

YEAR 6 CURRICULUM CHAT

The Year 6 team

Natalie Thorn (Year Team Leader) – 6O

George Southey – 6B

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Supporting children also are: Jo Bewick, Nicola Emms, James Comley and Naomi Donkor Amo

The Wider Curriculum

Our topics this year are:

History

- The Maya
- African Kingdoms
- London through Time
- World War II

Geography

- Energy and Climate Change
- Ethiopia
- Changing UK
- Jamaica
- Comparing three regions
- Maps and Fieldwork

Science

- Animals including humans
- Light
- Electricity
- Evolution and Inheritance
- Living things and their habitats

Religions and world views

- How people express their beliefs
- *What does it mean to be Jewish?*
- What people believe about life
 - *Different religions (Islam; Christianity; Buddhism) will be used to explore the above topics.*

Coleridge Primary School

would like you to join their school on Parent Hub.

Just tap "Join a School" in the app and enter the handle below...

@ColeridgeN8

The Parent Hub app is FREE to download and use.

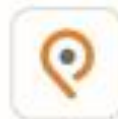


What is Parent Hub?



Parent Hub is a FREE app that helps keep you up to date with what's going on at school. You'll receive messages, pictures, documents and newsletters, all in one handy place.

Instructions for Parents



1. Download the Parent Hub app from your app store (iPhone or Android).
2. Create yourself an account.
3. Choose "Join a School" and enter the school handle (above).

Visit www.parenthub.co.uk to find out more

This term, we are launching our new school communication app for parents and carers, *Parent Hub*.

The app is designed to keep you more up to date with school life and connected to your children's learning.

Please see the poster below on how to download and log onto the app using your smart phone. Once launched, you will be able to access information about the school, your child's year group, their class and their learning. Teachers will also be able to communicate directly with you via the app. Coleridge Families (our PTA) will also be using the app to disseminate information about their events.

If you have not got a smart phone and do not wish to download the app, all school communication will default to your email address.

OUR STYLES OF LEARNING AND RECORDING

- *We favour an approach to learning which offers children a broad range of learning opportunities.*
- *Children will work in a range of group sizes and independently (where appropriate) throughout the year.*
- *We believe in discussion and enquiry as fundamental learning tools. Children learn when they are active participants in their own education and are able to share their ideas and discoveries with each other.*
- *Children will record in exercise books, laptops, posters, sugar paper, whiteboards. Their work in their text books will be assessed and some pieces commented on by teachers.*

Year 6 SATs

- In May, the children will sit a series of standardised assessments.
- The children will complete the following assessments:
Maths: one arithmetic paper, two reasoning papers.
English: spelling test, grammar paper, reading paper.
- We work towards these throughout the year and the children have regular practise of the types of questions that might come up. Twice over the year the children will do 'mock SATs'. This helps us know where they are working and areas to revisit, but is also helps them to get familiar with the format and how it will work in the real ones.
- The children actually usually enjoy the SATs process; it gives them a real focus and often children become more independent in their learning – identifying what they need to work on and spending time doing this which is great to see
- These SATs will be marked externally and the results will be reported to us all in late June/ early July.

- For maths, reading and spelling and grammar children will be given a scaled standardised score from 80 – 120 according to how they do in the SATs tests.



- In each of these assessments, the expected score for a Year 6 child will be 100.
- A child scoring 110 or more is considered to be working at 'greater depth'.



BOOSTER GROUPS AND SUPPORT

- *Throughout the year, we will be identifying ways to support children's learning outside of their regular scheduled lessons but still during the school day.*
- *In the final months before SATs we will be scheduling booster groups to run before or after school to support areas of children's learning that will benefit them when they are assessed in May, but also to aid their preparation for secondary school.*



MARKING

In all subjects, a lot of our feedback is verbal – picking out things we like in children's work or match the learning objective, and making suggestions for ways they might improve their work where needed. We will often initial work to show we have looked at it and sometimes will write a question or highlight that we have had a chat about something specific in their work.

Maths: At the end of each lesson we usually go through the answers and children mark their own work. We then look over this to help inform us as to any common misconceptions or areas to revisit. Children will mark in orange where they made a mistake and tick in blue those that they got right.

English: A lot of our feedback is verbal – children share work in lessons and we often focus on things we have seen in recent writing to look at as a class. During lessons we often highlight phrases or sentences that we like in their writing, or meet the learning objective for the lesson.

Children are taught and given opportunities to edit their own work, or that of a peers.

For longer pieces of writing, the teacher will often mark all or some of the draft version before the child then writes this up into neat. We might mark for a specific purpose, eg using figurative language or different sentences starters, but we will also pick up some spelling and grammar errors where appropriate.

Sometimes we use the ABC marking approach where children will get a letter on their work which relates to a next step for them to do to further improve their work.

Home Learning

At Coleridge, we do not expect children of any age to complete lengthy Home Learning tasks or produce large amounts of written work.

Instead, we encourage **short, simple activities that practise key skills**. Regular practice helps children become more fluent and automatic in the basics, reducing the cognitive effort needed when they encounter more complex learning in school. For example, secure knowledge of times tables makes learning short division much easier, and being able to spell common words allows children to use more of their brain power on constructing sentences and expressing their ideas.

Short, regular Home Learning sessions also help children develop **positive learning habits, routines and independence** - skills that become increasingly important as they get older.

If your child finds their Home Learning easy, that is often a positive sign. These activities are designed to rehearse and secure key skills, rather than provide the challenge and stretch of classroom learning. The aim is for children to become quick, confident and automatic in the things they have already been taught.

Year 6: What is expected?

-  regular reading
-  Spellings
-  Maths fluency activities - weekly
-  Times tables practice – where necessary
- Children to start to develop independence to work on skills they find more challenging.
- Maths – arithmetic papers will be sent home weekly after Christmas.

We also provide **optional** Home Learning activity sheets linked to our learning each half term.

List 1	w/b 13.11.23
Spellings - adverbs	
1.	happily
2.	angrily
3.	lazily
4.	easily
5.	busily
6.	greedily
7.	messily
8.	wearily
9.	cheekily
10.	clumsily



Behaviour

There are 5 core values which underpin our behaviour policy. We will teach, provide meaningful opportunities for and expect our children to be:

- *Creative*
- *Caring*
- *Resilient*
- *Aspirational*
- *Inclusive*



Behaviour

Rewards

- Positive feedback
- *Golden book*

Sanctions

Sanctions for unacceptable behaviour will be set according to this chart which is on the website and in every classroom.

 Coleridge Primary School Learners for life CREATIVE, CARING, RESILIENT		
KS2 Behaviour Consequence Sheet		
Stage	Unacceptable Behaviours	Consequence
1	Calling or shouting out Swearing on chairs Shouting inside, both in classroom and in the corridor Not following simple instructions Continuing to talk after countdown Consistently interrupting others while they are talking Not joining in an activity during learning time Not tidying up Running inside Talking in assembly Being inside without permission at playtime	Dealt with by class teacher or teaching assistant Child to receive a reminder. If children are caught running inside they will be asked to go back and walk.
2	Persistent Stage 1 behaviours Answering back or arguing with an adult Running or walking away from a teacher Disrupting the learning of others Throwing things in the classroom Leaving the room without permission Refusing to follow instructions Being deliberately unkind to others Cheating or disrupting other children's playground games Swearing	Dealt with by Year Group Leader After 3 reminders in one session (morning or afternoon), the child will miss 10 minutes of their breaktime, and will be spoken to by the Year Group Leader. If being disruptive in the classroom, the child will be asked to spend 10 minutes in another room, supervised by an adult. If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games. Teachers or TA on duty need to report to child's class teacher.
3	Persistent Stage 2 behaviour Persistent swearing Intentionally damaging school resources or other people's property Stealing Fighting Physical aggression and/or retaliation Persistent refusal to participate Challenging an adult (e.g. persistently answering back or arguing) Being abusive or threatening to others Inappropriate comments made to children or staff	Dealt with by Senior Leadership Team Child sent to see member of the SLT Child spends 30 minutes of their lunch break in the reflection room. Teacher informs parents of incidents via phone conversation. Details will be reported to all SLT and Year Group Leader in brief e-mail and logged on MyConcern.
4	Persistent Stage 3 behaviour Discriminatory remarks about the race, culture, religion/gender or sexuality of others Verbal abuse and/or physical aggression towards an adult Leaving school without permission Bullying others (this is persistently targeting another child either physically or emotionally, and on more than one occasion) Serious physical aggression Serious violence resulting in physical injury Threatening an adult Inappropriate sexualised comments or behaviour towards others	Dealt with by Senior Leadership Team Internal exclusion – either a morning or afternoon out of class, learning in isolation whilst supervised by a member of the SLT (work to be set by the class teacher) SLT either call home or arrange meeting with parents.
	A serious breach, or persistent breaches, of the school's behaviour policy, or where a child's behaviour means allowing them to remain in school would be detrimental to the education or welfare of the pupil or others in the school.	Dealt with by the Headteacher Suspension or Permanent Exclusion

PROBLEMS OR CONCERNS

- *As a staff we are always open to meeting parents to discuss any issues you have. Please arrange a time with your class or sets teacher.*
- *From 8:40 through till 3:25 our focus is the children and managing the learning environment. We are unable to discuss matters in these times which you would not categorise as urgent or integral to your child's day. Conversations about general attainment or on-going social issues are best had at an appointed time.*

THE PLAY

- Preparations have already begun on the play for this year! The Year 6 teachers are busy scheduling and writing the play ready for the pre-Christmas performance.
- We will be keeping details under our hats until later this half term when we will begin working with the children on auditions and rehearsals.
- As always, there will be lots of ways for children to be involved in the play.
- To help make the play a success, we need lots of parent support – whether it be making/sourcing costumes, doing makeup on the day, or helping children to rehearse their parts.
- There will be a meeting organised soon to talk with volunteers.



SCHOOL JOURNEY

- We will be taking Year 6 on a residential activity course to Grosvenor Hall in Ashford, Kent from *Monday 21st to Friday 25th June 2027*.
- Trips like these are an invaluable part of the National Curriculum and the beneficial effects on a child's progress that such courses provide. They offer new and exciting challenges and by living with their peers and working together in a team environment, help develop independence, confidence and an ability to recognise strengths and weaknesses in a constructive way. It is also a fun trip celebrating the near end of their journey at Coleridge with their classmates and teachers.
- The activities available include: 3G Swings, a zipwire, crate stacks, Jacob's ladder, climbing walls, abseiling walls, a range of bush craft activities, archery, laser tag, obstacle challenge...and the list goes on!



Help prep your child by trying to organise some sleepovers away from home where possible.

SCHOOL JOURNEY

- You will have already received information about this trip, including information about costs, the deposit due date and other key dates.
- The total cost of the visit, per child to Grosvenor Hall is £540 and includes, full board accommodation (bedding provided), all instructors and activities, safety equipment, transport and insurance. You can make a payment via Arbor, our school's online payment system.
- If you would like your child to go on this trip but are unable to afford or unable to meet this payment schedule, please make an appointment with the Headteacher, Leon Choueke or Amy Gold (East Office Administrator) to discuss one that is affordable for you. All meetings will of course be held confidentially.
- If you haven't already and want your children to go, please confirm their place and pay the deposit through Arbor. We have set up a payment schedule to ensure that we receive the required funds in time to make the final payment to Grosvenor House. **Please note that we will not be able to proceed with this trip if we do not receive sufficient funds to meet the cost.**
- We also welcome donations from those who would like to help fund the trip anonymously for their classmates. You may also pay ahead of the above payment schedule, or pay the trip cost upfront in full.

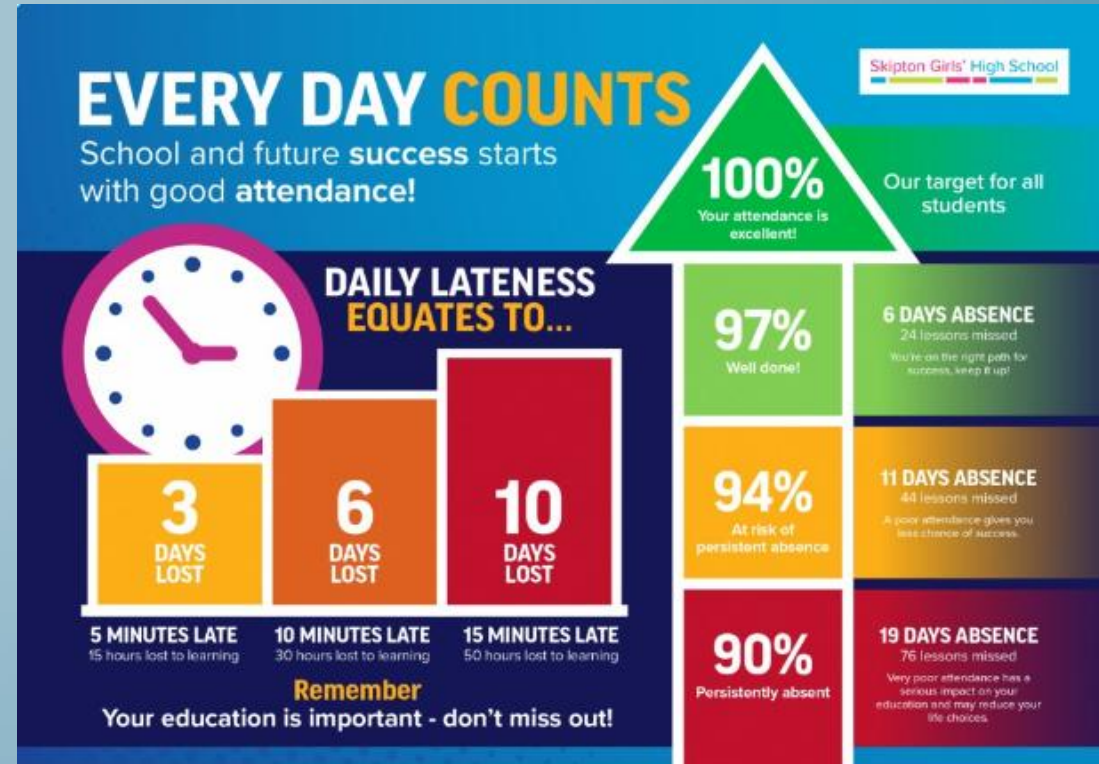


Attendance & Punctuality

Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning. →

Children can still attend school with minor coughs & colds. The NHS have a website page called 'Is my child too ill for school' which outlines if you should send your child to school or not.



The Importance of Being on Time

- Arriving on time helps your child start the day calmly and confidently.
- Even being just a few minutes late can feel unsettling for a child, as they may walk into a lesson already in progress.
- They risk missing the very start of the lesson, when key instructions or introductions are given.
- Late arrivals disrupt the whole class. The teacher often has to stop & repeat instructions, which takes valuable learning time away from every child.
- A smooth, punctual start ensures the best learning experience for all children.

Attendance

Nationally, there is an 'attendance crisis' in schools. School attendance is significantly lower than pre-pandemic levels.

There is a major drive from the Government to tackle poor attendance. This includes new attendance guidelines for all schools.

If the school are concerned about your child's level of attendance, a member of the school **Senior Leadership Team** will contact you to talk about this and work with you to try and improve your child's attendance.

"School absence is at crisis levels, wreaking havoc on children's education and future life chances. Persistent absence remains eye-wateringly high, up 60 per cent on pre-pandemic levels, with one in five children persistently absent." 29 Feb 2024

 The Centre for Social Justice
<https://www.centreforsocialjustice.org.uk> CSJ
Call for Immediate Action on School Absence Crisis

 The Guardian

Ofsted reforms to focus on inclusion, behaviour and attendance

Far-reaching reforms aim to support most vulnerable children and 'recognise growing challenges facing education'



 GOV.UK

Major national drive to improve school attendance

Attendance hubs to more than double to support 1000 more schools and £15 million investment to expand the attendance mentor pilot programme.

8 Jan 2024



Other information

- **Snacks**
- **PE clothing**
- **Water**
- **Walking home**

Communication



ParentHub

We really encourage all parents to get the **ParentHub** App. This is the school's main method of communication. Having the App is the best & easiest way of knowing what is going on in your child's year group.

Parent WhatsApp Groups

- We know parent WhatsApp groups can be useful for sharing reminders and supporting one another.
- However, if you have any concerns about your child or school matters, please contact the school directly rather than raising them in group chats.
- This helps prevent misunderstandings and ensures issues are addressed quickly and accurately.



Online activity

In school

- At this age, more and more children are spending time online and have more open access to smart technology.
- The school teaches an e-safety curriculum, gives regular assemblies on staying safe online, and has very robust monitoring and filtering systems for when children are online in the school.
- If you'd like to know more about how we teach **Online Safety** at Coleridge, there's a video and blog on our school website.

At home

- Although the school teaches **Online safety**, it is imperative that you monitor your child's online activity at home. This is to ensure they stay safe, but also that they themselves act appropriately towards others.
- Most major social media platforms currently have a minimum age of **13**. The UK Government has announced plans to restrict social media access for **under-16s**, with the measures expected to come into force in **Spring 2027**. The **NSPCC** provides useful information about age limits, social media use and keeping children safe online.
- Although the use of phones & social media takes place beyond the school gates, the school does have an obligation to intervene in certain situations, particularly where there are safeguarding concerns or where on-line issues spill over into the classroom. We have had some serious incidents, stemming from children accessing social media unsupervised at home, that have required Coleridge Staff to involve agencies like social services and the police.

Hoş geldin

स्वागत

Bienvenue

Добро пожаловать

Willkommen

خوش آمدید!

欢迎

مرحباً

¡Bienvenido!

Powitanie

Welcome!

Coleridge Families is our parent/carer and staff association.

- ♥ It is a registered charity, organising events and activities
- ♥ It raises funds and provides opportunities for our community to come together and connect
- ♥ You're automatically a member, at no cost
- ♥ New ideas and help volunteering are welcome
- ♥ Reps will share event info



Before



After



Save the dates for our next events!



Email the Chair with any questions and ideas:

ColeridgeFamilies@gmail.com