

# Welcome to Year 6!

# Introductions!

# If we haven't had chance to meet you yet personally, here we are, the Year 6 teachers:



Ms Davis Desert Class



Mr Hill Tundra Class

Here is an overview of the Year 6 topics throughout the year.

Autumn 1: History – The Vikings Autumn 2: Geography - Climate Catastrophe

Spring 1: History – Benin Spring 2: Geography - Africa

Summer 1: History - Britain in the 1950s & 1960s Summer 2: Geography - London

## ¥ear 6 Timetable

The school day starts a 09:00, with a 'soft start' from 8:50, and ends at 3:30. Lunch, for Year 6, is from 12:30 to 13:30. On most days, the morning focus is English and maths, with topic lessons in the afternoon or late morning.

> The timetables for each class will be posted on Teams.

| _ |   | 8.50 -<br>9.15   | 9.15-<br>10.20                | 10.20 -<br>10.50 |                              | 10.50 –<br>11:05          | 11.05-              |       | 12.05-<br>12.30 | 130-       | 1.30-                                     | 1.30-<br>2.30 |             | 2.30-<br>3.15 | 3:15 -<br>3:30  |  |
|---|---|------------------|-------------------------------|------------------|------------------------------|---------------------------|---------------------|-------|-----------------|------------|---|---------------|-------------|---------------|-----------------|--|
|   | Mon                                       | Morning<br>Maths | Whole school<br>assembly 9.15 | Eng              | lish                         |                           | H o n U ¥ ii ii n Ø | Maths | Reading         |            |   | Spanish       | Class novel | Outdoor PE    |                 |  |
|   | Tues                                      | Morning<br>Maths | SPAG                          | English          |                              |                           | H                   | Maths | PPA             |            | PPA                                       |               |             |               |                 |  |
|   |   |                  |                               |                  |                              | d<br>w<br>fi<br>fi<br>g   | nd ¥ii ii ng        |       | Reading         | LUNCH TIME | RE  |               |             | Indoor PE     |                 |  |
|   | Wed<br>AM<br>editing<br>Interven<br>tions | Morning<br>Maths | En                            | glish            | Singing<br>assembly<br>10.30 | PLAYTIME                  | H a n d w ri fi n g | Maths | Reading         |            | S Computing<br>el<br>li<br>n<br>g         |               | mputing     | Science       | a class story   |  |
|   | <u>Ihur</u>                               | Morning<br>Maths | Recognition<br>assembly 9.15  | English          |                              | H a n d<br>w ri ti n<br>g | 0 r 0 ¥ 'i ii r     | Maths | Reading         |            | S Art/DT<br>el<br>li<br>n<br>9            |               | Art/DT      | Art/DT/ PSHE  | Teacher reading |  |
|   | Fri                                       | Morning<br>Moths | English                       |                  |                              | H a nd w ri ii n 9        | H a n d w ri fi n   | Maths | Reading         |            | S History/Geography<br>el<br>ii<br>n<br>9 |               | /Geography  | Music         | F               |  |

PE Days and PE Kit Outdoor PE is on a Monday for both classes. Indoor PE is on a Tuesday for both classes.

Children should <u>come to school in their PE kit</u>. Suitable outdoor PE kit is:

Trainers T-shirt Leggings, jogging bottoms or shorts Health & Safety! Children should not wear sandals, wellies, skirts, or jewellery for P.E. Priya and her friends are camping near a farm owned by Mr Jones. Earli Mr Jones had told the group that sheep thieves had been seen in the ar

### A Noise in the Night

Priva woke with a start, her heart beating fast Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed. but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath trying to calm herself, but then she heard something rustling outside. It's nothing, she told herself strictly. It's a hedgehog, or a mole, It's something nice and harmless.

The sound died away, and everything was quiet once more. But not cor There was Abby's gentle breathing. Someone coughed in one of the oth sounded like Toby. And then there was another sound - a deep throbbi growing steadily louder. Just for a second a bright light flashed across th car drove past the campsite, followed by another.

Priya was surprised, and now she was completely awake. They had only couple of cars all day, and now two had come past together. Although, thought about it, one of them must have been a truck, or a tractor, beca engine had sounded much too deep for a car.

Reading

at school

and at

home

She looked at the dark hump beside her that was Abby, fast asleep. The didn't seem to have woken anyone else. She could still hear it, and she i the two cars, or whatever they were, reaching the foot of the hill and cr bridge by Greystone Farm. She heard the rattle as they crossed the cattle the far side, so now they must be going along the other side of the valle For a while the sound didn't change and then, guite suddenly, it stopped

wondered about that. Maybe they had stopped at the Jones's farm. May farmer had been out visiting someone in the other valley. Whatever it y going to take a look.

Very quietly, so as not to wake Abby, she unfastened the zip of the tent back the flap and realised she could see the whole valley, blue and black in the moonlight. Directly opposite, on the far side of the valley, she say of headlights, not moving. As she watched, the lights went out.

### Innis Munro is a boy who lives on the island of Nin.

# A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' - the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip. Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time

It was someone playing a trick, trying to frighten him. It was pretty ridiculous, actually. There were no wolves on Nin.

Innis cupped a hand to his mouth and returned the best horror-movie wolf howl he could muster. There was an immediate response but from further away this time, in the distance up by the mountain. And then another howl, much closer, a sound that no boy could make.

Innis whirled around and stared across the moor. Twenty paces from where he stood was a shape, dark against the brightness of swirling snow. The silhouette of an animal. It stood side-on to him, front and back legs splayed, back arched, bushy tail curved down. Innis watched the creature raise its head slowly to the sky and another howl shattered the silence.

It was the unmistakable silhouette of a wolf.

Innis turned and ran, leaping across the marshy ground, rasping air in and out. He slid down shallow slopes and sank into boggy puddles, rammed hands into the mud to haul himself out, moved forwards at speed, too frightened to look back in case the wolf was upon him and his legs gave out. He took a glance behind as he ran, saw nothing and stumbled and fell, landing face first in the marsh.

Innis sat up, felt water ooze beneath his trousers and melting snow run down his back. He gave a shiver and looked around. No wolves - but a boy was walking towards him, the snow lying thick enough now to hear the crunch of his steps

Innis struggled to his feet. He didn't recognise the boy.

He was smaller than Innis but seemed older. In appearance, the boys were the exact opposite. The stranger was squat, with short, fair hair, shaved almost to the scalp. He had dark, unfriendly eyes. Innis didn't know him. The boy turned and took a step away, and Innis asked, 'Where are you going?'

'What's it to you?' the boy asked, without turning or stopping.

'There's a wolf out there,' Innis said.

The boy stopped and headed back toward Innis. 'Where exactly?' Innis pointed, 'Out there somewhere,'

'You saw it?' probed the boy. 'I heard it and I saw it.'

The boy didn't answer, but asked instead, 'How far?' 'Not far, five minutes from here.

The boy sighed and wiped snow from his face. He turned and strode off without another word.

### This is a magazine interview about the bats that

### **Bats Under 1**

By day, the Congress Avenue Bridge in the city grey, dreary city-centre road bridge. By night. nature has to offer. The underside of the bride every evening in summer they all come swarm a tornado before spreading out in all direction smoke. Standing on the bridge, you might eve from their wings as they pass by.

Austin is the capital city of the state of Texas i also the bat capital of North America. The bat lovers celebrate Bat Fest on the bridge in their We interviewed Harriet Lopez, a bat expe to find out more.

### What makes it such a hotspot?

(A) It's actually very appropriate that you bridge are a perfect place for mother hairless and have only a few months t They need somewhere warm and safe right width to trap warmth nicely. Th bat will go out hunting every evening body weight in insects every single ni frenzy can last all night.

### Q Have there always been so many

A No, this large number of bats is quite for years. It was headline news when thousands after engineers rebuilt the home. So, when these bats first came seen as uninvited quests.

Many campaigned to have the bat co eradicated. It was frightening. Back tl thought they'd attack us by pulling o

that they'd carry disease. Gradually, though, we learnt the surprising truth; bats make ideal neighbours. They are gentle creatures that will not harm you, as long as you do not try to touch them

Eventually we came to welcome the bats, and the population under the bridge grew to be the largest city bat colony in the world. Austin now has one of the most unusual and fascinating tourist attractions anywhere.

### Why do you think so many people dislike bats?

attract thousands of visitors every year, and ev (A) There's a lot of prejudice and misunderstanding about bats. People have difficulty seeing past the surface. With their teeth, claws and big, black wings, bats do look a bit frightening, but they are basically harmless if you don't hold them, and some of them are even cute. We should be protecting bats, not persecuting them

### (Q) This ordinary bridge is popular wi (Q) There are millions of bats in Texas - how can they need protecting?

) It's true that bats easily outnumber humans in Texas, but they're vulnerable (A) because they live in very large groups. One cave alone has 15 million bats living in it. Imagine if anything happened to that cave. 15 million bats would all become homeless at once, and many wouldn't survive, which would be very damaging considering the benefits bats bring to society.

### growth, not on keeping themselves w (Q) What benefits could bats possibly bring to humans?

Texas in general is a paradise for bats (A) We humans spend a great deal of time battling against insects. Who hasn't been tormented by mosquitoes or wasps? And farmers have to spend millions of dollars every year buying chemicals, some of which are quite harmful to the environment, to stop hungry insects from eating their crops. A group of bats like the ones under this bridge will eat about ten tonnes of insects every night. That's about the weight of two normal-sized elephants. So we should view bats as allies, not as enemies. Some farmers are already doing this by installing bat boxes in their fields and encouraging bats to live there.

### no idea that they were creating such (Q) Amazing - what helpful animals! Is there anything I can do to support bats in my area?

(A) If you have a garden, don't cover it in concrete. Fill it with flowers and plants to encourage garden insects. You could also put up your own bat box. They are quite easy to make if you don't want to buy one. And, finally, remember to let everyone know about our flying friends!

Please encourage your children to read every day at home.

Reading records will be taken in every **Tuesday** – parents are not expected to fill it in

Children will need to have a book with them in school – they do read independently most days.



Rustlers! They had to be. It couldn't possibly be Mr Jones. Why would he have two

vehicles? Why would he park there with the lights out? She knew she was right.

She wriggled back inside the tent and shook Abby's shoulder. 'Abby! Wake up!'

'Abby, something's happening. On the other side of the valley... I think they're

'We have to do something,' Priya said. 'We have to tell the farmer. Abby, wake up!'

Abby groaned. 'It's the middle of the night. I'm asleep.'



She shook Abby again, and this time Abby emerged from her sleeping bag rubbing her eyes. 'What time is it?' she asked. 'You'd better not be making this up.' Priya looked at her watch. 'It's two in the morning,' she said. 'I can't believe the truck didn't wake you up. Have you got your binoculars?' Abby grunted and got the binoculars out of her bag. Priya pulled on her shoes and went outside. Seconds later, Abby joined her. 'Show me,' she whispered. 'Where did you see them?' Priva pointed, and heard a sharp intake of breath from Abby. 'You're right,' she breathed, 'Those are Mr Jones's sheep, We have to do something,'

Then it hit her

stealing sheep."

'What is it? What's going on?'

Home Learning on Microsoft Teams Home Learning will be posted weekly on the Year 6 Team in Assignments.

Please encourage your children to complete their weekly home learning to the best of their ability and submit it on time. This will help prepare them in their transition to secondary school by developing their independent learning skills.

Work should be submitted by uploading it within the set assignment. Being able to do this successfully is part of the skills they should be developing during Year 6. Work should not be posted in the year group "Posts" section.

Each week there will be a different focus, e.g., last Friday was history home learning, this week will be maths.

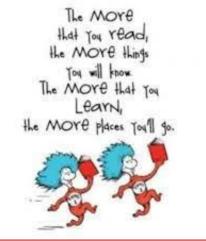
Spellings will also be added weekly to the 'Year 6 General Post'.





Remember that they can continue to use **MyMaths** and **Times Table Rock Stars** at home. To be effective, this should be regularly (daily) for 10-15 minutes.





# As a school we have 3 rules...

# Ready

# Respectful

Safe



Zones of Regulation

Reflection Records

- Supporting children to recognise their own emotional needs
- Giving children the skills to be able to regulate their emotions
- Creating a classroom where children feel that their feelings are valued
- Children take ownership of how they are feeling and their response
- Link between school and families- we may contact you to support you
- We move on and don't hold grudges!

# How to communicate with school

## What do I need to share?

- In emergencies, or for sharing important information including absences or different adults collecting
- If you require information relating to SEND, or have information to share with the school
- If you have a non-emergency question or need information.
- Sharing quick information or quick question e.g. left coat at school, should we bring book bag?

# Who should I speak to?

office@edmundwaller.lewisham.sch.uk

<u>SEND@edmundwaller.lewisham.sch.uk</u>

• <u>upperphase@edmundwaller.lewisham.sch.uk</u>

• Speak to class teacher at the end of the day



# Educational Visits

- Viking day
- Horniman
- Felix Project





Educational Visits and workshops will continue this year. We ask for a £30 payment to cover all experiences which can be paid in £10 installments each term. Educational visit payments can be made on ParentPay.

We will inform you when we are going on visits and ask for support from parents where needed.

Visits/workshops already booked in:

- Vikings workshop (history)
- Visit to the Felix Project foodbank (geography)
- Visit to the Horniman Museum for a Benin workshop (history)
- E-safety Social Media workshops (PHSE)

# School Journey



From November 6-10<sup>th</sup>, year 6 will be going to PGL Windmill Hill in Sussex, where we will be taking part in a variety of team building challenges, outdoor activities and evening games.

We will have a separate meeting closer to the time once all the details have been finalised.



# SATs

### SATs (Standard Assessment Tests)

These tests will take place as usual, in May 2024.

The children will sit for one reading test paper comprising three sections; one SPaG (spelling, punctuation & grammar) test plus a spelling test; and three separate test papers in mathematics – one arithmetic and two reasoning. Writing is teacher assessed, based on their work during the year, and may be subject to external moderation by the borough.

Your children will be supported throughout the year in preparation for SATs so that they can attain their best.

We will be running practice tests during the year based on past papers. This is important in preparing children and helping them to develop the necessary skills in managing and completing test papers, thereby enabling them to be successful. It also provides vital information to us, as teachers, so that we can identify and address their learning needs.

However, our school is not "test driven" so tests will not be overused, and our focus will be to continue providing a full, rich and balanced curriculum.

# Transition to secondary school

## **Secondary Transfer**

This will follow on from this meeting and will provide further information about the application process for secondary schools and offer an opportunity for you to ask any questions.

## Transition to secondary school

Activities will be planned to support children in their transition to secondary school. Some of these are built into the school routines, such as working across the year group with partners from different classes to promote team working with different people.

Towards the end of the final term, there will be sessions where children can learn more about life at secondary school and discuss their hopes and fears. Some specific sessions are organised and run for children going to local schools.