

## The Leader in Me

This year the Queens' Federation are continuing with our Leader in Me journey. Since 2019, all staff have been taking part in training based on Stephen Covey's 'Seven Habits of Effective People.' We will continue to share these habits with the children and incorporate them into our curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future.

## 7 Habits



**Habit 1: Be Proactive - I am responsible for my own learning and actions.**

I am a responsible person who takes initiative and chooses my actions, moods and attitudes. I do the right thing, even when no one is looking. I do not blame others for my wrong choices and actions.

**Habit 2: Begin with the End in Mind - I plan ahead and set goals. I understand the importance of learning for life.**

I do things that have meaning and make a difference. I am an important part of my classroom and my school.



**Habit 3: Put First Things First - I focus and concentrate on work first and then on play.**

I spend my time on the things that are most important. This means I say no to things I should not do. I set priorities, make and follow a plan. I am disciplined and organised.



**Habit 4: Think Win-Win - I am positive, resilient and work with others to solve problems creatively.**

I want everyone to be successful. I do not put others down to get what I want. I look for solutions to problems, am kind, considerate and show respect for others.



**Habit 5: Seek First to Understand, Then to be Understood - I listen first and then talk. I celebrate difference and respect myself and others.**

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I share my opinions and ideas.

**Habit 6: Synergize - I work and learn with others and take pride in my achievements and environment.**

I value other people's strengths and learn from them. I know that everyone needs to get better at something. Working in groups can help to create better ideas.



**Habit 7: Sharpen the Saw - I know how to look after myself and be the best that I can be.**

I take care of my body by eating well, exercising and getting sleep. I spend time with my family and friends. I learn in lots of ways and lots of places, not just at school. I take time to help others.



## Behaviour, Achievements & Expectations

The children are expected to try their best in all aspects of school life; individually and in a team. As the oldest children in school, there are a large number of opportunities for them to make a significant, positive contribution to school life.

Children are asked to apply for a range of jobs and responsibilities and are expected to set a good example for younger children. These skills will be recognised in our Leadership Scheme.

In Year 6 we encourage good behaviour in many ways...

\* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' in and around school. Good effort and positive behaviour will also be rewarded with house points. House points are counted at the end of each half term.



Centaur



Griffin



Pegasus



Phoenix

\* Each week two children from each class are selected to receive a special certificate in our 'Celebration Assembly.' Our certificates celebrate use of the 7 Habits.

\* The whole class work together to receive 'class tokens.' Each token is worth a minute of class reward time (activity chosen by the children).

## Home Learning

Homework in Year 6 consists of four weekly tasks. House points will be awarded for effort and for meeting the homework tasks particularly well.

- **Reading** - We expect all children to read at home (or be read to) each day. Please encourage your child to comment in their reading record books. Reading plays such an important part in our curriculum, it is essential that children develop a love of reading and enjoy reading a wide range of texts.
- **English** - Our writing or grammar task (around 45 minutes) will usually be based on what the children have been practising at school to consolidate their learning.
- **Spelling** - Children are set into four different spelling groups. The spellings will include high frequency words as well as patterns / words that the children should know by the end of KS2. Please try to encourage spelling practice which is 'little and often' as this is better for retention of the words.
- **Maths** - The Maths task (around 45 minutes) will usually be based on what the children have been learning at school. On occasion, to link into our 'Teaching for Mastery' approach, children will be asked to practise number facts.

## Important Dates for your Diary

The Y6 residential to **Grafham Water** will take place from 12th to 14th June 2024.

National **SATs** Testing week are timetabled to take place from 13th to 16th May 2024.

Please try to avoid booking holidays or appointments during this week.

## Attendance Information

Here at Queen Edith, school attendance is very important. The headteacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing a form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the headteacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 3 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

## Birthdays

In the interests of promoting healthy lifestyles, we would recommend that you donate either a pre-loved or new book for the class to enjoy. Please pass donations of books onto the school office so that a special birthday sticker can be put inside of the front cover. This will be a lasting reminder of who donated the book on their special day.

### Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. If you think you would like to help at any point you will need to complete some simple paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office about this check.

**Thank you for taking the time to read this booklet.**

**We hope it may have answered some of the questions you may have about Year 6.**

**Please do not hesitate to contact us if you have any further queries.**



Queen Edith  
Primary School

# Welcome to Year 6 at Queen Edith Primary School

## Welcome to Year 6!

We hope your child has a successful final year! This booklet is designed to introduce you to some important information about the year ahead, so that you can help your child to settle in and have a really positive year. There are lots of exciting topics and events planned for throughout this year, including: the annual residential trip to Grafham; a visit to Duxford and WW2 Day; Fairtrade café; Bikeability; and, of course, the Leavers' Assembly and evening event.

Beech Class (6.1) will be taught by Miss Botham and Oak Class (6.2) will be taught by Miss Thurston. PPA will take place on a Wednesday and during this time children will be taught by Mrs Galantini and Mr Laker. Mrs Butler is our year group TA and assists in many ways.

Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: [www.queenedithschool.org.uk](http://www.queenedithschool.org.uk)

## Our School Day

A member of staff is available on the KS2 playground daily from 8.45am. Once the whistle has blown at **8.55am**, children line up in their classes and teachers will come to collect them. Please be aware that lateness is officially noted in the register. If your child arrives after 8.55am, you will need to take them to, and sign them in at the school office.

Our school day ends at **3.30pm**. Please wait in the playground, Year 6 children exit the school through the Quiet Area and are only allowed to leave this paved area once they have seen the adult picking them up. A teacher on duty will remain in this area until 3.40pm or until all children have been collected. Thank you for your cooperation and patience with this.

Please contact the school office if your child is going to be absent from school.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please feel free to contact us if you have any queries or concerns through the school office and we will get back to you as soon as we can.

## Physical Education (PE) Lessons

Children will need to come to school wearing their PE kit on the day that their class is having PE. **We will have PE on Monday and Wednesday afternoons.** Their PE kit should be shorts and a t-shirt on warm days and tracksuit bottoms and a long sleeved top on colder days. Long hair should be tied back and earrings should be removed on PE days. No other jewellery is allowed.

## Year 6 Topics 2023 - 2024

Each half term you will be sent (via ParentMail) a topic web so that you can see any important dates and a fuller picture of our curriculum.

**Autumn 1:** World War II

**Autumn 2:** Exploring South America

**Spring 1:** Fairtrade

**Spring 2:** Fairgrounds & Fairytales

**Summer 1:** Buddhism

**Summer 2:** Cambridge

## What does my child need in Year 6?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing including shoes are clearly named.**



Your child's black **indoor** school shoes should be clean and comfortable. The children will wear these shoes all day, inside. You may want to get black plimsolls to double up with indoor PE shoes.



**Outdoor** shoes should be sensible shoes or trainers. If the weather is very wet, muddy or snowy, children may wear boots or wellingtons.



Your child will need a named **water bottle** in school. These should be brought to school and taken home again everyday. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.



Children will be provided with a set of stationery necessary for their year. They will need a thin pencil case which fits in their tray. Children will be encouraged to look after their resources well and hand in old stationery (e.g. when a pen runs out so we can recycle it). If they lose resources, however, they will be asked to provide a new one themselves.

Children may bring a piece of fruit for a snack at morning break. If they would prefer they can bring a small amount of money to school each day and visit our fruit bar.

# What will my child learn in Year 6?

## By the end of Year 6, your child should be able to...

### Reading

- Read fluently with full knowledge of all the Year 5 / 6 exception words, root words, prefixes, suffixes / word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues
- Maintain positive attitudes to reading and understanding of what they have read by when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; making comparisons within and across books; reading a wide range of genres with different structures and purposes or pleasure, identifying themes and conventions between text types
- Understand what they read by explaining how language (including figurative language) structure and presentation can contribute to the meaning of a text; asking questions about a text; drawing inferences and inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence; making predictions based on details stated and implied with evidence from the text
- Distinguish independently between statements of fact and opinion
- Retrieve, record and present information from texts to other readers in informal notes and formal presentations
- Participate in discussions about books that are read to them and those they can read for themselves

### Writing

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary; direct address in instructions and persuasive writing
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using the contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility
- Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms, within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at KS2 mostly correctly- this includes capital letters, full stops, question marks, commas in lists, inverted commas and other punctuation to indicate direct speech, commas for clarity, punctuation for parenthesis, semi-colons, colons, dashes, bullet points, ellipsis, hyphens and the use of the apostrophe for contraction and possession
- Spell correctly most words from the Year 5 / 6 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

### Mathematics

#### Number - Number and Place Value

- Read, write, order and compare numbers to at least 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 and Subtraction

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Perform mental calculations, including with mixed operations and large numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- 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

#### Number - Multiplication and Division

- 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 context
- Identify common factors, common multiples and prime numbers
- Perform mental calculations, including with mixed operations and large numbers

#### Number - Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denominator
- Compare and order fractions, including fractions  $\geq 1$
- 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 e.g.  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$
- Divide proper fractions by whole numbers e.g.  $\frac{1}{3} \div 2 = \frac{1}{6}$
- Associate a fraction with division and calculate decimal fraction equivalents (e.g.  $0.375$ ) for a simple fraction (e.g.  $\frac{3}{8}$ )

- 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

- 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

#### Measurement

- 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

#### Geometry - Properties of Shapes

- Draw 2D shapes using given dimensions and angles
- Recognise, describe and build simple 3D 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

#### Geometry - Position and Direction

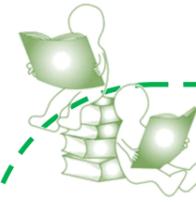
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes

#### Geometry - Statistics

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

#### Geometry - Ratio and Proportion

- 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 (e.g. 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



## Reading in Year 6

Please encourage your child to bring their reading book and reading record into school every day.

Reading is an integral part of our learning in Year 6. We aim to foster a love of reading and, as well as providing silent reading opportunities, will enjoy times together, sharing a range of stories, poems and non-fiction texts.

Book bags need to be brought in every day and your child may change their book whenever they have finished. Children are encouraged to take home their reading books and to read to an adult or to themselves, with comments added in their reading record books. We would strongly recommend a minimum of twenty minutes reading per day. Some ideas for what you or your child can comment on in their reading record books can be found in their Reading Records.

Reading develops both children's imagination and vocabulary. We appreciate the comments that you make in the reading records as this keeps us informed about how reading is going at home. The bookmark that is attached to the reading record book offers sentence starters to help your child write a comment and to ensure that your child is fully understanding what they are reading.

Throughout the week, children in Year 6 will often read alone in silent times. They will also read in pairs, as part of a guided group and/or individually with an adult. Please ask them to see Miss Thurston if they would like a recommendation for a new genre or author!

Our school reading scheme and year group suggestions provide the back bone for reading in school but it is important that your child reads and experiences a wide range of books. Please encourage them to make sensible choices about what they would like to read at home and perhaps even visit the local library with them.

In Year 6, we will also do 'Buddy Reading' with Year 3 children once a week. This is a lovely opportunity for the older children to listen to Year 3 read. They also record in their reading record books and learn how to comment sensitively and accurately.

### Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

#### 'Teaching for Mastery'

\*Is **achievable for all** - *high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge.*

\*Promotes **deep and sustainable learning** - *lessons are designed with careful small steps.*

\*Builds on **prior knowledge** - *pupils' learning of concepts is seen as a continuum across the school.*

\*Provides children with opportunities to **reason about a concept and make connections** - *pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language.*

\*Promotes **conceptual and procedural fluency** - *Maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.*

\***Problem solving is central** - *this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening.*

\*Provides **challenge through greater depth** - *rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group.*

### Teaching for Mastery has a CPA approach at its core.

**Concrete** - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking.

**Pictorial** - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models.

**Abstract** - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example, at its simplest form, when teaching addition...

Concrete	Pictorial	Abstract
<p>Use cubes to add two numbers together as a group or in a bar.</p>	<p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>Use the part-part whole diagram as shown above to move into the abstract.</p>

### Reasoning: Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. mean or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...