

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 – London since WW2

Summer 2: Geography – London

PE Days and PE Kit

Outdoor PE is on a **Tuesday** for both classes.
Indoor PE is on a **Thursday** for both classes.

Children should come to school in their PE kit.
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.



Reading at school and at home

Priya and her friends are camping near a farm owned by Mr Jones. Earlier Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya 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 completely. There was Abby's gentle breathing. Someone coughed in one of the other tents sounded like Toby. And then there was another sound – a deep throbbing growing steadily louder. Just for a second a bright light flashed across the car drove past the campsite, followed by another.

Priya was surprised, and now she was completely awake. They had only seen a couple of cars all day, and now two had come past together. Although, she hadn't thought about it, one of them must have been a truck, or a tractor, because the engine had sounded much too deep for a car.

She looked at the dark hump beside her that was Abby, fast asleep. The rattle didn't seem to have woken anyone else. She could still hear it, and she saw the two cars, or whatever they were, reaching the foot of the hill and crossing the bridge by Greystone Farm. She heard the rattle as they crossed the cattle grid on the far side, so now they must be going along the other side of the valley.

For a while the sound didn't change and then, quite suddenly, it stopped. Priya wondered about that. Maybe they had stopped at the Jones's farm. Maybe the farmer had been out visiting someone in the other valley. Whatever it was, she was going to take a look.

Very quietly, so as not to wake Abby, she unfastened the zip of the tent. She pulled 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 saw the headlights, not moving. As she watched, the lights went out.

Then it hit her.

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

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

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

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

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?'

Priya 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.'



This is a magazine interview about the bats that

Bats Under t

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 bridge every evening in summer they all come swarm a tornado before spreading out in all directions smoke. Standing on the bridge, you might even see from their wings as they pass by.

Austin is the capital city of the state of Texas and also the bat capital of North America. The bats attract thousands of visitors every year, and every year celebrate Bat Fest on the bridge in their city. We interviewed Harriet Lopez, a bat expert to find out more.

Q This ordinary bridge is popular with bats. What makes it such a hotspot?

A It's actually very appropriate that you see a bridge as a perfect place for mother bats. They need somewhere warm and safe to raise their young. The bridge is a perfect place for them to raise their young. The bridge is a perfect place for them to raise their young. The bridge is a perfect place for them to raise their young.

Q Have there always been so many bats?

A No, this large number of bats is quite recent. It was headline news when thousands after engineers rebuilt the bridge. The idea that they were creating such a home. So, when these bats first came, seen as uninformed guests. Many campaigned to have the bat boxes eradicated. It was frightening. Back then they'd attack us by pulling on our clothes.

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.

Q Why do you think so many people dislike bats?

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 There are millions of bats in Texas – how can they need protecting?

A It's true that bats easily outnumber humans in Texas, but they're vulnerable 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.

Q What benefits could bats possibly bring to humans?

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.

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!



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.

Please encourage your children to read every day at home.

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

They are expected to write a response to each book they finish reading at school.

Home Learning on Microsoft Teams

At home, children are expected to:

- **read** every day for at least 10-15mins
- access their weekly **spellings** on teams and practice them

Each week, we will post one home learning task on teams. This will usually be:

- MyMaths or TTRS task
- OR
- Knowledge organizer quiz for history/geography/science/RE


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Dear Parents and Carers of:

At the start of the new school year we thought it might be beneficial for you to have all your Edmund Waller logins in one place, so that you can access your home learning throughout the year. These logins will be the same as the ones you had last year (unless you are new to the school), but here they are just as a reminder.


Your Microsoft teams logins – for home learning and access to knowledge organisers, spelling lists etc:

	Teams username:	<input type="text"/>
	Teams password:	<input type="password"/>


Your Times Table Rock Stars and Numbots logins – for number and times table fluency practice:

	TTRS & Numbots username:	<input type="text"/>
	TTRS & Numbots password:	<input type="password"/>

Your MyMaths login, for maths home learning and practice at home:

	School username:	<input type="text"/>
	Schoolpassword:	<input type="password"/>
	MyMaths username:	<input type="text"/>
	MyMaths password:	<input type="password"/>

Your Linguscope login, for practising your Spanish (and other languages if you want):

	Linguscope username:	<input type="text"/>
	Linguscope password:	<input type="password"/>

Please get in touch with us if you have any questions or technological issues at:

earlyyears@edmundwaller.lewisham.sch.uk
lowerphase@edmundwaller.lewisham.sch.uk
upperphase@edmundwaller.lewisham.sch.uk

Kind regards

Headteacher: Anne Rennie
Chair of Governors: Arjun Medhi
Business Manager: Gareth Hudson

As a school we
have 3 rules...

Ready

Respectful

Safe



Sick
Sad
Tired

Happy
Calm
Feeling Okay

Frustrated
Worried
Silly/Wiggly

Mad/Angry
Mean
Yelling/Hitting

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?

Who should I speak to?

GENERAL QUERIES – Any general, non-urgent questions about school

upperphase@edmundwaller.lewisham.sch.uk

PICK UP - Any changes about the end of the day – family members collecting, permission to walk home alone

pickup@edmundwaller.lewisham.sch.uk

ATTENDANCE – If your child is not attending school (as early as possible) or scheduled appointments (with a screenshot of text message received by parent/carer or email received by parent/carer included in the email chain)

attendance@edmundwaller.lewisham.sch.uk

EWRAP - Questions or queries

ewrap@edmundwaller.lewisham.sch.uk

CLUBS – For enrichment activity queries

clubs@edmundwaller.lewisham.sch.uk

SEND - If you require information relating to SEND, or have information to share with the school

SEND@edmundwaller.lewisham.sch.uk

Sharing quick information or quick question e.g. left coat at school, should we bring book bag?

Speak to the class teacher at the end of the day

Educational Visits

- Viking day
- Felix Project
- Horniman
- Greenwich



Educational Visits and workshops will continue this year. We ask for a £45 payment to cover all experiences which can be paid in £15 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 18th – 22nd November



From November 18th – 22nd, 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

- May 2025
- No need to panic!

SATs (Standard Assessment Tests)

These tests will take place as usual, in May 2025.

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 practise 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.

Safeguarding our children online


We have a statutory responsibility to keep your children safe – including online.
KCSIE 2024

protecting children from maltreatment, whether that is within or outside the home, including online




Kids and Social Media


 Over 5 million Facebook users are under the age of 13
And 78% of parents helped by creating them the accounts

Access to Smartphones made 42% of tweens post "risky" pics on Instagram 
Only 18% have posted pics that they later regretted sharing

 Nearly 80% of Pinterest users are female
Out of which, 24% are aged between 8-14 years

20% of tweens have an account and use Vine 
Only 11% of Vine users are aged between 18-30 years

 35% of tweens use Snapchat on a mobile phone
On Snapchat, 6 out of 10 tweens have been cyberbullying or sexting victims

16% of tweens consider Twitter as their favorite social network 
75% of their tweets are either derogatory or self-centered



Sources

Dates for your diary

Please make a note of these dates in your diaries – lots of this can be found on the school website in the calendar in the [News and Events section](#)

What?	When?
Y6 Hamlet theatre trip (packed lunch)	Tomorrow! Wed 18 th September
Autumn clubs start from:	Monday 23 rd September
Viking experience day (in school)	Thursday 17 th October
Teacher-Parent meetings	Tues 22 nd & Wed 23 rd October (after school)
PGL	Mon 18 th – Fri 22 nd November
Upper Phase Christmas Concert @ St Catherine's	Wed 4 th December 2:45pm
Upper Phase choir performance	Thurs 5 th December 4:10pm
Autumn clubs end	Fri 6 th December
Christmas Fair	Sat 7 th December

Thank you for joining us.
Do you have any questions before we move
on to the ppt about secondary transfer?

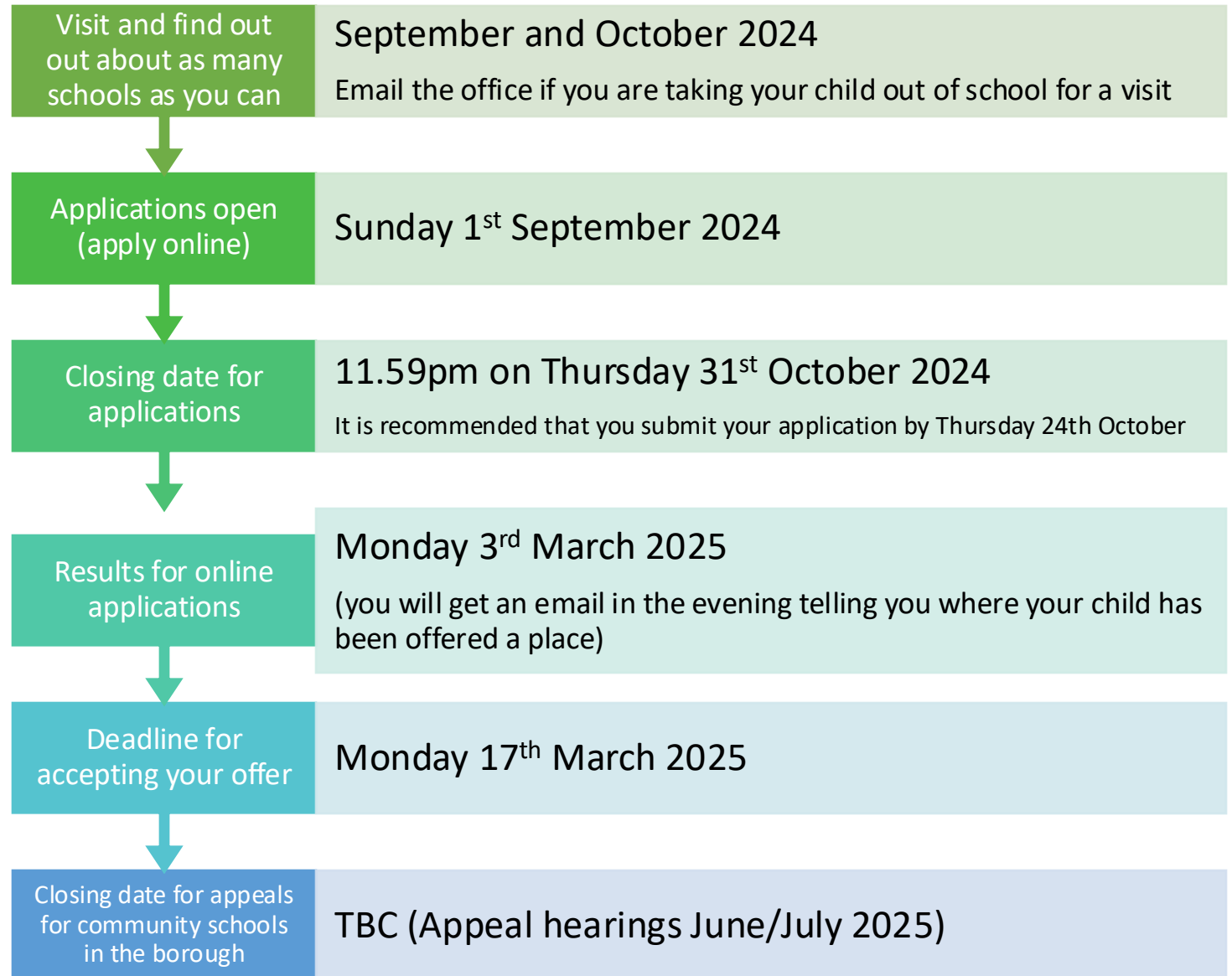
Secondary Transition

2024-25



Key Dates

[click here for link to Lewisham transfer website](#)



School visits

Have a look on the [Lewisham council website](#) to see dates of remaining open days.

Visiting schools will enable you to find out much more than a league table will be able to tell you!



Applying online

You can apply online at <https://www.eadmissions.org.uk/>

Find a step-by-step guide to help you with this process at www.lewisham.gov.uk/secondaryadmissions or on the eAdmissions website.

The system will identify your home local authority from your postcode.

You can begin the application and come back to it at a later date before the deadline to change or complete it.

You can apply for up to 6 secondary schools within your home borough or outside of it.

Check whether you need to complete a supplementary information form e.g. if it's a church school.

Admissions criteria

Visit the websites of schools you are interested in to read the admissions criteria as these vary depending on whether it is a 'community school' or not.

Voluntary-aided schools, foundation schools, free schools and academies have their own criteria for deciding which children to admit.

For community schools, factors such as whether a child is looked-after, has a medical or social need or has a sibling at the school are prioritised above distance to the school.

The preference system

Use all 6 preferences for the best chance of getting a place and order these on your application in preference order.

The chance of your child being offered a school you have applied for will not increase if you apply for fewer schools.

On national offer day, your child will be offered one school place. If they qualify for a place at more than one school on your preference list, they will be offered the school that you placed highest on your list of preferences.

If your child is offered a place at your third preference school, for example, they will remain on the waiting lists of the higher-ranked schools and you will have the right of appeal.

If your child cannot be offered a place at one of the schools you applied for, they will be offered a place at the school closest to your home where there is a vacancy.