

Year 5 & 6 Parents Information



AUTUMN TERM
2024

What we will cover:

- ▶ Transition to Year 7
- ▶ Curriculum overview
- ▶ Behaviour expectations
- ▶ SATs/ Booster/ Homework
- ▶ How you can help

Transition to Year 7- Quick reminder

- ▶ The deadline for application is **31.10.24**
 - ▶ **Apply through Lambeth**
 - ▶ If you are having any problems please contact **office@vauxhallprimary.org.uk**

Transition to Year 7

- ▶ Towards the end of the year the children will have a variety of workshops and sessions that will focus on their transition to secondary school.
- ▶ They will have opportunities to talk to pupils and members of staff from some of the secondary schools and we will also have specific PSHE lessons dedicated to making the transition as smooth and stress-free as possible for your child.
- ▶ For those with SEN needs- visits can be arranged directly with the school to allow your child time to familiarise themselves with their new school.

What will my child do in Year 6?

- ▶ As in all other year groups, Year 6 follow statutory schemes of learning set down by the government. Children are assessed at the end of the year as to whether they have met the 'expected' national standard. Throughout the year, we follow these schemes whilst also making the teaching personalised, exciting and creative

English and Math

- ▶ In both Maths and English, there are a wide range of expectations for the children. Some of the content previously covered in Year 7 in secondary school has now been moved to Year 6.
- ▶ For Maths, this includes things like simple algebra, missing angles in a range of shapes, and pie charts using percentages.
- ▶ In English, the children are now expected to understand how to use a full range of punctuation, to write with a wide variety of sentence structures, use powerful vocabulary, and have generally accurate spelling.

Literacy – Reading Comprehension

- ▶ Continuing to develop every pupil's reading comprehension skills is one of the main objectives in Year 6. In order to achieve this, a variety of texts will be studied in depth.
- ▶ Initially a new text will be analysed each week during the Reading Masters lessons. These have a different focus each day - reading fluency, retrieval skills, inference skills, structure and grammar, and individual points of view. Throughout the year, we will gradually explore longer and more complex texts.
- ▶ Reading for pleasure (both in school and at home) has a very positive impact on the development of all reading comprehension skills, and subsequently on the overall learning progress.

Literacy – Grammar, Punctuation and Spelling

- ▶ The Year 6 curriculum for Grammar, Punctuation and Spelling is now extensive and quite demanding. We teach discrete lessons to cover all the National Curriculum objectives as well as embedding these skills in the reading and writing lessons.
- ▶ In addition to all the work done in school, reading for pleasure will expose you child to correct grammar (Standard English), a variety of ambitious punctuation and the correct spelling of wider and more ambitious vocabulary.

Literacy - Writing

- ▶ Throughout the year, we will work on a variety of fiction and non-fiction genres. Much of the Writing Curriculum is designed to include cross-curricular activities and to give the children the opportunity to explore a range of quality texts, inspiring them to produce increasingly better written pieces.
- ▶ All the reading comprehension and grammar, punctuation and spelling teaching, also contributes towards the outcomes of written work.
- ▶ Another key element is the handwriting. From KS1 (Year 2), all children are expected to develop a cursive style (as seen on the image).

Vauxhall Handwriting Guide
All lower case letters should start with a diagonal join eg: a k g

All letters without ascenders or descenders should be the same height; ie a c e i m n o r s u v
w x y z

Letters with ascenders should be written like this; ie b or b d f h
k l t

Letters with descenders should be written like this; ie f g j p q y

Literacy

- ▶ By the end of Year 6, children's reading and writing should be sufficiently fluent for them to manage the general demands of the curriculum in Year 7, across all subjects. They should be able to reflect their understanding of the purpose and audience of their writing by selecting appropriate vocabulary and grammar. We will do our best to prepare our pupils for secondary education by making sure they can understand and control sentence structure in their writing.

Numeracy - Maths

- ▶ The main focus of maths teaching in Year 5 and Year 6 is to ensure that pupils extend their understanding of the number system and place value to include larger numbers (up to 10,000,000).
- ▶ This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.






Numeracy - Maths

- ▶ By the end of Year 6, pupils should be fluent in written methods for all four operations, including long division and multiplication, and in working with fractions, decimals and percentages. They should be able to read, spell and pronounce mathematical vocabulary correctly.

Behaviour expectations

- ▶ Year 6 will continue to use the good to be green behavior chart.
- ▶ We as a school understand that children will make mistakes and we try our best to make sure children have the opportunity to make the right choice and correct their mistakes before situations escalate.
- ▶ However, due to the high demands in Year 6 and the expectations set in Secondary schools, pupils in the Year 6 will be held to a higher standard than in previous year groups.
- ▶ Behaviour that is disruptive and affects others pupils opportunities to learn will not be accepted!
- ▶ If disruptive behavior continues after intervention, parents will be asked to come in to discuss solutions including permanent removal from the classroom or the school.

Good To Be Green Card System

 	<p style="text-align: center;">Green Card</p> <p>This is a visual reminder that the pupil is demonstrating the expected behaviour for learning.</p> <p>Pupils that stay green all day will be praised and receive house points. Pupils that stay green all week will receive a sticker and be praised during our weekly Achievement Assembly. Pupils that stay green for a whole half term or a set number of weeks will receive additional rewards such as a lucky dip prize, an invite to the Good To Be Green Disco or other rewards for exemplifying outstanding behaviour in class.</p> <p style="text-align: center;">White Card</p> <p>After a first verbal warning (third verbal warning in key stage 1), if the pupil's behaviour does not improve the card is changed to white. This is an additional visual reminder.</p>
	<p style="text-align: center;">Blue Card</p> <p>If the pupil's behaviour does not improve the card is changed to blue. There is a consequence of missed playtime with the Deputy Head or a member of the SLT. This takes place during the next playtime.</p>
	<p style="text-align: center;">Yellow Card</p> <p>If the pupil's behaviour does not improve the card is changed to yellow. The pupil will have time out of class and will be spoken to about their behaviour by the phase team leader or a senior leader. There will be additional missed playtime and/or lunchtime with the Head teacher or a member of the SLT.</p>
	<p style="text-align: center;">Red Card</p> <p>If the pupil's behaviour does not change the card is changed to red. The pupil will be spoken to by a senior leader and there will be additional sanctions. A letter will be sent home to parents.</p>



SATs

- ▶ SATs are standardised assessment tests administered by primary schools in England to children in Year 6 to check their educational progress.
- ▶ SATs are a useful tool to see how well a child has progressed from KS1 to KS2, and they also give secondary schools a base to compare against when the time comes for your child to leave Year 6 and make the journey up to KS3!

SATs

Children will sit 5 papers which will cover:

- ▶ English Reading
- ▶ English: Grammar, Punctuation, Spelling
- ▶ Maths Arithmetic
- ▶ Maths Reasoning 1 and 2

SATs Reading (Example)

2

An Interview with Nixie Labs

Nixie Labs, Inc. is an American company based in Silicon Valley in California. The team of scientists and engineers at Nixie Labs is developing the world's first small, wearable camera drone. In this interview, a computer scientist from Nixie Labs explains the project.

Floris Ernst is a computer scientist working on the Nixie drone's flight control systems. We asked him about the project and his work...

What are you making?

'I'm helping to create Nixie, a wearable camera drone. Nixie will be portable, automatic and help take spectacular pictures outdoors by automatically framing the user. I am working on the motion sensors and algorithms to make Nixie fly smoothly and accurately.'

5 How did the Nixie project start?

'Christoph, the inventor of Nixie, was inspired by the idea of a drone to help take photos of exciting outdoor sports like rock climbing. It's really hard to handle a camera while hanging on to a cliff, but there's potential for great pictures. Nixie could open up the sky to amateur photographers.'

10 What makes this drone different?

'Nixie is wearable! That makes it easy to transport and use anywhere. Most camera drones are bulky and slow to set up, and require a dedicated pilot or GPS-mapped flight plan. Nixie does one thing: take pictures of its owner. By automating this, we can refine the design so anyone can use it confidently.'

15 Is it safe for people to use drones?

'We're thinking a lot about safety. Automating its flight reduces pilot error. Nixie is small and light so it won't do major damage even if it crashes. But people will still need to think carefully and be considerate to others before they launch a Nixie. I personally don't like the idea of drones flying around and peeking into every hole.'

20 How will Nixie be used?

'We think Nixie will suit outdoor sportspeople, like rock climbers. But we've spoken to people in firefighting, where a cheap, quick drone to help them see a new high angle of a dangerous situation could help them a lot. Wearing a Nixie might also help locate people in alpine rescue or other emergency situations.'

25 What's next for the Nixie project?

'There's a lot of work to do! We need to work out the best shape to make Nixie a user-friendly wearable device. We're experimenting with how to control Nixie, such as with smartphones or gestures. And we need to improve how accurately Nixie can return to its owner once it's taken its pictures. It will be a busy year.'

3

1 According to Floris Ernst, what "one thing" is Nixie designed to do?

1 mark

2 Why does Floris Ernst think Nixie will appeal to rock climbers?

1 mark

3 Why might camera drones like Nixie create concerns about people's privacy?

2 marks

4 Give two ways in which the emergency services could use camera drones.

2 marks

SATs grammar question (Example)

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

2

Draw a line to match each word to the correct **suffix**.
Use each suffix only once.

Word

accomplish

forgive

joy

fool

Suffix

ful

ment

ish

ness

1 mark

SATs Arithmetic (Example)

6

$$5.87 + 3.123 =$$

A grid for writing the answer to the first question. A blue box is drawn on the grid, indicating the answer area.

18

$$20\% \text{ of } 3,000 =$$

A grid for writing the answer to the second question. A blue box is drawn on the grid, indicating the answer area.

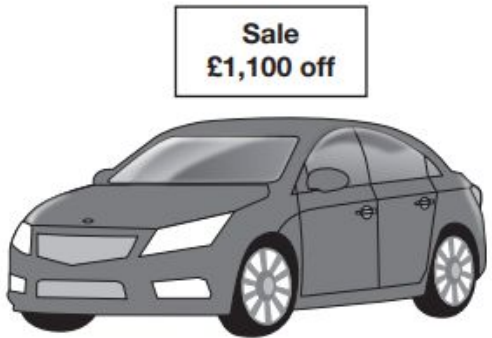


1 mark

SATs Maths Reasoning (Example)

1

The **original** price of this car is £8,999



What is the **sale** price of the car?

£

2

3,576,219

Which digit is in the **ten thousands** place?

1 mark

Round 3,576,219 to the **nearest million**.

1 mark

SATs

- ▶ SATs are predominantly used as a way for both parents and teachers to learn more about a child's academic strengths and weaknesses. They give teachers the chance to see how children are doing in comparison to their peers not only within the same school, but also nationally.

Homework

- ▶ Children will begin to receive homework in Autumn 2 which will be related to the subject that is covered in Booster sessions, which will be confirmed in due course
- ▶ **They will NOT receive homework every week!**
- ▶ Work will only be sent home if children have struggled to apply the learning and need more practice.

Support at home

- ▶ I understand that some parents prefer homework as it provides structure and routine at home.
- ▶ A separate pack has been provided with a variety of activities that will support you, with supporting your child at home.
- ▶ Alternatively you can purchase books from Amazon or WHSmith with activities children can complete at home.
- ▶ I recommend the CPG books, Rising Star books or Collins book as they closely reflect what we will cover throughout the academic year.

Websites

- ▶ There are numerous resources available online to further support your child's learning at home.
- ▶ <https://www.busythings.co.uk/play/>
- ▶ <https://www.bbc.co.uk/bitesize/primary>
- ▶ <http://grammar.lgfl.org.uk/default.html>
- ▶ <https://mathszone.co.uk/>
- ▶ <https://www.natgeokids.com/uk/home-is-good/>
- ▶ <https://www.tate.org.uk/kids>
- ▶ <https://learning.sciencemuseumgroup.org.uk/resources/?keystage=ks2+ks1+early-years>

Other suggestions: How to support your child at home

1. Keep on reading and practising times tables

- ▶ More than ever, it is essential that your child continues to read, both alone and to you, as much as possible. It is never too late to develop a love of reading. Spend time finding the best books for your child.
- ▶ Being able to quickly & confidently recall and apply multiplication facts (times tables) is fundamental to be able to keep up with the Numeracy curriculum and assessments.

Other suggestions: How to support your child at home

2. Prepare for SATs

- ▶ You will probably want to support your child in the lead up to the SATs. Working with your child, when needed, will help you see where they need the most support. It is often a surprise to some parents just how much the children are expected to know and just how clever they have become – they may now know more than you!
- ▶ Your child will learn during this year possibly more than any other that it is their own hard work and effort that matters, not someone else's. In school we will be aiming to help them develop their independence, organisation and self-motivation in time for the increased demands of secondary school. This stepping back can be tricky for all!

Any Questions?

- ▶ If you have any urgent questions regarding your child and need to speak to the class teacher, please contact the office to arrange a phone call on 020 7735 4535 or via e-mail at office@vauxhallprimary.org.uk