

Meet the Teacher

Year 6




Meet our team

Miss Koenig

Miss Martin

Our class timetable is...

	8.40 - 9.00	9.00 - 10.30		10.30- 10.45	10.45 - 12.15		12.15 - 13.15	13.15 - 15.00	15.00 - 15.15
Monday	Creative writing	GPS/Reading /Writing		B r e a k	Maths- Arithmetic /Reasoning		L u n c h	Calm me session PE/French	Story 
Tuesday	Creative writing	GPS/Reading /Writing			Maths- Arithmetic /Reasoning			Calm me session Topic	Story
Wednesday	Creative writing	GPS/Reading /Writing			Maths- Arithmetic /Reasoning			Calm me session Topic	Story
Thursday	Creative writing	GPS/Reading /Writing			Maths- Arithmetic /Reasoning			Calm me session Topic	Story
Friday	GPS- Spellings / x-tables test	Golden Assembl y (until 09.30)	GPS/Reading /Writing		Reading	Paired Reasoning		Calm me session Music/PSC	Story

Things to know

Homework will be set every Weekly and due in on Friday. Year 6 will receive specific homework related to SATs.

Spellings will be handed out on weekly and will be quizzed on the following Friday. Please, please, please **read** to and with your child every night. For a child to really excel at reading they need to see the benefit of the hard work - that comes when you read them a story they can't read on their own. Books will be handed out and names recorded so we know who has what each Friday.

Things to do at home.

Children should have their logins now.



Plus an actual reading book from our reading corner every week that they must bring in every Friday to show me and swap.



PE

P.E days are Monday

On Mondays pupils are asked to arrive in school in PE kits. (Dark jogging bottoms and dark trainers).

English

In year 6, children will do daily reciprocal reading lessons where we work as a class, in pairs and individually to understand the meaning of a wide-variety of texts. We will also have a class novel which will be used for some reciprocal reading sessions as well as reading for pleasure.

The children will have daily GPS (grammar, punctuation and spelling) lessons with the specific areas that we study directly related to an upcoming or current piece of writing.

The children will complete several pieces of writing over the term each of which will relate directly to our current topic.

English - Reading

Year 6 - Autumn 1 (Week 3 and 4) English Text : Traditional African Tales

Know more, remember more!

What key knowledge do I need to know and remember?

Week 1 and 2

I know that parenthesis is a word or phrase that can be added to a sentence but where the sentence is grammatically accurate with or without it.

I know that I can mark parenthesis by using dashes, brackets or commas.

I know that commas are used to separate items in a list.

I know that commas are used to separate clauses or phrases.

What key skills will I use to apply my new learning?

I can use the above grammar to write a sequenced recipe.

I can use multi-clause sentences in my writing.

I can use adverbs of manner in my recipe.

I can use fronted adverbials of time to sequence my instructions

I can use precise verbs in my recipe.

I can use commas accurately in poetry to separate clauses and phrases

I can figurative language in my poetry

What new vocabulary do I need to use in context?

Dashes, brackets, commas, parenthesis, parentheses,
Alliteration, metaphor, simile, onomatopoeia, personification,

In reading I can:

Read age-appropriate books with confidence and fluency - including whole novels.

Read aloud with intonation that shows understanding

Work out the meaning of words from the context

Explain and discuss my understanding of what I have read, drawing inferences and justifying these

Predict what might happen from details stated and implied

Retrieve information from non-fiction materials

Summarise the main ideas of a text, identifying key details and use quotations for illustration

Evaluate how authors use language, including figurative language, considering the impact on the reader

Make comparisons within and across books.

Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

Compare and contrast the language used in two different texts.

Identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.

Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.

Identify how writers manipulate grammatical features for effect.

Analyse why writers make specific vocabulary choices.

Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.

Explain how a text has impact on a reader.

Explain why a text has impact on a reader.

Identify how characters change during the events of a longer novel.

Explain the key features, themes and characters across a text.

Compare and contrast characters, themes and structure in texts by the same and different writers.

Explain the author's viewpoint in a text and present an alternative point of view.

Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).

Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).

Use a combination of skimming, scanning and text marking to find and collate information.

Present information that I have collated from various sources.

Explain the structural devices used to organise a text.

Comment on the structural devices used to organise the text.

Read several texts on the same topic to find and compare information.

Explain the main purpose of a text and summarise it succinctly.

Draw inferences from subtle clues across a complete text

Recognise the impact of the social, historical, cultural on the themes in a text.

Comment on the development of themes in longer novels.

Compare and contrast the styles of different writers with evidence and explanation.

Evaluate the styles of different writers with evidence and explanation.

Clearly articulate what I have learned.

Apply what I have learnt to peer teach and explain my learning.

English - Writing

In writing I can write for a range of purposes and audiences and:

Use paragraphs to organise my ideas
Describe settings and characters
Use some cohesive devices within and across sentences and paragraphs
Use devices to structure my writing and support the reader (e.g. headings, sub-headings, bullet points)
Use different verb forms mostly accurately
Use capital letters, full stops, question marks, exclamation marks and commas for lists.
Use apostrophes for contraction mostly correctly
Spell most words correctly from the year 3 and 4 spelling list
Spell some words correctly from the year 5 and 6 spelling list
Produce handwriting that can be read easily by others
Integrate dialogue to convey character and advance the action
Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
Use passive and modal verbs mostly appropriately using a wide range of clause structures, sometimes varying their position within the sentence
Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
Use inverted commas and commas for clarity and punctuation for parenthesis mostly correctly
Make some correct use of semicolons, dashes, colons and hyphens
Select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
Describe settings, characters and atmosphere
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Use verb tenses consistently and correctly throughout their writing
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
Spell correctly most words from the year 5 / year 6 spelling list
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Maintain legibility in joined handwriting when writing at speed.
Select the appropriate type of writing and draw independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)
Distinguish between the language of speech and writing and choose the appropriate type
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
Select verb forms for meaning and effect
Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly
Clearly articulate what I have learned
Apply what I have learned to peer teach and explain my learning.

Our year overview maths

MNP

Sign up for Parent Guides - We will send the link and access codes round later today

Once you're signed in, you'll be able to access maths content for your child's year group, along with help guides and lesson support.

Our year overview maths

Preface

Maths — No Problem! is a comprehensive series that adopts a spiral design with carefully built-up mathematical concepts and processes adapted from the maths mastery approaches used in Singapore. The Concrete-Pictorial-Abstract (C-P-A) approach forms an integral part of the learning process through the materials developed for this series.

Maths — No Problem! incorporates the use of concrete aids and manipulatives, problem-solving and group work.

Chapters in Textbook 6A

[Chapter 1 - Numbers to 10 Million](#)

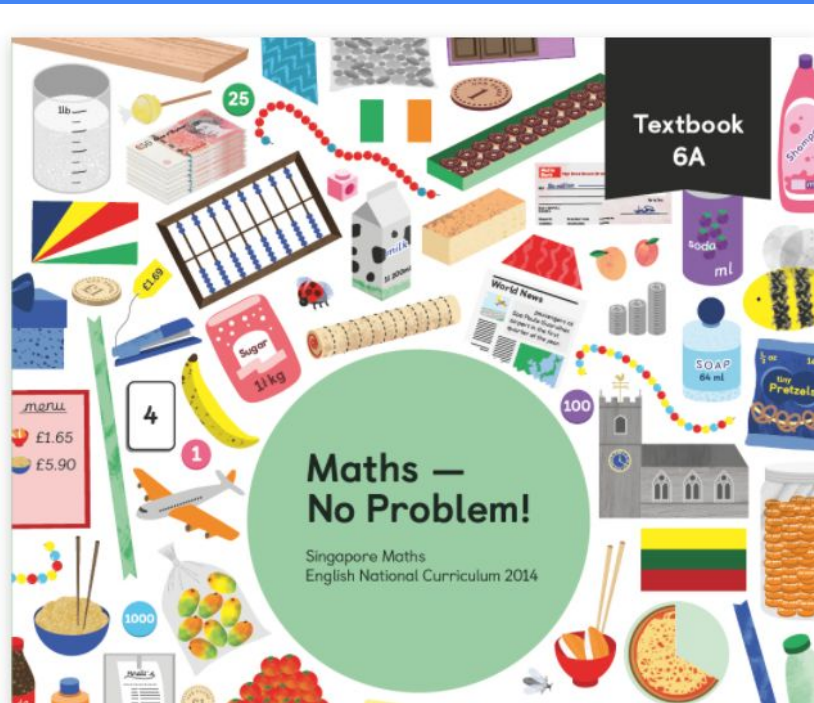
[Chapter 2 - Four Operations on Whole Numbers](#)

[Chapter 3 - Fractions](#)

[Chapter 4 - Decimals](#)

[Chapter 5 - Measurements](#)

[Chapter 6 - Word Problems](#)



Our year overview maths

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Chapters in Textbook 6B

Chapter 7 - Percentage

Chapter 8 - Ratio

Chapter 9 - Algebra

Chapter 10 - Area and Perimeter

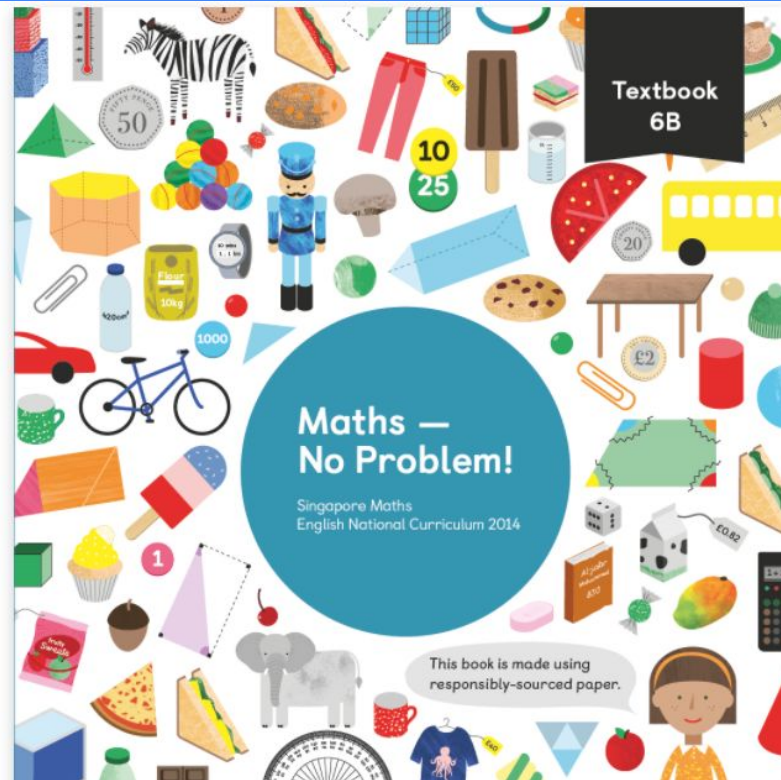
Chapter 11 - Volume

Chapter 12 - Geometry

Chapter 13 - Position and Movement

Chapter 14 - Graphs and Averages

Chapter 15 - Negative Numbers



Our year overview maths

In maths I can:

Read and write numbers up to 10 000 000
Compare and order numbers up to 10 000 000
Round numbers up to 10 000 000 to the nearest million, hundred thousand and ten thousand
understand the order of operations to carry out calculations involving the four operations
multiply numbers up to 4 digits by a multiple of 10
multiply numbers up to 4 digits by a 2-digit whole number.
divide numbers up to 4 digits by a 2-digit whole number
divide 3-digit numbers by 2-digit numbers giving rise to remainders; to use number bonds, long and short division as key strategies to solve division problems
divide numbers up to 4 digits by a 2-digit whole number, with remainder
solve word problems involving addition, subtraction, multiplication and division
identify common multiples
identify common factors
identify prime numbers
use common factors to simplify fractions
compare and order fractions
add and subtract fractions with different denominators
add and subtract fractions with different denominators and mixed numbers
multiply simple pairs of proper fractions and write the answer in its simplest form
divide fractions by whole numbers
identify the value of each digit in numbers up to three decimal places
multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
multiply 1-digit numbers with up to two decimal places by 1-digit whole numbers, without regrouping
multiply 1-digit numbers with up to two decimal places by 1-digit whole numbers, with regrouping
divide a 1-digit number with up to two decimal places by 1-digit whole numbers, without regrouping
divide a 1-digit number with up to two decimal places by 1-digit whole numbers, with regrouping
multiply 1-digit numbers with up to two decimal places by 2-digit whole numbers, with regrouping
divide a 1-digit number with up to two decimal places by 2-digit whole numbers
convert between kilometers, meters, centimetres and millimetres
convert between grams and kilograms
convert between litres and millilitres
convert between seconds, minutes and hours
calculate percentages of a number or quantity
solve problems involving the calculation of percentages
use equivalences between simple fractions, decimals and percentages in different contexts.
use ratio to compare two quantities.
solve problems involving ratio
generate and describe number patterns
express a missing number algebraically
express missing number problems algebraically
Write and use simple formulae
find pairs of numbers that satisfy an equation with two unknowns, and list all the possible combinations for the two unknowns.
recognise that shapes with the same areas can have different perimeters and vice versa and use formulae for the area and perimeter of rectangles
calculate the area of parallelograms
calculate the area of triangles using a formula
calculate the area of parallelograms using a formula
calculate, estimate and compare the volume of cubes and cuboids
recognise vertically opposite angles and find missing angles
solve problems involving angles

find unknown angles in a triangle and a quadrilateral
solve problems involving angles in triangles, quadrilaterals and regular polygons
name parts of circles and know that the diameter is twice the radius
solve problems involving angles in a circle
draw triangles and quadrilaterals using given dimensions and angles
recognise and make nets for 3-D shapes
use negative numbers in context and calculate intervals across zero
describe positions on a full coordinate grid.
draw simple shapes on a coordinate plane
describe the translation of shapes on a coordinate grid.
reflect shapes in the axes.
describe the translation of shapes on a coordinate grid and reflect simple shapes in the axes.
describe positions on a full coordinate grid using algebra
describe the translation of shapes on a coordinate grid and reflect simple shapes in the axes using algebra
calculate and interpret the mean as an average
show information on graphs, including pie charts
Read and interpret pie charts and use these to solve problems.
Read and interpret line graphs and use these to solve problems
convert between miles and kilometres.
use knowledge of negative numbers to solve problems
Choose my own techniques to tackle and solve problems of greater complexity
Present my work in a clear and organised way, choosing appropriate methods of recording
Explain my work clearly and accurately using mathematical language
Use reasoning to make predictions, prove my ideas and generalisations
Ask my own questions and form ideas for my own investigations
Recognise how to use my maths skills in a variety of contexts

Our awesome curriculum for the year...

Year Six Curriculum Map			
Science Computing		History Geography Art DT Citizenship/PSHE Religion	
AUTUMN 1 - Our Awesome African Adventure		AUTUMN 2 - My Awesome Guide to Canning Town	
Living things/ habitats (African animal focus)		Light - How do we see?	
<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including rearing patterns, plants and animals give reasons for classifying plants and animals based on specific characteristics 		<ul style="list-style-type: none"> Light - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	
Computing systems and networks - Communication		Data and information - Spreadsheets	
<ul style="list-style-type: none"> to explain the sequence of internet addresses to recognise how data is transferred across the internet to explain how sharing information online can help people to work together to evaluate different ways of working together online to recognise how we communicate using technology to evaluate different methods of online communication 		<ul style="list-style-type: none"> to create a data set in a spreadsheet to build a data set in a spreadsheet to explain that formulas can be used to produce calculated data to apply formulas to data to create a spreadsheet to plan an event to choose suitable ways to present data 	
Role models		The Blitz and the Battle of Britain	
<ul style="list-style-type: none"> Using sources study the lives of famous Ghanaians 		<ul style="list-style-type: none"> Place WWII on timeline, investigate the Blitz and local areas that were bombed Using sources explore how the Blitz/battle of Britain changed the course of British history Analyse the impacts of this significant turning point in British history Use diagrams to explore the local area identifying key areas affected during the Blitz - case study The Maffell bombing 	
Contrasting locations - Ghana Global trade and interdependence		UK - cities, towns, rivers, counties, regions	
<ul style="list-style-type: none"> Locate Africa's position in the world and Ghana's position in Africa and neighbouring countries Use mapping skills to identify the location and types of settlements and land use present in Ghana Identify the position/significance of latitude, longitude and the Tropics; identify climate zones and biomes present in Ghana Understand geographical similarities and differences through the study of human and physical geography of Ghana's capital, Accra, and London Understand how the economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water affects the standard of living in Ghana 		<ul style="list-style-type: none"> Use an atlas or map to locate the major cities and counties of the UK Locate major physical features of the UK eg. rivers, coastline and mountain ranges Use computer mapping (Diigo) to describe the change in Canning town from 1880-2000 Use Ordnance Survey maps and 6 figure grid references to locate local features of interest, then use diagrams to add photos taken to a map of the local area 	
Silhouettes		Photography	
<ul style="list-style-type: none"> Research how famous artists have used silhouettes effectively, critique their work then look at methods of creating silhouettes Think about how composition, colour and light affect the mood of the image Create an image page, researching methods researched Plan and Create the final piece using the chosen method Evaluate your own silhouette art work against criteria 		<ul style="list-style-type: none"> Research what makes an effective photograph Look at the work of Andy Warhol or David Hockney Think about "style" and introduce key vocabulary Use viewfinders to find possible subjects Using DSLR, take photographs and edit to improve Mount the piece and write a short version of what inspired you, what it represents or symbolises and evaluate the piece 	
Foods: A Ghanaian dish - celebrating culture and seasonality		Frame Structures: Bridges and docks	
<ul style="list-style-type: none"> Understand how key chefs have influenced eating habits to promote varied and healthy diets Know how to use utensils and equipment including heat sources to prepare and cook food Understand about seasonality in relation to food products and the source of different food products Make, decorate and present the food product appropriately for the intended use and purpose 		<ul style="list-style-type: none"> Research key events and individuals relevant to frame structures Create a design of a strong frame with clear evidence link to research of working frames Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks Use finishing and decorative techniques suitable for the product they are designing and making Evaluate as part of the process and understand how to strengthen, stiffen and reinforce a 3D framework 	
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<u>Contrasting locations - Ghana</u> <u>Global trade and interdependence</u>	<ul style="list-style-type: none"> Locate Africa's position in the world and Ghana's position in neighbouring countries. Use mapping skills to identify the location and types of land use present in Ghana. Identify the position/significance of latitude, longitude and identify climate zones and biomes present in Ghana. Understand geographical similarities and differences: human and physical geography of Ghana's capital (Accra) Understand how the economic activity including trade affects the distribution of natural resources including energy, food and water affects the standard of living in Ghana. 		

Positive Behaviour Management

Structure, understanding and encouragement

Pause - take a deep breath

Attune - what is going on

Label - discuss calmly and quietly

Model - give them strategies

Calm structured rooms

Ground Rules



Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

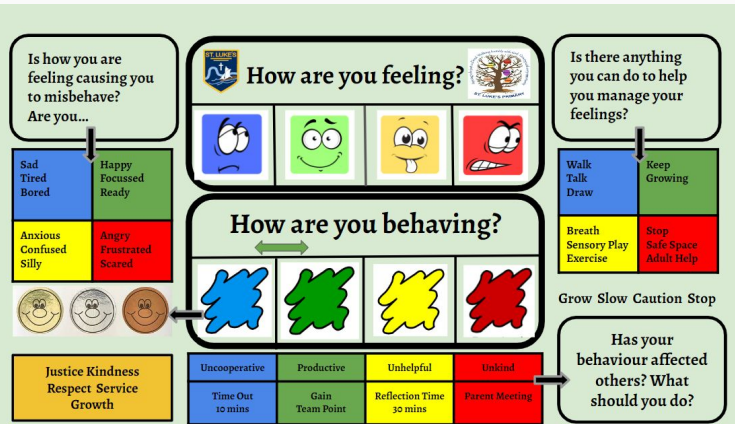
Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

Where possible each day begins afresh

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**



Behaviour Chart

Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



Roblox



PopJam



FaceTime

13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

16+



WhatsApp



Telegram Messenger



Tumblr

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Aim high!

We will work hard on getting our handwriting to be the best it can be with regular handwriting sessions throughout the week.

Presentation - We have very high expectations of all pupils and encourage pupils to take pride in their work.

Times tables - It's always worth practising these any chance you get. In year 6 children should not only know **but be fluent in all their tables up 12** - Including associated division facts e.g $7 \times 6 = 42$ and $6 \times 7 = 42$ and $42 \div 6 = 7$ and $42 \div 7 = 6$.

Word lists- children will be given a word list Weekly. This will be their spellings throughout the week. Each spelling list will follow the same spelling pattern to support memory and learning.

SATs

Key stage 2

The key stage 2 tests are timetabled from Monday 13 May to Thursday 16 May 2024.

We will give the children plenty of support and practice with this.

SATS Boosters (maths and reading) - TBD . It will most likely be an 8am start.

Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all.

Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy, Numeracy, Social Skills and Emotional Regulation.

Message from Matt Hipperson HT



At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Safeguarding at St. Luke's - if you have any concerns see one of our team below



Matt Hipperson HT & Designated Safeguarding lead



Fiona Norcross DHT & Deputy Safeguarding Lead



Debbie Phillip family Support Worker



Sarah Martin Learning Mentor & After School Lead

Thank you!

Any questions?

Please email on y6@st-lukes.newham.sch.uk