



Welcome to Year 6



Our staff – Willow class



Mrs Scarisbrick



Miss Ramsay



Miss Hudson



Routine

- Doors open at 8:45am- please don't leave children unattended before then.
- Doors close at 8:55am - after this time please go in through the office.
- Child protection - please do not come into cloakrooms.
- If there is any change regarding pick up (e.g. different adult collecting/going to a friend's house for tea,) please send an email to office@cvps.rklt.co.uk so that we have written confirmation of the arrangements.
- Pick up time is 3:30pm from the classroom
- Children can bring healthy snacks from home (e.g. fruit/ breadsticks etc) Snacks are taken outside at breaktime so please send a snack that is easy to eat outside.
- Water bottles from home.



What are your children learning?



Information about what we are covering this half term and a yearly overview can be found on our class page on the Coppice Valley website. You can also find our Autumn 1 timetable here.

<https://www.coppicevalley.com/classes/willow-ks2-year-6/>

Please also follow Coppice Valley on Facebook / Instagram to see what we are getting up to in class!



Autumn 1	Week 1 (w/c 02/09/24)	Week 2 (w/c 09/09/24)	Week 3 – Residential (w/c 16/09/24)	Week 4 (w/c 23/09/24)	Week 5 (w/c 30/09/24)	Week 6 (w/c 07/10/24)	Week 7 (w/c 14/10/24)	Week 8 (w/c 21/10/24)	
English	Spelling	Year 5 revisit	-I can use these word <u>endings</u> , -ant, -ance/-ancy, -ent, -ence/-ency Word list: observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), innocent, innocence, frequent, frequency, confident, confidence (confidential) assistant, assistance, independent, independence, apparent and appreciate			-I can identify when to use -cious or -tious at the end of a word -If root word ends in -ce – usually use -cious Word list: vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, infectious, nutritious, attached, available and average.			
	Punctuation and Grammar	Year 5 revisit	-I can use a wide range of punctuation accurately and consistently. -I can use expanded noun phrases to give complicated information concisely. -I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways. -I can use a range of verb forms (including the perfect form) to develop meaning and maintain appropriate tense choice. -I can use modal verbs or adverbs to show how possible something is. -I know and follow the rules of Standard English. -I can use passive verbs in a sentence. -I can use direct and reported speech accurately and consistently.						
	Keywords	Year 5 revisit	apparent appreciate attached available average						
	Reading	Read as a reader: The Valley of Lost Secrets Reading explorers – Text and comprehension							
	Composition	-Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases. -Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation. -Able to describe settings, characters, and atmospheres. -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact. -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement. -Able to proofread for spelling and punctuation.							
	Writing	Writing to discuss - non-chronological report				Writing to entertain – Narrative			
Maths	Objectives	Number -Place Value		Number -Addition, subtraction, multiplication and division					
	Times tables	Mixture and including application i.e. if you know 4x6 you should know 40x60, 4x0.6 etc							

Science	<p>Electricity <u>Knowledge and understanding objectives:</u></p> <ul style="list-style-type: none"> -I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. -I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. -I can use recognised symbols when representing a simple circuit in a diagram. -I am aware how electricity is generated and have knowledge of renewal energy sources. <p><u>Working scientifically objectives:</u></p> <ul style="list-style-type: none"> -I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs. -I can use test results to make predictions to set up further comparative and fair tests. -I can report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. -I can identify scientific evidence that has been used to support or refute ideas or arguments
Geography	
History	<p>World War 2</p> <ul style="list-style-type: none"> -I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. -I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. -I can describe some of the causes and consequences of World War 2. -I can identify periods of rapid change in history and contrast them with times of relatively little change. -I use appropriate historical vocabulary to <u>compare and contrast</u> key people/events/ artefacts in history. -I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Art	<p>Artist study – William Morris <u>End product:</u> William Morris inspired prints on material.</p> <ul style="list-style-type: none"> -I can independently investigate and analyse different forms of an art form or movement. -I am aware of the history of printmaking and the impact the work of William Morris has had on modern day design. -I can view other's work and understand how their interests affect their work.
DT	
RE	<p>Believing Key question: What do religions say to us when life is hard?</p> <ul style="list-style-type: none"> -I can express ideas about how and why religion can help believers when times are hard, giving examples. -I can outline Christian, Hindu and/or nonreligious beliefs about life after death. -I can explain some similarities and differences between beliefs about life after death. -I can explain some reasons why Christians and Humanists have different ideas about an afterlife.
Music	<p>Dynamics, pitch, and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</p> <ul style="list-style-type: none"> -I can appraise the work of Mendelssohn. -I can further develop the skills of improvisation and composition.
Computing	<p>Computing systems and networks – Communication</p> <ul style="list-style-type: none"> -I know how to identify how to use a search engine. -I know how to describe how search engines select results.



	<ul style="list-style-type: none">-I know how to explain how search results are ranked.-I know how to recognise why the order of results is important, and to whom.-I know how to recognise how we communicate using technology.-I know how to evaluate different methods of online communication.
Spanish	
PE	Real PE – Unit 1 - Personal <ul style="list-style-type: none">• Ball skills• Reaction and response Forest School
PHSE	Being Me in my world Brave, Kind, Curious – Values in school and society
E-Safety	Self-Image & Identity

We are introducing Spanish in KS2 this year.



Purposeful marking

- Live feedback is given during lessons and verbally
- We focus on next steps and misconceptions
- Support for understanding is given in a timely manner
- Moving away from unnecessary 'ticking'



Behaviour steps



BEHAVIOUR STEPS

- 1** Reminder about Expectations
My Class, My Rules (Script 1)
- 2** Warning with a consequences reminder
(Script 2)
- 3** Move seats &/or miss some playtime to finish work/reflect
Consequence reminder
Follow up conversation after lesson
(Script 3 & 4)
- 4** Move out of classroom &/or miss playtime to finish work/reflect
Consequence reminder
Follow up conversation after lesson
(Script 3 & 4)
- 5** Deputy Head or Headteacher conversation and consequences
(Script 5)

Parents informed by phone call or chat at end of the day*.

These are the behaviour steps we follow as a school.



Assessments

- At Coppice, we like to do **low stakes quizzing** to assess children's knowledge. Children enjoy quizzes which takes away the pressure.
- The children will also undertake SATs test in Reading, Writing (internally assessed), SPaG and Maths
- In school assessments will take place at the end of each term (Autumn, Spring, Summer) - This is all to help us better understand how your child is progressing and where gaps may lie. This will inform future teaching and support.



Homework

- In Year 6, to enable children to feel ready for SATs, there may be some homework in maths/English
- We also expect that children are reading at home regularly. This could be reading to themselves, to an adult or sibling or an adult reading to them.
- Practice of times tables and spellings is also expected



Homework

- Reading – we would ask that children read at home daily. This year we are introducing reading records. Please sign the reading record and write down which pages have been read by your child. There is no requirement for you to write any notes about their reading.
- TT Rockstars – Times tables is a classroom focus too - please stick with the times tables that we have set on TTRS.
- Spellings will be sent home this year. We will give you more information about this when we start to send them home.
- Reading scrapbook – this will go home with a different child each week for them to create a book review on their favourite book or most recent read.





Why read for 20 minutes a day?

Supports progress and attainment

- Reading 20 minutes a day exposes children to 1.8 millions words per school year. Studies show that children who read 20 mins a day are more likely to score in the 90th percentile in standardised tests. Children who read 5 minutes a day are more likely to score in the 50th percentile.
- Reading supports development of improved writing skills. It supports development of a wide vocabulary, exposes children to ways of conveying meaning, using figurative language, persuading, informing and engaging readers' emotions
- Strong reading skills support children across all areas of the curriculum



Why read for 20 minutes a day?

Supports wellbeing

Reading stimulates the development of imagination -

- Recent research indicates creative imaging can 'rewrite' certain memories to be less traumatic, and can even enhance certain physical connections within the body.
- So, imagining playing the piano can support developing neural pathways and improve outcomes. By reading children can develop a strong imagination.

Reading fiction stimulates creativity -

- Getting lost in a fictional world helps children to expand their own creativity, as they'll experience situations, worlds, characters, thoughts, and feeling that they may not have come across in their own lives just yet.

Support development of empathy -

- Studies show that reading can help children to develop empathy, by challenging them to consider how other people (the characters) may think or feel.

Supports relaxation at bedtime



Handwriting

- As a school we follow the Letterjoin handwriting scheme.
- This scheme allows children have access to handwriting resources at home if they want to practise.
- See letter for log in details.

EYFS	Year 1	Year 2
a b c d e	a b c d e	a b c d e
f g h i j k	f g h i j k	f g h i j k
l m n o p	l m n o p	l m n o p
q r s t u	q r s t u	q r s t u
v w x y z	v w x y z	v w x y z



Forest School

For the session, your child will need:

- Plain dark clothing, either navy or black, consisting of a long-sleeved top, with long trousers and either walking boots or wellies.
- Please send your children to school in their normal school footwear and bring walking boots or wellies in a named carrier bag.
- It is also advisable that the children also bring a spare pair of socks and trousers for them to change into after the session if needed.
- Forest school sessions will take place in all weathers so please make sure your child also has a coat, hat and or suncream if the weather permits.
- Your child's clothing is likely to get dirty so please don't worry about buying new items, old clothes are ideal. If you may have difficulty providing any of these items, please let us know.



Pupil Premium

- What is Pupil Premium?
- The 'pupil premium' is extra money for schools to help disadvantaged pupils of all abilities achieve their full potential.
- The amount of funding schools receive is decided by how many disadvantaged pupils they have.
- So...the more families who are identified as pupil premium, the more funding we will get.

- Benefits to you...
- Pupil premium pupils receive free school meals in KS2, as well as KS1
- Although all pupils in KS1 receive free school meals, the additional money to school enable extra resources.

- Do I qualify?
- The office will send out more information and we are pleased to help you complete an application form.
- Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:
 - - Universal Credit (with an annual net earned income of no more than £7,400)
 - - Income Support
 - - Income-based Jobseeker's Allowance
 - - Income-related Employment and Support Allowance
 - - Support under Part 6 of the Immigration and Asylum Act 1999
 - - The guarantee element of Pension Credit
 - - Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
 - - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190

Coppice Valley PTFA

(Parents, Teachers and Friends Association)

The Coppice Valley PTFA are a group of parents, teachers and friends of the school who come together once or twice a month to discuss ideas for events to help fundraise for the school.

2023-24 Events: Bake Sales, Christmas Fair, Olympics Summer Fair, Sponsored Bounce, Dress Down Days and Healthy Snack Stalls.

So far we have raised money to pay for: Year 6 end of year gift, coach for the residential, book bags for new starters and the ice cream van.

The PTFA AGM will be held at 6pm Wednesday 9th October in Forest classroom. Due to stipulation of the constitution, all 5 main roles have to be up for election this year. If you are interested in running for a role, please write a personal statement of up to 200 words and send to office@cvps.rklt.co.uk

The roles are Chair, Vice Chair, Secretary, Treasurer and Social Media Administrator. Please submit interest by Wednesday 2nd October. Any further matters arising or any other business to be discussed at the AGM, please confirm in writing by Wednesday 2nd October. Many thanks, as always new members welcome.

The PTFA





Thank you!

- Please keep us informed on anything that may have an influence on your child.
- If we can help with anything, just ask! - sleep difficulties, routine suggestions, bereavement, mental health, etc.