

Welcome to Sycamore Class





Safeguarding and Prevent Leads



Emma Fenn
Headteacher
Designated Safeguarding Lead
Designated Teacher for Children Looked After



Louise McLellan
Deputy Headteacher
Deputy DSL
Prevent Lead



Jenny North
Assistant Headteacher / SENCo
Deputy DSL
Mental Health Lead



Georgia McNamara
Online Safety Lead

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



Sarah Moriarty
Safeguarding Link Governor



Year 6



Mrs Grabowska
Sycamore Class
Teaching Monday –
Wednesday AM

Head of History



Mrs Welch
Teaching Wednesday pm



Mrs McNamara
Hawthorn Class
Teaching Monday - Friday

Head of Computing
Online Safety Lead



Mrs Gifford
Sycamore Class
Teaching Thursday -
Friday

Head of Science



Ms Toms
Music and French
Teacher



Mrs Cherry
Teaching Assistant

Online Safety



Apps and Devices

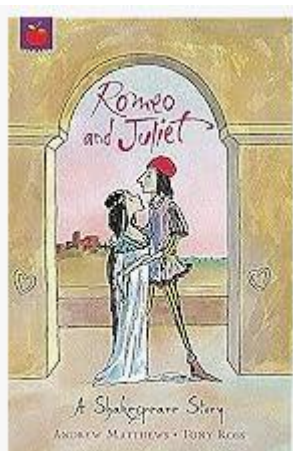
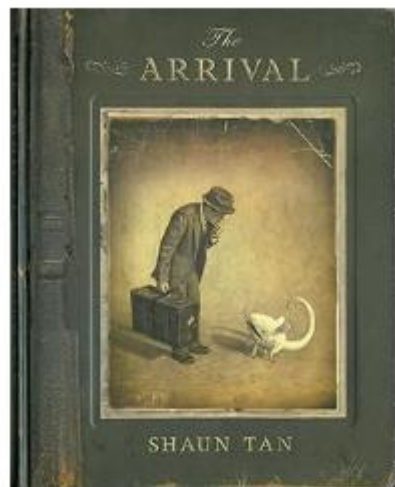
- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person



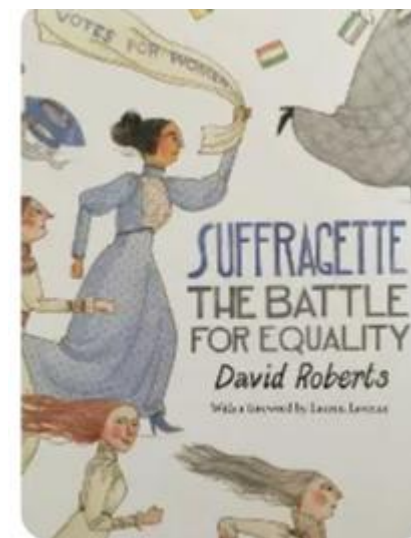
A typical week:

	8:40	8:55	9:05	9:30	10:30	10:45	10:55		11:55	12:00	1:15	1:15	2:15	3:00	3:20	
Mon	Early Morning Activity or Feedback	Register	Maths	Reading Response	BREAK	Flashback Four	Spelling	English		LUNCH	Register quiet reading Assembly 1:15	SPAG	History/Geography		Class Reader/ Story time	HOME TIME
Tues			Music/French	PE			Spelling	English	SPAG			RE	PSHE			
Wed			Maths	Reading response			Spelling	Maths	Computing			Library 2.30-3				
Thurs			Maths	Reading response			Spelling	English	SPAG			Art /DT				
Fri			English	Science			Science		SPAG			PE	2.20 Mental maths Reading response			

English Year 6



- ❖ Playscripts
- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (suspense)
- ❖ Alternative endings
- ❖ Diary entries
- ❖ Non-Chronological reports
- ❖ Biography
- ❖ Dialogue
- ❖ Adverts
- ❖ Reports and informal letters





Writing TAF - WTS

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Writing TAF - EXS



Working at the expected standard

The pupil can:

- 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 contracted forms in dialogues in narrative; 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 key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Writing TAF - GDS



Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

4

Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*

Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.

the foot of the hill ☐

the campsite ☐

the cattle grid ☐

the bridge ☐

5

Look at page 4.

What made Priya decide *to take a look* outside the tent?

Tick **one**.

She heard hedgehog noises. ☐

She heard Toby coughing. ☐

She heard the engine stop. ☐

She heard the noise from the road. ☐

21

Look at Harriet's answer to the question: *What benefits could bats possibly bring to humans?*

How can you tell that Harriet thinks insects are pests?

Write **two** ways.

1. _____

2. _____

22

Draw **four** lines to match an amount on the left to a fact on the right.

thousands

people visiting the Congress Avenue Bridge each year

a few

bats living in one cave

ten

months baby bats need to develop before travelling

fifteen million

tonnes of insects eaten by bats each night

26

What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1 mark



Examples of writing

Onomatopoeia

Click! Something changed. Her eyebrows furrowed and her eyes retreated from their slumbering socket. ~~Out of the corner of her~~ ^{shifted inside} eye The ancient shop right across the cobbled path had moved. How!?

A ^{tempting} ~~tempting~~, swirling vortex devoid of grey had ~~appe~~ appeared.

Vocabulary

It was as if space was in a conjoined, invisible barrier.

Punctuation

A leazinging-silence radiated through the queer items aura.

Oxymoron

The bitter-sweet appearance of the shop was enough

to make her jaw drop. She Alma had never the gaze of the

shop before. A gaze - a warning. It had as a huge, gaping mouth

and razor - sharp scales all down its front. Her hand

lingered over the peculiar door knob $\leftarrow$ ~~th~~ it was all too perfect.

It ~~stone~~ ^{was} cold stone-cold to the touch, but it Alma was

too engrossed to turn back now. A veil of uncertainty

~~stamped~~, stamped and wept ^{over} the situation. With a slow creak

the door inched open after a small minute tugg.

Inside the suspicious shop was a hard of dark-~~presented~~ ^{presented} vortices. From the moment she stepped in Alma was under its control. All she had time for was a gasp and a small grin of to have the ~~audacious~~ ^{audacious} audacity to venture across her gaze. Then it was all ~~gone~~ gone.

A tsunami of black had suddenly raged through her whole world. She was in the vortex! Planets and stars elegantly danced through the pitch-black abyss. What was this?

Where was she? Hmm In a flash, Alma was hurtling

towards, as ~~to~~ she saw it, the north, brightest star. She

hit it with a crash and a flurry of light bombarded her

senses. A small scratched grasped at the star but nothing

happened. A rather harshment of scratches pierced it, but this

time, something did happen. Her life glashed before her

eyes and an excruciating pain ~~was~~ ^{or} wriggled throughout her

body. Suddenly, she was back in the shop. In an instant.

Fronted
Adverbials

Examples of maths

- 3) Charlie cuts a 10.25m piece of wood into five equal pieces. How long is each piece?
- 4) Three brothers are all paid an equal sum of pocket money. Altogether they were paid £19.80. How much did each brother receive?



VF.

2.05m

$$10.25 \div 5 = 2.05$$

$$\begin{array}{r} 06.60 \text{ each} \\ 3 \overline{) 19.80} \end{array}$$

✓ Inverse to check: $\begin{array}{r} 6.60 \\ \times 3 \\ \hline 19.80 \end{array}$ ✓

5 Brett uses short division to work out $13.2 \div 6$

0	2	2
6	1	3
		2

Use short division to work out the calculations.

a) $\begin{array}{r} 03.2 \\ 7 \overline{) 21.4} \end{array}$ ✓

b) $\begin{array}{r} 02.31 \\ 8 \overline{) 18.48} \end{array}$ ✓

6 Work out the divisions.

a) $25.6 \div 8 = 3.2$ ✓

d) $3.89 \div 19.45 \div 5$ ✓

b) $14.8 \div 4 = 3.7$ ✓

e) $202.35 \div 3 = 67.45$ ✓

c) $18.48 \div 6 = 3.08$ ✓

f) $105.12 \div 9 = 11.68$ ✓

$$\begin{array}{r} 011.68 \\ 9 \overline{) 110.512} \end{array}$$

7 Work out the divisions.

a) $9.64 \div 4 = 2.41$ ✓

b) $19.44 \div 9 = 2.16$ ✓

$96.4 \div 4 = 24.1$ ✓

$19.53 \div 9 = 2.17$ ✓

$0.964 \div 4 = 0.241$ ✓

$19.62 \div 9 = 2.18$ ✓

$9.64 \div 8 = 1.205$ ✓

$19.71 \div 9 = 2.19$ ✓

What do you notice?

$$\begin{array}{r} 02.16 \\ 9 \overline{) 19.44} \end{array}$$

$$\begin{array}{r} 02.27 \\ 9 \overline{) 19.53} \end{array}$$

$$\begin{array}{r} 02.18 \\ 9 \overline{) 19.62} \end{array}$$

$$\begin{array}{r} 02.19 \\ 9 \overline{) 19.71} \end{array}$$

8 Fill in the missing numbers.

a) $3.6 \div 4 = 36 \div 40$ ✓

b) $7.8 \div 6 = 78 \div 60$ ✓

$3.6 \div 4 = 7.2 \div 8$ ✓

$7.8 \div 6 = 3.9 \div 3$ ✓

9 Complete the calculation.

$8.4 \div 2 = 4.2 \div 1$

How many different solutions can you find?

$8.4 \div 4 = 4.2 \div 8$ ✓

$8.4 \div 8 = 4.2 \div 16$ ✓

$8.4 \div 7 = 4.2 \div 3.5$ ✓



Maths

We use the White Rose scheme for maths. There is a daily maths lesson, related to number, calculation, shape, space and measures or problem solving within these areas.

As well as this, a Flashback Four session to revisit different mathematical concepts - mainly focusing on quick recall of number facts.

We also complete Times Tables Rockstars four times a week.

$23.8 \div 1000 =$		 1 mark
$63.6 \times 7 =$		 1 mark
$\frac{5}{6} - \frac{2}{3} =$		 1 mark
$0.6 = \frac{?}{20}$		 1 mark
$\frac{4}{7} \div 2 =$		 1 mark
$\frac{1}{4} \times \frac{3}{7} =$		 1 mark
$2\frac{1}{8} - \frac{1}{4} =$		 1 mark

SATs

- ❖ SATS are national tests set by the government which are completed in May by Year 6 children across the country.
- ❖ Children will be exposed to past papers and practice questions throughout Year 6 so that they get used to the format and style.
- ❖ There will be a separate meeting to discuss this in more detail on ????



PGL





Thank you for coming!

Any questions?

