



Meet the Teacher
Year 6

Miss Scott and Miss Clare

About the Year 6 Team



Curriculum

8:45-8:55	Morning Work
9:00-9:25	Reading Strands
9:25-10:25	Maths
10:25-10:45	Collective Worship
10:45-11:00	Break
11:00-11:20	Grammar and Spelling
11:20-12:30	English
12:30-1:30	Lunch
1:30-2:30	Foundation Subject
2:30-3:15	Foundation Subject

What to bring to school...

- Healthy snack (piece of fruit or vegetables)
- Water bottle
- PE kit
- Reading book
- No small toys
- No need for pencil cases

The Class Webpage

BISHOP CHAVASSE
Church of England Primary School
Fulfilling our potential, achieving excellence together

Tel: 01732 676040

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- Our Classes and their Values
- Early Years
- Year 1
- Year 2
- Year 3
- Year 4
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Year 6

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Welcome to Year 6

Our Classes and their Values

Early Years

The Class Webpage



Weekly News



Homework



Topic Webs



**Useful
Websites**



**Letters and
Documents**

The Class Webpage

Please use this webpage to:

- View our latest newsletters, with a list of any upcoming events;
- Check the current home learning and due dates; and
- Find links to our year group and curriculum pages.

Uniform

Girls: Summer (Terms 1,5 and 6)

Blue gingham dress or playsuit
Blue cardigan/ jumper with school logo
White socks
Black shoes, suitable for running in the playground

Girls:

Winter (Terms 1, 2,3 and 4)

Grey pinafore dress, grey skirt or grey school trousers
White blouse
Tie
Blue cardigan with school logo
Black or grey tights
White or grey socks
Black shoes, suitable for running in the playground

Uniform

Boys: Summer (Terms 1, 5, and 6)

White shirt, top button and tie.
Smart grey school shorts (or trousers)
School logo jumper
Grey or black socks
Black shoes, suitable for running in the playground

Boys: Winter (Terms 1, 2, 3 and 4)

Smart grey school trousers – these may be short or long
White shirt
School logo jumper
Grey/black socks
Black Shoes, suitable for running in the playground

Uniform

- Jewellery:
 - Children can wear a small studded earring, which must be removed for PE.
 - No necklaces or bracelets to be worn at school
 - Hair should be tied up if longer than shoulder length

PE

PE will be held on a Monday and Wednesday.

Your child must ensure they have their PE kit in school on these days.

To help the children be ready for the expectations of secondary school, if they have forgotten their kit, they will not be able to take part in the activities.

We advise that children keep their PE kit in school all week so they do not have to worry about forgetting it on the correct days.

Swimming

PE will be held on a Wednesday from September – December.

Your child must come to school with their swimming kit.

- Swimming shorts/swimming costume
 - Swimming hat
 - Goggles
 - Towel

Homework

- Homework will be set every Friday and we will ask for it to be back in on the Wednesday.
- Reading (daily)
- Times tables (daily)
- A Maths homework related to current learning
- A writing piece related to any topic area.

- We will put the answers on the website for the children to check them.
- We will acknowledge their effort and success.
- After October half term, we will send home a SATS style GPS book and will therefore set the page we would like them to do for the homework that week via a note in their homework book.

Secondary School Application

Information from Kent:

- For children starting year 7 in September 2025 applications open on **1 September and close on 31 October 2024.**
- You can apply for up to **4 schools.**
- It's in your best interest to list 4 schools (naming only one school does not guarantee your child a place at that school or give priority for a place over another child).
- Put the schools in the order of preference.
- You are not able to name the same school more than once.
- To apply to a school outside of Kent, name the school in your application with your other preferences. Your application details will be passed on to the relevant local authority for processing.
- Applications are processed between 1 November 2024 and 1 March 2025.

End of Key Stage Two Assessments (SATs)

These statutory assessments are timetabled from Monday 12th May – Thursday 15th May.

The tests cover:

Grammar, punctuation and spelling (2 papers)

Reading comprehension (1 paper)

Maths arithmetic and reasoning. (3 papers)

Reading

- Reading is fundamental to all children's education. In Upper Key Stage 2, we will be focusing on a range of key skills including information retrieval, summarising main ideas, drawing inferences, predicting what might happen next, word meaning and comparisons within and across texts.
- Children are expected to read at home at least four times a week and should record their reflection in their reading record. Although your child will be more independent with their reading, it is important that you engage in discussions with their reading and on a regular basis, still listen to them read.
- As a school, we celebrate and recognise how often your child reads using our 'Reading Around the Universe' initiative.
- Your child is responsible for changing their own book once they have completed it. Please can you work with us to encourage your child to choose books from a variety of genres and authors.

Expectations - Reading

Expected	<p>Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage, including whole novels; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p>	<p>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</p>
		<p>Show familiarity with different text types specified in the YR 5-6 programme of study.</p>
		<p>Recommend books to others, giving reasons for their choices; state preferences.</p>
		<p>Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</p>
		<p>Demonstrate that they have learned a wide range of poetry by heart.</p>
	<p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p>	<p>Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</p>
		<p>Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</p>
		<p>Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</p>
		<p>During discussion, ask pertinent questions to enhance understanding.</p>
	<p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>	<p>Make accurate and appropriate comparisons within and across different texts.</p>
		<p>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</p>
		<p>Distinguish between fact and opinion.</p>
		<p>Retrieve, record and present information from non-fiction texts.</p>
		<p>Identify key details which support main ideas; summarise content drawn from more than one paragraph; use quotations to illustrate viewpoint</p>
		<p>Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p>
<p>Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.</p>		

Expectations - Writing

Spelling
Handwriting
Composition
Grammar

Expected	Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.	Writing is legible and fluent. (Quality may not be maintained at speed.)	Discuss and develop ideas; routinely use the drafting process before and during writing.	Write a range of clause structures, varying their position within the sentence.
	Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.		Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.	Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points consistently.
			Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.	Use modal verbs to indicate degrees of possibility.
	Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.	Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
			Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.	Understand and use active and passive voice. Identify the subject and object.
			Integrate dialogue to convey character and advance the action.	Identify synonym and antonym.
			Describe characters, settings and atmosphere, with some precision.	Select vocabulary and grammar to suit formal and informal writing, mostly correctly.
			Summarise longer passages, when required.	Use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases.
			Evaluate own and others' writing; proof read, edit and revise.	Use a dictionary and thesaurus to define words and expand vocabulary.
	Spell some challenging homophones from the YR 5-6 spelling appendix.			
Spell most words from the YR 5-6 statutory word list.				

Expectations -Mathematics

Expected Maths Standard Statements – Year 6

Number and Place Value	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	
	I can round any whole number to a required degree of accuracy.	
	I can use negative numbers in context, and calculate intervals across zero.	
	I can solve number and practical problems that involve all of the above.	
Addition, Subtraction, Multiplication and Division	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	
	I can 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.	
	I can 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.	
	I can perform mental calculations, including with mixed operations and large numbers.	
	I can identify common factors, common multiples and prime numbers.	
	I can use their knowledge of the order of operations to carry out calculations involving the four operations.	
	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
Fractions	I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	
	I can compare and order fractions, including fractions > 1 .	
	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	
	I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{3} = 8 \frac{1}{3}$].	
	I can divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{4}$].	
	I associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].	
	I can 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.	
	I can multiply one-digit numbers with up to two decimal places by whole numbers.	
	I can use written division methods in cases where the answer has up to two decimal places.	
	I can solve problems which require answers to be rounded to specified degrees of accuracy.	
I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.		
Ratio and Proportion	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	
	I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.	
	I can solve problems involving similar shapes where the scale factor is known or can be found.	
	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	

Expectations -Mathematics

Algebra	I can use simple formulae.	
	I can generate and describe linear number sequences.	
	I can express missing number problems algebraically	
	I can find pairs of numbers that satisfy an equation with two unknowns.	
	I can enumerate possibilities of combinations of two variables.	
Measures	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	
	I can 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.	
	I can convert between miles and kilometres.	
	I recognise that shapes with the same areas can have different perimeters and vice versa.	
	I recognise when it is possible to use formulae for area and volume of shapes.	
	I can calculate the area of parallelograms and triangles.	
	I can 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	I can draw 2-D shapes using given dimensions and angles.	
	I can recognise, describe and build simple 3-D shapes, including making nets.	
	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.	
	I can 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.	
	I can describe positions on the full coordinate grid (all four quadrants).	
	I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
Statistics	I can interpret and construct pie charts and line graphs and use these to solve problems.	
	I can calculate and interpret the mean as an average.	

Key Dates and Events

- **Kent Test: 12th September**
- **Book Week: 3rd- 8th March**
- **Year 6 SATs: 12th - 15th May**
- **Year 6 Heatree Residential: 7th - 11th July**
- **Sports Day:**

Trips and Workshops (£50)

- 24th September - Temper Temper workshop - £12.50 + Bus Fare
- November – Operation Christmas Child 2024
- February - Electricity Workshop - £5
- April - Evacuation on Bluebell Railway - £11.50 + £20 coach (estimate)
- May - Tonbridge Park
- July - Heatree

Year 6 Residential Trip 2025

We are pleased to announce that we will be joining one of our trust schools on a residential trip to Heatree Centre in Devon from 7th – 11th July.

We will be away from Monday 7th and returning on Friday 11th July.

The total cost will be around £340, including all transport, activities, food and accommodation.

To secure a space, we need a £50 deposit and then the rest of the balance can be paid in instalments across the school year.

Please see last year's video on the school website.



Roles and Responsibilities

This year, we will be introducing different roles and responsibilities.

- Head Boy and Head Girl
- Deputy Head Boy and Deputy Head Girl
- Sports Captains
- House Captains
- Leaders of Light
- Worship Leaders
- Digital Leads
- Library captain
- School Council
- Eco-council
- Playground Leaders

Head Girl and Head Boy

- Write an application letter addressed to Mrs Hood explaining why they are a suitable candidate. In this letter they may write about their positive attributes, hobbies and why they would like the responsibility.
- **Deadline: Thursday 12th September**

As a head boy and girl, the children will be completing guided tours for new families, introductions to concerts and representing the school across different events.

Periods

- We will provide sanitary products for all the girls who require this whilst at school, in a discrete manner.
- Families not obliged to tell us when their child is on their period but it is helpful for us to be supportive and ensure that care is in place during this time.

Online Safety

There's a greater emphasis on online safety.

Talking regularly with your child is the greatest tool help keep them safe online. Talking regularly and making it part of a daily conversation will help your child feel relaxed. If they do have worries, they're more likely to come and speak to you.

Think about if your child is playing the age-appropriate games.

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Volunteering

- Please let your class teacher know if you are interested in volunteering this year.

This could be:

- Supporting 1 to 1 reading;
- Helping on trips;
- Volunteering in some capacity at our school.

Methods of communication

- Email via the school office – respond within 48 hours.
- Use the website for communications and information.
- Messages to the person on the gate in the morning and the afternoon.
- Arbor for bookings.