



# Welcome to our Year 6 Class Meeting

Mr Harper & Miss Garner  
(Mrs Sidwell PPA)  
September 2024



# Routines and Procedures



What the children will need on a daily basis:

- A water bottle
- Packed lunches (if applicable)
- Two healthy snacks
- Coat or suitable clothing for weather
- Reading book
- Reading record
- Spelling Challenge (if applicable)

## Drop off and collection times

Year 6 should arrive at school between 8.30am – 8.40am. They will be collected at 3.10pm – 3.15pm.





# Communication

I am always available to speak to on the door should you have any quick queries or concerns.

Alternatively, you may want to message Miss Garner or myself via Tapestry. Your child's private page is the most secure for discussion on Tapestry. I check this on a daily basis.

For more private and confidential matters or that of a sensitive nature, please email

[info@parkroadprimary.trafford.sch.uk](mailto:info@parkroadprimary.trafford.sch.uk) F.A.O Mr Harper. Or if urgent: [parkroadtimp.admin@trafford.gov.uk](mailto:parkroadtimp.admin@trafford.gov.uk)

Alternatively, please call school to arrange a telephone appointment on

0161 972 4820.





# Tapestry

Tapestry will be used frequently throughout the year, so please ensure your account has been activated. It would be brilliant to see everyone sharing posts as often as possible.

The purpose of the Year 6 Tapestry noticeboard:

- To communicate class specific messages.
- To share achievements at home with fellow classmates.
- To upload homework plans and resources.

I have attached a video link, showing you how to upload a post to Tapestry for anyone who is unsure:

<https://www.youtube.com/watch?v=espJ96TJHV8>

Please note, all members of Year 6 can see your posts once uploaded on the class noticeboard





# COVID-19

For more information on our latest COVID-19 procedures and correspondence from Miss Hart, please visit our website:

<https://www.parkroadacademy.co.uk/covid-19/>

# Behaviour

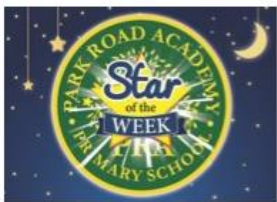
Pride Resilience Attitude Perform Succeed

At Park Road Academy we have a positive behaviour policy.



All children start the year with 5 dojos and they can earn dojos for showing our school values (2) and can earn them for PRAPS Powers and excellent learning in all areas of the curriculum.

Children will receive certificates when they earn 50, 100, 200 and 500 dojos. This will be celebrated on Tapestry.



On a Friday during assembly there is Star of the Week but also at the end of each half-term we celebrate two children from each class that has shown the school value of the half-term.

# Behaviour

- Children will be able to visit subject leads to share great learning for that child.



- House Points are earned as a team, these could be awarded in sport events (including PE lessons), team presentations, TT Rockstar house battle etc. At the end of each term the house with the most points is awarded the House Cup.



# Behaviour

- Positive Behaviour
- Minor Misbehaviours
- Repeated Minor Misbehaviours
- Disruptive Behaviour
- Serious Misconduct
- Dangerous or Harmful Behaviour



# Timetable

Our timetable is flexible, but generally:

- English and Maths are taught in the morning.
- Science, computing and foundation subjects are taught in the afternoon.
- Mrs Irving teaches Spanish on a Tuesday afternoon and art/DT on a Thursday
- Year 6's Fitness Days are on a Monday & Thursday. Children should come to school dressed in their PE kit appropriate for the weather.
- Mrs Sidwell takes the class on a Wednesday afternoon whilst I have my PPA.



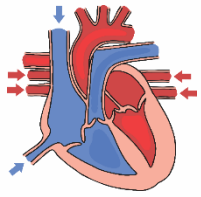
# Our Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value & Operations	Fractions & Converting units	Ratio, Algebra & Decimals	Fractions decimals and percentages, Area, perimeter and volume & Statistics	Shape, position and direction	Consolidation & problem solving
Geography / History	<b>South America</b> What makes the Amazon rainforest so special and important, and why is it called the 'lungs of the Earth'?	<b>British Empire</b> Why the British Empire created and what was its impact on the world?	<b>Natural Wonders</b> Which natural wonder have made it into the Guinness Book of Records?	<b>World War 1 &amp; 2</b> What has been the impact of the World Wars on Britain?	<b>Climate Change</b> Why is the planet in danger?	<b>Slavery &amp; Immigration</b> What has been the impact of immigration on the past 100 years?
English	Cycle 1: Comic Strip Cycle 2: Setting Description	Cycle 1: Sci-fi Story Cycle 2: Chronological Report	Cycle 1: Non-Chronological Report Cycle 2: Recount	Cycle 1: Adventure Story Cycle 2: Poetry	Cycle 1: Novel Cycle 2: Persuasive Speech	Cycle 1: Poetry Cycle 2: Diary
Science	<b>Living things &amp; their habitats</b> Could Spider-Man really exist?	<b>Electricity</b> Could robots replace humans?	<b>Animals including humans</b> Why is the heart the most important pump we own?	<b>Light</b> Are you afraid of the dark?		<b>Evolution &amp; inheritance</b> Have we always looked like this?
Computing	Online Safety	Know Your Network	Spreadsheets	Scratch: Animated Stories	Programming with Kodu	Film-Making
Spanish	Phonetics & At School	Healthy Lifestyle	At the Weekend	World War II	Vikings	Me in the World
R.E	<b>Islam</b> What is the best way for a Muslim to show commitment to God?	<b>Christianity</b> How significant is it that Mary was Jesus' mother?	<b>Christianity</b> Is anything ever eternal?	<b>Christianity</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Islam</b> Does belief in Akhirah (life after death) help Muslims lead good lives?	<b>Islam</b> Belief and meaning
DT / Art	<b>Making my voice Heard</b> Autumn 1: Art Autumn 2: DT		<b>Photo Opportunity</b> Autumn 1: Art Autumn 2: DT		<b>Making Memories</b> Autumn 1: Art Autumn 2: DT	
P.E.	Gymnastics / Invasion Games	Gymnastics / Dance	Leadership / Basketball	Hockey / Handball	Athletics / Dodgeball	Football / OAA
P.S.H.C.E / Citizenship	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me RSE
Music	Happy	Christmas Production	Film music	Theme and variations	Dynamics, pitch and texture	Composing and performing a Leavers song



# Main Themes

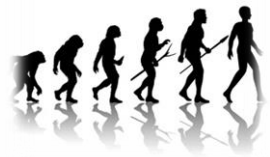


The  
Circulatory  
System

World War 1 & 2



The  
Classification  
of Living  
Things



Evolution  
and  
Inheritance



Slavery

South  
America



These are some of the topics we will be covering this year. We will continue to follow The Learning Challenge concept, which is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. The Learning Challenge approach is used as a structure and ethos for our curriculum design.



# Homework

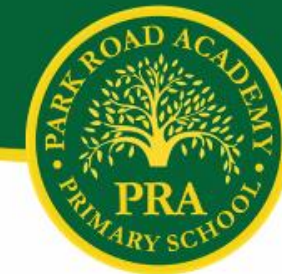
- Homework plans will be uploaded to Tapestry on Fridays, along with the relevant resources.
- The work set will not be anything new. It will be a continuation of what we have been learning in class to recap and consolidate learning.
- The children have been given homework activity books for maths. Therefore, the work just needs to be completed in the activity book.
- SATS Companion will be used to assign English and maths homework as well as Reading Plus.
- The expectation is that the children will mark their work using the mark schemes provided.
- I will collect homework activity books every other week to ensure the children are on track.
- If any children are struggling with the homework, please encourage them to speak to me about it as soon as possible.



reading  plus®



# What homework



Homework	Frequency	Additional Information
Grammar and Punctuation	Weekly (SATS Companion)	Will be related to class targets (where possible)
Spelling	Child-led	Children will be tested when they feel they are ready.
Reading	Ideally Daily	Banded reading books. We recommend 20 minutes of reading per night
Reading Comprehension	Weekly (Reading Plus)	
Maths	Weekly (Maths Activity Journals)	Will be related to class targets (where possible)
Termly Homework	Termly	Complete as many as you wish to & upload a picture to Tapestry



## Spelling Challenge

We are excited to share with you our new whole school approach to the teaching and learning of spelling the National Curriculum Statutory Words through spelling challenges. The Spelling Challenge Programme aims to excite and engage children in retaining and more importantly in applying the words they have learnt to spell within their writing. This approach will mean there is less pressure on the child of knowing a spelling list of 10 words for a weekly test. Children with a little encouragement from their teachers, parents and carers will choose to learn how to spell and will only be tested when they feel they are secure at spelling those statutory words. There will be rewards and prizes for doing so!

Spelling patterns will continue to be taught through Little Wandle SSP and during Spelling, Punctuation and Grammar (SPAG) lessons on a daily/weekly basis in class. Frequent errors in writing will also be supported on an individual basis during English lessons.

### How Spelling Challenge works...

There are 6 levels which link to the progression of Phonics and the National Curriculum Age Related Expectations.

Children will choose which level age appropriate they would like to complete age appropriate.

### Coverage.

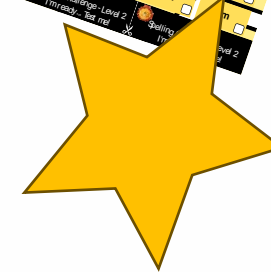
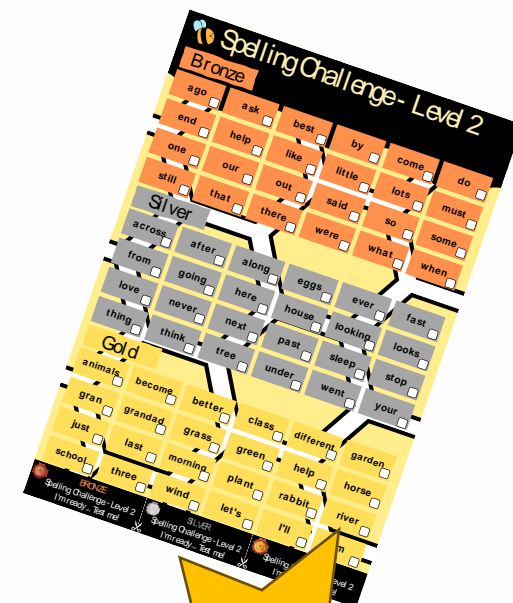
Level 1 - Phase 3

Level 2 - Phase 4

Level 3, 4 and 5 - Phase 5

Level 6 and 7 - Year 3/4 Statutory Words

Level 8 and 9 - Year 5/6 Statutory Words



# Steps to success!

1. Learn Spellings at Home

2. No time limit restrictions

3. When your child feels truly confident and ready to be tested cut off the bottom of the challenge slip and return this to their class teacher. This will show that they are ready to be tested.

4. The class teacher will be responsible for testing your child, but the test will only consist of a selection of the words learnt.

If correct they receive a certificate and can proceed to the next level. Once the child has completed all three levels (Bronze, Silver and Gold) they are then awarded a Gold Pin Badge and will be given a raffle ticket to be entered into a termly draw!!!



DATE: 18<sup>th</sup> September 2023



# Optional Learning at Home

There may be times where your child would like to spend more time on home-learning than what we provide on a weekly basis. If this is the case, please direct them to the following activities;

- Termly Homework - Over the course of a term. Children can choose as many projects as they like.
- My Maths – tasks can be allocated linked to class targets.
- Reading Plus – Reading activities and practice.
- Dyslexia Gold – Spelling activities for selected children.

If your children would like to spend more time on additional activities that are more specific to a particular concept, please visit our website that will direct you to online resources.





# Homework continued ...



Homework is not a statutory obligation for schools, however, at Park Road Academy we believe it enables children to reinforce their learning of key concepts that has taken place in school. If you would like your child to opt out of homework, please inform us via email.

Whilst we support all of the key principles outlined on the previous slide, Park Road Academy is not a school at which homework dominates home and school life.

We accept that not every activity will capture the children's imagination and that weekends can often be very busy. We believe that homework should be manageable for all concerned and this includes the teaching staff here at Park Road Academy. If homework becomes a burden or a source of conflict, it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on each task, preferring individual children and families to set their own routines. If you do have concerns, please seek advice from Mr Harper.

We hope the children are motivated by positive incentives and by the tasks themselves more often than not. Children do not receive a consequence if they fail to complete homework, but a discrete register is kept and if this is a regular occurrence, a meeting will be called with the child and their parents/carers.



# Our Homework Expectations

**We encourage children to:**

- Ask for help if needed prior to the return date;
- Complete homework to the best of their ability;
- Maintain the same standards of presentation expected of work at home as in school.

**We encourage parents/carers to:**

- Show a positive interest in homework;
- Talk and ask questions;
- Help and support, but encourage independent thinking;
- Ensure children have the time and space to complete homework;
- Praise children for their efforts.

**Teachers will:**

- Explain the homework task and the learning process clearly;
- Set work at an appropriate level;
- Set deadlines (if appropriate);
- Check over the learning regularly.



# Reading at home



## Book Bands – reading book

At Park Road we use Book Bands as a consistent whole school approach to our reading books. The children are regularly assessed to ensure they are reading their book at the correct band with fluency, accurately and understanding. The Book Band system is progressive, it helps us to grade our books by level of difficulty. Each level has its own colour and includes a selection of different reading scheme books and 'real' books.

The difference between each band is gradual so that children will not experience difficulty when moving from one to the next. Details of your child's Book Band colour and assessment outcome will be updated regularly in their reading book.





# Reading book bands

It is really important that children develop their comprehension skills alongside their ability to read the words on the page, so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Class teachers listen to the children's reading on a regular basis and will change their Book Band colour only when they are confident that both the comprehension and word reading targets have been fully met.

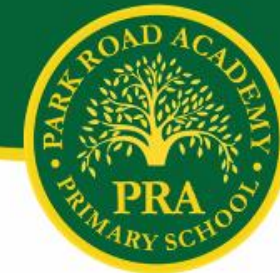
There will be a wide of reading abilities in any year group or class. As a rough guide, children should be able to read at least 90% of the words on the page without any problem.

You will be doing your child no favours if you rush them through books. It is not a race, it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc. at different rates. Reading must not be treated as a competition. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will put them off reading!





# Progress Monitoring



Progress will be monitored through:

- Assessment for Learning (Informal judgements)
- Assessment of Learning (including termly scaled score assessments in reading and maths)
- FFT Curriculum Tracker
- SMART Targets (if applicable to your child)
- Individual Education Plan (I.E.P) (if applicable to your child)

Please arrange a meeting to discuss any issues you have regarding your child's progress. Please don't leave it until the end of the year. Education is a partnership.





# Assessment

- Children work within age related expectations
- Children are tracked in bands (Band 6 for Year 6)
- Children will fall into one of the following categories:

WT – Working Towards

ARE – Age Related Expectations

GD – Greater Depth

\* Those children showing exceptional ability will be challenged through enrichment/  
mastery activities.



**We strive to make everyone in our school community happy, but we know that on the rare occasion we may not achieve this for all.**

- We ask that all informal concerns are made to a member of staff. This is usually your class teacher. This may be in person, by telephone or in writing.
- The member of staff will then discuss the issue in a respectful and informal manner to seek a mutual resolution with you.
- If an appropriate resolution cannot be sought at this informal level, or you are dissatisfied with the outcome following the initial discussions, you may wish to proceed to the Deputy Headteacher or Headteacher.

For more information, please see our complaints policy, available on our school website.

*Through positive collaboration we encourage a successful partnership between school, parents/cares and children, in order for each child to achieve success.*

# Pupil Premium



Prior to April 2018, children qualified for free school meals – and accordingly Pupil Premium – if you received any of the following benefits:

- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

These benefits have now been rolled into a single benefit, called Universal Credit. From April 2018, free school meals and Pupil Premium will only be allocated to pupils with a family income under £7400 (net) per year.





# Pupil Premium

- Since September 2014, all children in Reception and Years 1 and 2 have qualified for [free school meals](#), regardless of their family income, but only the children who would qualify for free meals under the above income-based criteria will receive the Pupil Premium.
- If your child qualifies for free school meals, it's important that you tell school – even if they take a packed lunch – as this enables them to claim Pupil Premium.





# How is the money spent?

- Extra one-to-one or small-group support for children within the classroom.
- Providing extra tuition for able children.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Investing in resources that boost children's learning, such as laptops or tablets.

If you have any questions, please contact Mrs Morris by email:

[pupilpremium@parkroadprimary.trafford.sch.uk](mailto:pupilpremium@parkroadprimary.trafford.sch.uk)



# Robin Wood

<https://www.robinwood.co.uk/activity-centres/dobroyd-castle/>





**We hope you found the information in  
this document useful.**

**We look forward to a successful year  
working with your child.**

