



School uniform

- Tie (please name it!)
- Green, white or black hair accessories
- Black shoes



Our expectations

Spellings

- There will be a test each week and new spellings will be sent home weekly. They will be sent home in a blue spelling book with activities for children to complete at home.

PE kit

- White t-shirt or green MP t-shirt, black shorts, black tracksuit for the colder weather and a change of shoes (pumps/trainers)
- PE days will change each half term - you child's class teacher will let you know when your child has PE.

Homework

- A homework grid will be sent home every term with a variety of activities for children to choose from which are linked to their topic.
- Children in Year 6 will also be set maths homework every week.

What will children need to bring into school?

- Packed lunch (unless they have hot dinners)
- A healthy snack for break time - only fruit or vegetables are allowed
- A named water bottle
- Indoor and outdoor PE kit
- They should keep their reading book and reading record in their bag
- All stationery will be provided by the school, so children do not need to bring any stationery from home

Reading for Pleasure
is the
single most important
indicator
of a child's future success.



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



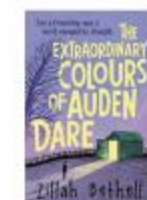
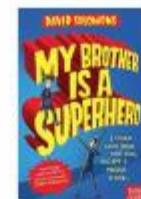
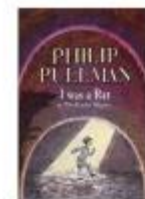
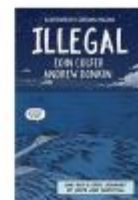
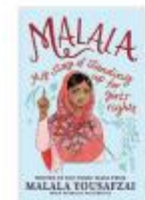
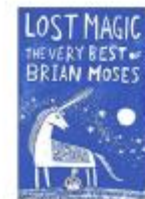
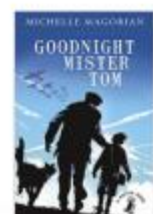
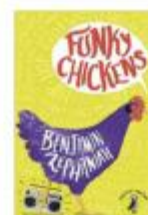
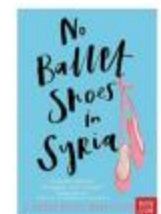
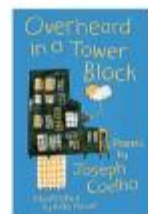
SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

50 Recommended Reads for... Year 6



Ways a Parent Can Help with SPELLING

1 Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2 Have your child spell the words out loud while you are in the car or in line at a store

3 Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4 If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5 Have your child write the words in alphabetical order or in order from shortest to longest

6 Play "Hangman" with your child using the spelling words. Make crossword puzzles and word searches with the spelling words for your child to solve

7 Combine spelling with physical activity. Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8 Keep a dictionary in your home and help your child look up unfamiliar words



Encourage your child to read!
Good readers are often good spellers.

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Year 5 and 6 Statutory Spellings

accommodate	cemetery	develop	frequently	mischievous	pronunciation	stomach
accompany	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	
category	determined	forty	marvellous	programme	soldier	

Year 6 expectations in English

Year 6 English expectations

Date and title underlined with a ruler.

Any mistakes need to be crossed out in pencil and then replaced.

Indent to start a new paragraph - do NOT miss a line!

If SP is written in the margin, you need to find the incorrect spelling on that line and correct it in purple polishing pen.

Rewrite and improve the highlighted section.

Neat, cursive handwriting.

Think for pinks need to be responded to in purple polishing pen.

If a think for pink sticker has been put in your book, you need to respond to it in purple polishing pen. Do not need leave this blank!

**Cherry Cottage
Littlewood Hiwood
Somerset
Devon
SE12 4PQ
5th December 1939**

Dear Mother,

Has London changed much? Are you okay? Has there been any bombing? Have you heard from ~~him~~ ^{since} he left for Germany? Don't worry too much about me. I'm safe and having fun here in the countryside - Devon. Every thing has been fine for me.

When I had to leave, it was the most painful thing I have ever had to do. Leaving you at Euston station was ghastly! All I wanted to do was stay with you in London. On the train, which was packed with evacuees, I cried the whole way, but fortunately I got a bit of sleep - but still was not enough as I had no energy during the day. Speaking of the train, it was all crowded and disgusting. While in the cabin, it was very hot and sweaty, along with that, it was very quiet and the only thing I could hear was the rumbling of the wheels and the whispering of the children. It was worse than I expected. I felt very sick, but to make the situation worse, there were children who actually threw up. Luckily there were some good things (closer to the destination) the scenery around us was beautiful, Shamrock-green, hake-green all types of green filled my eyes I gazed out the window. On the fields, I did

While hours and hours passed, the king and queen continued to ramble on about how they would rule the world. The people were appalled by the new king and queen's monarchist attitude. Almost unbelievably, a man hastily

Topic: Punctuation and Grammar **Year: 6** **Strand: English Curriculum**

Passive vs active sentences

In the majority of cases a sentence requires three elements: subject, verb and an object.

The man ate a cream cake.

subject verb object

Subject is normally the person or thing that is carrying out the action.

Object is normally involved in the action in some way.

Important note: In this area the object can be a person.

Passive voice often 'disguises' the agent and is not specific when it is important or preferable to be non-specific. Can be useful in suspense writing.

The tax was increased to cover the cost.

The tax is the subject. Increasing is the action.

Passive voice requires an auxiliary verb for example: is, was, will, are

Active voice makes it clear who has completed the action.

I will increase taxes to cover the cost

The raiser of taxes becomes the subject. The action is still done to the taxes.

Cheat tip:
If you can add 'by zombies' after the verb and it still makes sense, it's probably a passive sentence

Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Adverbial	A group of words that can function as an adverb
Antonym	A word that has the exact opposite meaning of another word
Bullet points	Organisation device used to list short phrases or items.
Ellipsis	Punctuation (...) that shows where words are left all or to create a cliff-hanger.
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Synonym	a word that means the same thing as another word.
Verb	A verb is the part of speech that indicates what something does, or what it is

Subjunctive Voice

The subjunctive is specific verb form used to express when something is wished rather than an actual situation. It is often used to express a desirable situation.

If I were you, I wouldn't climb that tree.

Auxiliary verb 'were' is used in the subjunctive, it is often confused with 'was'.

Year 6 expectations in maths

Year 6 Objectives

Number – number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Number – addition, subtraction, multiplication and division

Statutory requirements

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Statutory requirements

- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Algebra

Statutory requirements

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Number – fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{2} \div 2 = \frac{1}{4}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Statutory requirements

- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and proportion

Statutory requirements

Pupils should be taught to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement

Statutory requirements

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statutory requirements

Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Emotional and social development

Relationships & Sex Education (RSE)

Year 4 Early Adolescent 8-9	Year 5 Early Adolescent 9-10	Year 6 Early Adolescent 10-11
travels with greater speed through system and different parts of the to work in coordination with one few combinations.	Different start to emerge regarding maturity between boys and girls The Sub-cortex will start the pruning earlier in Girls as they start to become socially aware and mature	Last great pruning of the brain. As children, we overproduce the connections – synapses – between brain cells. During puberty the body carries out a kind of topiary snipping away some synapses while allowing others to strengthen. Over a few years, the number of synapses roughly halves, and the adult brain emerges.
to apply logic and reason as does their ability to focus they are able to concentrate on longer periods of time & begin to use resources prior to seeking adult help seek out peers for assistance. olds demonstrate more highly-thinking skills as well as the ability blems with creative strategies.	Attention span up to an hour or more. Enjoys doing research on topics of interest to them. Works well in groups and cooperates to work on projects or activities	Learning accelerates significantly during this period & able to tackle more complex material in maths, English and other subjects. Increasing ability to expand upon logic & abstract thinking yet loses this ability under stress (such as tests) & reverts back to concrete solutions. Increasingly self-aware in terms of knowing their own feelings, needs & worldview. Children therefore find it harder to respond positively to being ordered around.
derstand the concept of masking can vary their use of coping o deal with challenging situations. ractions, they may start to engage p, goal-setting, elaborate fantasy ssortment of interactive games. close friend is key developmental ment at this age	It becomes emotionally more important to have friends. Especially of the same sex. They become more aware of changes to their body and their self-image.	At this age they start thinking and sounding almost "grown-up" & have the language & cognitive ability to gather information and formulate well-organised opinions and thoughts. They will also be learning how to tackle negative peer pressure if self-esteem is strong. This period starts the bridge between child and emerging adult.
id for pleasure with books associated to May want to rely less on adult et be aware of them sharing their nts. Increase encourage them to find emotional & social problems. On line e restricted, none before bed time.	Children who feel good about themselves can resist peer pressure more so keep developing their sense of self-worth. Talk about their friends and challenges they are facing and help them develop strategies. On	Provide them time to play and express their childishness as well as engaging them in discussion about friends, society as well as world issues as their interest will be developing on all fronts. Look to encourage more autonomy regarding social and emotional interaction as you

Autumn Term - Rising from the Rubble



Learning for this term:

- Evacuation - Who? Where? When? Why?
- Who was Anne Frank?
- How did the night of The Blitz impact on Coventry.
- Which countries were involved in WWII?
- What was propaganda and how was it used during the war?
- How do we celebrate Remembrance Day?

Trips and visits

- Visit to Coventry Cathedral
- Remembrance Service at War Memorial Park

Make an Anderson shelter including a working light.

Use watercolours to create a scene from The Blitz.

Spring Term - Frozen Planet

Learning this term

- Using map skills to locate the polar regions and surrounding areas.
- Who was Robert Falcon Scott? Matthew Henson? Why are their stories so important?
- Learn about how animals have adapted to survive in their environment.
- Why and how did the famous 'unsinkable ship' sink?
- Inuit Art - Kenojuak Ishaveak
- The Titanic
- Learn all about the beautiful Aurora Borealis.
- **Polar Explorer visit**



Summer Term - The Kingdom of Benin

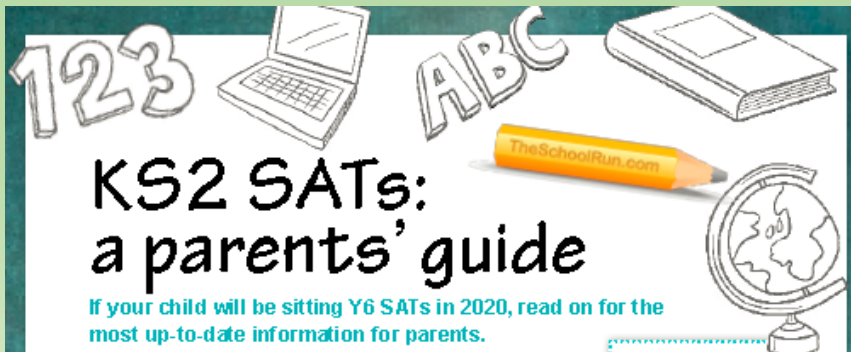
Summer 1 - SAT

- Revision in preparation for SATs testing.
- Week beginning:
MONDAY 8TH May 2023. A parent meeting with further information and resources to support your child will be delivered during Autumn 2



Learning for this term

- African style mask-making
- Who were the obas? How did they contribute to The Kingdom of Benin?
- Practise your cooking skills by cooking some tradition African soup on our campfire.
- Learn all about different trades.
- Be inspired by the music of Africa and create your own compositions.



Secondary school transition

Apply online at
www.coventry.gov.uk/schooladmissions

Key facts about the application process

- The application process starts from 1 September 2019
- You must make your application before the closing date of 31 October 2019
- Coventry residents are encouraged to apply online at:
www.coventry.gov.uk/schooladmissions
- Otherwise visit your local primary school for an application form
- Parents must apply for a school place through their Local Authority (the city where you live)
- Non-Coventry schools can be listed on your application
- Even if you already have an older child at the school you must still apply for your younger child.
- You **should** list 3 schools in order of preference
- If you live within a school catchment area you have more chance of your child being offered a place at that school. However living within the catchment area does not guarantee a place at that school as there may be more applicants than available places to allocate.

Please be aware that there is a high birth year for September 2020 which will mean more demand for places. Please ensure you submit your application by the closing date 31 October 2019 as there will be limited spaces available for late applications.

Apply online at
www.coventry.gov.uk/schooladmissions

School Open Days

Do take the opportunity to visit schools, as it will help you make the decisions for your child when the application process starts. Details of open days are on the website www.coventry.gov.uk/schooladmissions

If you write to us or if you submit information to support an online application, please remember to include your child's full name and date of birth.

You will need to remember your login details on offer day. Make a careful note of them here, noting exactly how you entered them e.g. if you used capital or lower case letters.

Your own online record

Username

Password


For information and advice go to www.coventry.gov.uk/schooladmissions

If you find this leaflet difficult to understand and would like help reading it; please ring the Admissions Team on 024 7697 5445



If you need help with translating it, please ring the Ethnic Minority Achievement Service on 024 7697 5491.

Starting Secondary School in September 2020

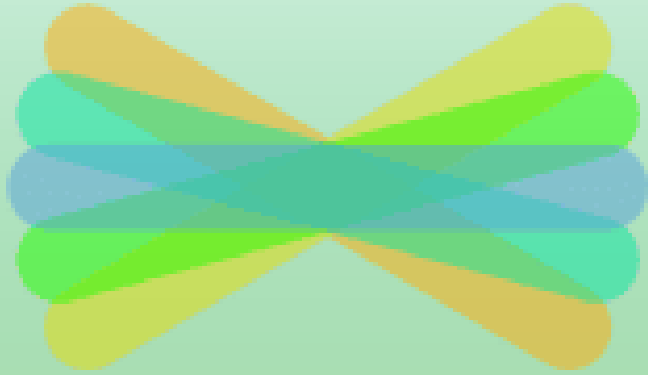
Apply online at
www.coventry.gov.uk/schooladmissions
by 31 October 2019



Apply by 31 October 2019

  www.coventry.gov.uk/schooladmissions

- Application deadline 31st October 2022
- Apply via:
<https://www.coventry.gov.uk/schooladmissions>
- Transition visits and meetings



Seesaw

Keep up to date with
your child's learning by
connecting to Seesaw.

If you are not yet
connected, let your
child's class teacher
know.