

Almondsbury

Church of England Primary School

Creating our Pathways



"Show me your way, Lord teach me your paths"

Psalm 25.4

Meet the Teacher

Welcome to Year 6

Miss Ramli

Class Teacher – Miss Ramli

Teaching Assistants – Ms Jamieson and Mrs
Davis Jones

The School Day

Children can enter the Key Stage playground from
8.45 am.

The children will finish at 3.30pm and will be taken
to the side of the school.

Please inform the school if the children are walking
home.

Snacks and Water

To ensure hydration, children must bring water bottles to school. These can be refilled in school. The children should bring a healthy snack to eat at break time.

Please remember we are a nut free school.

PE

Monday and Friday for term 1

Wednesday and Friday for term 2&3

Children must wear their PE kits to school on PE days.

TIMETABLE 2024 – 2025 Y6 TERM 1

8.55-9.10	9.10-10.15	10.15-10.30	10.30-10.45	10.45-11.15	11.15-12.15	12.15-1.15	1.15-1.25	1.25-1.45	1.45-2.30	2.30-3.30
Mon	Maths	Assembly	B	Spelling	English	L	Arithmetic	SPaG 20 mins	Art	PE
Tues	Maths	Assembly	R	Guided Reading	English	U	Arithmetic	Spelling	Science (Whole class book 3.10)	
Wed	Maths	Assembly	E	Guided Reading	English	N	PPA French/RE		PPA Music	
Thurs	Maths	Assembly	A	Guided Reading	English	C	Arithmetic	Spelling	Topic (Whole class book 3.10)	
Fri	Maths	Assembly	K	Guided Reading	English	H	Arithmetic	Computing		PE



Previous Learning Links

The chronology of British history

Key dates of WW2

Knowledge of The Home front

Features of rural and urban areas in the UK

Characteristics of London

The location of countries within Europe and worldwide

Timeline

				
Queen Elizabeth II 1926-present	Neil Armstrong 1930-2012	WW2 1939-45	Concorde 1976	Today 2020

Essential Knowledge



Dates of WWII

Reasons for WWII

Significant people in WWII - Hitler, Chamberlain, Churchill, Anne Frank

How life was impacted for different people - evacuation, the Blitz, Dig for Victory

Significant events during WWII - The Battle of Britain, Dunkirk, The Holocaust

How WWII affected different parts of the UK and the world

The names and locations of significant countries involved in WWII.

Learning in Other Subjects



English: Narrative writing based around Rose Blanche, Letters from the Lighthouse and Goodnight Mr Tom. War-themed poetry and biographies.

Maths: Number, place value, calculation, fractions, decimals and percentages.

Science: Electricity and forces.

Computing: Presentations using Powerpoint and incorporating hyperlinks.

REAL PE: REAL Dance and social skills.

RE: What matters most to Humanists and Christians?

Heart Smart: Get Heartsmart, Too Much Selfie Isn't Healthy

DT: Anderson Shelters with working electric circuits.

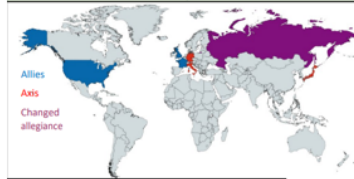


Art: Henry Moore drawing skills.

Music: Music Tech, Structure and Form.

MEI: Sporting Lives. Healthy living - sports, food and drink vocabulary.

These websites are aimed at children and are great for helping with homework projects or finding out more together.

Photos and Enrichment

Useful websites to explore:

<http://www.primaryhomeworkhelp.co.uk/Britain.html>

<https://school-learningzone.co.uk/key-stage-two/ks2-history/british-history/world-war-ii/world-war-ii.html>

<https://www.natgeekids.com/uk/discover/history/general-history/world-war-two/>


<https://www.dkfindout.com/uk/history/war-1d-war-ii/>

Talk like a Historian




Axis	Evacuee
Blitz	Evacuation
Liberate	Dictator
Military	Fascist
Rationing	Allies
Occupied	Propaganda
Invasion	

Talk like a Geographer




Economy
Industrial
Rural
Urban
Port
Continental

Talk like a Scientist




Circuit	Insulator
Symbol	Conductor
Voltage	Resistance
Mains	Gravity
Batteries	Upthrust

Talk like an Author



Begrudgingly	Ecstatically
Disconcerting	Ravenous
Incoherently	
Reassurance	
Dilapidated	
Realisation	

Talk like a Mathematician



Digit	Prime
Numeral	Factor
Ascending	Multiple
Descending	Composite
Consecutive	
Operation	

Quality Texts

Goodnight Mr Tom by Michelle Magorian

Letters from the Lighthouse by Emma Carroll

Rose Blanche by Ian MrFwan



Our 'Talk like an Expert' section gives you examples of the subject-specific vocabulary we will be using each term. The more the children hear and use these words, the better. Try sticking it to your fridge and talking about the words together or having a 'word of the day' challenge as a family!

This section gives suggestions for age-appropriate novels and non-fiction books linked to the topic. We may use these in class too.

Homework

Homework will be given out every Friday and is expected to be handed in by the following Friday

The homework given will alternate between English and Maths.

The children will also receive a text to read over the weekend. They will need to bring this back into school by the following Tuesday.



Children are also expected to read regularly and practise their times tables and Maths Attack.

They all have a Times Tables Rockstars login to support their learning. I have a copy of their username and password if you need it.

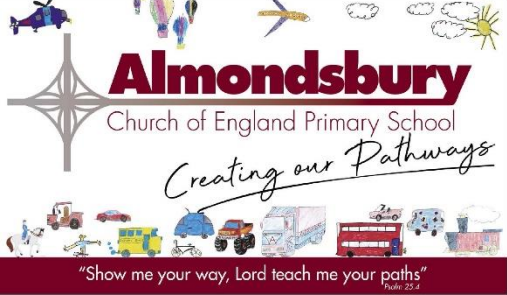
Spelling

We will be using the ESSENTIAL Spelling scheme to support learning this year, which builds on the spelling strategies and patterns that the children have used for the last two years.

We will not have weekly spelling tests but will instead complete regular application tasks that focus on spelling rules and patterns. Please support your children with this at home.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look first at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Key: say the word you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: write the word from memory, using the word as you say it. Check: raise you got it right? if yes, try writing it again and again; if not, start again - look, say, cover, write, check.</p>
<p>Trace, copy and highlight (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spaced correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelled it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and have highlighted, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The spelling of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Outbursts</p>	<p>Writing the words linked to the learning focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the 'i' phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Once around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. How to write the word making sure that you get the same shape.</p>
	
<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It tries to meaning in order to try to make the spelling memorable.</p> 
<p>Words without vowels</p>	<p>You can't use this method as your main method of learning spelling, but it might work on those that are just a little more difficult to remember!</p> <p>This strategy is useful when the vowel crosses are the challenge in the words. Write the words without the vowels and pupils have to choose the correct programme to put in the spaces. For example, for the word 'fish':</p> <p>f _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p>f ff fff ffff fffff ffffff fffffff</p>
<p>Other strategies</p>	<p>You can't then reverse the process so that you end up with a diamond.</p> <p>Other methods can include:</p> <ul style="list-style-type: none"> • Rhyming words: using rhyming words in different ways can help to make parts of words memorable. You could highlight the tricky part of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable silly sentences containing the word • Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word





Online safety is a shared responsibility!

At School:

We teach the children how to be safe online, how to use the internet responsibly and closely monitor their use.

At home:

We need you to reinforce what is being taught at school, know what applications are age appropriate and closely monitor your child's use of the internet.



Instagram



Tik Tok



Snapchat

**All of these applications have age limits!
Children must be 13 years old to use them!**

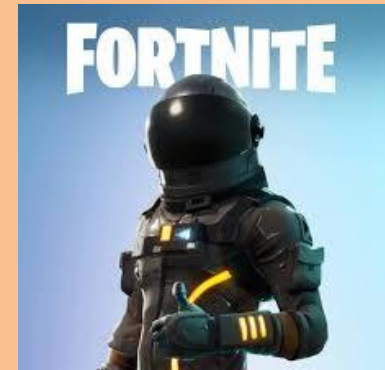


WhatsApp

WhatsApp



YouTube



Fortnite

USE OF THE INTERNET

Children get the opportunity to develop their internet skills in all subject areas. They are taught how to use the internet safely and how some information found on the internet can be unreliable. During Computing lessons children have specific E-safety lessons. They are taught the SMART e-safety rules as well as being taught online research and note taking skills.

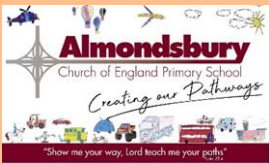
As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing Team or SLT will follow this up with both the child and parent and report the child to the company concerned.

Many websites have an age restriction of 13 and over, and are therefore not suitable for any Primary aged children.

The following applications/sites are examples and are not an exhaustive list.

Application/Site	Age Restriction
Musical.ly	age limit 13+
Fortnite	age limit 12+
Instagram	age limit 13+
Facebook	age limit 13+
WhatsApp	age limit 13+
Snapchat	age limit 13+
YouTube channel	age limit 13+
Minecraft	has two age limit settings 7+ & 13+

School Policy
There is a clear section in our Computing policy that addresses use of the internet.

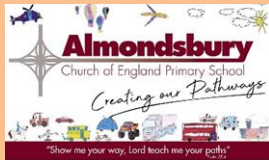


Attendance

- Attendance is most important to ensure that all children achieve their full potential and make the most of their time at school.
- Punctuality is also crucial to ensure children have the maximum time in school and do not miss vital starts to lessons each day.

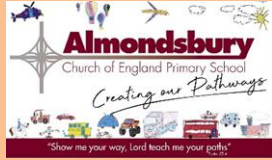
Attendance

- From 19 August new DFE government attendance guidance and policy came into force. Once governors have approved the new policy for the school this will be shared with parents.
- However, the main points are these:
 - new rules regarding term time absence and fines for term time holidays.
 - new rules regarding expectations on attendance by parents and engagement with school processes.
 - new procedures by school to begin discussions regarding attendance straight away.



Attendance

- We will continue to engage with parents and children when attendance falls below expectations through letters, discussions, meetings and if required referrals to the Education Welfare Officer (EWO).
- We will continue to expect parents to let us know when children are ill and the 48-hour rule regarding sickness and diarrhea apply.
- We will ring parents if we have not heard from them if the children are in school on the first day and then every other subsequent day until they return unless parents ring school to update.



Attendance

- Parents should expect to be prepared to discuss any attendance issues with their child's class teacher whenever necessary, at parents evenings and informal meetings.
- Either Mr Smith, Mrs Goode or Mr Dean will meet with parents and children when attendance falls below 95% informally initially and then formally when attendance falls below 90%.

ATTENDANCE MEANS ACHIEVEMENT

