



Welcome to Year 6



Class teacher:
Mr J O'Keeffe
6 St Maximillian



Class teacher:
Mr S Phelan
6 St Josephine Bakhita

Main objectives for your children this year:

- To consolidate and deepen understanding of the Key Stage 2 primary curriculum.
- To develop reasoning and problem-solving capabilities.
- To increase levels of independence and personal organisation.

The school day

In the mornings, we run a soft start for the children who may enter the school building via the Upper Key Stage playground between 8.40am and 8.55am.

In the afternoon, your children will be dismissed at 3:30pm. We will not dismiss your child until we see you, or someone you have authorised to collect your child. Please notify us if anyone other than you will be collecting your child. If you are running late, children should be collected from the school office. In Year 6, it is acknowledged that parents may allow their child to walk home on their own (or with friends). An email to authorise your child to walk home alone is required.
office@olopprimary.co.uk

If you are unable to drop your children or collect them at the above times, we run a breakfast and after-school club. Please contact the school office for details.

Maths and English

Children in Year 6 have Maths and English lessons every day. Pupils' differing needs are catered for through scaffolded activities and effective questioning from the class teacher. Maths lessons will focus on the pupils' fluency (rapid and accurate recall of number facts) as well as providing them with the opportunity to build a deeper understanding of mathematical concepts by developing skills in reasoning and problem-solving. In English, we follow the Talk for Writing approach, where pupils' language acquisition and application are a key focus, across a wide range of genre.

Reading

Reading is taught on two separate occasions each week. Lessons are linked to the current topic in either English, History or Science. We request that reading scheme books and reading records are brought into school every day. Please do encourage your children to read regularly and note this in their reading record. We do enjoy seeing comments from parents about their children's reading. Reading records will be checked on a weekly basis to ensure that all children, regardless of reading ability, are reading regularly. We encourage all children to have a reading book of their choice with them in school for when we have quiet reading time. All children will also have the opportunity to choose books from the library.

Homework

Schools across the nation have been reviewing their homework policies, and evaluating the impact homework has on pupil progress. The national research proves that homework does not have an impact on academic progress at primary school level and that schools should be focussing their time on providing first class teaching and learning during the school day. The research also comments that pupils between the ages of 5 - 11 could be using home time to practise social skills and take part in extracurricular activities. School homework can provide opportunities for the children to practise key skills and consolidate their learning.

Homework booklets are given to every child to bring home each half term, these booklets give details of:

- Weekly spelling words: children are encouraged to practise the weekly word lists at home, finding ways to use these in their writing at school and home. These word lists will be used in weekly spellings tests.
- A Brain Builder project will also be set for children to complete during each half term. Children are encouraged to share these projects with classmates on completion.
- Reminders and links to online learning resources.

Water bottles:

It is very important that the children drink regularly during the day. Please provide your child with a named water bottle containing only water. We have drinking water facilities in every classroom to allow your child to refill their bottles.

PE kits:

The children in Year 6 have PE/games twice a week. PE kits can be worn to school on the allocated day - see table below. If your child is in school, they will be expected to participate in games lessons unless a suitable reason is provided by parents. Correct PE kits **must** be worn: this is black shorts or bottoms, white T-shirt, black tracksuit top and a sensible pair of trainers. Please note, these items must be plain (but for the exception of a small logo).

Mr O'Keeffe (6JOK)	Mr Phelan (6SP)
Monday (Games)	Tuesday (Games)
Wednesday (PE)	Wednesday (PE)

Uniform

Please ensure all uniform is named. We prefer no earrings, but if they are worn, they should be silver or gold studs. Children are not allowed to wear earrings for PE, so they must be able to remove them without any adult help. Hair accessories should be simple and in school colours and children are expected to tie long hair back. Necklaces and wristbands are not permitted unless they serve a clear religious purpose. During hot weather, please provide your child with a sun hat.

Mobile Phones

If your child brings a mobile phone to school, it must be handed in at the start of the school day; they will then be returned to pupils at the end of the school day. Once they arrive at school, on no account should pupils keep mobile phones on their person or in bags. Mobile phones should be switched off as soon as the pupil enters the school site and can be switched back on as they exit the school gates. **Please note, smartwatches are not permitted to be worn.**

Pencil Cases

In your pencil case you will need: good quality writing pencils, a plain rubber, a sharpener, a blue berol handwriting pen and a white glue stick. You will also need a 30cm easy to read and use ruler, a pack of colouring pencils and a pack of basic felt tips (no sharpies etc.) Please respect that fashion stationery is best kept for home, as it causes a lot of distraction for the children in class. Please name as much as possible, so items can be returned. The school will not accept any responsibility for items which are lost or stolen.

Year 6 Curriculum:

	Topic work	Science
Advent Term Autumn	<p><u>World War Two</u></p> <p>Within this unit, the children will learn:</p> <ul style="list-style-type: none">-To identify the causes of World War II-To identify the different phases in the Battle of Britain.-About the significance of RAF Uxbridge during the Battle of Britain.-To describe the experiences of child evacuees and the impact of WWII on women's lives. <p><u>Population</u></p> <p>In this geography unit, children will learn:</p> <ul style="list-style-type: none">-To understand the distribution of the global population.-To define birth and death rates, as well as understand the factors that affect them.-To identify the main push and pull factors that influence migration-To understand the impact that climate change can have on the global population <p>The unit will conclude with some fieldwork, in which the children will conduct research into how population affects pollution (particularly litter and noise).</p>	<p><u>Electricity</u></p> <p>In this unit the children shall be learning about electricity and will learn how to:</p> <ul style="list-style-type: none">-Associate brightness of a lamp or volume of a buzzer with the number of cells used in a circuit.-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.- Use recognised symbols when representing a simple circuit in a diagram. <p><u>Light</u></p> <p>In this unit the children shall be learning about light. They will:</p> <ul style="list-style-type: none">-Recognise that light appears to travel in straight lines.-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.

<p>Lenten Term Spring</p>	<p><u>What were the achievements of the early Islamic Civilisation?</u></p> <ul style="list-style-type: none"> - Pupils will study the main achievements of the early Islamic civilisation. - They will explore the reasons behind the rapid spread of Islam circa AD600. - They will find out what life was like in Baghdad during the 'Golden Age' and how it compared to life in Anglo-Saxon England. - They will examine the legacy of the early Islamic civilisation and how it affects lives today. <p><u>Energy</u></p> <p>By the end of the unit, children will understand why energy sources are important, understand the difference between renewable and non-renewable sources, know the main benefits and drawbacks of each energy source and know how energy sources are distributed.</p>	<p><u>Evolution and Inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Living things and their habitats</u></p> <p>Pupils will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Pupils will give reasons for classifying plants and animals based on specific characteristics.</p>
<p>Pentecost Term Summer</p>	<p><u>Mapping skills</u></p> <p>The children will be learning about the points of the compass as well as 4 and 6 figure grid references on Ordnance Survey maps. Children will devise their own fieldwork enquiry, including mapping a route to take.</p> <p><u>Unheard histories: Who should feature on the £10 bank note?</u></p> <p>This unit prepares the children for the challenges of KS3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.</p>	<p><u>Animals including humans</u></p> <p>Pupils will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Pupils will recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions.</p> <p>Pupils will describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Transition unit</u></p> <p>In this unit, the children will be consolidating the skills and understanding acquired throughout the year. They will carry out research and practical activities during this time.</p>

How to contact your child's class teacher.

- Send a note in with your child.
- Give the office a call and we will aim to get back to you as soon as possible, but please bear in mind we are in class most of the day, so it will be either at lunchtime or after the school day.
- Sending an email to year6@olopprimary.co.uk
- Please give us a few dates/times when it is convenient to meet and we will arrange a time with you as soon as possible.