

Welcome to Year 6!



Meet the Team

6 Ash

taught by Mrs Corbett
(kcorbett@woodlands.kent.sch.uk)

6 Aspen

taught by Mrs Cameron and Mrs Iwasko
(lcameron@woodlands.kent.sch.uk)
(iwasko@woodlands.kent.sch.uk),

6 Hawthorn

taught by Mrs Timms
(vtimms@woodlands.kent.sch.uk)

Mrs Anacleto (maths teacher),
Mrs Richards (music teacher),
and Mrs Brooks (French teacher) are
also vital parts of the Year 6 team.

TA team

Mr Beard, Miss Scott, Mrs Smith,
Mrs Leach and Mrs Sutherland.

Working together

- ▶ Children flourish when the adults around them work together.
- ▶ Please consider:
 - Comments made in front of children about staff or ‘the school’
 - Over-sharing of conversations had between adults
 - Derogatory comments made on social media - Whatsapp and open pages such as Tonbridge Mums
- ▶ Please come and speak to us in private.

Who do I go to?

- **The Class Teacher** should be your first person to discuss any concerns, queries or matters pertaining to your child
- **The Year Group Lead** can be brought in if it is felt any issue is not being dealt with effectively by the class teacher
- After these have been explored, members of the Senior Leadership Team can be contacted for support:
Mrs Tarrant-Blick: Inclusion/SEND/Safeguarding
Mrs Adams: Behaviour incidents/Attendance
- After these have been explored, or if it is related to **academic progress**, **Mr Burns, deputy headteacher**, can be contacted.
- If there still remains concerns, issues or matters to discuss, **Mrs Lonie, headteacher**, can be contacted.

The Year 6 Curriculum

► You will find the curriculum map and letter for Terms 1 and 2 on the Year 6 class page on the school website.

Welcome to our Curriculum Outline for the coming two terms.

English	Term 1	Term 2
	<p>Non-fiction- explanation An explanation generally answers 'how' or 'why' questions and includes causes, motives, reasons and justifications. The final writing outcome for this unit will be an explanation about an event in WW2 e.g. Dunkirk, The Battle of Britain.</p> <p>Narrative- Journey Tale The final writing outcome for this unit will be a narrative journey tale inspired by our model text called 'When the sky falls'.</p>	<p>Non-fiction recount-diary The final writing outcome for this unit will be a diary entry from the perspective of a fisherman rescuing the soldiers from Dunkirk beach inspired by the story 'My Uncle's Dunkirk'.</p>
Reading	Term 1	Term 2
	<p>Our class story for Term 1 is When the sky falls by Phil Earle. It's 1941 during the Second World War. While everyone else seems to be evacuated to the countryside, 12-year-old Joseph is sent from rural Yorkshire to stay with his gran's friend, Mrs F, in the city. She's a gruff, unfriendly woman and he's an angry boy who kicks out at everything and feels totally abandoned.</p> <p>Reading skill: Decoding/Word Reading: phonics; tricky words; alphabet; use of dictionary</p>	<p>In Term 2, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>
Maths	Term 1	Term 2
	<ul style="list-style-type: none"> Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integers Negative numbers Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts 	<ul style="list-style-type: none"> Order of operations Mental calculations and estimation Reason from known facts Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole
Science	Term 1	Term 2
	<p>In Term 1, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>	<p>In Terms 1 and 2, the children will be learning about the lead-up and causes to WWII. They look at the effect of the war on British life with a particular focus on life in Kent during this time, why Neville Chamberlain chose to appease Hitler before WWII, and why the Battle of Britain was the turning point.</p>
History	Term 1	Term 2
	<p>In Term 1, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>	<p>In Terms 1 and 2, the children will be learning about the lead-up and causes to WWII. They look at the effect of the war on British life with a particular focus on life in Kent during this time, why Neville Chamberlain chose to appease Hitler before WWII, and why the Battle of Britain was the turning point.</p>
Art	Term 1	Term 2
	<p>In Term 1, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>	<p>In Term 2, the art topic links with the children's learning in history. This year, the children will be creating emotive pieces linked with key events in WWII such as The Blitz. Children are introduced to new artists in every year group. By Year 6 they have also practised water colour washes, had experience of working with chalk and charcoal, have collaged and developed drawing skills which are all</p>
DT	Term 1	Term 2
	<p>In Term 1, research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p>	<p>In Term 2, the children will explore the question 'What does it mean to be a Muslim in Britain today?'</p>
RE	Term 1	Term 2
	<p>In Term 1, the children will explore the question 'is it better to express your religion in arts and architecture or charity and generosity?'</p>	<p>In Term 2, the children will explore the question 'What does it mean to be a Muslim in Britain today?'</p>
PE	Term 1	Term 2
	<p>Term 1 is indoor athletics and tag rugby. The tag rugby unit focuses on evading and tagging opponents, passing and receiving a pass at speed and attacking and defending skills.</p>	<p>Term 2 is basketball and gymnastics.</p>
Events	Term 1	Term 2
	<p>In September, the children will be encouraged to take on some extra responsibilities around the school. They will be given the chance to run for school council, become a house captain or become a member of the sports crew. They will also be taking on the role of peer mediators and playground pals.</p> <p>In Term 1, the children will take part in an evacuee day. They take part in a variety of activities, such as Make Do and Mend, Digging for Victory and cooking with rations. The day will be confirmed nearer the time.</p> <p>In Term 2, the children will be showcasing their learning and their beautiful artwork alongside singing some of the songs from WW1 and WW2.</p>	<p>In Term 2, the children will be showcasing their learning and their beautiful artwork alongside singing some of the songs from WW1 and WW2.</p>
Computing	Term 1	Term 2
	<p>In Term 1, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>	<p>In Term 2, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>
PSHE	Term 1	Term 2
	<p>In Term 1, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>	<p>In Term 2, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>
Music	Term 1	Term 2
	<p>In Term 1, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>	<p>In Term 2, the children will be studying 'Animals Including Humans'. They will identify the key parts of the human circulatory system and understand the role and components of blood. They will identify the job of the lungs and their important role in the body. At the end of the unit, they will understand the effect of drugs on the body.</p>

Year 6 Curriculum Map 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Non-fiction- explanation Poetry	Narrative- Warning Tale Non-fiction recount- diary	Non-fiction- persuasion Narrative- character flaw	Non-fiction- discussion	Non-fiction- newspaper reports Non-fiction- non- chronological report	Narrative-defeating the monster/ flashback Autobiography
Reading	Decoding/Word Reading: <i>phonics; tricky words; alphabet; use of dictionary</i>	Literal Understanding & Retrieval: <i>vocabulary; characters; settings; events; information; justify using text</i>	Inference: <i>prediction; sequencing events; summary; nuanced vocabulary</i>	Respond to text: <i>evaluation; response to author; authorial effect and intent; effect of vocabulary</i>	Revision of all reading skills covered so far: <i>Decoding and word reading Literal understanding and retrieval Inference Respond to text</i>	Fluency & Phrasing: <i>reading at 90% accuracy without overt segmenting and blending; automaticity; phrasing appropriate to meaning</i>
Mathematics	Place Value Addition, subtraction and multiplication	Fractions Position and direction	Decimals Percentages Algebra	Converting measures Perimeter, area and volume Ratio	Statistics Revision	Properties of shape Investigation and Problem Solving
Science	Animals including humans	Light	Living things and their environment	Evolution and Inheritance		Electricity
Computing		We are publishers	We are AI developers	We are connected	We are toy makers	We are advertisers
History	World War Two	World War Two		Black British History		
Geography			The United Kingdom (revisited)		Coasts	Coasts
Art		Tonbridge at War	Talking Textiles	Talking Textiles		

DT	Structures: Playground	Mechanical systems: Automated toys	Electrical systems: Steady hand game		Digital world: Navigating the world	Cooking and nutrition: Come dine with me
RE	Is it better to express your religion in arts and architecture or in charity and generosity?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?	What matters most to Christians and Humanists?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?
PHSCE	Staying safe e-Safety Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE and Outdoor learning	Indoor athletics Tag Rugby	Gymnastics Basketball	Handball Dance	Hockey Tennis	Rounders Athletics	OAA Trigolf
French	Set up a café <i>Cafe food and drink</i> <i>Menus</i> <i>Ordering food.</i>	French numbers <i>Asking and answering questions</i>	Animals <i>Non-fiction.</i> <i>Adjectives</i> <i>Verbs</i> <i>No.s to 100</i>	Our School <i>School subjects</i> <i>Time</i> <i>Introducing places</i> <i>Likes/dislikes Landscapes</i>	Our School <i>School subjects</i> <i>Time</i> <i>Introducing places</i> <i>Likes/dislikes Landscapes</i>	The world around us <i>Continents/weather</i> <i>French speaking countries</i>
Music	Songs from WW II Introduction to the Blues	Composing Blues Songs WW II songs	BBC Ten Pieces Composition on a theme	Music Technology using iPads	Ceremonial music	Production Songs
Proposed Trips		Evacuee Day	Safety in Action ADAD	Primary Futures		Residential Trip
End of Topic Piece	WW2 artwork	Evacuee Day		Finished felt animal		End of Year Production
Growth mindset	The effect of different types of feedback	Identifying barriers to learning	Overcoming barriers to learning	Reflecting on the opinions of others	Responding positively to mistakes	Helping younger children within the school
Values	Empathy Perseverance	Diversity Tolerance Compassion	Awareness and respect of the world around us.	Inspiration Fitness Motivation	Team work Respect	Courage Optimism Creativity Passion

Reading

- ▶ At Woodlands, we **love** reading.
- ▶ It builds the foundations for writing, introduces children to new vocabulary, gives them confidence and opens up the whole curriculum, as well as a world beyond school.
- ▶ Above all, reading brings enjoyment.
- ▶ In order for children to fall in love with reading, we ensure we give them time in school to explore and read new books.
- ▶ Our library and our class reading corners are home to a range of high-quality fiction and non-fiction.
- ▶ Each year group has specially selected **high-quality**, age-appropriate texts which we call our '**Star books**'; we encourage children to read these for challenge, inspiration and enjoyment.

Our two book approach

Our two book approach is a critical feature of our strategy to teaching children to read well and fostering a love of reading

Read aloud books

The Read aloud book develops fluency and it is essential that the child reads these aloud frequently, at home and at school.

- The purpose of Read Aloud books is to develop word reading and fluency, which are both critical phases in all children becoming confident and competent readers.
- Parents should listen to their child read these books to them as often as possible.
- These books have been chosen by the child's teacher to closely match their reading level. Children should be able to read to 90-95% of the words in these books. That does not mean it is too easy for them. Texts which children struggle to read do not help improve their reading. If the child is unable to read more than 1 or 2 words on the page, then the text is too difficult for them and should be changed. By being able to read the words, they can concentrate more on their fluency and understanding the meaning of the words.
- In KS1, children will have the same reading book on more than one occasion because evidence shows that repeated reading improves decoding, fluency and comprehension.

Woodlands selection books

The Woodlands selection books are additional books that children have chosen to develop their love of reading.

- Read Aloud books develop specific reading skills matched to the child's reading level. However, we believe it is essential to harvest a passion for reading by allowing children to choose books that excite and interest them – the Woodlands selection books are crucial for this.
- These books will come from the child's classroom or the library.
- Some of these books may be above the child's reading ability, particularly for the younger pupils. Therefore, they may require adult support to read them.
- Parents can read these books to or with children, from Reception to Year 6 – children are never too old to be read to.
- Exposure to more challenging texts introduces new vocabulary, story structures and more complex themes.
- Each year group has a set of Star books – these are suggested texts for children to explore new authors and genres.

Book talk exposes children to new vocabulary. By 5 years old, a child never read to will have heard 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

Star books (suggested reads)

- ▶ Tom's Midnight Garden- Pippa Pearce (1958)
- ▶ Carrie's War- Nina Bawden (1973)
- ▶ The Nowhere Emporium- Ross MacKenzie (2015)
- ▶ Cosmic- Frank Cottrell Boyce (2008)
- ▶ Wonder- R.J Palacio (2012)
- ▶ Clockwork- Phillip Pullman (1996)
- ▶ Skellig- David Almond (1998)
- ▶ Coraline- Neil Gaiman (2002)
- ▶ A Monster Calls- Patrick Ness (2011)
- ▶ There's a Boy in the Girl's Bathroom- Louis Sachar (1987)

How to support your child

- ▶ Listen to your child read **every day** - even if it's 5 or 10 minutes.
- ▶ Read to your child **every day** - even if it's just a paragraph or a page.
- ▶ Talk to them about what they are reading **every day**.
- ▶ Let them see **you** read frequently, whether it's a book, newspaper or magazine. If children see adults absorbed in and enjoying reading, they will see it as a **normal** part of grown-up life.

Writing

- ▶ Expectations for writing are high in Year 6
- ▶ At Woodlands, we aim to provide exciting writing opportunities, time for purposeful practice and effective feedback. We base our lessons on an approach called ‘Talk for Writing’ that takes children through three stages.
- ▶ We teach grammar and punctuation within our English lessons and in three further half hour slots a week.
- ▶ We teach new vocabulary explicitly every day. Our vocabulary goal is to use lots of active practice to build word knowledge. Each day we have a word of the day that requires children to use and apply their new words in fun ways.

GPS glossary

- ▶ We have supplied a GPS glossary which is available on our website under the resources tab and on the Year 6 page.
- ▶ [The national curriculum in England - Glossary \(woodlands.kent.sch.uk\)](http://woodlands.kent.sch.uk)

Term	Guidance	Example
active voice	An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u>).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>

Spellings



The National Curriculum states that “pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.” We know that spelling can be tricky for many of our children!

At Woodlands this year, we will be using **Spelling Shed** to support us in delivering engaging, progressive and effective spelling lessons that meet the aim stated above.

Spelling Shed is also accessible from home and is designed for your child to practise spellings independently.

Spellings will be tested every Friday.

Spelling homework

Your child will be given login details to take home

How to use Spelling Shed at home:

- ▶ Access Spelling Shed by clicking [EdShed](#) or by scanning the QR code on your child's login details.
- ▶ Click 'School username' and enter the login details.
- ▶ Click 'Assignments' and follow the on-screen instructions.
- ▶ Once completed, your child's class teacher will automatically receive feedback.
- ▶ Assignments will be set on a Friday based on the spellings or rule your child is learning in school. They need to be completed by the following Friday when your child will be tested.
- ▶ In addition to assignments set by the teacher, your child can practise their spellings with a range of activities and games, as well as grammar, punctuation and maths. Please encourage practice for at least 10 minutes a day, 5 times a week.

Your child will also bring home a login for 'Sir Linkalot' to access further games and resources. This is particularly good for tricky red words and National Curriculum orange words. You can download the app for free or click here: <https://www.sirlinkalot.org/>



Maths

- At Woodlands, we believe in a **mastery curriculum** where *all* children can learn *all* things.
- We work to ensure that mathematical concepts are presented to the children in a way that allows the children to understand mathematical structures securely.
- This means they can build fluency, solve problems and make connections within the maths skills they are learning.
- We are supported by Mrs Anacleto for maths.
- Times tables are still important and we test every day!
- We follow the White Rose overview.

We follow the White Rose Maths overview for Year 6.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>		<div>Number</div> <div>Addition, subtraction, multiplication & division</div> <div>VIEW</div>				<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Geometry</div> <div>Position & direction</div> <div>VIEW</div>		
Spring term	<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Percentages</div> <div>VIEW</div>		<div>Number</div> <div>Algebra</div> <div>VIEW</div>		<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>	<div>Measurement</div> <div>Perimeter, area & volume</div> <div>VIEW</div>		<div>Number</div> <div>Ratio</div> <div>VIEW</div>		<div>Consolidation</div>
Summer term	<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Properties of shape</div> <div>VIEW</div>				<div>Consolidation & themed projects</div> <div>VIEW</div>					

Maths

Help sheets are available on our website.

ADDITION



Tips for adding:

- Label the columns H/T/1s
- Understand the value of thousands, hundreds, tens and ones.
- Use 'exchanging' when you carry over to the tens.
- Start with the biggest number.

Resources I can use to help:

Use cereal as counters, numicon, dienes, hundred squares, draw dots (ones) and lines (tens) to represent the numbers, practice reciting the multiples.

Addition Stages

- Counting objects
- Using a numberline
- Expanded Method
- Column Addition

DIVISION



Tips for dividing:

- Every time we learn to divide, we should refer to it as the inverse of multiplication
- Therefore, when we learn division facts we should also learn the multiplication. E.g.
 $3 \times 2 = 6$ $2 \times 3 = 6$ $6 \div 3 = 2$ $6 \div 2 = 3$
- Understand the value of thousands, hundreds, tens and ones.
- Divide by 10, 100 and 1000 by using your place value.

Resources I can use to help:

Use cereal as counters, numicon, look for arrays in every day life, dienes, hundred squares, draw dots (ones) and lines (tens) to represent the numbers, practice reciting the multiples.

Division Stages

- Arrays
- Repeated Subtraction
- Chunking
- Bus Stop
- Long Division

MULTIPLICATION



Tips for multiplying:

- Every time we learn to multiply, we should refer to it as the inverse of division.
- Therefore, when we learn multiplication facts we should also learn the division. E.g.
 $3 \times 2 = 6$ $2 \times 3 = 6$ $6 \div 3 = 2$ $6 \div 2 = 3$
- Understand the value of thousands, hundreds, tens and ones.
- Divide by 10, 100 and 100 using your place value.

Resources I can use to help:

Use cereal as counters, numicon, look for arrays in every day life, dienes, hundred squares, draw dots (ones) and lines (tens) to represent the numbers, practice reciting the multiples.

Methods your children will learn...

Multiplication Stages

- Arrays
- Repeated Addition
- Grid Method
- Column
- Long Multiplication

SUBTRACTION



Tips for subtraction:

- Label the columns H/T/1s
- Understand the value of thousands, hundreds, tens and ones.
- Use 'exchanging' for hundred/tens when you need to go next door!
- Subtract the smallest number from the biggest.

Resources I can use to help:

Use cereal as counters, numicon, dienes, hundred squares, draw dots (ones) and lines (tens) to represent the numbers, practice reciting the multiples.

Subtraction Stages

- Counting objects
- Using a numberline
- Expanded Method
- Column Subtraction

PSHE

- ▶ At Woodlands Primary School, we have introduced a whole school PSHE scheme called **Jigsaw**. Jigsaw combines **PSHE, emotional literacy, mindfulness, social skills and spiritual development**.
- ▶ There are six Puzzles (half-term units of work), each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (in order from September to July), allowing for **whole school** themes and the end of Puzzle product which is displayed for KS1 in Acorn hall and KS2 in Oak hall. Each year group is taught **one lesson** per week and all lessons are delivered in an **age- and stage-**appropriate way so that they meet children's needs.

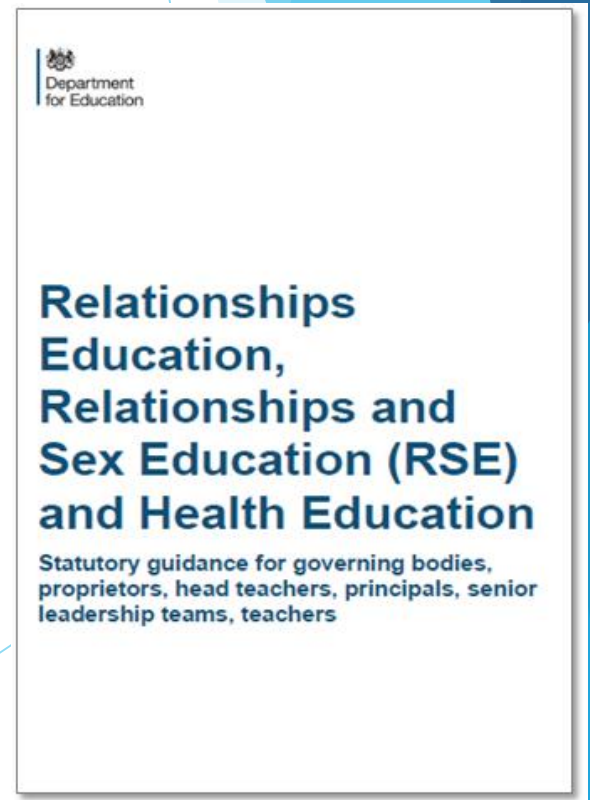
RSE



In 2017 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education **statutory** from Sept 2020.

- RELATIONSHIPS EDUCATION IS COMPUSLORY
- HEALTH EDUCATION IS COMPULSORY
- But Sex Education is at school's **discretion**
- Jigsaw teaches using a **spiral based curriculum** which **builds on the knowledge** acquired from prior years. All teaching is tailored to the age and stage of the children.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE”. NOT from Relationships or Health Education.



Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

P.E

- ▶ Please can all children come to school in their full PE kit on the days that they will be doing PE.
- ▶ Year 6 PE days: Tuesday and Wednesday
- ▶ Remember long hair needs to be tied up and earrings removed.
- ▶ In winter, please provide a track-suit and a hat 😊 - unless the rain is torrential or playground too icy we WILL be outside!

Computing

- ▶ In an [ever-changing environment](#), we recognise the importance of keeping up-to-date with the needs of the children. We, therefore, regularly revise and improve our E-safety provision to meet those needs.
- ▶ Children will learn (at an age appropriate level) how to keep themselves [safe online](#).
- ▶ Please monitor the time and access that your children have from home.

It's essential to be realistic - banning the internet or technology will not work and it often makes a child less likely to report a problem. Education around safe use is essential.

- ▶ Please visit the [online safety guide](#) we have on the website under the resources tab for more information.

Homework in Year 6

- ▶ The Year 6 children will use their new planners to log their homework each week.
- ▶ These planners should be brought into school every day.
- ▶ This space is a great way for children and parents to access important weekly messages, homework tasks, spelling words/ test dates, Times Tables Rockstars battles and much, much more.
- ▶ We do not expect families to have to print anything. We will provide copies of the tasks.
- ▶ All homework is due in on the following Tuesday.

Trips, Visits and other events.

- ▶ This year, we are hoping to take the children on trips to really engage them in the topics and enhance their learning. Below, you will see a **provisional** outline of our intended trips and visitors for the next year:
- ▶ Term 2- Evacuee Day, WW2 trip (TBC)
- ▶ Term 4- Safety in Action
- ▶ Term 5- ADAD (in school)
- ▶ Term 6- PGL week long residential

PGL

- ▶ We would like to take this opportunity to remind you that the 2024 PGL trip to Barton Hall in Devon will take place from **Monday 1st July to Friday 5th July 2024.**
- ▶ If you have already made payments towards this trip - as most of you have - we assume you have given permission for your child to attend the trip and we will proceed on that basis.
- ▶ There will be a parent information meeting where you will receive all the details about the trip including timings, transport, catering, excursions, sleeping arrangements and medical requirements and you will also have the chance to ask any questions.
- ▶ **Please note that the full and final payment will need to be paid by April 1st 2024.**
- ▶ If you have any questions please do not hesitate to contact **Mrs Corbett.**

SATs

- ▶ This academic year, the SATs will take place **between Monday 13th May 2024 - Friday 16th May 2023**
- ▶ Over this period pupils will sit **6 different tests**, with English normally taking place at the beginning of the week and maths at the end.

Any Questions ?

