

# Good Morning and Welcome



Year 6

Meet the Teacher  
and  
Information morning

Tuesday 14<sup>th</sup> September 2021  
9:00-9:30am

# What will be covered during this meeting ?

- Year 6 team
- School values, behaviour and expectations
- Attendance and punctuality
- Healthy lunches
- Uniform and PE kit
- Curriculum coverage
- Homework/ GC/ online portals and passwords
- Assessment and reporting to parents
- Trips
- Applying for secondary schools
- How you can support your child

# Year 6 staff

In Year 6, we have highly trained and committed staff whose job it is to make sure that your child receives the best possible education at LFPA.



Norman Foster class teacher and Head of Year 6: Mrs Turna  
Teaching Assistant: Mrs Pearce

Renzo Piano class teacher: Mrs Subramaniam  
Teaching Assistant: Ms Duvall  
Teaching Assistant: Mrs Sandhu

Zaha Hadid class teacher: Mr McElwee  
Teaching Assistant: Mrs Bharadia  
4<sup>th</sup> Teacher: Ms Peerwani  
HLTA - Mrs Siva  
PE – Mr Wynn

Music Mr Jordan



**Lake Farm Park  
Academy**

# School values, behaviour and expectations



At LFPA we expect all our pupils to:

- Behave in accordance with the academy's behaviour policy and be courteous towards others
- Arrive in school on time each day – 8.45am
- Dress in smart full school uniform and PE kit
- Work hard and do their best in all lessons
- Complete homework to a good quality and hand it in on time

## The LFP Way

“ We will be kind to everyone and look after our friends. We will set a good example by being polite, helping others and always telling the truth. We will aim high by challenging ourselves and trying our best. This is the way we do things at LFPA. ”



### Show Respect

- Be kind to everyone
- Listen carefully
- Respect what others think

### Be a Role Model

- Set a good example
- Always be polite
- Help our friends

### Tell the Truth

- Be honest
- Learn from our mistakes
- Don't lie about others

### Aim High

- Challenge our self
- Try our best
- Be independent

# Rewards – House point system



At LFPA we award house points for positive learning behaviour based on our core values:

- **Aim high**
- **Show Respect**
- **Tell the truth**
- **Be a role model**



Children collect house points on their class chart to earn rewards such as certificates and stationery.

Children with the most rewards at the end of the term have the privilege of having lunch with the Head teacher.

# Attendance and punctuality

Regular attendance and punctuality are vital for good progress, and we set a minimum expectation 97% attendance or more.

Attendance is shown as a percentage figure and there is evidence that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE.

This means making routine medical appointments outside of school time where possible and avoiding taking holidays during term time.

We give weekly attendance awards to the class with the best attendance and each child with full attendance for the whole term receives a certificate.

Please note that the school day starts at 8:45am

# Uniform

## General Uniform



- □ LFPA sweatshirt/cardigan or plain purple sweatshirt/cardigan
- □ LFPA Blazer (recommended for Years 5 and 6 and optional for other year groups)
- □ White LFPA T-shirt or plain white shirt/T-shirt/polo shirt/blouse
- □ Purple pinafore (purple and white checked) dress
- □ Black or grey trousers or skirt
- □ Black shoes
- □ Black or grey tights/black, white or grey socks
- □ Plain black, navy blue white or purple hijabs or Patkas
- □ No jewellery (except for earrings as mentioned in 3.1) or nail polish
  
- **PE Kit**
- □ White LFPA T-shirt
- □ LFPA purple jumper - No hoodies
- □ Navy blue or black shorts
- □ Navy blue or black jogging bottoms in cold weather (no designer markings)
- □ White or black trainers/plimsolls
- □ No earrings should be worn on the days children have PE

# Uniform and PE kit

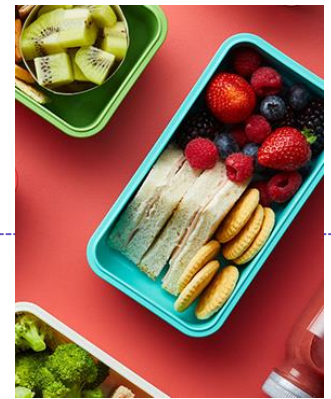




# Healthy Lunches



- Important for providing the fuel needed for an active mind and body
- Healthy snacks for break time: fruit, salad, breakfast bar
- Healthy lunch – balanced meal: protein, salad, fruit, dairy, water
- Nut free school



# Physical Education

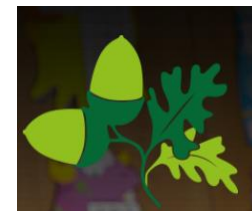
At LFPA, PE is taught by our fully qualified sports teachers, headed by Mr Whynn, every **Tuesday**.

On **Thursdays**, for this half term, pupils will be participating in the cycling skills programme provided by Hawks BMX. This will be our second PE lesson.

Please ensure your child comes into school in their correct PE kit on these days every week.



# Curriculum overview/ key texts

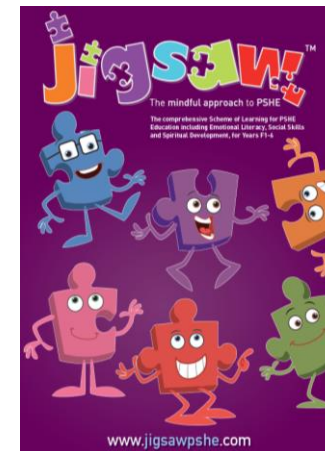


Term Topics	English	Maths- White Rose Scheme	Computing- Rising Stars Scheme of work	Science
<b>Autumn 1</b>	Cogheart – Peter Bunzl	Number: Place Value Number: 4 operations	Online Safety  Data: Spreadsheets	Electricity
<b>Autumn 2</b>	Core Text: The Hobbit – J. R. R. Tolkien	Number: Fractions Geometry: Position and Direction Number: Decimals	Communication Prezi, Word and Powerpoint	Grouping and Classification
<b>Spring 1</b>	The Silver Sword – Ian Serraillier	Number: Percentages, Algebra Measurement: Conversion, Perimeter, Area, Volume	Digital Literacy and Research	Animals, including Humans: Circulatory system
<b>Spring 2</b>	Macbeth – William Shakespeare	Number: Ratio Statistics Geometry: Properties of shape	Programming	Animals, including Humans: Healthy Lifestyle
<b>Summer 1</b>	The Golden Horseman of Baghdad - Saviour Pirotta	Consolidation SATs revision	Programming	Light
<b>Summer 2</b>	Core Text: Skellig – David Almond	Maths investigations	Multimedia	Evolution and Inheritance



# Year 6 Curriculum overview 2021-22

Topic	Music	R.E- Jigsaw Scheme of work	PSHE- Jigsaw Scheme of work	P.E.
History The Industrial Revolution  DT Designing and Making Bridges	Body Percussion	Beliefs and practices: What is the best way for a Muslim to show commitment to God?	Being Me in My World	Tag Rugby
Geography Mapping and Mountains  Art Landscapes David Hockney	Exploring Triple Time, the Pentatonic Scale and the Leitmotif	Incarnation: How significant is it that Mary was Jesus' mother?  Christmas	Celebrating Differences	Basketball
History WW2  DT Food Tech	Exploring lyrics and melody	Belief and meaning/ Salvation: Is anything ever eternal?	Dreams and Goals	Hockey
History Crime and Punishment  Art Graffiti Art, Banksy	Exploring Rounds	Salvation/ Gospel Is Christianity still a strong religion 2000 years after Jesus was on Earth? Easter	Healthy Me	Volleyball
History Early Islamic Civilisation - Baghdad AD900  DT Food Tech	Music Notation	Beliefs and Moral Values: Does belief in Akhirah (life after <u>death</u> ) help Muslims lead good lives?	Relationships	Athletics: Developing running, jumping and throwing skills
Geography Rivers Art Textiles, exploring stitches	Musical processes	Does belief in Akhirah help Muslims lead good lives?	Changing Me	Rounders



# PSHE



Relationships Education (RE) is now statutory and you cannot withdraw your child from these lessons. These lessons will be delivered in spring term.

Sex Education also falls under PSHE and is part of the Relationships and Sex Education (RSE) programme. These lessons will be delivered in summer term. You can withdraw your child from the parts that are non-statutory.

You will receive a letter about the sex education lessons in summer term, after SATs.

# Reading in Year 6

**Read every day** - essential to ensure children continue to have a love of books, build on their stamina, develop their vocabulary and continue to improve their English/life skills.

**45 min in total-AR or reading for pleasure book.**

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

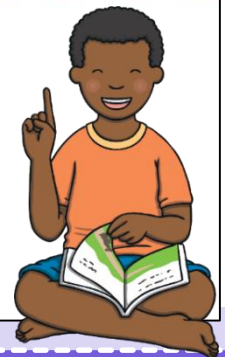
## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.











## Word Recognition

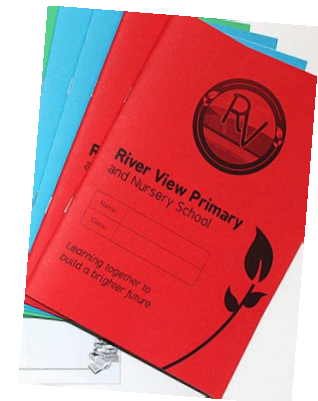
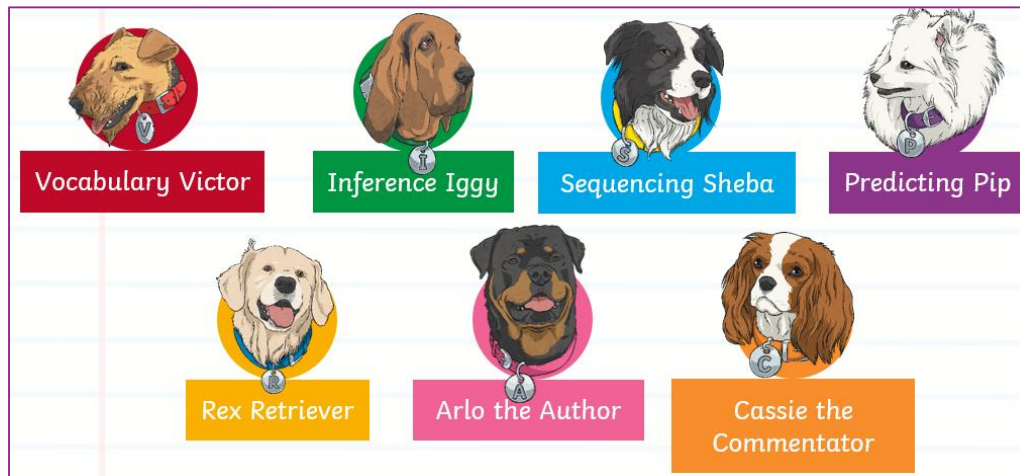
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic



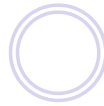
# Content domains in Year 6 Reading

Enjoy 				Decode 			
<b>Define</b> 	<b>Retrieve</b> 	<b>Summarise</b> 	<b>Infer</b> 	<b>Predict</b> 	<b>Relate</b> 	<b>Explore</b> 	<b>Compare</b> 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	
10-30%				40-60%		20-40%	



Our class text for this half term is Cogheart and we will be teaching a range of reading skills using the book and other related non-fiction texts.

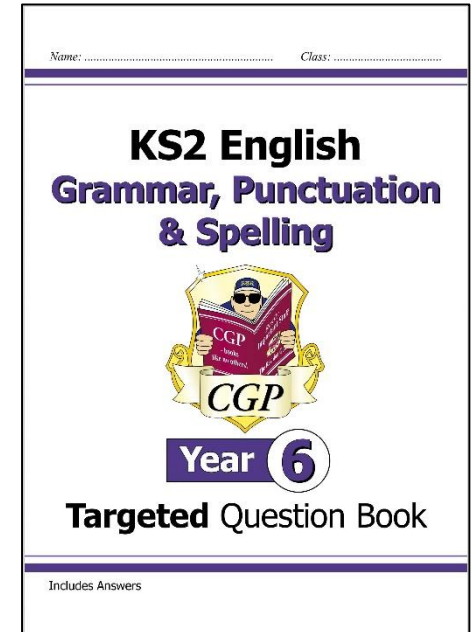
# Writing and SPaG



In Year 6, we build on all prior knowledge and understanding from previous years.

The children will continue to develop their writing skills so that they can write confidently for a range of purposes.

We also further develop their spelling, punctuation, and grammar skills in context to help them become competent writers.





# An example of writing from a child working at age related expectations in Year 6

## Piece A: Short story

"Happy 13<sup>th</sup> Birthday Ana!" Anabel's mother exclaimed loudly, while handing Anabel her birthday present.

"Thanks mum," she grinned; "but you really didn't have to get me anything!"

"Ah, come on, I did!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thank you so much! It's just what I <sup>needed</sup> ~~wanted~~!"

She smiled at the neon blue pumps.

"Ok... I'm going to go and try them on!" She got up and ~~walked out of the room~~ <sup>walked to the front</sup>.

"Oh... Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crumpled paper.

Ana stood at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Umm... Oh," she cried, "I always tried to forget about that!"

Her mother, now whimpering, placed it gently in Anabel's cold peach hands.

"It's ok," she said sighing, "you don't have to open it."

Ana's mother stroked her daughter on the back.

"No," Ana murmured, while letting her tears fall like raindrops. "I'll open it."

She tore off the mud colored wrapping paper and fell to her knees.

"Dad..." Anabel cried.

Suddenly, everything started to shake, everything started to disappear, everything was gone, exactly, gone. Soon, it was just Anabel and the photograph of her family; darkness...

"Mum?" she asked with bewilderment. "Mum? Where am I?"

All of a sudden, Ana fell, and fell, and fell. Then, landed on a mossy surface. The light found itself again. But she was not in her stark living room, like she was seconds ago. Anabel found herself lying on a battleground.

Slowly, she got up with <sup>concernment</sup> ~~bewilderment~~ in her head and gear in her eyes. She looked around, and noticed a figure; a tall figure; with dark hair and ocean blue eyes, just like hers. Soon after, there were 5 more figures, 10, 11-thousands... She turned around with gear and legs ready to run; but she couldn't run, she was planted in <sup>squelching</sup> ~~sinking~~ mud: mixed with scarlet blood. Before she knew it, there were millions of injured and bloodied soldiers lying on the muddy floor ground...

"Ahhhhhhhh!" She screamed with fright <sup>while trying</sup> ~~and tried~~ to raise her feet, but they wouldn't budge. She needed to get out, she needed to get! But how? Suddenly, she remembered the photo, maybe that was the way back; back to home; back to <sup>see</sup> ~~run~~ her mother. She started to search around her, but she could just not find the picture, it was gone. She Anabel, allowed her clear tears fall <sup>gently</sup> ~~greasy~~ down her cheeks. Ana knew it, this was the end...

# An example of writing from a child working at greater depth within the expected standard in Year 6

## The final battle

"Arvid and Eamon, my forever friends, tomorrow I shall face my final assignment," Biorn stated while sharpening his sword. "I have fought endless battles and I have survived every single one; however, my scars are aching and my bones are growing weaker. I must defeat the ferocious Fenrir."

The fearless Viking stopped sharpening his weapon and pulled his forever friends towards him. "My dreams are filled with Valhalla and the gold, shiny gates that will be waiting when I die an honourable death; I will finally get to lay my weapons down for the very last time," he said quietly. "As soon as the sun rises, I shall set off to kill the Fenrir and what will be, will be."

Arvid and Eamon remained completely silent. They had stood by their trustworthy friend during many of his battles and they both felt the pain he had spoken of; his words angrily wrenched at their hearts but they knew that Biorn's choice had been made and they respected this.

The very next morning, at sunrise, Biorn bravely stepped out of his home, one that he would never see again, into the biting cold mist to journey to the moorlands where he knew he would find the evil Fenrir. He wasn't sure that he would be able to defeat the monster and he thought about the battles previously fought; he remembered that he had won every one of them and this filled him with confidence. Suddenly, thunder started to rumble and lightning thrashed towards the ground: soon Biorn was soaked. But the warrior knew that he was strong and sturdy so he persevered, pushing on across the moor to meet his fate.

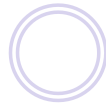
Out of nowhere, a death-defying roar filled the air and made the ground shake. Biorn's heart raced with fear. Then, out the corner of his eye, he noticed something glaring at him with a stare as cutting as steel. A large trickle of sweat dripped down his face and he

grabbed his sword and loyal shield. Peering closely at the beast, he saw the thick tussocks of hair that covered hideous scars; the Fenrir stood tall - the size of a bull. Shuffling closer, the warrior stumbled and the beast seethed with fury at the sight of Biorn as his face suddenly hardened. Biorn froze...

The hawk-eyed beast stared straight at the brave Viking warrior with a cold, sinister look. Its eyes glared with pure hatred as it flashed its vicious fangs: hot steam swiftly surrounded Biorn as it poured from the Fenrir's nostrils. Biorn crouched low, staring back at the monstrous creature. Stomping savagely, it moved in his direction and moments later the brutal battle commenced...

Some time later, with only a small amount of energy left, the ferocious Fenrir dug its claws deeply into Biorn's aging heart. The warrior let out a raging cry which ripped through the land; in his very last moments he grabbed his trusty sword and thrust it deep into his chest. The beast collapsed beside him: the battle was finally over.

# Spellings



**Individual spelling lists (taken from the medium frequency word lists set by the NC).**

**These words need to be applied in their independent writing.**

**Mid-term assessments will be used to ensure children are embedding spellings/using rules and mnemonics to help them rather than just learning for the weekly tests.**

**By end of Year 6, children are expected to identify their own spelling errors and correct them, using a dictionary effectively.**

## Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

**Pupils are expected to spell most of these words correctly by end of Year 6.**

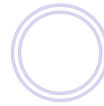
accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

# Pen Licence

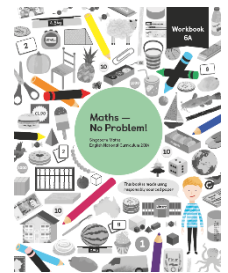
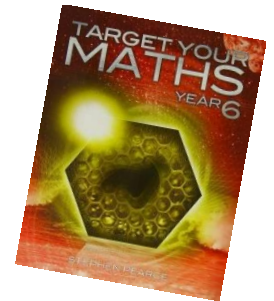
These have to be re-earned each academic year in order that children maintain a good standard of presentation with their written work.

End of Year 6 handwriting expectations are high, therefore Year 6 children must develop neat joined handwriting so that they can gain their pen licence.





- Fluent in 5 - daily arithmetic time to develop further confidence and resilience with basic and more complex number skills.
- More focus on reasoning, justifying their mathematical thinking, as well as problem solving.
- Question styles to prepare children for the types of questions commonly encountered in the SATs.

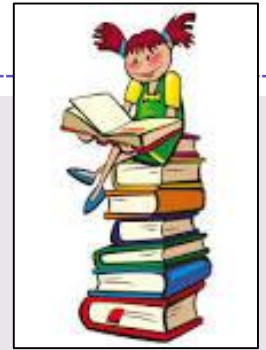


# Homework/ Google Classrooms/ logins and passwords

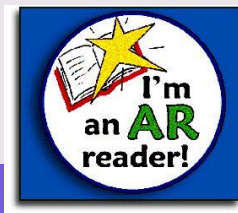


At LFPA, homework is an integral part of your child's learning and helps improve achievement and progress. Pupils are expected to complete weekly homework. Please note the requirements below:

- Read every day (AR book)
- Spelling Shed (20 words given and tested every week)
- MyMaths
- TT Rockstars
- Additional optional research projects or tasks related to topic may occasionally be set.



Homework will go out on Tuesdays and be collected in on the following Tuesday. Your child will receive their logins and passwords on Monday 20<sup>th</sup> September.





**Homework should not be a battle.**

**If your child has any difficulties with the homework, please ask them to come and chat with us about what they do not understand before it is due in, so we can help them.**

**We are trying to encourage the children to be independent and organised in preparation for secondary school.**



# Assessment and reporting to parents

Assessment forms a vital part of the teaching and learning process and is carried out in two ways:

## Formative classroom assessment

This is ongoing classroom assessment (questioning, marking) during daily lessons and is used to inform future planning and immediate in-class support.

## Summative assessment

These are in the form of more formal tests carried out at the beginning or end of a topic or term. Currently, we test pupils once per term, in a similar format to the Year 6 tests, in the following areas:

- Grammar, punctuation and spelling
- Reading
- Maths – arithmetic and reasoning

We hold parents evenings in the autumn and spring terms to discuss your child's progress and you will receive a full progress report in July.



Department  
for Education

# End of KS2 SATs

Year 6 pupils will be sitting end of year tests, which will be externally marked. This Year SATs week will be in the w/b Monday 9<sup>th</sup> May.



The following areas will be tested:

Subject	Papers	Timings
EGPS	2 Papers	Paper 1 Grammar and Punctuation- 45 minutes Paper 2 Spelling – 15 minutes
Reading	1 Paper	60 minutes to read a booklet and answer questions
Mathematics	3 Papers	Paper 1 Arithmetic – 30 minutes Paper 2 Mathematical reasoning -40 minutes Paper 3 Mathematical reasoning -40 minutes

More details will be given about this later in the year.

# Secondary school



- **Applications deadline: Sunday 31<sup>st</sup> October**

Online applications can be completed on the Hillingdon website.

Alternatively, you can request a paper application by calling the School Placement and Admissions team on 01895 55 6644.

You will need to contact individual secondary schools to book a visit. Go onto the school's website to find out more.

# Trips, author visits, workshops

Trips are organised to act as a hook or inspiration at the beginning or end of a topic to enhance educational opportunities.



Currently, we are looking into various different enriching experiences to enhance pupils' learning and to make it more memorable and fun.

When a trip is planned, we will inform you via a letter.

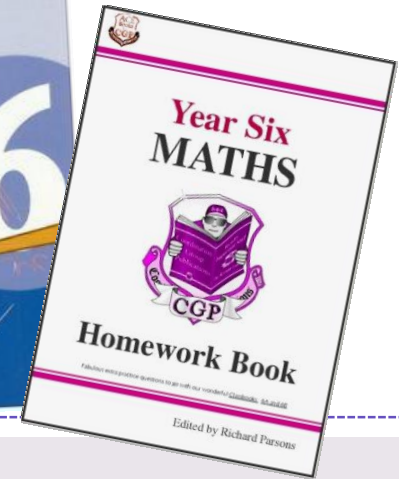
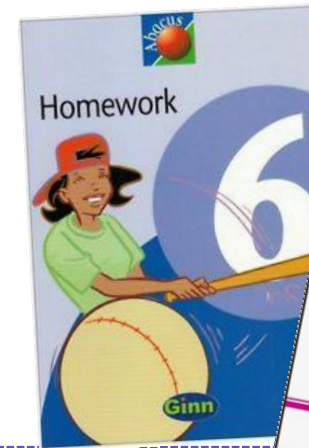
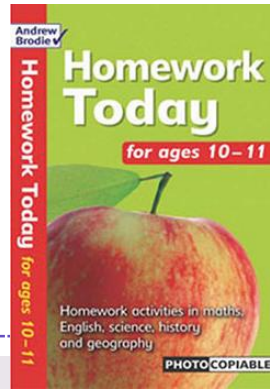


# How you can support your child

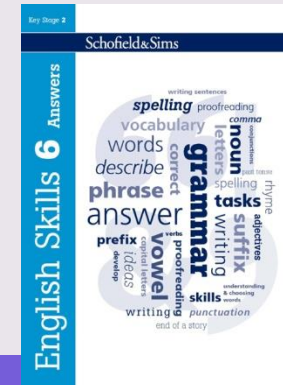
- Read with them and hear them read regularly – ask questions; sign and comment on their reading in the reading record
- Find ways of supporting them with their homework, including days out, discussions,
- Check that your child is equipped and ready for school each day, e.g. correct uniform, PE kit, homework
- Show a genuine interest in what they are doing
- Talk to them
- Listen to them



# How you can support your child



- Read with them and hear them read regularly – ask questions.
- Find ways of supporting them with their homework, including days out, discussions, bringing an object in.
- Check that your child is equipped and ready for school each day, e.g. correct uniform, PE kit, stationery
- Show a genuine interest in what they are doing.





Thank you for listening

Questions