

THE CHURCH
OF ENGLAND

SUFFOLK

Welcome to Year 6!

Who are the teaching team?

6JB Mr Baxter, Mrs Marsh & Mr Barker

6ES Mr Spence & Miss Slaughter

Daily routines – a typical day in our classrooms

08.40 Registration & morning work

12.00 Lunch

08.55 Collective Worship

13.00 Reading

09:15 Grammar/Spelling/Handwriting

13.30 Lesson 1

09.45 English

14.15 Daily Mile

10.45 BREAK

14.20 Lesson 2

11.00 Maths

15.10 Class Novel

15.20 Home-time

Curriculum

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Short children's story Poems that create images and explore vocabulary Extended third person narrative (character and settings) Autobiography Extended third person narrative (dialogue)		Persuasion Newspaper reports Balanced arguments Non-chronological reports		Explanation First person narrative Instructions Narrative poetry	
Maths	Place Value Addition, subtraction, multiplication and division. Fractions A Fractions B Converting Units		Ratio Algebra Decimals Fractions, decimals and percentages Area, perimeter and volume Statistics		Shape Position and direction Themed projects, consolidation and problem solving.	
Science	Energy: Circuits, batteries and switches	Energy: Light and Reflection	Living Things: Classifying big and small	Living Things: Evolution and Inheritance	Animals: Circulation and Exercise	Making Connections

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B+V	How do Christians show that Jesus is God Incarnate?	How does tawhid create a sense of belonging to the Muslim community?	How do questions about Brahm and atman influence the way a Hindu lives?	How do the Heroes of Faith encourage Christians today?	Should believing in the resurrection change how Christians view life and death?	Why do humanists say happiness is the goal of life?
History	What does the census tell us about our local area?		British history: What was the impact of WW2 of the people of Britain?		The Sikh Empire or Who should go on a banknote?	
Geography		Where does energy come from?		Why does population change?		Can I carry out an independent fieldwork enquiry?

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Craft and Design: Photo Opportunity		Drawing: Making my voice heard		Sculpture and 3D: Making Memories	
DT		Digital World: Navigating the world		Structures: Playgrounds		Textiles: Waistcoats
Computing	Online Safety					
	Data handling: Big Data 1	Data Handling: Big Data 2	Systems and Networks: Bletchley Park	Creating Media: History of Computers	Programming: Introduction to Python	Skills Showcase: Inventing a product

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of World War 2	North America: Instrumental Scheme	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leaver's Song
PSHE	Being in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Being me
French	At the school	The weekend	Planets	Irregular verbs	Healthy lifestyles	Me in the world
PE	Invasion: Football Invasion: Basketball	Gymnastics: Group work Invasion: Hockey	Gymnastics: matching & mirroring Dance	Invasion: Tag Invasion: Netball	Dance Invasion: Cricket	Striking and Fielding: Rounders Athletics: Competition

PE Routines

- Pupils will take part in running the Daily Mile. EXTREME weather conditions will be taken into account but we will run/walk in the rain so children will need coats.
- Year 6 will have indoor and outdoor PE on Tuesdays and Thursdays. Please send to school in PE kit.
- We advise children to bring in a spare set of clothes to change into incase of adverse weather conditions.

PE Routines



- Full NAMED PE kit needs to be worn to school on the class PE days.
- All jewellery, including earrings and FitBits, **must** be removed for PE.
- Long hair **must** be tied back.
- Information about PE kit can be found on our website.

End of Year Expectations

Government mandated year group expectations.

A guide for parents to know what we are working towards for the end of this year.

Mathematics

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply:
 - 4-digit by 2-digit
- Divide:
 - 4-digit by 2-digit
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.

Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
 - complex sentences with more than one subordinate clause
 - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.

Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.



Reading



Reading Routines:

We know that children who read voraciously make more progress. In Year 6 we will:

- Set a time for our children to read their chosen reading book to themselves.
- Aim to hear every child read at least fortnightly.
- Help children to select a 'best fit' book.
- Track children who seem to be struggling to finish a book.
- Check that children have read daily (Monday – Friday)

Accelerated Reader

- To track children we use the Accelerated reader software and reading records.

School Website Reading Page: <https://www.smpsac.org/reading-1/>

Handwriting

- As a school we have adopted a cursive handwriting style.
- In year 6, children cannot be awarded the 'expected' level of attainment unless their writing is joined and legible.



SATS - important dates!

Date	Exam
Monday 12 May 2025	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 13 May 2025	English Reading
Wednesday 14 May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15 May 2025	Maths Paper 3 (Reasoning)

**SATS information
event: January - date
TBC**

**DO NOT book
holidays during the
period!**

CGP Books



- As a school we have access to 50% off the cost of this pack.
- A letter will be going out to sign up to this offer.
- Be mindful of the deadline for ordering.

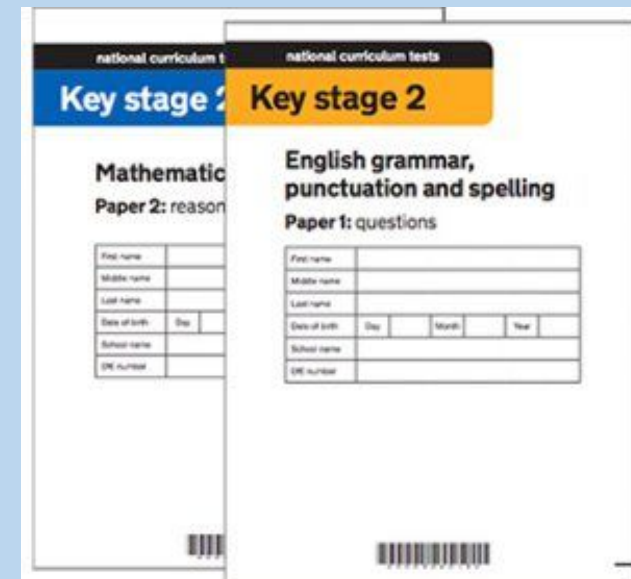
Home Learning

Year 6						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Mathletics SPAG Mat		

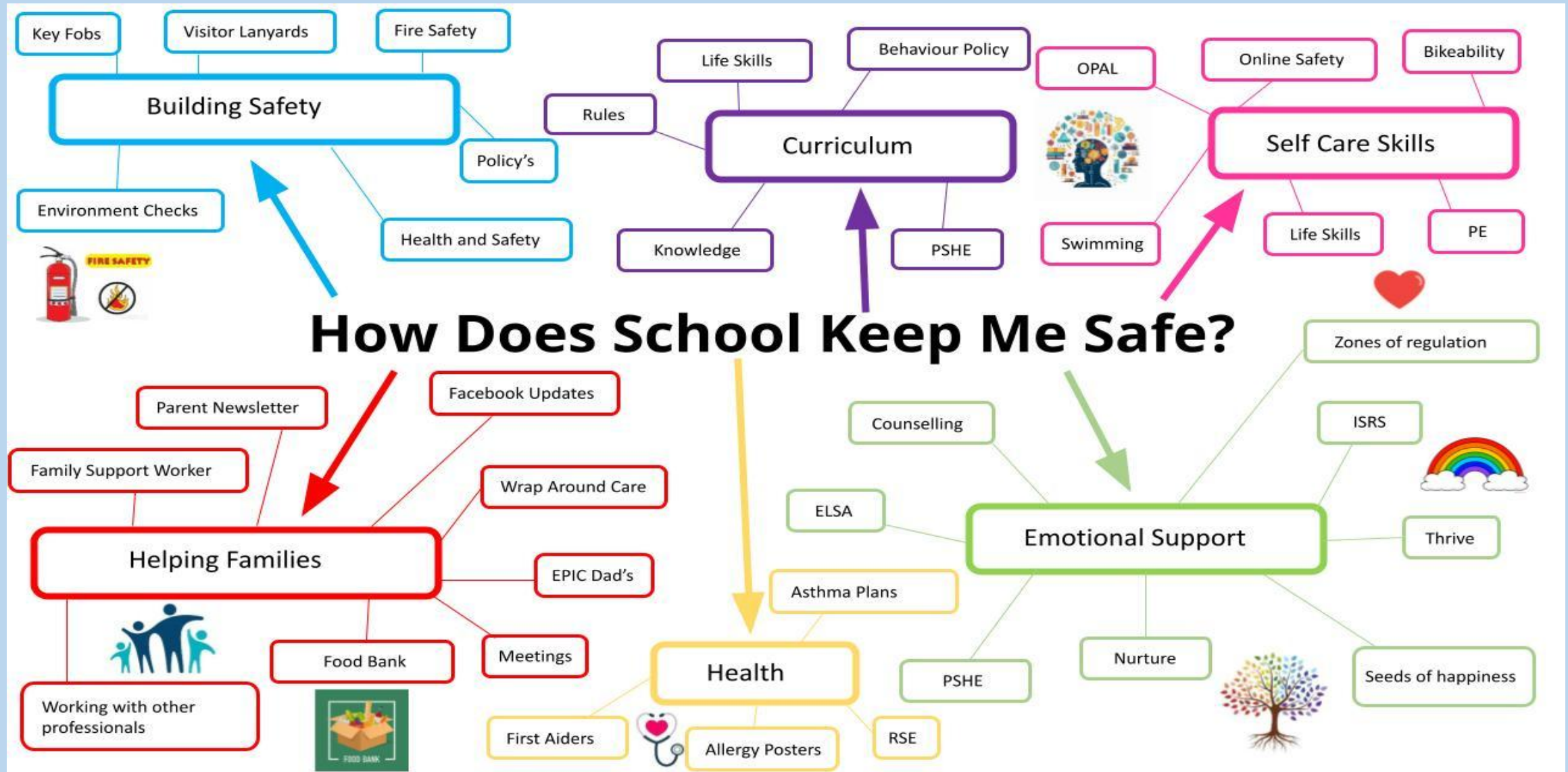
Your child's login information can be found in there reading diaries / book marks.

Assessment and reporting arrangements

Year 6	Nov	Dec	January	February	April	May	June
Assessments		SATs Practice		SATs Practice	Mock SATs	SATs	Writing and Science assessments
Parents Meetings	Parents Evening		SATs Information meeting Interim Reports	Parents Evening	Interim Reports		



Safeguarding



Lockdown / Fire Procedures

- This is not intended to alarm children.
- It is a legal requirement.
- It is part of our wider safety measures.



Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.
- We cover online safety in our PSHE and Computing lessons
- Free Online Safety course:
<https://beta.nationalcollege.com/library?sortBy=relevance&phase=15&q=online+safety+for+parents&amount=24>
- Link on our website:
<https://st-marys-church-of-england-academy.secure-primariesite.net/online-safety-1/>

What Parents & Educators Need to Know about

GROUP CHATS

On messaging apps, social media and online games, group chats are among the most popular ways that young people engage with their peers online. Involving three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they can be great for connecting with others, there are several risks posed by these tools.

WHAT ARE THE RISKS?

BULLYING

Teens are often trying to find their place in their social group. Unfortunately, group chats can sometimes lend themselves to unkind comments being shared freely, putting people down to make their peers laugh – often creating a vicious circle that encourages others to join in. Being bullied to publicly – in front of friends and acquaintances – can also amplify the hurt, embarrassment and anxiety that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways. For instance, starting a new group, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one person doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss events that exclude them – for example, sharing photos from a day out that they didn't attend.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by a child if they are part of that group, whether they actively engage in it or not. Some apps have features that cause messages to disappear after they're viewed, so children may be unable to report something they've seen, as it can only be viewed once or for a short time.

SHARING GROUP CONTENT

Group chats can feel more private and protected, allowing children to share inside jokes and video calls with a smaller group of friends. It's important to remember that while the chat's content is private between those in the group, individual users can easily share material with others outside of the group, or screenshot what's been posted. The risk of something a child intended as private becoming public is higher if there are strangers in the chat.

UNKNOWN MEMBERS

Within larger group chats, it's more likely for children to communicate with people they don't know. These strangers may be friends of the host, but not necessarily friendly towards everyone present. It's wise for young people to avoid sharing personal details and remember that they have no control over what others do with the material they send into the chat.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications they tend to generate. Every time someone sends a message, each member's device will be 'pinged' with an alert. This could result in hundreds of notifications a day. This is often highly distracting, and young people's fear of missing out (FOMO) can cause increased screen time as they try to keep up with the conversation.

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for young people to compete for social status. This could cause them to do or say things on impulse which could upset others. Help children consider how people might feel if they behave in this way. If the child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Ensure children understand the importance of not revealing identifiable details like their address, their school, or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their identity to gain a child's trust and serve their own ends – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure the child understands why they shouldn't add people they don't know to a group chat – and why they should never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If a child is in a chat where inappropriate content is being shared, advise them to block whoever sent the material, report that person to the host app or platform, and exit the group. If any of this content could put a minor at risk, contact the police. Emphasise that it's OK for children to simply leave any group chat that makes them feel uncomfortable.

SILENCE NOTIFICATIONS

Having a device bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of the group chat while disabling notifications – and that it would be healthier for them to do so, avoiding a situation where they could feel pressured to respond.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government concerning internet use and testing behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

What Parents & Educators Need to Know about

WHATSAPP

WHAT ARE THE RISKS?

EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's friend, requesting a money transfer because of a spurious 'emergency' – this is a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. Therefore, if a child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that the child might be added to a group chat or community (by one of their friends, for example) containing other people that they don't know.

CHAT LOCK

In 2023, WhatsApp introduced a feature that lets users lock their chats in a separate 'locked chats' folder, saved behind their phone's passcode, fingerprint or face ID authentication. They subsequently developed an additional feature – 'Secret Code' – where users set a unique password for their locked chats. Unfortunately, this function creates the potential for young people to hide conversations and content they suspect their parents wouldn't approve of (such as age-inappropriate material).

COMMUNITIES AND GROUPS

A community is a collection of related groups on WhatsApp. They can consist of thousands of users. Communities can often be used by scammers to target large groups, leading someone to click on their link or respond to their requests. In communities and groups, there are multiple ongoing conversations, which results in pressure to respond. Members – even if they are not each other's contacts – will be able to see any messages sent into the group.

VIEW ONCE CONTENT

The ability to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate material or abusive texts, knowing that the recipient can't re-open them later to use as evidence or misconduct. People used to be able to screenshot this disappearing content – but a recently added WhatsApp feature now blocks this, giving protection of privacy.

FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual, either.

VISIBLE LOCATION

WhatsApp's 'live location' feature was users share their current whereabouts, which can be helpful for friends meeting up or shared safety – but that their child is able to see where, for example, they are in a user's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

Advice for Parents & Educators

EMPHASISE CAUTION

Encourage children to treat unexpected messages with caution: get them to consider whether it sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

ADJUST THE SETTINGS

It's wise to change a child's WhatsApp settings to specify which of their contacts can add them to group chats without needing approval. You can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if a child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

DISCUSS GROUP CHATS

Make children aware that there could be members of a group that they don't know well and that words can be misinterpreted. Encourage them to leave a group chat if they're not enjoying it or if conversations turn towards bullying, and to respond to such situations in an appropriate way. Make sure they know that it's OK to leave a group chat if it makes them uncomfortable – or for any reason, in fact.

THINK BEFORE SHARING

Help children understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content that is user posts to be shared more widely, even publicly on social media. Encourage children to consider how an impulsive message or forwarding might damage their reputation or upset a friend who sent something to them in confidence.

CHAT ABOUT PRIVACY

Check in with the child about how they're using WhatsApp, making sure they know you only have their safety at heart. If you spot a 'locked Chats' folder, you might want to talk about the sort of content they've stored in there, why they're taking it, and why they want to keep these chats hidden. Also, if children send any 'view once' content, it could be helpful to ask them why.

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The National College

Behaviour policy

- Last year, we introduced a new, consistent, supportive and fair behaviour policy to ensure that our children feel safe and are able to learn, whilst also being supported to make the right choices.
- In our recent Ofsted inspection, inspectors were very impressed at the behaviour that they saw around school, both in lessons and at unstructured times such as playtime and lunch time. They recognised the impact that our behaviour policy and initiatives such as Opal play has had on our school improvement.
- This policy is available to view on our website. <https://www.smpsac.org/policies/>
- Parents are informed at an earlier stage when a child's behaviour begins to cause concern. We have found that early parental engagement and working together has been enormously beneficial in bringing children back on track and helping them to feel happier at school.

Behaviour policy

Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> Helping other pupils Caring for the environment without being asked. Going above and beyond in learning Hyper-engaged. 	<ul style="list-style-type: none"> Positive notes home. Phone calls home. Class rewards.
Good Behaviour	<ul style="list-style-type: none"> Generally following the school/ class rules. 	
Low level behaviour stage 1	<ul style="list-style-type: none"> Chatting instead of working Talking instead of listening to the teacher Shouting out Drawing instead of listening Getting out of the chair without permission Not sharing resources. Tipping chair 	<ul style="list-style-type: none"> <u>Non-verbal</u> reminder (e.g. hand signal or head shake) Verbal reminder
Low level behaviour stage 2 (less acceptable)	<p>Continued stage 1 behaviours</p> <p>Or</p> <ul style="list-style-type: none"> Throwing rubber/equipment Misusing resources Actively distracting 	<ul style="list-style-type: none"> Warning stage + verbal reminder Adult help to resolve issues. Move to another space in the class if appropriate Redirection Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 1 or 2 behaviours	<ul style="list-style-type: none"> Five minutes time-out in another classroom to reset. Positive re-start expected on return to class
Mid level behaviour stage 4.	<p>Continued stage 1 or 2 behaviours despite <u>five minute</u> time-out</p> <p>Or</p> <ul style="list-style-type: none"> Answering back Being rude Ignoring adult Defiance Other active disruption Hurting others Actively being unkind to upset others Inappropriate language 	<ul style="list-style-type: none"> 15 minutes time-out in another classroom Restorative conversation on return Miss next break to complete a <u>Reflection Sheet</u> and any missed work Parents by email (use letter template) or phone call Reflection Sheets put in folder
Challenging Behaviour stage 5	<p>Continued stage 1, 2 or 4 behaviours despite</p> <ul style="list-style-type: none"> Warning (stage 1) 	<ul style="list-style-type: none"> Spend the rest of the session (until the next session) in another class if this is on the same day.

	<ul style="list-style-type: none"> <u>Five minute</u> time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) <p>(during the same day or two incidents in one week)</p> <p>Or</p> <p>More challenging behaviour that is antisocial and causing considerable impact on the learning of others</p>	<ul style="list-style-type: none"> Missed break to complete reflection sheet and missed work Behaviour incident log started (look for patterns) Adjustments made as appropriate Parent informed about behaviour log using letter 2
Challenging Behaviour stage 6	<p>Continued stage 1, 2, 4 or 5 behaviours despite</p> <ul style="list-style-type: none"> Warning (stage 1) <u>Five minute</u> time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) Session spent in another class (stage 5) <p>(during the same day or two incidents in one week)</p> <p>Or</p> <ul style="list-style-type: none"> Leaving the classroom without permission Storming out and slamming doors Running away from adults Bullying Throwing book/ item in anger Disrespecting the school environment intentionally in anger Shouting at the adult Abusive behaviour to adults or children <p>Challenging behaviour that is antisocial and causing considerable impact on the learning of others.</p>	<ul style="list-style-type: none"> SLT support if required Child stays with SLT for remainder of the morning or afternoon working quietly alone. Parent meeting with Assistant Principal and teacher Report card started for 4 weeks. Reasonable adjustments & provisions made Assistant principal to observe in class. All incidents to be put onto <u>CPOMS</u> for four 'report and monitoring' weeks Removal of school privileges (trips / tournaments / activities / <u>residential</u>s) whilst on report card End of <u>four week</u> review with parents, teacher and Assistant Principal <p><i>If further incidents occur within the 4 week 'report and monitoring' period, Headteacher to internally exclude for remainder of the day and the following day.</i></p>
Challenging Behaviour stage 7 Dangerous behaviour	<ul style="list-style-type: none"> Not responding to SLT at stage 6 Continued stage 6 challenging behaviour following the four week 'report and monitoring' period or no improvement at end of four-week period. <p>Or</p> <ul style="list-style-type: none"> Dangerous behaviour 	<ul style="list-style-type: none"> Fixed term suspension. Intervention (time limited with objectives and regular reviews/ meetings with parents) Setting suitability discussed. Off Site Direction/ AP

Key points to note:

- Our first strategy is always to use positive praise, reminders, redirection and positive behaviour management strategies.
- Non verbal and verbal reminders are given when children are not following the school and classroom rules.
- (Stage 2) A warning is given when reminders have not resulted in improvement.
- (Stage 3) If there is still no improvement, pupils are asked to complete 5 minutes of reflection time in another class in order to reset. They are received positively when they return.
- (Stage 4) Continued disruptions or more challenging behaviour (mid-level behaviour) results in a 15 minute time-out in another class. Pupils will then be asked to complete a reflection sheet at break time and discuss the issues with their teacher. They may also be asked to complete any missed work. Parents will be informed of this time out either via email, telephone or a quick chat after school.
- (Stage 5) Repeated stage 4 behaviour in one week. Pupil spends the rest of the session (morning or afternoon) in another class to avoid further disruption and escalation. Parents will receive a standard letter to inform them of this.
- (Stage 6) More challenging behaviour such as running out of class or continued stage 2-5 behaviour despite will result in SLT involvement. A meeting will be arranged with parents via a letter. Privileges are removed for a four week monitoring period.
- (Stage 7) Pupil not responding to stage 6 or dangerous behaviour can result in a fixed term exclusion.

School Meals

We are relaunching school lunches with a competition for children to rename and design a logo for the Colour Café. Please sign up on Arbor to allow children to sample a school lunch meal on **Thursday 3rd October 2024**.



Free school meals

If you are in receipt of any form of benefits please follow the link or ask for the relevant form from the office.



<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-meals-uniforms-and-trips/apply-for-free-school-meals>

Class trips

Bletchley Park



Manor Adventure: Norfolk
Lakes



Meeting on **Tuesday 1st October 2024** to discuss residential.
Initial interest form <https://forms.gle/Q3UkSfQDLZe8ND8E6>

Important documents

If you are yet to return either your 'Arbor update form' or 'Collection authorisation forms' please return these as soon as possible.



Arbor



Secondary School Applications



All information regarding the 2025/2026 school year is now available on the Suffolk website, using the link below.

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places>

You must submit your application for a secondary school place before midnight on the closing date of **Thursday 31st October 2024**.

Any Questions?

If you would like to speak to one of us, please get in touch so that we can arrange a suitable time.

Email: office@smpsac.org