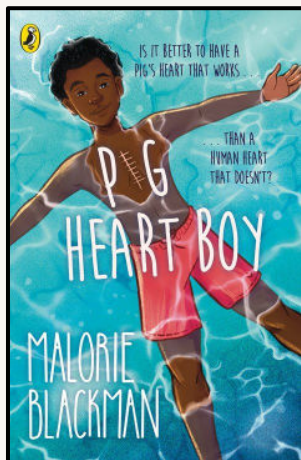
Homework Club

| Homework | Day out | Day due back |
|---|--------------------|---------------------|
| Reading (Reading Record) | Every day | 5 x reads by Friday |
| Maths (Times Tables Rockstars - TTRS) | Monday | Monday |
| Spelling (Spelling practice sheet) | Monday | Monday |
| Maths (Doodle Maths / Sheets) | Monday (As needed) | Monday |

Reading Records

- ★ Daily home reading expectation. Mixture of independent and with an adult - knowing your child
- ★ Reading record signed as part of homework expectation
- ★ ‘ZPD’: reading level from tests in school with books closely matched. www.arbookfind.co.uk

Year 6 Class Novels

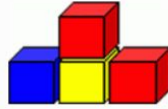


Support by: Asking about events; favourite characters. What happened today? Did you learn any new word meanings? Practise using those words in everyday conversation.



Year 6 Maths

Four blocks make an up-and-down staircase with two steps up and two steps down.



How many blocks would be needed to build an up-and-down staircase with three steps up and three steps down?

★ A level up; building on Year 3, 4 and 5 knowledge and an opportunity to show off their knowledge and skills during SATs week

★ **Challenging, exciting and fun!**

★ Positive, resilient attitude to challenges



Support by: Counting whilst out and about, cooking and measuring, giving pocket money to budget, telling the time, using bus/train timetables, online resources and games.

Ideas to support the curriculum

The Heart & Blood

- Books: Kay's Anatomy, Anatomicum
- Encourage children to notice their heart rate during exercise

Georgian Bath & Bristol

- Go on a walk and spot Georgian buildings and historical locations
- Visit the Georgian Museum (again!)

Inheritance & Evolution

- Discuss inherited characteristics within the family
- Visit the Radstock Museum

Three-Course Meal

- Involve your child with cooking and food shopping
- Visit We The Curious in Bristol (back open!)

PSHE (Jigsaw)

- Encourage your child to recognise their emotions and practise self-regulation
- Discuss ways to overcome worries

Geography

- Spend time looking at maps/globes/Google Maps and identifying different places

String Orchestra



- ★ WEMA First Access project
- ★ subsidised instrumental lessons, 1 hour a week
- ★ Group of 28 children
- ★ Instrument loan included
- ★ £2.50 a week (£75 for the year)
- ★ First come, first served (spaces for another 22 children)
- ★ Performances throughout the year

Key Days & Dates

- ★ Term 1: History trip, camp, harvest, string group
- ★ Term 2: CARE Week, Christmas, Anti-bullying Week
- ★ Term 3: Young Voices, 3 course meal, Life Skills, Speak Out
- ★ Term 4: Careers Fayre, CARE Week, Spring concert
- ★ Term 5: SATs, Forest School
- ★ Term 6: Forest School, Sports Day, catch up swimming, CARE Week, RSE lessons, Y6 Production, transition

Secondary School Transition

- ★ The year is planned to allow for opportunities to become 'secondary ready' - building resilience, new friendships and groupings, changes of rooms and Year 6 routines
- ★ French lessons with NH staff - secondary expectations
- ★ Later in the year: visits from secondary school pastoral staff; transition focus in PSHE; support groups where needed

Communication

- ★ Newsletter
- ★ <https://www.psjprimary.co.uk/our-classes/>
- ★ Email or call office well ahead of time for appointments, changes to pick-up arrangements. Appointments count towards attendance as your child is missing out on learning - arrange routine appointments after school where possible.

Year 6 Residential: Grittleton House

A rite of passage
for Year 6

Strengthen
friendships



Strengthen senses
of class 'teams'

Challenge
themselves

Have fun!

Year 6 Residential: Grittleton House

- ★ Aims of resilience and independence building are central through all activities
- ★ Morning meetings and evening reflection times - how has our teamwork strengthened today? How did we overcome challenges? Who has excelled?



Meals at Grittleton

Healthy, balanced menu presented in a way that is familiar and appetising to children. There will be several options for each evening meal as well as a range available at breakfast and lunch times.

Specific dietary requirements and allergies will be catered for and must be notified in advance: **medical/dietary forms**.



Water bottles must be packed!

Rooms & Activity Groups

From Grittleton: *A member of the team is on call 24 hours a day, plus our staff will be on duty till 10pm at night. There is CCTV coverage and all external doors are key-coded.*

Teacher/TA rooms will be spread over the floor and children will be aware of staff locations.

- ★ Room group - on arrival
- ★ Activity group - on arrival
- ★ Morning/evening in class groups
- ★ Whole year group



FAQ Reminder

Does my child need a packed lunch for the first day?

Yes, children need to bring a packed lunch for the first day. We eat before they complete their first activity. If your child needs lunch from our school kitchen, please let us know nearer the time.

Can our children bring phones?

No phones. If phones are found, they will be confiscated until the end of the week. Card games are great!

Will I be able to see pictures of my child at camp?

Yes, we will upload to Facebook each day when we can. We will text you and let you know we've arrived safely.

Can my child bring a camera? Yes (disposable).

Do I need to prepare my child for all weather conditions?

Yes, please pack sun hats, sun cream, raincoats, waterproofs etc. Your child will need a water bottle to keep hydrated.

Does my child need disco/festival clothes?

Yes!

Can my child bring sweets?

Yes, but no chocolate and nothing with nuts.

How will I tell you my child's medical/dietary needs?

Medical, dietary and contact form to be completed and returned by Monday.

Safety & Behaviour

Keeping your child and other children safe is vital. Everywhere has been risk assessed to provide fun, safe and challenging experiences.

Safety and behaviour policy: Needs to be read together and understood. Children will understand that their behaviour has an effect on the safety and enjoyment of themselves and others. School behaviour policy is relevant during trips and consequences will apply if a child's behaviour does not reflect our CARE values or is unsafe. If required, you will be asked to collect your child from camp.

This document to be read, signed and returned by Monday.

Paperwork to sign and return...

- ★ Pupil Information Form (we need a paper copy in addition to your online form completed last term)
- ★ Medical Questionnaire and Medical Details (if any)
- ★ Behaviour Agreement

Please complete and hand in TONIGHT, or by MONDAY 23rd.

Miss Woods is collecting these.

SATs Week: Monday 12th May

| Date | Test | Duration |
|--------------------|---------------------------------|--------------------|
| Monday 12th May | Grammar, Punctuation & Spelling | 45 minutes |
| | Spelling test | Approx. 20 minutes |
| Tuesday 13th May | Reading | One hour |
| Wednesday 14th May | Mathematics 1: Arithmetic | 30 minutes |
| | Mathematics 2: Reasoning | 40 minutes |
| Thursday 15th May | Mathematics 2: Reasoning | 40 minutes |

Friday - Focus turns to writing and celebration of Year 6 effort through the week!

Scores & Scaled Scores

- ★ There is a national **Expected Standard** which Y6 pupils are expected to achieve. Achievement graded at WTS, EXS or GDS.
- ★ The 'raw score' in a test is how many marks they have achieved on the paper. For example, 39/50.
- ★ The pupil's raw score will be translated into a scaled score using a conversion table.
- ★ A scaled score of **100** will represent the '**expected standard**'.

Scores & Scaled Scores

| Paper 1: Arithmetic | Paper 2: Reasoning: | Paper 3: Reasoning | Raw score | Scaled score | Outcome |
|------------------------|------------------------|-----------------------|-----------|--------------|---------|
| 34 | 19 | 31 | 84 | 105 | AS |
| 12 | 9 | 9 | 30 | 91 | NS |
| 39 | 31 | 34 | 104 | 114 | AS |
| 30 | 26 | 29 | 85 | 106 | AS |
| 35 | 22 | 31 | 88 | 107 | AS |
| 34 | 28 | 25 | 87 | 106 | AS |

7

Write the **contracted form** of the underlined words in the box.That decision does not seem fair.

_____ 1 mark

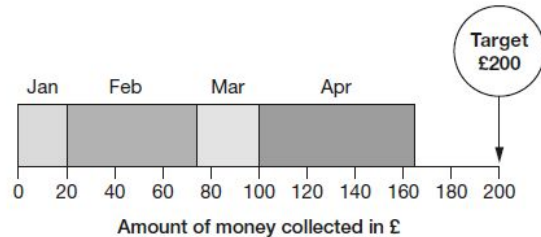
Look at the paragraph beginning: *Glancing nervously...***Find and copy one** word meaning relatives from long ago.

_____ 1 mark

4

A school plans to collect £200 between January and May.

This chart shows how much they collected by the end of April.

Write the name of **each** month where they collected more than £50

9

Which sentence uses an **apostrophe** correctly?Tick **one**.The children's clothes were hanging up. The childrens' clothes were hanging up. The childrens clothe's were hanging up. The childrens clothes' were hanging up.

_____ 1 mark

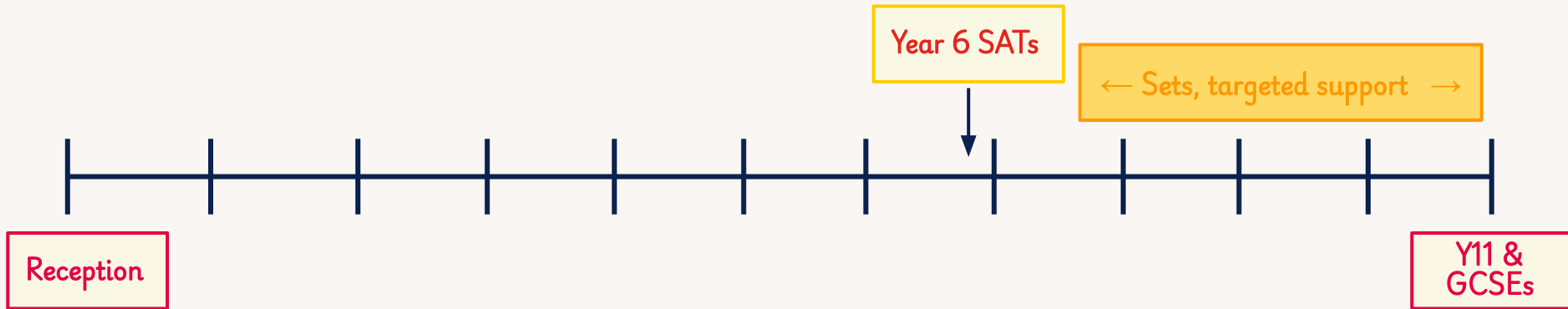
Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

| | True | False |
|-------------------------------------|--------------------------|--------------------------|
| Two families fought for the throne. | <input type="checkbox"/> | <input type="checkbox"/> |
| Maria's family symbol was the lion. | <input type="checkbox"/> | <input type="checkbox"/> |
| The monument was for a prince. | <input type="checkbox"/> | <input type="checkbox"/> |
| It was hot on the island. | <input type="checkbox"/> | <input type="checkbox"/> |

_____ 1 mark



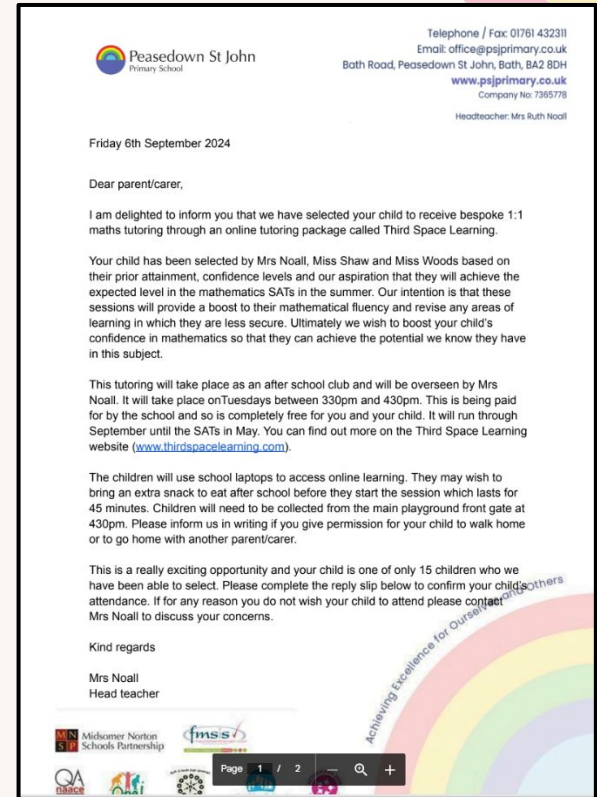
Aspirations & Myths



- ★ A rite of passage and something every Y6 child experiences
- ★ **Used** by secondary schools to determine flight paths and sets
- ★ Help your child to 'hit the ground running' in Year 7
- ★ Test technique and strategy but NOT all of Year 6!

Tutoring & Booster Sessions

- ★ Currently Term 1 - Reading and Maths after school and all core subjects during school day; homework club and library sessions
- ★ Based on a number of criteria:
 - Current working levels (Year 5 and Year 6)
 - Learning 'gaps' your child needs to progress
 - Confidence
- ★ Terms 1-5: further sessions and CGP books



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Company No: 7395778
Headteacher: Mrs Ruth Noall

Friday 6th September 2024

Dear parent/carer,

I am delighted to inform you that we have selected your child to receive bespoke 1:1 maths tutoring through an online tutoring package called Third Space Learning.

Your child has been selected by Mrs Noall, Miss Shaw and Miss Woods based on their prior attainment, confidence levels and our aspiration that they will achieve the expected level in the mathematics SATs in the summer. Our intention is that these sessions will provide a boost to their mathematical fluency and revise any areas of learning in which they are less secure. Ultimately we wish to boost your child's confidence in mathematics so that they can achieve the potential we know they have in this subject.

This tutoring will take place as an after school club and will be overseen by Mrs Noall. It will take place on Tuesdays between 330pm and 430pm. This is being paid for by the school and so is completely free for you and your child. It will run through September until the SATs in May. You can find out more on the Third Space Learning website (www.thirdspacelearning.com).

The children will use school laptops to access online learning. They may wish to bring an extra snack to eat after school before they start the session which lasts for 45 minutes. Children will need to be collected from the main playground front gate at 430pm. Please inform us in writing if you give permission for your child to walk home or to go home with another parent/carer.

This is a really exciting opportunity and your child is one of only 15 children who we have been able to select. Please complete the reply slip below to confirm your child's attendance. If for any reason you do not wish your child to attend please contact Mrs Noall to discuss your concerns.

Kind regards
Mrs Noall
Head teacher

Achieving Excellence for Ourself and Others

QA
Mickover Norton Schools Partnership
fms

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How can I help my child to achieve?

- ★ Practice questions - from classrooms, online, books
- ★ Rehearsing times tables and spelling
- ★ Spotting and discussing punctuation and grammar
- ★ Reading together / establishing an expectation of reading in the home
- ★ Supporting home learning: Monday to Monday
- ★ Promoting resilience and aspiration - tough challenges!
- ★ **Routines and boundaries at home - sleep, devices, behaviour**