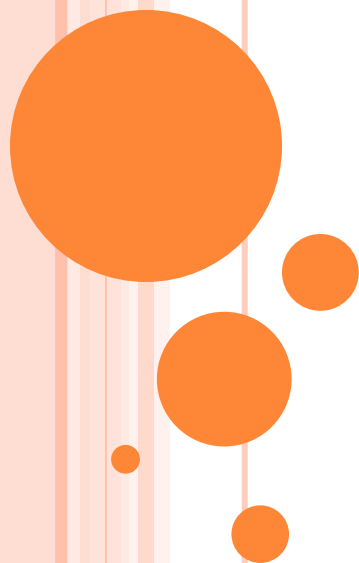




Welcome to Year 6 Walker and Tate



Year Team

- Mr Clarke – Tate
- Mr Carney – Walker
- Mrs McGowan – Learning Support Practitioner
- Mrs Turner - Learning Support Practitioner



YEAR 6 EXPECTATIONS AS A LEARNER

Self Managers	<p>Enjoy challenges, especially open ended or deeper thinking ones.</p> <p>Try different ways to solve a problem.</p> <p>Prioritise the most important things that need doing.</p> <p>Welcome opportunities to take on added responsibility.</p> <p>Organise own time.</p> <p>Not put off by changes that may occur to normal routine.</p> <p>Describe own strengths and weaknesses.</p>
Effective Participators	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion.</p> <p>Know that their ideas can help other people.</p> <p>Decide when they need 'time out' or 'thinking time' to deal with emotions.</p> <p>Determined not to 'give in' too easily.</p> <p>Manage disappointments and keep emotions in check.</p>
Resourceful Thinkers	<p>Ask questions to check understanding.</p> <p>Tenacious when things get difficult.</p> <p>Sort and classify information and check it for clarity.</p> <p>Draw inference and make deductions from a range of sources.</p> <p>Give alternative solutions or explanations.</p> <p>Describe effective learning and compare to own learning.</p>
Reflective Learners	<p>Value and use feedback that helps to improve quality of work and learning.</p> <p>Review learning and identify a factor that could help make them a more effective learner.</p> <p>Use more than one piece of evidence to support their learning.</p>
Independent Enquirers	<p>Follow up a question to gain clarification.</p> <p>Use more than one piece of evidence to support their findings.</p> <p>Complete a task without reminders from others.</p> <p>Break down complex ideas into steps.</p> <p>Make lists when helpful to do so.</p> <p>Sort information and choose what is most relevant.</p>
Team Workers	<p>Take on a specific allocated role in a group.</p> <p>Respect and tolerate values and beliefs of others in a joint activity.</p> <p>Communicate capably as a team member.</p> <p>Keep focused on a task and avoid distractions.</p> <p>Respect opinion of others when different from their own.</p>



EXPECTATIONS

Friday 4th May

LO: I can write a legend

✓ Many years ago, in the small, busy town of Waterside, there stood a grand mead-hall, sitting beside a cloudy, running waterstream that led to the shining, blue sea. The glorious mead-hall was a joy to all people as they all feasted there happily, every night, even if they were poor and owned no land. Nobody knew that all this happiness was to end, swifter than anyone thought...

✓ It was a shining, hot day at Waterside and the fish came in big numbers so they would eat plentifully that night. There was one that caught more than ~~anyone~~ anyone else. His name was Beowulf. He was a hefty, strong-looking 18 year old. He had wavy, golden locks which made him look even more impressive than he actually was, sparkling, blue eyes that seem to be green but wasn't and had unnecessary arm-rings.

✓ That night, while the people were feasting, a monster emerged from the thin slit of the ghostly moon, carefully making its way towards the mead-hall (that was blocking most of the light of the moon). So it made its way, stumbling across golden trees. Its name was Skely. As soon as it was outside, it burst through the iron doors, killing 50 men. Most men were so scared, except one. (You know who it is don't you?)

✓ Beowulf plunged at the blood-sucking monster and started to wrestle, fiercely, each determined to win. Despite being the weaker one, Skely pushed Beowulf on the ground, energy wasted. Beowulf seized his opportunity and strangled Skely so he suffocated to death.

✓ As a celebration, they put the gruesome Skely in the stocks. That night, they all ate well and drank barrells of ale and mead so they got drunk quickly. (What happens next? Read on!)

SECONDARY READY

A phrase you'll hear frequently!

Encouraged to do your best and try what you can in your final year at Primary School.

Cross Country, Football, Athletics - attitude and behaviour dependent!

Mobile Phone and Walking home reminder.



LEARNING CHALLENGE CURRICULUM

Key Topics to look forward to:

Mayans

North and South Pole

Evolution

Personal Wellbeing

Monarchs

These will all be covered in Learning Logs



ENGLISH IN YEAR 6

- Writing for a purpose – making links to Topic learning – Significant Authors and learning from their writing styles.
- Reading delivered over the course of the week and used to develop decoding and comprehension skills. Working in whole class and grouping as appropriate.



ENGLISH IN YEAR 6

- Spellings – covered via Spelling Shed units and day-to-day support – engagement supported.
- Presentation – Handwriting should be worked on to ensure writing is legible and fitting with school policy and curriculum requirements.
- School feedback policy – something to remember before parents evening.



END OF YEAR EXPECTATIONS

? Reading:

Comprehension and Understanding	Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event.
Prediction, inference & deduction	Draw inferences and justify with evidence from the text.
Intonation and Expression	Varies voice for direct or indirect speech.
Grammatical Features	Recognise: - clauses within sentences
Research	Uses more than one source when carrying out research. Creates set of notes to summarise what has been read.




END OF YEAR EXPECTATIONS

? Writing:

Sentence & text structure	Add phrases to make sentences more precise & detailed. Use range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition.
Punctuation	Uses brackets, dashes and commas. Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).
Paragraphing	Consistently organize into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
Handwriting	Legible and fluent style.



MATHS

- Maths No Problem and many other supporting materials. Encouraging children to develop use of their reasoning skills; explaining their mathematical understanding and application of knowledge.
 - Areas of learning this term: Place Value, Four key operations, Fractions and Number Sense. Really important that messages continue at home and homework is accessed.
 - Basic Skills and Fluency sessions – new this year. 4 x half hour sessions to support year group in foundational maths learning.
- 


END OF YEAR EXPECTATIONS

? Maths:

Counting & ordering	Count forwards & backward with positive & negative numbers through zero. Count forwards/backwards in steps of powers of 10 for any given number up to 1000000. Compare & order numbers with 3 decimal places. Read Roman numerals to 1000.
Tables & multiples	Identify all multiples & factors, including finding all factor pairs. Use known tables to derive other number facts.
Bonds & Facts	Recall prime numbers up to 19.
Place value & rounding	Recognise Place value of any number up to 1000000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000. Round decimals with 2 decimal places to nearest whole number & 1 decimal place
Calculations +/-	Add & subtract Numbers with more than 4-digits using efficient written method (column) and numbers with up to 2 decimal places
Calculations x/÷	Multiply and divide 4-digits by 1-digit Multiply & divide whole numbers & decimals by 10, 100 & 1000
Fractions & percentages	Count up/down in thousandths. Recognise mixed numbers & fractions & convert from one to another. Multiply proper fractions by whole numbers.
Time	Solve time problems using timetables and converting between different units of time.



HOMEWORK

- Reading on Google Classroom– updated with a book each week (Friday).
 - TTRockstars – Updates as you play. Please continue to apply and access.
 - Spelling Shed – Weekly spellings alongside some target spellings and Learning Challenge Vocabulary.
 - Learning Logs – set fortnightly (Fridays) and shared in class to support learning challenge and other in class learning.
 - CGP Books – Set each Friday, longer term support for SATS and general practise.
 - NEW: Rewards – Homework tokens for a half termly prize.
- 

PHYSICAL EDUCATION

- Monday and Wednesday – remember to wear your P.E. Kits on these days.
- Swimming to end at half term – **PE days may be subject to change after this.**
- Swimming starts **next** Wednesday (13th September).



ATTENDANCE

It matters!

Always aiming for 97%+

Best for social and academic development.



SATS AND INFORMATION

- ? Week beginning 13th May.
- ? Team effort – we are here to support and guide. We do need your help too!
- ? Transition work to commence after SATs to ensure children feel ready to complete their time at Rudston and take the next step to Y7+ education.



HEALTHY MINDS

- Water bottles – Children have access all day.
- Morning break snack – healthy snack.
- Healthy School Meals.
- Healthy lunchboxes.
- Coat each day and shoes for the Forest.



Classroom Plan – Our Class Charter

Our Class Charter

- To be kind, friendly members of our class. Showing kindness to everyone.
- Making sure that everything is out of our hands when the teacher or someone in class is speaking.
- Making sure that we don't interfere with anyone's property or touch someone to play.
- If we are playing games outside we need to make sure that we aren't rough and we don't argue over small issues; using the art of being brilliant to solve problems
- Always include people, trying to be a 2%er making sure we are aware of our impact.
- Make sure we are polite and ask people if they are okay. Speak to others as we would like to be spoken to.
- If we see someone down or upset, we will make sure we check if they are okay and solve any problems.
- Ensure that we are always listening and following teacher instructions; stopping when asked and encouraging those around us. Make sure we keep eye contact to help our learning.
- Move quietly and sensibly between activities and instructions.
- Encourage and support each other. Working with people that we don't usually work with.
- To make sure we take responsibility for our own learning, using resources around us and showing respect for our work through neat presentation.



BEHAVIOUR AND DISCIPLINE

- Positive rewards – marbles in jar, Dojo points, Homework tokens.
- Star of the week, Work of the week.
- Golden Ticket Winner.
- Phase leader – Mr Robinson (Assistant head/Y5 class teacher).
- Sanctions in line with policy.



POSITIVE THINKING

- ? Creating positive learners and positive children.
- ? Taking responsibility – increased independence
- ? Rephrasing your questioning – “What went well today?”
- ? Encouraging the children to become “Secondary Ready” – Rudston Child Committee – applications by Monday!



THANK YOU

We look forward to getting to know you all!
Feel free to ask any questions.





Boreatton Park

Shropshire





AGENDA

- Welcome to PGL
- Boreatton Park - Shropshire
- The PGL difference
- Multi-Activity
- Adventure activities & evening entertainment

Accommodation & facilities



Welcome to PGL

- The UK's largest provider of outdoor education for young people
- Over 55 years' experience
- Fully risk assessed
- LOtC Quality Badge holder
- Founding member of BAPA
- ABTA bonded





Boreatton Park - Shropshire

- 26 fantastic adventure activities to choose from
- 250 acres of beautiful grounds
- Lakes and river for watersports
- Explore the 360 Virtual Tour www.pgl.co.uk/boreatton360 to see inside the centre and view activity information and videos





The PGL difference

- Dedicated PGL 'Groupie' to provide support throughout stay
- Tailor-made programmes
- All accommodation, food, activities and instruction included
- Free evening entertainment
- 24 hour support from centre team



Multi-Activity

- 4 action-packed adventure activity sessions per day
- Evening entertainment
- Great for personal development & confidence building
- Increases motivation & appetite for learning



Adventure activities

- Abseiling
- Aeroball
- Archery
- Canoeing
- Challenge Course
- Climbing
- Eco Trail
- Fencing



Evening entertainment

- 50/50
- Aeroball
- Ambush
- Campfire
- Capture the Flag
- Cluedo
- Disco



Accommodation

- Lodges – en suite rooms sleep 4-6 – CHILDREN MUST BRING A SLEEPING BAG.

Accommodation for Boreatton Park can be viewed in the 360 virtual tour: www.pgl.co.uk/boreatton360





Facilities

- 250 acres of grounds to enjoy
- Lakes and river for watersports
- Sports and indoor activity hall
- Football pitches & playing fields
- Netball Courts



Catering and dietary needs

- 3 nutritious, balanced meals per day
- Self-service salad bar
- Vegetarian option
- Special diets catered for by prior arrangement
- Sample menus available online: www.pgl.co.uk



Health & safety

The PGL Code of Practice describes all safety and operational procedures both on and off-site including:

- Sample risk assessments
- Staff-to-pupil ratios
- Operating procedures
- Staff vetting & training



FAQs

- **What to take – kit list – SLEEPING BAG.**
- **Valuable items – best left at home**
- **Pocket money – how much to take – Sealed envelope containing no more than Five Pounds.**
- **Electrical appliances – Do not bring any.**
- **Deodorants – roll-on only please**
- **Contacting your child – we can do this if necessary. No Phones.**
- **Medical List to come – PLEASE FILL IN AND RETURN.**



Thank you for listening
Any questions?