



# **‘Meet the Teacher’**

**Mrs Rashid – Class teacher**

**Mrs Gregg – PPA teacher and  
interventions**

**Mrs Holden - TA/1:1**

# A Typical Day



8:40 - Gates open

8:50 - Gates close (late mark after this time)

8:40 - Morning work (SPAG & Maths)

8:55 – Start morning lessons (Spellings, Guided Reading, English)

10:50 – breaktime (Healthy snacks can be sent in for breaktime)

11:10 - Maths

12:15pm – Lunchtime

1:15 – 3:15 – Foundation lessons

## PE days

Wednesday with Mr Kelly and Mr Hutchings (Swimming)

Thursday

# Homework



Set on Google Classroom: <https://classroom.google.com/c/Njk4MTg4NDg1MDAz>

- Spellings & Talking Homework - Set every two weeks tends to be Friday but can change - don't worry though you will get a notification when I post them.

Maths - Set every Friday

[Maths.co.uk](https://www.maths.co.uk)

English - set every Friday

[SPAG.COM](https://www.spag.com)

# Topics



Our learning is linked to a half termly theme where possible and this is always shown on the class webpage. Some of the themes for Year 6 are:

- WW2
- Empire Windrush
- Caribbean
- Mountains
- Sculptures
- Digital World
- Musical Composition
- Data Handling

|                                                                                 |                                                                                              |                                                                                                                           |                                                                                                 |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|  | <b>Science</b><br><br>Living Things and their Habitats                                       | <b>French</b><br><br>Actions                                                                                              | <b>Music</b><br><br>Songs of World War 2                                                        |
|                                                                                 | <b>RE - Islam</b><br><br>Why are the Five Pillars important to Muslims in their daily lives? | <b>Year 6<br/>Autumn 1</b><br><br>Trips:<br>Western Approaches<br>Maritime Museum                                         | <b>Computing</b><br><br>Computing Systems and Networks: Bletchley Park and history of computers |
|                                                                                 | <b>Art</b><br><br>Painting and Mixed Media:<br>Artist Study                                  | <b>English writing unit</b><br>Star of Fear, Star of Hope<br><br><b>Reading unit</b><br>Friend or Foe<br>The Day War Came | <b>PE</b><br><br>Swimming<br><br>Tag Rugby                                                      |
|                                                                                 | <b>PSHE</b><br><br>Peer Relationships:<br>Respect & Empathy                                  | <b>History</b><br><br>World War 2                                                                                         | <b>Maths</b><br><br>Place Value<br>Addition, Subtraction,<br>Multiplication and Division        |

# English Lessons – Text based approach

|                                                                           | <b><u>Autumn 1</u></b>                                                                                                                                                                                                                                                                                                     |                 |     |                                                                           |                                                                                                                                                       |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text                                                                      | Star of Fear, Star of Hope<br>(Flashback Story)                                                                                                                                                                                                                                                                            |                 |     |                                                                           |                                                                                                                                                       |
| Genres                                                                    | Historical Fiction                                                                                                                                                                                                                                                                                                         |                 |     |                                                                           |                                                                                                                                                       |
| Text Types                                                                | Comparative Character Description, Setting<br>Description of Berlin Train Station During Nazi Power,<br>Dialogue, Diary Entry, Innovate the Ending of the<br>Story.                                                                                                                                                        |                 |     |                                                                           |                                                                                                                                                       |
| Unit Outcomes                                                             | <table> <tr> <th>Writing Outcome</th><th>GDS</th></tr> <tr> <td>To write a story with a flashback from another character's point of view.</td><td>To write a story with a flashback from another character's point of view including a section in recount genre e.g diary, eye witness account, letter.</td></tr> </table> | Writing Outcome | GDS | To write a story with a flashback from another character's point of view. | To write a story with a flashback from another character's point of view including a section in recount genre e.g diary, eye witness account, letter. |
| Writing Outcome                                                           | GDS                                                                                                                                                                                                                                                                                                                        |                 |     |                                                                           |                                                                                                                                                       |
| To write a story with a flashback from another character's point of view. | To write a story with a flashback from another character's point of view including a section in recount genre e.g diary, eye witness account, letter.                                                                                                                                                                      |                 |     |                                                                           |                                                                                                                                                       |
| Cross Curricular Writing opportunities                                    | <b>History</b> - causes and consequences of war<br><br><b>Guided Reading</b> - Diary entry on how the little girl feels being surrounded by war (The Day the War Came)                                                                                                                                                     |                 |     |                                                                           |                                                                                                                                                       |

## Focus writing objectives

Writing demonstrates appropriate use of: Expanded • noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail  
including some repetition of noun phrases,

Develop setting, characters and plot in narrative writing: Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.

Develop setting, characters and plot in narrative writing: Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.

Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information.

Mostly appropriate use of: The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud.

## NC Word List Year 5 and 6

Aggressive  
Cemetery  
Convenience  
Desperate  
Immediately  
Necessary  
Neighbour  
Occupy  
Prejudice  
Queue  
Recognise  
Restaurant  
Sacrifice  
Soldier  
Symbol

## Vocabulary Development

**Tier 2:**  
Friction  
Benevolence  
Compassion  
Angst  
Authority  
Conflict  
Dispute  
Timidly  
Pounding  
Invaded

**Tier 3:**  
Jew  
Jewish  
Holocaust  
Nazi  
occupation  
apartment  
Thread  
Keyhole  
Madame  
Monsieur  
Community

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Star of Fear, Star of Hope</i><br/><i>Historical Fiction</i><br/><i>Flashback Story</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b><u>End of unit outcome:</u></b><br/>To write a story with a flashback from another character's point of view.</p> <p><b>GDS:</b><br/>To write a story with a flashback from another character's point of view including a section in recount genre e.g diary, eye witness account, letter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b><u>Focus objectives:</u></b><br/><b>Writing demonstrates appropriate use of:</b> Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases,</p> <p><b>Develop setting, characters and plot in narrative writing:</b> Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.</p> <p><b>Develop setting, characters and plot in narrative writing:</b> Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.</p> <p><b>Develop setting, characters and plot in narrative writing:</b> Use dialogue to advance the action and/or reveal new information.</p> <p><b>Mostly appropriate use of:</b> The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud.</p> <p><b>GDS Focus:</b> Draw on independent reading to develop characterisation and use of literary language. Exercise an assured and conscious control over vocabulary choices for effect on the reader.</p> | <p><b><u>Opportunities to write in English:</u></b><br/>To write a comparative character description<br/><b>GDS: include figurative language</b></p> <p>To write a setting description of Berlin train station during the time when Nazis were in power in Germany.<br/><b>GDS: include figurative language</b></p> <p>To write dialogue between two characters<br/><b>GDS: to use a range of sentence openers and cohesive devices to move the dialogue and action forward.</b></p> <p>To write a diary entry from Helen's POV<br/><b>GDS: Write in the point of view of Madam Eleven O'Clock</b></p> <p>To write the ending of the story in 3rd person narrative<br/><b>GDS: Write the narrative from Lydia's POV.</b></p> <p>To write a flashback story from Helen's point of view describing her thoughts, feelings and her narrative.<br/><b>GDS: write from the point of view of Lydia and include a section with a letter.</b></p> | <p><b><u>Writing opportunities across the curriculum:</u></b></p> <p><b>History</b> - causes and consequences of war</p> <p><b>Guided Reading</b> - Diary entry on how the little girl feels being surrounded by war (The Day the War Came)</p>                                                                                                                                                                                                                                                                                                                                   |
| <p><b><u>Reading objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Provide reasoned justifications for views</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Oracy Development:</u></b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b><u>Writing Composition:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Use consistent and correct tense</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> |

| Next steps in writing<br>(Identify Gaps and SPAG)                                                                                                                                                                                                                                                                                                                                  | Phase 1<br><i>Book Talk/ Reading Objectives/ Vocabulary focus</i><br><i>Tier 1, Tier 2, National Curriculum words.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Phase 2<br><i>How are you going to teach your focus objectives (skills) and vocabulary?</i><br><br><i>Oracy Showstopper?</i><br><br><i>Alan Peat?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Phase 3<br><i>Plan, draft, evaluate and edit</i><br><br><i>Oracy Showstopper?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Common and Proper Nouns</p> <p>■ Year 6 - Common and proper nouns</p> <p>Collective and Partitive Nouns</p> <p>■ Y6 - Collective and partitive nouns</p> <p>Abstract Nouns</p> <p>■ Y6 - Abstract nouns - Presentation</p> <p>Nouns Review</p> <p>■ Presentation.pdf</p> <p>Verbs - Being + to have</p> <p>■ Verbs 1.pdf</p> <p>Verbs regular action verbs and verb phrases</p> | <p><b>To write a comparative character description of Lydia and Helen.</b></p> <p><b>Lesson 1: Reading Lesson -</b><br/><b>LO: I can analyse the front cover and infer from details implied.</b> What can you see on the front cover? Why can you see it? (Inference) Questions. Think about some questions to ask about the story.</p> <p><b>Lesson 2: Vocabulary Lesson -</b><br/><b>LO: I can explore new vocabulary and understand its meaning.</b> Give the children tiered vocabulary to define and find synonyms for. Think about what word class they belong to and put the words into a sentence.<br/>Now read the story and ensure the children understand the new vocabulary in context of the story.<br/>Ask the children what they think happened to Lydia in the story? Explain your reasons.<br/><i>Adaptations</i><br/><i>LA group will be supported by T. Children will be given definitions to match the new word.</i></p> <p><b>Lesson 3: Vocabulary Lesson -</b><br/><b>LO: I can highlight key words and phrases that describe a characters' traits and explain what they mean to the reader.</b> Children read the story in pairs and pick out key words and phrases that describe Lydia and Helen. Challenge all pupils to</p> | <p><b>To write a comparative character description of Lydia and Helen.</b></p> <p><b>Lesson 5: SPAG - Teach expanded noun phrases, passive voice and figurative language. - English Jotter work</b><br/>Children will work through a PPT and work in jotters to embed these language features.</p> <p><b>Lesson 6: Pick out features of a character description.</b><br/><b>LO: I can pick out the features of a character description</b><br/>Teach expanded noun phrases. Show the children modeled sentences. What makes it an expanded noun phrase? Can you pick out the expanded noun phrases from the passage? Do the same for figurative language. Identify features of a character description through a modeled write. Pick out the language and presentation features and discuss any new vocabulary. Give the children a comparative text to and ask them to pick out the language that makes it comparative.</p> <p>Alan Peat Focus: Alliteration, 3ED Openers, Simile</p> <p><b>Lesson 7+: Modeled write, Shared write and Independent writing.</b> Give children a model write with national curriculum words and mastery skills. Share write the first paragraph and then ask the children to begin writing their own independently. Children will be encouraged to use a range of figurative language, passive voice, expanded noun phrases and Alan Peat sentences.</p> <p><b>HA - LO: I can use descriptive language, cohesive devices and passive voice to write a comparative character description</b></p> <p><b>MA - LO: I can use expanded noun phrases, figurative language and</b></p> | <p><b>HA - LO: I can write a flashback story in the point of view of Lydia</b></p> <p><b>LA/MA - LO: I can write a flashback story in the point of view of Helen</b></p> <p>To write a flashback story from Helen's point of view describing her thoughts, feelings and her narrative.<br/><i>GDS: write from the point of view of Lydia and include a section with a letter.</i></p> <p>Children will write the story in present day and flashback to describe her story then finish in present tense.</p> <p><b>Lesson 1:</b><br/>Identify features of a flashback story - pick out presentational and language skills.</p> <p><b>Lesson 2:</b><br/>Story map<br/>Include detail and description<br/>Include national curriculum</p> |

# RWI Spellings

Adding -ation to verbs to form nouns.



Play

Word changers

| root word | root word + suffix -ation |
|-----------|---------------------------|
| plant     | plantation                |
| inform    |                           |
| explain   |                           |
|           | temptation                |

Dots and Dashes

sense

inform

explain

prepare

Choose the right word!

explore

exploration

explored

realisation

realise

1 We got muddy during the  of the woods.

2 Can we go and  the campsite?

3 The play made me  that I wanted to join the drama club.

4 The  that someone had stolen her bag made her cross.

# by Pie Corbett



- ▶ Reading spines are changed half termly and some link with the topics being taught.
- ▶ We have a range of high quality classical to modern texts including diversity



| <i>call</i>       | Y2A U1  | Y2A S1 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
|-------------------|---------|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <i>bony</i>       | Y2A U4  | Y2A S2 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>fly</i>        | Y2A U7  | Y2A S4 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>chuckling</i>  | Y2A U9  | Y2A S5 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>bridge</i>     | Y2A U10 | Y2A S5 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>scurried</i>   | Y2A U13 | Y2A S7 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>closer</i>     | Y2B U2  | Y2B S1 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>alley</i>      | Y2B U5  | Y2B S3 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>bubble</i>     | Y2B U8  | Y2B S4 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>peaceful</i>   | Y2B U11 | Y2B S6 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
|                   |         |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <i>employment</i> | Y2B U13 | Y2B S7 | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>dishonest</i>  | Y3 U1   | Y3 S1  | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>February</i>   | Y3 SF1  |        | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>nervous</i>    | Y3 U3   | Y3 S2  | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>incomplete</i> | Y3 U1   | Y3 S1  | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>island</i>     | Y3 SF1  |        | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>ridiculous</i> | Y3 U3   | Y3 S2  | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>impossible</i> | Y3 U2   | Y3 S1  | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>strength</i>   | Y3 SF1  |        | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| <i>wear</i>       | Y3 SF2  |        | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |

Lowest 20% identified from Balance for reading and writing.

Interventions are planned and evaluated half termly during pupil progress.

# Reading Folders

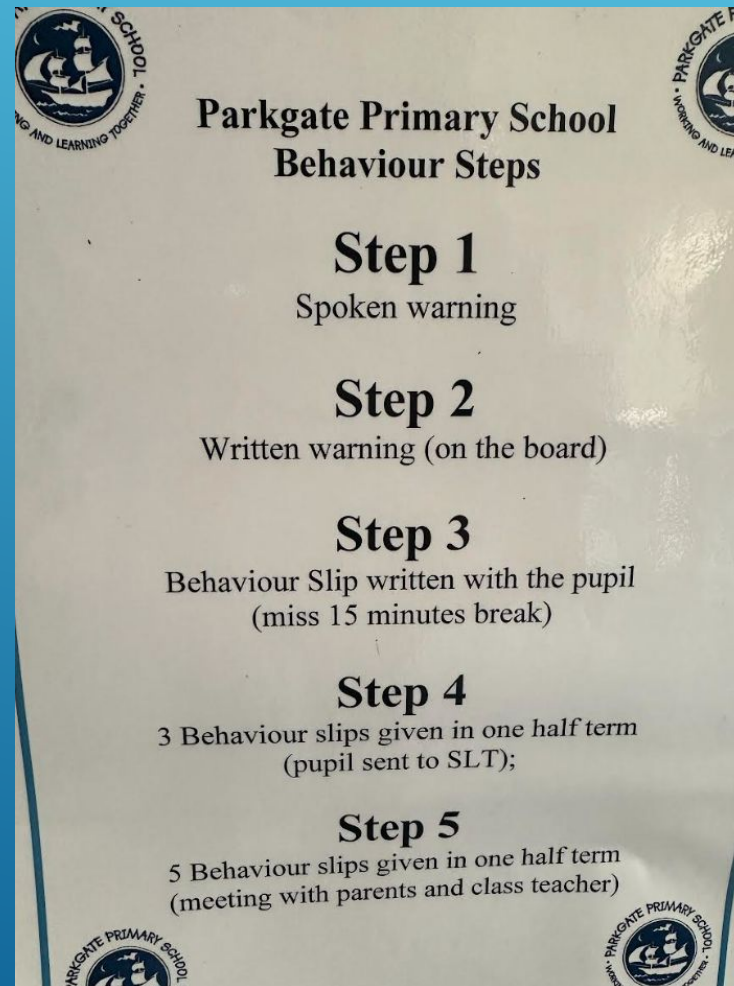
- ▶ Termly assessments, children are tracked from year 2 up to year 6 in Oxford Levels.
- ▶ Lowest 20% identified and they become our target readers
- ▶ Reading rangers help to support a child's personalised target

# Behaviour Expectations



At our school, we take pride in maintaining high standards of behaviour as this helps make a happy and caring school community.

The school has a behaviour policy which can be found on the school's website.





# Trips & Residential

Where possible we try to include trips and visits linked to our learning:

- Crucial Crew

Plus some whole school trips:

- Panto

And an overnight residential stay for Year 5/6 in June

- Plas Caerdeon

Deposits will be set up next week - this is non refundable. You will have around two weeks to pay this. Deposits secure your child's place.

# Class Webpage

<https://www.parkgateprimary.org.uk/rhinos-year-6/>





## Attendance

School gates will open at 8:40am. Registration will be taken at 8:50am. Lessons start straight after registration. If your child arrives after 9am, it will go down as a 'late' mark.

## Holidays

- ❖ If you wish to take your child out during term time, please let us know in writing. Please see our website for a 'Leave of absence form'
- ❖ The Head teacher can only authorise absences under certain circumstances.
- ❖ Local authorities will fine families if they take more than 10 or more sessions (equivalent to 5 school days) of unauthorised absences within a rolling 10-week period. The absences can be consecutive or not and the 10- week period can span across different terms.

In primary school, every day missed equates to a day of lost learning. This can **significantly impact** a child's academic progress, especially if absences become frequent or persistent. For example, 95% attendance (which means missing 10 days) can result in missing approximately 50 lessons. Missing school, even by small amounts like being five minutes late each day, can add upto a considerable loss of learning over time

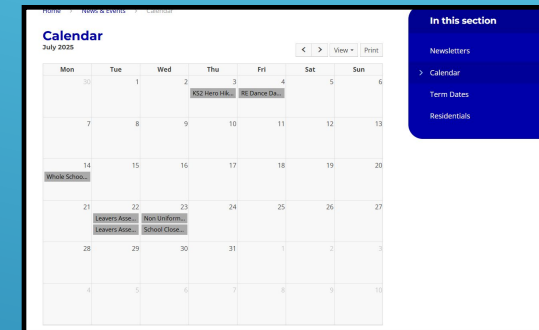
# Communication Tools

## Social Media Platforms : School Website

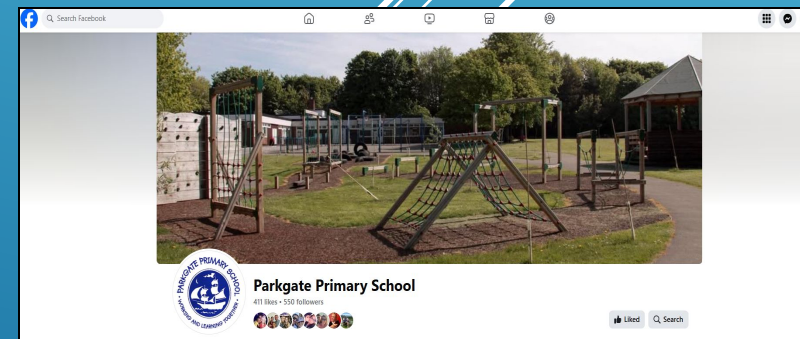


## School Calendar

All events and important dates can be found on the school calendar.



## Facebook



## Instagram



# Communication Tools



We have 3 different electronic platforms to communicate between home and school.

## Schoolgateway

General notices and information about school, e.g. school events, dates, trips, lunch payments etc :

**Class email:** [rhinos@parkgate.cheshire.sch.uk](mailto:rhinos@parkgate.cheshire.sch.uk)

**Google classroom:** Information relevant to your class only. Used for quick updates and messages and weekly homework.

# Class Whats App groups



## Warning!

Social media sites/applications are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

### Mobile Phones

Mobile phones should only be brought into school if your child is walking to and from school alone. Phones are handed in at the beginning of the day and stored away in the school office until the end of the day. We ask that pupils do not use their phones on the school grounds as they leave at the end of the day.



## Medication

Any medication such as inhalers or Epi-pens etc, must be brought into school in a container clearly labelled with your child's full name and class name. This must be handed to an adult. **It is up to the you to ensure that all medication is in date.**

Please let us know if there have been any changes to your child's medical needs, including:

- New medical conditions or diagnoses
- Changes to existing medical conditions
- Allergies or dietary requirements
- Any new medical advice or support your child may require in school
- Changes to emergency contact or medical information

It is important that we have the most current information so that we can ensure your child is supported safely and appropriately while at school.

If there have been no changes, there is no need to contact us.

If you do need to update us, please contact the school office as soon as possible.

# SATS

## Maths Test

- Maths paper 1: Arithmetic (30 minutes)
- Maths paper 2 and 3: problem solving and reasoning (45 minutes)

These tests are marked externally

## English Test

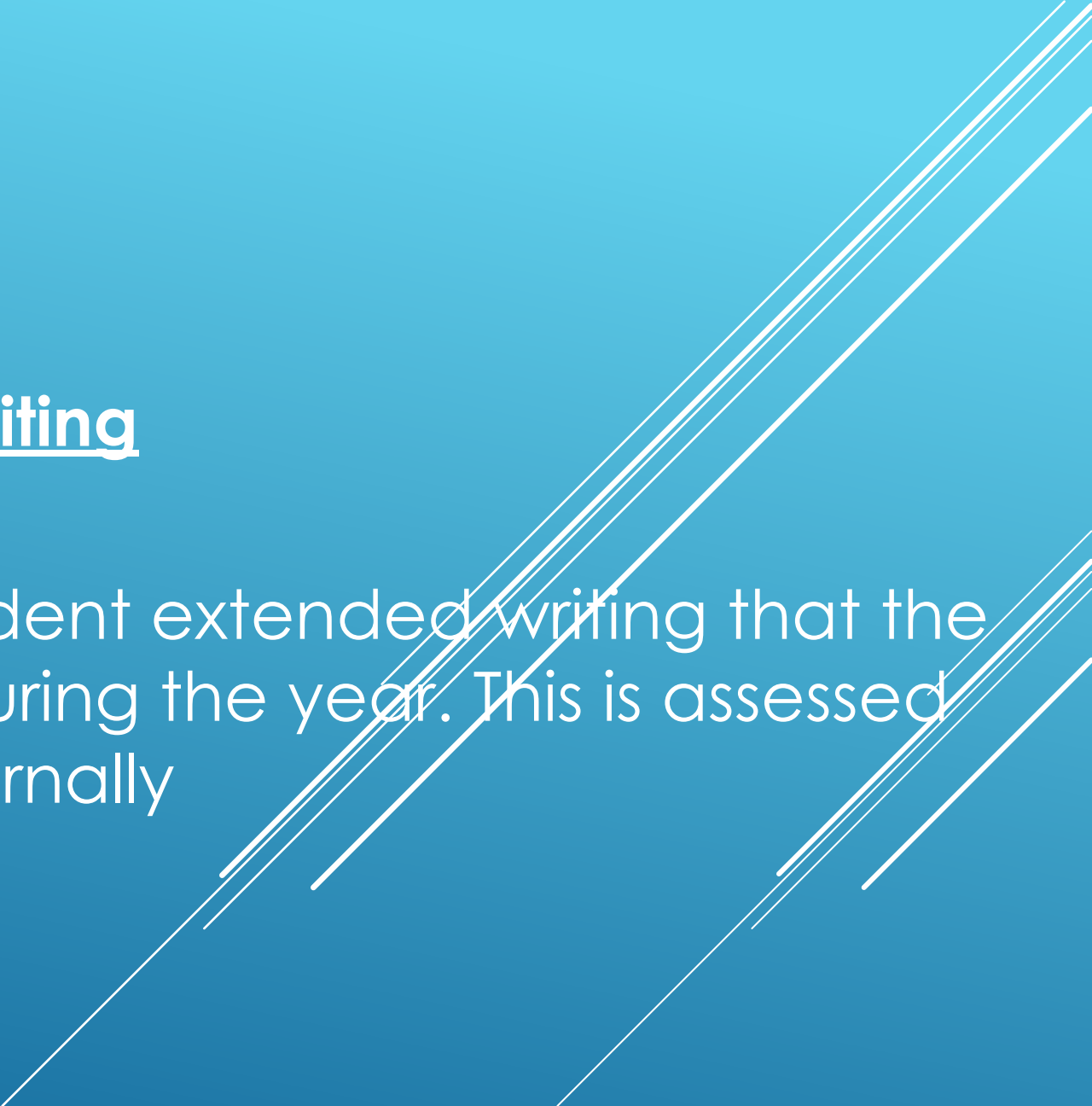
- Reading paper (1 hour)
- Spelling, Punctuation and Grammar question paper (45 minutes)
- Spelling test (20 spellings from Y3 – Y6)

These tests are marked externally



## Writing

This is judged using independent extended writing that the children have produced during the year. This is assessed internally



# What happens in school over the year?

## Autumn Term

- Teaching of the Year 6 curriculum.
- Experience of SATs type questions.
- Homework builds from previous years and progresses through to Y6

# What happens in school over the year?

## Spring Term 1

- The Year 6 curriculum continues to be taught with an increasing emphasis on preparation for SATs.
- We aim to maintain a broad curriculum.
- Continue with homework



## Spring Term 2 and Summer Term 1

- Revision programme in place.
  - Continue with homework
- 

# Thank you for your time



We will add this PowerPoint onto our class page and Google Classroom

Please browse the other website pages for term dates, staff list and other information about the school

If you have any queries or any concerns, please do not hesitate to email  
[rhinos@parkgate.cheshire.sch.uk](mailto:rhinos@parkgate.cheshire.sch.uk)