



Welcome to Year 6

Year 6

Class teachers

6R

Mrs Roberts & Mr Gill (Tuesday)

6RG

Mrs Rowlinson & Mr Gill (Monday)

Specialist Teachers

PE

Mrs Prior/sports coaches

Art

Mrs Cahill

French

Mrs Henderson/Mrs Sunley

Music

Miss Marsden

Routines

- ▶ Lunch time is from 12:30pm to 1:20pm.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.
- ▶ For HT1, PE will be on Monday and Thursday. Children should wear their PE kit to school on these days. Swimming will be catch up sessions for children who have not already completed the required stages.



Excellence:
everyone, everywhere, every day

Our school values: RESPECT









Our core values of RESPECT underpin everything we do.



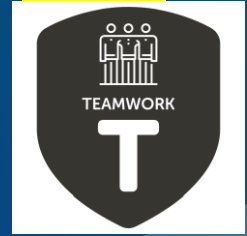
What does this look like in Year 6?

Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

 RESILIENCE R	 EMPATHY E	 SELF-AWARENESS S	 POSITIVITY P	 EXCELLENCE E	 COMMUNICATION C	 TEAMWORK T
						
This certificate is awarded to						
<input type="text"/>						
In recognition of						
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Signed				Date		
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Attendance



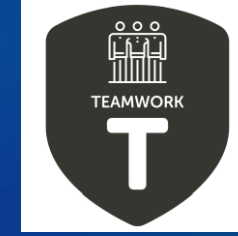
Children to enter through KS2 door between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in.

Children will be dismissed at 3:30pm from KS2 door.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

Uniform



- The school uniform policy can be found on the school website.
- High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days (and swimming HT1)
- Please see the uniform policy for details on what is the Ashdene PE kit: wearing own sports clothes is not acceptable.

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

Walking in the corridors



**Silence unless
talking to an adult.**



Walk on the left.



Walk in single file.



Ready for learning



Arrive on time.



Wear the correct uniform.



Have the correct equipment.



Silence in the corridors.



Put your things away quickly.



Greet your teacher at the door.



Greet your classmates.






























Start your task.



Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.



If you are not ready, respectful or responsible, an adult will give you a warning.



If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.



If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.



If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.



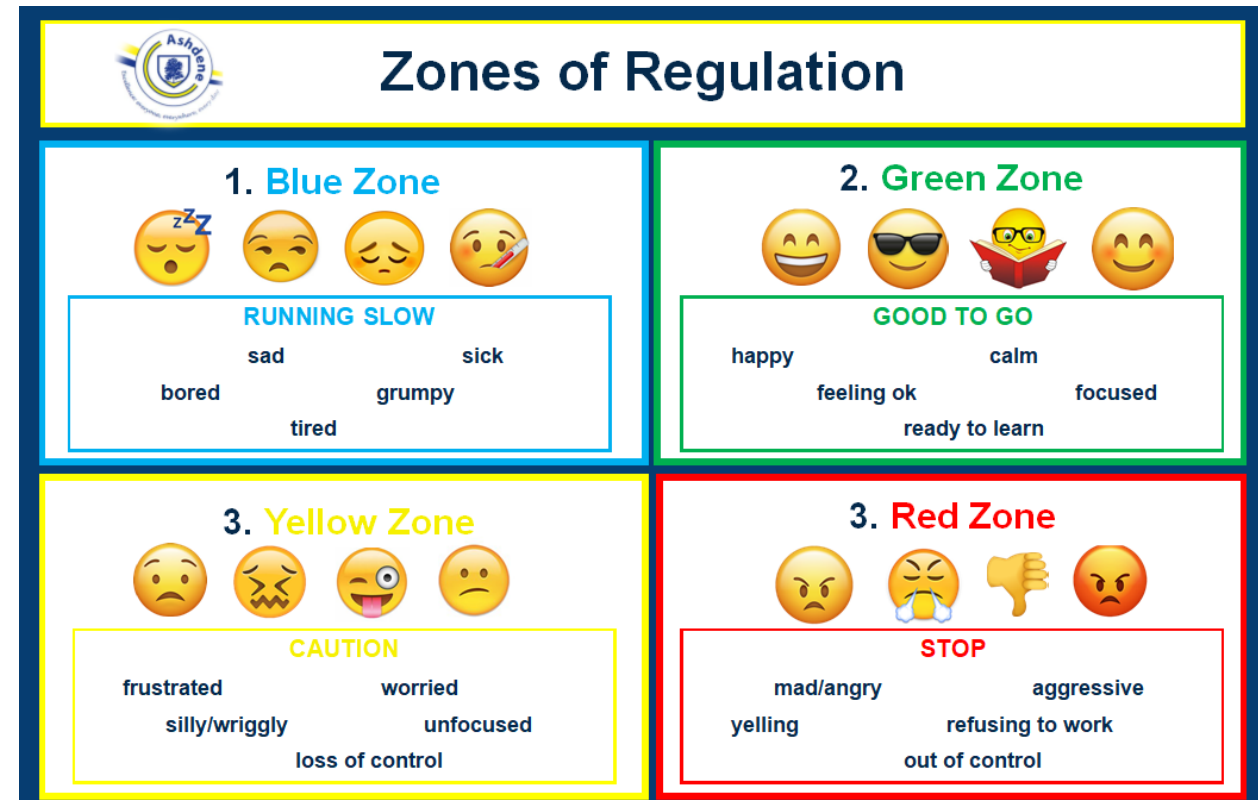
If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.



ZONES of regulation

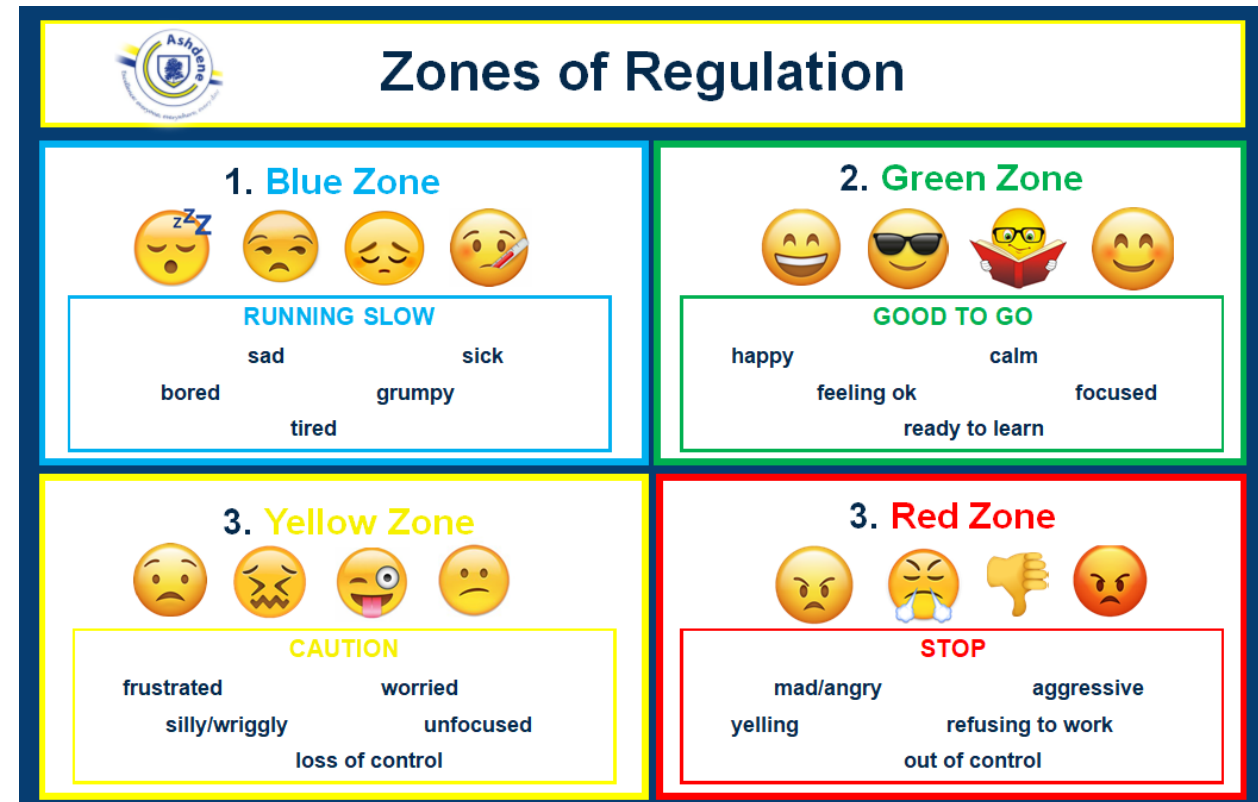
- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



ZONES of regulation

Zones of regulation aims to:

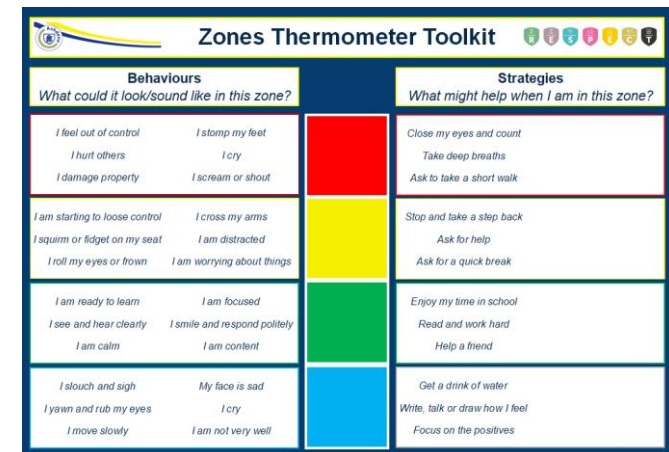
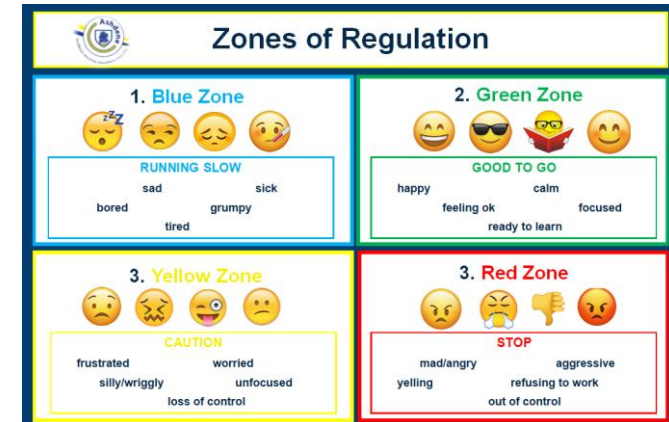
- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them



ZONES of regulation

Children will learn and use zones...

- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



Voice 21 project - oracy



- ▶ In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.
- ▶ Improving the quality of conversations in the classroom and the wider school



Lunches

- ▶ We are keeping the changes we made to lunches last year
- ▶ More children are eating more of their food –positive impact on their health and preparation or learning
- ▶ Improvements in children's well-being around the social aspects of lunchtimes
- ▶ Continually taking pupil voice and making revisions to further enhance lunchtime experiences
- ▶ Aim: for children to sit, eat well, enjoy their food and converse successfully
- ▶ Parents are invited to join their children for lunch. Year 6 parent lunch will be on Monday 9th October. If you wish to join, please contact the office to book your place.

Would you rather visit the highest mountain or the deepest part of the sea?
Why?



What is your greatest strength any why?

What five things would you take on a trip to the moon and why?

Curriculum



R

E

S

P

E

C

T

Year 6 Curriculum HT1

PSHE
Being me in my world

E-safety
Digital footprints

Commando Joe
Mission focus:
Respect, fairness, determination,
inquiry, pride, persistence,
courage, honesty and selflessness

Personal Development
Wider Curriculum Clubs Available
Archery, Sports Club, Yoga, Choir, Music, Art, Netball, Drama,
Cookery, Sewing, Computing, French and WFA Football

Trips and Visits
Visit to Cheshire Mosque as part of our
RE topic on Islam.
Visit to The Museum of Science and
Industry as part of the Y6 history topic

No Outsiders
Promoting
diversity

English
Inspirational Texts Class Story

Genres for writing:
Narrative
Letters
Diary
Non-chronological report

Within writing, Year 6 will be focusing on:

- Appreciating the characters and audiences' impact upon the formality and structures of writing
- Using a range of verb tenses within writing as appropriate, including the perfect forms
- Using vocabulary and imagery to contribute to atmosphere and character
- Correct use of all taught punctuation across genres
- Using parenthesis in non-chronological reports, diaries and narrative
- Understanding where authorial choice is needed for commas and where/when writing is ambiguous
- Using meaningful dialogue to convey character or advance action within a scene

Poetry
The poem Year 6 are studying and learning to recite this half term is 'The Road Not Taken' by Robert Frost

Maths
Week 1 - 3
To know and use number (Place Value):

- Reading, comparing and ordering numbers up to 10,000,000
- Rounding numbers
- Negative numbers

Week 4-7
To add, subtract, multiply and divide (4 Operations):

- Problem solving using written methods of addition and subtraction
- Multiplying and dividing numbers up to 4 digits by a 2-digit number
- Common factors and multiple
- Recognising prime numbers up to 100
- Squares and cubes
- Order of operations (BIDMAS)
- Reasoning from known facts

Mental Maths

MA1: Number Bonds

54.20 + 1.60 = 55.80

44.30 + 1.40 = 45.70

MA2: Round & Adjust

45.2 + 49.9 = 95.1

46.2 + 50 = 96.2

95.2 - 0.1 = 95.1

MA3: Multiplication

45.2 + 49.9 = 95.1

46.1 - 0.1 = 46.0

46.1 + 10 = 56.1

MA4: Counting On

43.00 + 47.00 = 90

43.00 + 47.00 = 90

MA5: Partitioning

44.00 + 44.00 = 88.00

44.00 + 44.00 = 88.00

MA6: Partitioning

44.00 + 44.00 = 88.00

44.00 + 44.00 = 88.00

Science
The Year 6 science topic this half term is Animals including humans.
Children will learn about the circulatory system and the impact of diet and exercise on our bodies.

RESEA articles: 24, 25, 31 and 33

History
Year 6 will be completing a local history study this half term.
The children will be studying the Victorians with a focus on the Industrial Revolution and the changes seen locally in Manchester.

RESEA articles: 2, 6, 14, 24, 27, 29 and 32

Trip to The Museum of Science and Industry

Computing
Year 6 will be learning about computer systems and networks in their computing lessons.
Children will be using the laptops to learn about communicating effectively using the internet.

RESEA articles: 13, 29 and 37

D&T
Year 6 will be completing a construction project learning about mechanical systems and making Victorian Toys, linking with their History topic.

RESEA articles: 29 and 31

Art
Mrs Cahill will be teaching Art to Y6 this half term. In their Art lessons the children will be learning about artist Eileen Agar and creating mixed media artwork, inspired by the Industrial Revolution

RESEA articles: 13, 29 and 31

Music
Miss Marsden will be teaching music to Y6 this half term. 6R will be learning to play the saxophone and 6RG the clarinet.

RESEA articles: 13, 29 and 31

French
Miss Kasmi will be teaching the Year 6 French lessons this half term. They will be learning:

- to describe feelings
- numbers up to 60
- Daily routines
- How to tell the time

PE
This half term's sport is hockey. Mrs Prior will be teaching 6RG and Mrs Roberts 6R. The children will also be having two swimming lessons each week in our on-site heated pool.

RESEA articles: 24, 25 and 31

RE
What is the best way for a Muslim to show commitment to God?

Trip to Cheshire Mosque

Shared with parents each half term to give you an overview of your child's learning

Knowledge Jigsaw
Year 6 History HT1

What we already know	Why was The Victorian Era so important?	Who was Queen Victoria?
<p>Order and date key events in British History:</p> <p>Romans left – 410AD</p> <p>Anglo-Saxons – 410 – 1066</p> <p>Great Fire of London – 1666</p> <p>The Industrial revolution happened when people stopped being farmers and started to work in factories.</p>	<p>The Victorian era refers to the period of time that Queen Victoria reigned over Britain. At the start of her reign, the British people were against the monarchy and they wanted to be a republican country.</p> <p>During her reign there were huge changes in transport, factories, education and medical care.</p> <p>This time period saw the expansion of the British Empire and over 400 million people called her Queen around globe.</p>	<p>Queen Victoria was born in 1819 and died in 1901. She reigned from 1837 to 1901, spanning 63 years, so she was the longest reigning monarch of the time.</p> <p>She became queen when she was 18, then married Prince Albert when she was 20; going on to have 9 children together.</p> <p>In 1961, when the Queen was 42, Prince Albert died of Typhoid. From then on she only wore black.</p> <p>She died aged 81 years old.</p>
<p>What was happening locally throughout The Victorian Era?</p> <p>Manchester was the world's first industrial city.</p> <p>With its towering mills, bustling warehouses and crowded streets came new ways to live, work and think, which transformed lives in Manchester and across the world.</p> <p>Manchester's population increased as people moved to the city for work opportunities.</p> <p>At the time, there was huge disparity between how the rich and poor people lived.</p>	<p>How did Industry Develop in Manchester?</p> <p>Manchester was recognised for its manufacturing and trading of cotton.</p> <p>Industrialisation polluted the city and caused major health problems for the city's workers and residents.</p> <p>Sir Edwin Chadwick investigated the living conditions of the poor, finding a direct link between living conditions, disease and life expectancy.</p>	<p>How did transport Develop?</p> <p>Horses were crucial transport during the Victorian era, pulling carts to transport goods, but during the industrial revolution, they were gradually replaced.</p> <p>The Liverpool and Manchester Railway was the world's first steam powered, inter-urban railway designed to transport passengers and goods.</p>

Personal Development



Within the curriculum

Specific to Year 6

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Election of School council Members
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons
- Able to apply for a role as a School Captain
- Fun Food Chef visit – healthy and sustainable eating (HT3)
- Cheadle Mosque trip – RE (HT1)
- Lakeside Residential (HT6)
- Crucial Crew (personal safety) (HT5)
- 'Come and play with the Halle' (HT6)
- E-Safety workshops
- First Aid Training
- Sporting events

[illegible]

Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress and set targets for completion of reading books
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

How to help at home



How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables) helps secure depth of understanding.

Year 6 Expectations

- Children should know their time tables up to x12 and be able to recall them at speed
- Read for 30 minutes each day (at least 20 at home)
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time
- Children become more independent in taking responsibility for homework and personal organisation

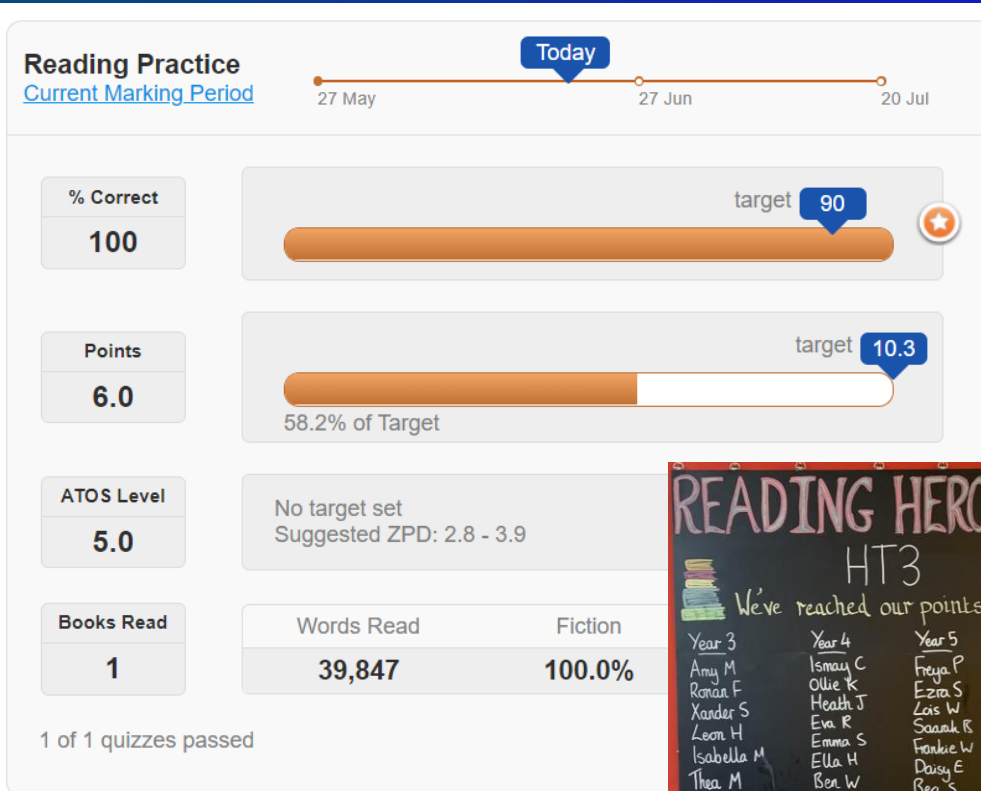
How to help at home: Year 6

Maths			
We would like the children to continue to practice and develop their skills of using fractions. Below are a number of different strategies we have used and links to online games and other resources you can use to practice these skills.			
<p><u>Simplifying fractions</u></p> <p>You can simplify a fraction if the numerator (top number) and denominator (bottom number) can both be divided by the same number.</p> <p>Six twelfths can be simplified to one half, or 1 over 2 because both numbers are divisible by 6. 6 goes into 6 once and 6 goes into 12 twice.</p> <p>In order to simplify a fraction into its simplest form, it is simply a case of dividing the numerator/ denominator by the highest common factor.</p>	<p><u>Converting from improper fractions to mixed numbers and then the other way</u></p> <p>Converting between improper fractions and mixed numbers is an essential skill. The following website gives a clear guide on how to do this.</p> <p>Mixed Numbers & Improper Fractions (solutions, examples, videos) (onlinemathlearning.com)</p>		
<p><u>Equivalence between fractions, decimals and percentages</u></p> <p>It is essential that children are fluent when converting between fractions, decimals and percentages. See the website below to read further and for some activities for the children to have a go at.</p> <p>Order and compare fractions, decimals and percentages by converting them - Maths - Learning with BBC Bitesize - BBC Bitesize</p>	<p><u>Finding a fraction or a percentage of a number</u></p> <p>To find a fraction of a number, divide that number by the denominator and multiply the result by the numerator.</p> <p>$\frac{2}{5} \text{ of } 18 = \frac{2 \times 18}{5} = \frac{36}{5} = 7 \text{ and } \frac{2}{5} = 7 \text{ and } \frac{2}{5}$</p> <p>To find percentages, knowing key facts will really help with our understanding:</p> <ul style="list-style-type: none"> To find 50%, half the number To find 25%, divide the number by 4 (half and half again) To find 10%, divide the number by 10 To find 1%, divide the number by 100 <p>Find 45% of 400</p> <p>$40\% = 20\% + 20\% = 120 + 120 = 240$</p> <p>By finding up 45% as seen above we can calculate the smaller percentages and add them together:</p> <p>$25\% \text{ of } 400 = 400 \div 4 = 100$ $10\% \text{ of } 400 = 400 \div 10 = 40$ So, $45\% = 25\% + 10\% + 10\% = 100 + 40 + 40 = 180$</p>		
<p><u>Adding Fractions</u></p> <p>Follow these 2 steps:</p> <ol style="list-style-type: none"> 1. Make sure the denominators are the same by finding an equivalent fraction 2. When the denominators are the same add the numerators 	<p><u>Subtracting Fractions</u></p> <p>Follow these 2 steps:</p> <ol style="list-style-type: none"> 1. Make sure the denominators are the same by finding an equivalent fraction 2. Subtract the numerators 	<p><u>Multiplying Fractions</u></p> <p>Follow these 2 steps:</p> <ol style="list-style-type: none"> 1. Multiply the numerators 2. Multiply the denominators 	<p><u>Dividing Fractions</u></p> <p>Follow these 4 steps:</p> <ol style="list-style-type: none"> 1. Multiply the denominator by the number you are dividing into. 2. Check to see if your fraction converts into a whole number

Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children have the opportunity to read **every day** in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day – shared and/or independently.
- ▶ All children in KS2 are able to borrow independent reading books from our extensive library. Please ensure books are returned promptly upon completion to keep the library well-stocked.

Reading



- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**



Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared half termly	You know what your children are learning	Half termly
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	Friday 13 th October 2023 Friday 9 th February 2024
Parents' evenings	An opportunity to discuss progress and personal development	18 th and 19 th October 2023 28 th and 29 th February 2024
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Year 6 Monday 9 th October 2023
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Wednesday 4 th October 2023 – Maths Tuesday 5 th March 2024 – RESPECT (Commando Joe) Friday 21 st June 2024 - Science
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners

Year 6 Key Dates

Whole-school dates		Year group specific dates	
Swimming lessons	HT1	Planned Trips and Visits	Museum of Science and Industry (TBC)
Parents' evenings	18 th and 19 th October 2023	Music performances	(check diary)
Individual photos	6 th November 2023	Parent lunch	9 th October 2023
KS2 Panto – Stockport Plaza	21 st December 2023		
Christmas performance	18 th December 2023		
Parents' evenings	28 th and 29 th February 2024		
Sports Day	17 th May 2024		

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching. Please allow 48 hours for a response.

For any urgent messages, please call or email the office.

6r@ashdeneschool.net

6rg@ashdeneschool.net