# Welcome to Year 6



Staff



- Phase Leader & Assistant Headteacher (AHT): Mrs Robertson
- 6D Ms Dray
- 6K Mr Kaffel
- 6N Mrs Naqvi
- 6T Miss Thompson

- English Groups: Mrs Robertson & Ms Fletcher
- Maths Groups: Mrs Shirmohammadi & Ms Fletcher
- Teaching Assistant: Ms Cooke

## **Additional Staff**



• 6K Miss Collins: Thursday pm and Friday am

 Cover for teachers and support: Mr Hijazi on Thursday & Fridays

Guided Reading support in class:
6K Miss Collins
6N Mrs Robertson
6T Ms Wayland

# **Maths and English Sets**



- More able mathematicians and writers taught in 2 groups for all lessons
- All other children taught by their class teacher, except 6T maths which will be taught by Ms Fletcher
- Groups reviewed over Autumn Term
- Parents Evenings: appointments for both teachers teaching these subjects, as well as class teacher

#### Routines



- Arrive at school by 8.45am
- Independent Travellers must complete a form available from the school office
- Children's mobile phones <u>only</u> for Independent travellers & will be looked after in the office
- Other children need to be collected at 3.15pm unless they are at an after school club
- Lunch times are at 12.30 1.30
- Encourage children to bring a healthy snack for break time
- If you have a concern, please ask for an appointment to speak to class teacher (or AHT). Arrange after school or phone office.

# **Pencil Cases in Year 6**



- Not compulsory all items provided by school
- Must be small and fit in child's tray
- No sharp objects such as scissors or compass
- No rubbers
- Dark blue fibre tip pens for writing
- Own risk label pens etc in case of a mix up
- Children will keep them in class
- Writing Group children will only bring a writing pen to the group room, if they wish to

### Sample Timetable (Subject to change)



|           | 8.50-9.00                | 9.00-10.00                              | 10.05-<br>10.25       | 10.25-<br>10.40 | 10.40-11.45 | 11.45 - 12.25     | 12.30-<br>1.30 | 1.30-2.3                                | 0                 | 2.3 |              | 3.00 -<br>3.10 |
|-----------|--------------------------|-----------------------------------------|-----------------------|-----------------|-------------|-------------------|----------------|-----------------------------------------|-------------------|-----|--------------|----------------|
| Monday    | Reg<br>Start<br>activity | English                                 | Assembly<br>Well Done |                 | Maths       | Guided<br>Reading |                | Englisł                                 | English Libra     |     | ary          | Reading        |
| Tuesday   | Reg<br>Start<br>activity | English                                 | Assembly<br>YR 5/6    |                 | Maths       | Guided<br>Reading |                | Histo                                   | History/Geography |     |              |                |
| Wednesday | Reg<br>Start<br>activity | English                                 |                       | Break           | Maths       | Guided<br>Reading | Lunch          | School<br>Council/Cl<br>ass<br>assembly | cience            |     |              |                |
| Thursday  | Reg<br>Start<br>activity | English                                 | Assembly<br>Singing   |                 | Maths       | Guided<br>Reading |                | PPA<br>Spanish                          | PPA<br>RE         |     | PPA<br>PSHCE |                |
| Friday    | Reg                      | A<br>Whole school<br>assembly<br>Art/DT | .rt/DT                |                 | Maths       | Guided<br>Reading |                | PPA (1:30-2<br>PE                       | Swimm             |     | ning/        | ICT            |

# **PE / Swimming Times**



•6D & 6N Thursday afternoon

• 6K & 6T Friday afternoon

Swimming & computing: alternate weeks

PE: taught by staff from 'Woodys'

#### Home learning – from school



- Sent every Thursday
- Return by Monday
- English and Maths weekly booklets to work in
- Spellings every 2 3 weeks
- Occasional topic homework

#### Home learning – at home



• Home learning on website – currently under development

• Reading daily 15 – 30 minutes

#### Colindale Primary School: Guided Reading Planning and Assessment Year 6

| Class:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reading Group:            | Date:        | Title: |       | Band:   |          |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|--------|-------|---------|----------|--|--|--|--|
| 1. Read age-appropriate books with confidence and fluency, (including whole novels): Red Band+ 2. Read aloud with intonation that shows understanding 3. Work out the meaning of words from the context 4. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence 5. Predict what might happen from details stated and implied 6. Retrieve information from non-flotion 7. Summarise main ideas, identifying key details and using quotations for illustration 8. Evaluate how authors use language, including figurative language, considering the impact on the reader 9. Make comparisons within and across books |                           |              |        |       |         |          |  |  |  |  |
| Planning (Strategy ch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | eck / New vocabulary/ Key | Child's name | Focus  | Focus | Comment | Comments |  |  |  |  |
| Questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           | 1.           |        |       |         |          |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           | 2.           |        |       |         |          |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           | 3.           |        |       |         |          |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           | 4.           |        |       |         |          |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           | 5.           |        |       |         |          |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           | 6.           |        |       |         |          |  |  |  |  |
| Independent Tasl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | k/s                       |              |        |       |         |          |  |  |  |  |

### **School Website**



- Eco school avoiding unnecessary use of paper and printing ink
- Check regularly for upcoming events and important dates
- All letters and monthly newsletters are on the website you will be informed of new letters by text (ensure school have your up-to-date contact details)
- Visit the 'Learning' page to find Curriculum Overviews for each term
- Subject overviews available (e.g for history, art, music etc)

# **Topics and Trips**



#### • Autumn Term: WORLD WAR 2

- 1/10/18 6T & 6N to Imperial War Museum
- 2/10/18 6D & 6K to Imperial War Museum
- 21/11/18 RAF Museum Workshop on 1930s classroom
- Spring Term: RAINFOREST
  - London Zoo
- Summer Term: JOURNEY OF LIFE
  - School Journey

• HELPERS needed – complete slip sent with letter

#### **Class Assemblies**



- 6K Friday 14<sup>th</sup> September
- 6T Friday 21<sup>st</sup> September
- 6D Friday 28<sup>th</sup> September
- 6N Friday 5<sup>th</sup> October

# **Other Key Events**



#### Parent Consultations:

• Autumn Term: 16<sup>th</sup> & 18<sup>th</sup> October 2018

#### • SATs: Monday 13<sup>th</sup> – Thursday 16<sup>th</sup> May 2019:

- English Grammar, Punctuation and Spelling 2 papers
- Reading Comprehension
- Maths 3 papers

#### **Any Questions?**

#### Please approach any member of the Year 6 team or make an appointment via the school office.