

Year Six - 2022-23


The Team

Miss K Gillett
kirsty.gillett@godstone.surrey.sch.uk

Miss W Dowson

Miss E Hellier (Tuesday PM)






Our School Day

- Drop off: 8.40 am - 8.50 am
- Break: 10.55 am - 11.10 am
- Lunch: 12.20 pm - 1.10 pm
- Pick up: 3.20 pm

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.00	Early Morning Work Reading for Pleasure	Early Morning Work Maths Focus	Early Morning Work Grammar Focus	Early Morning Work Handwriting	Early Morning Work Wellbeing Focus
9.00-9.30	Assembly	GPAS	Reading	Reading	Spelling Test/Homework
9.30-10.55	Reading & English	Spelling & English	Spelling & English	Spelling & English	Physical Education
10.55-11.10	Break	Break	Break	Break	Break
11.10-12.20	Arithmetic & Maths	Arithmetic & Maths	Arithmetic & Maths	Arithmetic & Maths	Arithmetic & Maths
12.20-1.10	Lunch	Lunch	Lunch	Lunch	Lunch
1.10-1.20	Maths – Flashback	Religious Education	Maths – Flashback/Library	Maths – Flashback	Maths – Flashback/Reasoning
1.20-2.05	Art/DT		Geography/History	Science	English
2.05-2.45	French	Physical Education	Handwriting and GPAS	PSHE	Computing
2.45-3.00	Handwriting	Oracy Assembly	Core Values Assembly	Singing Assembly	Celebrations Assembly
3.20	Home	Home	Home	Home	Home



School Council and Parent Reps

<i>School Council</i>	<i>Parent Reps</i>
	<i>Sarah Patience</i>
	<i>Suzanne Butts</i>

Assessment

Children will be teacher assessed in all curriculum areas.

In addition to this, they will sit the Standard Assessment Tests (SATs). The key stage 2 tests are timetabled for Monday 13th May 2024 through to Thursday 16th May 2024.

Children will sit tests in:

- Reading (1 paper)
- Maths (3 papers: arithmetic 1, reasoning 2 and reasoning 3)
- Spelling, punctuation and grammar (GPAS) (2 papers)



SATs

Due to the fact that the children are to sit the SATs in May, it is very important that we prepare the children so that they have the best chance of achieving their potential. Therefore, the children will be doing a variety of assessments throughout the year.

Below are the dates where the children will take part in mock SATs assessments:

- Autumn 2 - w.c. 27.11.22
- Spring 2 - Early February (TBC)

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- 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. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

English

- ➔ English is taught in 3-week units
 - 1. Imitate 2. Innovate 3. Invent
- ➔ Weekly independent writing with a clear focus
- ➔ High quality texts
- ➔ Reading for writing and pleasure
- ➔ Performance poetry (by heart)
- ➔ Reading writing aloud to edit
- ➔ Grammar and spelling focus

English

<p>Year 6</p>	<p>Fiction – Contemporary – Oliver Twist</p>  <p>Non-Fiction – Recount – Oracle Bones from the Shang Dynasty</p> 	<p>Fiction – Suspense and Mystery – The Extraordinary Colours of Auden Dare</p>  <p>Non-Fiction – Instruction – How to Conduct “Science Experiments”</p> 	<p>Fiction –Adventure – Ice Trap!</p>  <p>Non-Fiction – Persuasion – A Visitor’s Guide to Ancient Greece</p> 	<p>Fiction – Contemporary – The Railway Children</p>  <p>Non-Fiction – Discussion – Who are Britain’s National Parks for?</p> 	<p>Fiction – Adventure/Historical – Letters from the Lighthouse</p>  <p>Non-Fiction – Non-Chronological Report – The British Empire</p> 	<p>Fiction – Poetry – Overheard in a Tower Block</p>  <p>Non-Fiction – Explanation – Climate Change</p> 
----------------------	--	---	---	--	--	---

Reading

- A love of reading is the biggest indicator of future success
- Reading for 20 minutes each day
- Record date, book, pages read from and to, and a comment in their homelink books
- Can be completed by parent/ carer or child
- Children who read at least three times in one week will be entered into the weekly Reading Raffle prize draw to be in for a chance to win a new book



Spelling

- Using Spelling Shed
- 1 hour weekly
 - Session 1: Revise and Introduction (15 minutes)
 - Session 2: Main Teaching Input (20 minutes)
 - Session 3: Independent and Consolidation (25 minutes)
 - To include weekly spelling test on Friday
- Learning spelling rule with 10 example spellings
- Online game element
- 3 online game plays each week
- Replaces 'Look, Say, Cover, Write and Check' sheet

Maths

	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	<p>Number</p> <p>Place value</p> <p>VIEW</p>	<p>Number</p> <p>Addition, subtraction, multiplication and division</p> <p>VIEW</p>					<p>Number</p> <p>Fractions A</p> <p>VIEW</p>	<p>Number</p> <p>Fractions B</p> <p>VIEW</p>	<p>Measurement</p> <p>Converting units</p> <p>VIEW</p>			
Spring term	<p>Number</p> <p>Ratio</p> <p>VIEW</p>	<p>Number</p> <p>Algebra</p> <p>VIEW</p>	<p>Number</p> <p>Decimals</p> <p>VIEW</p>	<p>Number</p> <p>Fractions decimals and percentages</p> <p>VIEW</p>	<p>Measurement</p> <p>Area, perimeter and volume</p> <p>VIEW</p>	<p>Statistics</p> <p>VIEW</p>						
Summer term	<p>Geometry</p> <p>Shape</p> <p>VIEW</p>	<p>Geometry</p> <p>Position and direction</p> <p>VIEW</p>	<p>Themed projects, consolidation and problem solving</p>									



School Trips -
Year 6 Residential - High Ashurst





PE

- *This half term PE will take place on Tuesday afternoons and Friday mornings.*
- *Please ensure that your children have their hair tied back and any jewellery removed.*

Half-termly Overviews

- ➔ Sent home at the beginning of each half-term
- ➔ Details what the children will be learning about in each subject

Year 5 Class Half-Termly Overview Autumn 1 – 2023

English

This half-term, our theme is *Trickily and Beyond*. We will be looking at myths and legends of animals in our own culture and using *A Galaxy of Ho-Orms: Amazing Tales of Women in Space* by Libby Baker as our main high quality text. In our fiction unit, we will be reading the adventure story *The Sun of the East* by Greg Mortenson. Children will have the opportunity to learn and apply a variety of writing and reading skills during this topic. Please ensure your child reads for a minimum of 20 minutes each day and record their comments in their reading diary.

Spelling

Spelling Shed returns! In place of the Look, cover, write and check sheet, children will be expected to play three games on their Spelling Shed account. There will be opportunities to play the game in school each week. Children can also play at home or try to beat the leader board and become our 'Speller of the Week'! Our spelling this half-term are based around common spelling rules. These words are available in our year 5's Spelling Shed account (open details in the front of their homework book), in their homework book and on ClassDojo for you to use to support your child. We will also be looking to identify their use in the children's writing. Spelling tests will take place on Friday morning. We will then continue next week's spelling for the children to take home and practise over the next week. Results will be written on their homework book.

Maths

In maths, we will use the White Rose Maths scheme. Our focus this half-term are place value, addition and subtraction, and multiplication and division. We will be practising arithmetic daily with a weekly test every Friday. As always, high importance will be placed on quick and accurate recall of times tables and related division facts up to 12 x 12.

Science

This half-term, our science enquiry will focus on Earth and Space. We will be learning to describe the movements of celestial bodies; researching the size and distance between celestial bodies in our solar system; using the size of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky; and using data to draw conclusions about the Sun at different times of the year.

Art and Design

Our first unit of work will focus on architecture. The children will learn how to draw from observations, create a grid and draw from different perspectives. They will also learn about the role of an architect and will be challenged to consider why houses look the way they do and if there is scope to change and improve them. We would like to make this unit more personal to the children by using an image of the front of their own home as a family member such as a grandparent, aunt or uncle for example. To help us personalise this unit for your child, please send a photo of your chosen home via ClassDojo or a good quality photograph in their homework book. We will need to be able to print the photo in A4 or a good quality image would be needed of the front aspect of the house as straight on as possible.

History

Our enquiry for this half-term is *Why did the second World War change the way they lived?* We will be learning all about their history, culture and traditions and looking at the influence they have had all over the world to the present day.

PE

We will return to having PE on a Monday and a Thursday. Please ensure children come into school in PE kit on these days. During these sessions, the children will be learning about key skills associated with gymnastics and tag rugby.

French

This year, French will be taught using a new scheme. In order to smoothly transition to our new French scheme, we have five catch-up units to build a solid foundation of essential knowledge and skills before proceeding to our standard units and lessons for Year 5.

Each of the catch-up units consists of selected lessons taken from a range of units in the previous year groups. This will support children in feeling confident and comfortable when approaching lessons that are more advanced.

RE

Our RE unit for this half-term is: *Judaism: What does it mean to be part of a synagogue community?* During this unit, the children will explore the concept of a synagogue community, using the letters which people are invited and are part of a community house of worship that serves as a place not only for liturgical services but also for assembly and study. They will learn about key features of a synagogue and investigate what they mean about Jewish beliefs.

PSHE

Our work in PSHE will focus around physical health and wellbeing as portrayed in the media. Children will be learning that messages given on food adverts can be misleading about the needs; and about how the media can manipulate images and that these images may not reflect reality.

Computing

In computing, we will continue to deepen our understanding of mice safely and be applying this in each and every computing lesson and all areas in which we assess the children. Our first computing unit for the year will be computing systems and networks - systems and networks. We will be developing understanding of computer systems and how information is transferred between systems and devices. The children will also take part in a collaborative online project with other class members and develop their skills in working together online.

If you have any questions, please contact me via ClassDojo, your child's homework book or at drop-off/pick-up.

Kind regards,

Ms Leadbeater
Year 5 Class Teacher

Homework

The homework overview will be sent out at the beginning of the term. Two of the tasks from the homework grid are compulsory and they will need to be brought into school to be marked.

On top of the two compulsory tasks, the following tasks are also compulsory:

- Spelling Shed for assignments (Spelling and Grammar)
- Marked sheet in maths booklet
- 10 minutes of TT Rockstars
- 20 minutes of reading each day

Homework club will take place on a Thursday lunchtime to further support children with the completion of their homework.

Reading Raffle Tickets

What are we hoping to achieve?

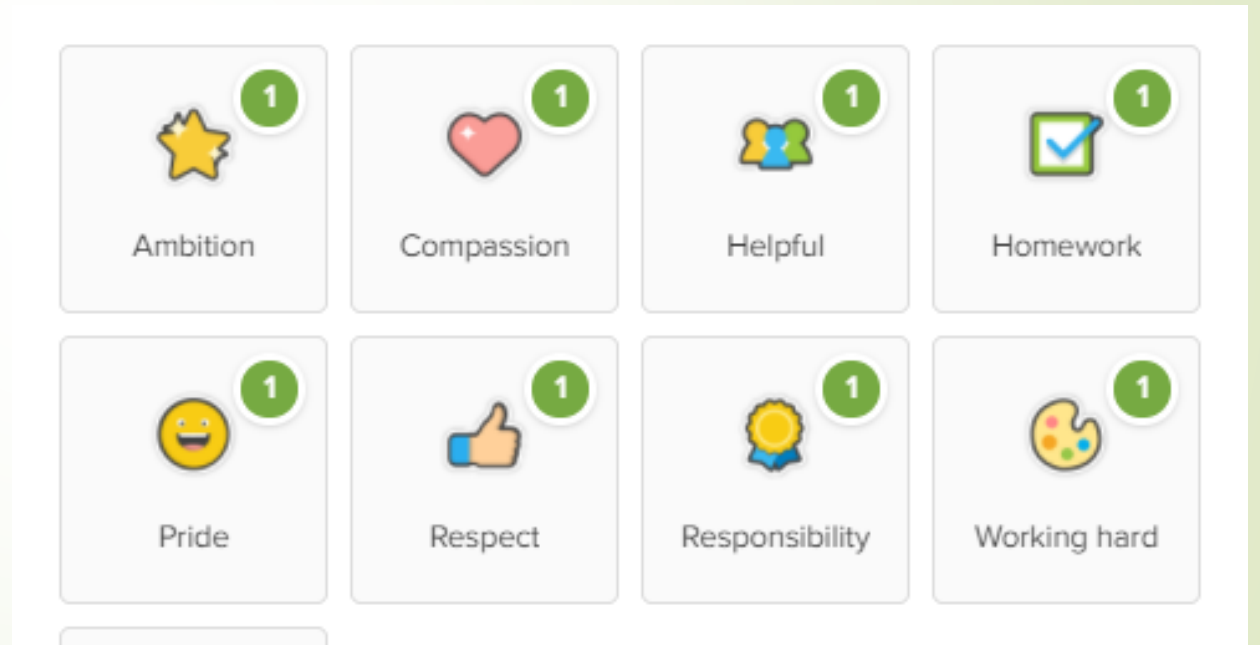
- To raise the profile of reading at GPNS.
- To increase the number of children who engage with reading outside of school.
- To create a 'love of reading' that goes beyond their time at GPNS.

How does it work?

- Read with your child at least three times a week and record it in their home-link book.
Every Friday, the children who have read at least three times that week will receive a raffle ticket and be entered into a prize draw.
- At celebration assembly, one raffle ticket will be drawn out and the winning child will receive a brand-new book to keep!

Class Dojo

- Positive behaviour recognition
- Communication
- Important announcements
- No private messaging function



How can you help?

- Reading a variety of texts with your child
- Supporting your child with completion of homework
- Helping them practise their times tables
- Making sure they are practising their spellings so that they can exceed in this area, which will benefit them in subjects across the board
- Playing educational games or games that encourage children to think in different ways
- If your child has a problem, encouraging them to speak to staff is really helpful and beneficial for the children.

Communication

- There are many ways you can communicate with the school, the main one will be through the home-link books, these are checked daily and a message will always be dealt with promptly and appropriately.
- However, if you would rather speak to someone, then a conversation can be organised. At the end of everyday, I will dismiss the children so I'm happy to have a conversation then.
- Via the chosen parent reps