



Welcome to Sycamore Through the Keyhole

16.10.25

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



Miss Ambler
Hawthorn Class
Teaching Monday - Friday

Head of PSHE



Mrs Smith
Sycamore Class
Teaching Monday - Friday

Upper KS2 Phase Leader
Head of History/Geography



Mrs Cherry

Teaching Assistant

Specialist Teaching



Miss Thoms

French/Music teacher

Online Safety



Apps and Devices

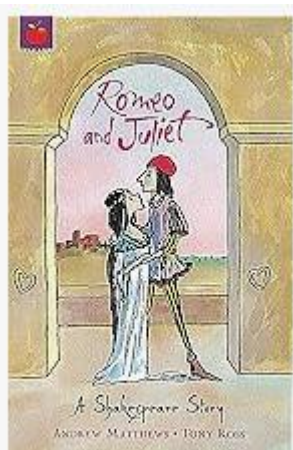
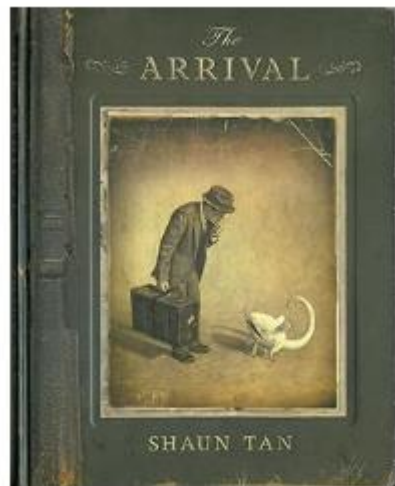
- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person
- Check where phones are being put at night.



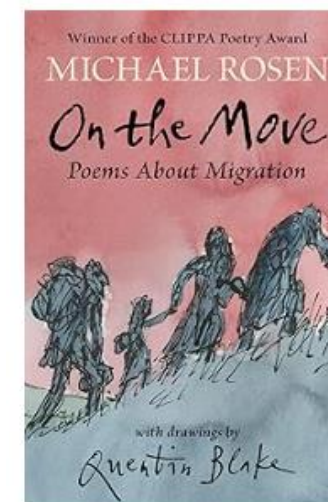
A typical week:

	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	Reading Response	English	BREAK	Flashback Four	Spelling	Maths		LUNCH	Register quiet reading Assembly 1:15	Handwriting	Geography			Class Reader/ Story time	HOME TIME
Tues			Music/French	PE			PE	11:00 Library	11:30 Handwriting /spelling			Handwriting	Guided reading	Maths			
Wed			Reading Response	English			Spelling	Maths				Science					
Thurs			Reading Response	English			Spelling	Maths				handwriting	RE	Computing			
Fri			Maths arithmetic	English			PE		Spelling dictation			Art		PSHE			

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

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.~~



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 correctly¹ (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~~

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]

Examples of writing

This morning, 4th April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. May I say, I was astonished to meet the chameleons, which have only been seen once before in 1632!

As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the Extinct Gun Plant because, when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature from just one touch. The most shocking aspect from this tragic death, was the permanent pain of the animal.

As the day carried on, I proudly stood next to the rare chameleons only seen once before in 1632 which were all dressed alike and beautiful. I cannot say how extraordinary it was, to watch them all change their bright colours on their scaled skin; wine-red, astral-blue, butter-yellow, emerald-green and so many more colours which I didn't know existed. My colleague, who inspired me to come on to join him on this journey and risk my life to find this animal

Our trip to the Globe

Even though the journey was long, it was definitely worth it because last Friday, I had an interesting day learning new things about William Shakespeare and the Globe theatre which is where Shakespeare's plays are shown.

To begin the day with a thrill, I was able to go into the Globe theatre and feel what it was like sitting in the different seats (which depended on your status, meaning how wealthy you are). Standing where the poorest people would go, made me feel small and diminutive but sadly if you were a poor person you would be called a 'penny stinker.' However they were able to see what no one else was able to see; it was a beautiful detailed painting with a drawing of the Sun. And no, it was not just only ~~the~~ drawing of the Sun it was one with doors that led to heaven. Are you still doubting being a penny stinker?

Dear Gary,

I would like to thank you for teaching us a lot about the Vikings. It was really ^{good} fun. I enjoyed it because it was very entertaining.

First of all, I loved it when we were sitting on the carpet and benches, and you were telling us that story about the man and the heacons. We were all just gazing at you, when all of a sudden... Dong!! You hit the shield ^{of} with a silver sword. That was one of my favourite parts of about the day. Another one of my favourite parts, was when you were telling us about the marriages and honey moon, because it was very interesting and intriguing.

I liked it when we were all lined up with shields and foam spears, and you told us to shout as loudly as we could, when already everyone was looking at us. I tried as hard as I could not to shout too loudly, otherwise we would have blown the roof off! I enjoyed this part because it made me feel alive. It made me feel indescribable. I also loved making the board game, although it was really challenging, but I love a challenge.

I loved ^{was most intrigued} ~~which exposed~~ it when you told us some of the Viking legends, especially when you told us about the Odin one, and that some of the days of the week were named after Viking gods. It was really, really cool.

Should Graffiti be made legal?

Some people ^{argue} ~~say~~ that graffiti symbolises a declined neighborhood. Others ~~say~~ while other people believe it is an ^{expressive} ~~reasonable~~ ^{piece} of art, but constantly continuously, both of these opinions are being judged. There is no doubt that this is a raging argument that no is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that, ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as ~~not~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that graffiti vandalism is against the law and ^{can} be brought up in a kind but firm way to be against bad graffiti offensive material.

To conclude my balanced argument, clearly the art version of graffiti is clearly misunderstood unlike ^{unlike} unsightly vandalism which, if the artists are caught, ^{and} they should get severely punished. I hope you have formed a clearer view on the matter.

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





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.

Every Friday the children complete an arithmetic paper, which comes home.

$23.8 \div 1000 =$		 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 Thursday 19^h March at 2:15pm.



Crucial Crew



PGL



Theatre Show at KWS





Thank you for coming!

Any questions?

