



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Welcome to Year 6

A handbook for parents

A Welcome from the Headteacher

Welcome, or welcome back, to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Headteacher

Our School Vision and Mission

'Excellence, through God who strengthens us'. We want to be a school that pursues excellence in everything that we do. We want to fix our minds and our energy on everything which is true, noble, right, admirable, excellent and praiseworthy. As a school based on Christian values, we trust that God will help and strengthen us as we strive to be outstanding and remain outstanding.

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community.

Our Values

We adopt the following Christian Values as guiding principles:

We are kind, helpful and polite
We do our best
We are honest

We share
We are peacemakers
We forgive others

We take care of everything,
and everyone

Whilst these are Christian values, we recognize these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school, in our staff, and in each of the young people we have the privilege to teach and care for.

Our Aims

To be a learning community where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

To be a Christian community where:

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

To be a local community where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on Christian values, and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



This special behaviour code is displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our acts of collective worship.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

Important Adults in Year 6

Miss Anderson	Class teacher (Upper KS2 Phase Leader)
Mrs Lickfold	Class teacher
Miss Hair	Deputy Headteacher
Mrs McNeill	Teaching Assistant

Times

We register the children at 08.40am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with his or her parent, from 08.30am, and into the class, with their teacher, shortly after. At the end of the school day, 3.15pm, children are brought onto the playground by their class teacher.

School Meals, Milk and Fruit Snacks

Our school dinners, cooked by Chef Fraser at the Blueprint Hub Kitchen, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals – why not try the meals for a month and enjoy the full range of the menu? Meals should be paid for using ParentPay. If you think your child may be eligible for a free school meal, please let us know.

At playtime, children are allowed to have a piece of fruit or vegetable. This should be brought in from home. We only accept fruit or vegetables (no dried fruit or fruit based products such as ‘fruit flakes’).

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

Each day your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- A PE Kit (see next page)
- Spelling book

Helping in class

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

School Uniform

It is expected that all children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- Navy blue polo shirt with school logo
- Jade Green sweatshirt or cardigan with school logo
- Grey socks or tights
- Black school style shoes (strictly no trainers, boots or slip-ons)
- Baseball cap or sun hat (available with school logo)
- Navy Blue zipped reversible fleece coat with school logo* or a dark coloured school coat
- In the summer term, girls may wear a one piece navy and white gingham dress

P.E. and Games:

- White T-shirt with school logo*
- Navy blue shorts
- Traditional black plimsolls
- Navy blue track suit (optional, but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. Earrings, of any kind, should not be worn. No exception will be made for recently pierced ears.

No make-up or nail varnish should be worn.

Long hair should always be tied back neatly with a simple bobble, scrunchy or alic band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

A navy or dark blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9.30 am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where he or she will be signed in.

The School does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect on their progress. Leave of absence will only be granted in exceptional circumstances.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

Communications

We like to keep you informed about what is happening in school and we hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstance, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews are held in the Autumn and Spring terms. A written report based upon observations of your child's progress is sent home at the end of the Summer term and a further parent-teacher interview is available if you wish.

In general, the school will keep you well informed through our newsletters, briefing papers, information sessions, and website. Please make sure you keep your information up to date in the office, remembering to tell us about any changes to your telephone numbers or email addresses.

School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scootering route to school. This reduces congestion around the school and improves safety for all.

If you need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

Parent Teacher Association (PTA)

We have an association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Association, led by a committee, organises community events, raises additional funds for the school, and provides support in very practical ways.

The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your Admission form, we asked that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specializes in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, un-educational games, email accounts etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways which are appropriate to their age and understanding.

As part of your Admission form, we asked that you give us your consent for your child to have access to the internet and, in time, be given his or her own email address.

Our full policy for Network and Internet Access which includes our website policy is available from the school's website.

School visits and activities

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

What to do if things go wrong

We want do our very best to educate and care for your children properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the headteacher, then please contact the school office to make an appointment to see him. As long as the headteacher is in school, he tries to see people on the same day he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chairman of Governors, whose name and address can be found in the school office.

Introduction

This guide is intended to help parents understand what will be taught during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: we have much more flexibility regarding what we cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling.

Tests your child will take

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 6. Children will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The tests will be sent away for marking, and results will be reported to schools and parents at the end of the year. Where previously these tests, and other teacher assessments, were graded in levels, these tests will now be reported as a scaled score, with a score of 100 representing the expected level for each age group. There is a more detailed guide at the end of this handbook.

High Achievers

If your child is achieving well, we'll look at the following year group's expectations but we'll also encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

Children needing additional support

If your child is struggling in any area, we will give the additional support needed to ensure he or she makes good progress. If you are concerned about your child's progress just get in touch with us.

Mathematics in Year 6

During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 6, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.
Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Fractions and Decimals

- Put fractions with the same denominator into size order, for example recognising that $\frac{3}{5}$ is larger than $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that $\frac{5}{4}$ is equal to $1\frac{1}{4}$
- Add and subtract simple fractions with related denominators, for example $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Measurements

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as 2.5cm \approx 1 inch
- Calculate the area of rectangles using square centimetres or square metres
- Calculate the area of shapes made up of rectangles
- Estimate volume (in cm³) and capacity (in ml)

Shape and Position

- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to 180° , and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape

Graphs and Data

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph

Parent Tip

Much of the knowledge in Year 6 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

Science in Year 6

In Year 6, many of the scientific concepts that children meet are more abstract, such as the study of evolution, or the behaviour of light. There are still plenty of opportunities for investigation, and also to find out about the work of some great scientists of today and the past. There are no statutory tests for students in Science at Key Stage 2, although a very small number of children from any given school may be selected to be part of the bi-annual science sample testing. This involves taking three short tests of about twenty-five minutes each. The results of these tests are not shared with parents or schools, but are used to get a sense of the national picture.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 6, some of the skills your child might focus on include:

- Plan a range of scientific investigations and managing the variables effectively
- Take precise measurements, and repeat tests where appropriate to improve the validity of the results
- Present results using tables, scatter graphs, line graphs and other diagrams
- Explain the conclusions drawn from results, including their limitations
- Living Things and their Habitats
- Describe how living things are classified into groups, including micro-organisms
- Give reasons for the classification of plants and of animals according to their characteristics
- At this age, invertebrate animals can be grouped into categories such as insects, spiders, snails and worms.

Animals including Humans

- Know the functions of the main parts of the circulatory system (heart, lungs, blood vessels and blood)
- Describe how nutrients and water are transported within animals
- Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function

Evolution and Inheritance

- Recognise that fossils provide information about life on Earth millions of years ago
- Understand that offspring are not normally identical to their parents
- Identify that plants and animals are adapted to their environments, and that this adaptation leads to evolution over long periods of time

Evolution is not a planned process of adaptation, but rather the unintended result of more random changes which led to animals being better-suited to the environments in which they lived.

Light

- Recognise that light appears to travel in straight lines
- Understand that we see things because light is reflected off objects and into the eye
- Explain how shadows are formed

Electricity

- Compare the variation in performance of bulbs and buzzers by changing the number of cells in a circuit
- Use the recognised scientific symbols to draw a simple circuit diagram

English in Year 6

In upper Key Stage 2 your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts.

Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6. Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

Themes & Conventions

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar Help

- For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:
- Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy *who was holding the golden ticket* won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Parent Tip

As children get older, they will increasingly take responsibility for their own work and home learning tasks. Encourage your child to work independently on their home learning, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

The Foundation Subjects in Year 6

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

Art

We have chosen an approach to Art which is based on exploring a range of techniques. In Year 4, children will study the following units of work: Drawing, Painting, Printing, Sculpture, Collage and Textiles, and Digital Media.

Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. The full detail of skills progression can be viewed in our art policy.

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

In Year 4 children will undertake the following units of work:

Unit Name	Brief Summary	Aspect of Computing Curriculum
We are app planners	Planning the creation of a mobile app	Computer networks
We are project managers	Developing project management skills	Computational thinking
We are market researchers	Researching the app market	Productivity
We are interface designers	Designing an interface for an app	Communication/Collaboration
We are app developers	Developing a simple mobile phone app	Programming
We are marketers	Creating video and web copy for a phone app	Creativity

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

Design and Technology

This subject includes cooking, including children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There is also some cross-over with Science.

The year 4 units are:

Unit 1	Textiles Combining different fabric shapes (including computer-aided design)
Unit 2	Mechanical Systems Pulleys or gears
Unit 3	Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

Geography and History

In Geography and history, children will follow these units of work:

History: Crime and Punishment	Children will learn about crime and punishment (and changes over time).
Geography: South America	Children will learn about physical and human geography of a region in S. America including the Amazon Rainforest (link with climate zone, biomes, rainforest products)
History: The Maya Civilisation	Children will study aspects of the Maya civilization and its impact

Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

We use a fabulous on-line resource to support our music teaching which includes a range of musical genres from Abba to Benjamin Britten!

In year 6, children follow the following units:

Autumn 1	Livin' on a Prayer	Rock	How Rock music developed from the Beatles onwards. Analysing performance.
Autumn 2	Benjamin Britten - New Year Carol	Benjamin Britten (Western Classical music), Gospel, Bhangra	
Spring 1	Classroom Jazz 2	Jazz, Latin, Blues	History of music - Jazz in its historical context
Spring 2	Fresh Prince of Bel Air	Hip Hop	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school. Hip hop culture in general. Historical context of musical styles
Summer 1	Make you feel my love	Pop Ballads	Historical context for ballads.
Summer 2	Reflect, Rewind and Replay	Western Classical music and recap on previous units	Listening to some Western Classical music and place the music from the units we have worked through in their correct time and space. Consolidating the foundations of the language of music.

Physical Education

Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition.

Generally, children will have two PE lessons each week.

In Year 6, children undertake four gymnastics units, four games units, two dance units, and two athletics units. Detailed unit plans are available to parents on request.

Religious Education

We follow the locally agreed syllabus for RE. Children in Years 5 and 6 learn about, and from, religions. Our curriculum is based on ‘Big Questions’.

In Year 6, we follow the following units of work:

Autumn 1	Are the Saints encouraging role models?	Founders & Prophets, Traditions, Symbolism Who and what influences my views and opinions? What qualities do we most admire in people and why? How are symbolic pictures, images, shapes and language used to convey deep feelings, ideas and beliefs?
Autumn 2	Is “God made Man” a good way to understand the Christmas story?	Sacred Texts, Traditions, Symbolism, Founders & Prophets What do different sacred texts reveal/say about God? How might religious people interpret their sacred texts differently? How do symbols help us make sense of our experience and feelings?
Spring 1	Do clothes express belief?	Symbolism, Community & Traditions What beliefs about how we should behave are expressed through different religious and other symbols? What do different religions, beliefs and groups within religions believe about how we should live our lives? Why can’t everyone be the same?
Spring 2	Is the resurrection important to Christians?	Festivals, Rites of Passage, Symbolism, Founders & Prophets What beliefs about how we should behave are expressed through different festivals? What different beliefs about God are expressed in the rites of passage? How do symbols help us make sense of our experience and feelings?
Summer 1	Can we know what God is like?	Traditions, Symbols & Sacred Texts What do different sacred texts reveal/say about God? What beliefs about God are expressed in different symbols and why are symbols used to describe God? What do different religions, beliefs and groups within religions believe about God?
Summer 2	Does what you believe about creation matter?	Natural World, Ethics & Moral Issues What do different religions and beliefs say about how the universe and life came about? How do our beliefs and attitudes help us make sense of our lives and experience? Where do our ideas about right and wrong come from? What do the different religions and beliefs say about humanity’s responsibility to the natural world?

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

In Year 6 we follow these units:

Unit 1: Who Am I? Unit 2 Dealing With Feelings Unit 3: Healthy Habits	Unit 4: Working at Harmony Unit 5: Speaking Up For Me Unit 6: Check It Out First Unit: 7 Decisions! Decisions!
Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education	

Languages

Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.

Children will work through 8 modules in Year 6:

Module 1 – The Planets

Module 2 - Where We Live

Module 3 – My Day

Module 4 – Writing and Performing

Module 5 - Entertainment

Module 6 - Evacuation

Module 7 - The French Speaking World

Module 8 - My Family and other People

The Foundation Subjects in Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	E-Safety (Continuous Unit – See Separate Policy / Plan)					
	6.1 We are app planners	6.2 We are project managers	6.3 We are market researchers	6.4 We are interface designers	6.5 We are app developers	6.6 We are marketers
Science	Properties and changing materials Light and Electricity		Animals (including humans) Living things and their habitats 1		Living things and their habitats 2 Evolution and Inheritance	
Geography & History	H: An aspect or theme post 1066 eg. Crime and punishment / could include local history here with Child Prisoner database of Aylesbury Prison		G: Physical and human geography of a region in S. America eg. the Amazon Rainforest (link with climate zone, biomes, rainforest products)		H: Maya civilisation	
Physical Education	Gymnastics 1 Gymnastics 2 Games 1 Games 2		Gymnastics 3 Dance 1 Games 3 Athletic Activity 1		Gymnastics 4 Dance 2 Games 4 Athletic Activity 2	
Music	Livin' on a Prayer	Benjamin Britten - New Year Carol	Classroom Jazz 2	Fresh Prince of Bel Air	Make You Feel My Love	Reflect, Rewind and Replay / Summer Performance
Art	Drawing	Painting	Printing	Sculpture	Collage and Textiles	Digital Media
Design Technology	Textiles Combining different fabric shapes (including computer-aided design)		Mechanical Systems Pulleys or gears		Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)	
Religious Education	Are the Saints encouraging role models?	Is "God made Man" a good way to understand the Christmas story?	Do clothes express belief?	Is the resurrection important to Christians?	Can we know what God is like?	Does what you believe about creation matter?

French	<p>Module 1 – The Planets Module 2 - Where We Live Module 3 – My Day Module 4 – Writing and Performing</p>	<p>Module 5 - Entertainment Module 6 - Evacuation Module 7 - The French Speaking World Module 8 - My Family and other People</p>
PSHCE	<p>Unit 1: Who Am I? Unit 2 Dealing With Feelings Unit 3: Healthy Habits</p> <p>Unit 4: Working at Harmony Unit 5: Speaking Up For Me Unit 6: Check It Out First Unit: 7 Decisions! Decisions!</p>	
PSHCE	<p>Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education</p>	

Home Learning

We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practising multiplication tables (for ‘Cracking Times Tables’ and number bonds)
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record. In Year 6, however, we would still expect to see a regular parental comment in the book, please.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern. These will be sent home in the form of a list for learning at home.

‘Take Away Learning’ at Key Stage 2

Children in Years 3 to 6 will have additional home learning tasks which will support their learning in school. There is great benefit to be had from learning at home:

- Helps your child to take responsibility for his or her learning
- Enables parents to support their child’s learning
- Prepares your child for secondary school

At the start of the year, our approach to home learning in Year 6 is called ‘Takeaway Learning’. At the start of a new topic of work and/or term, your child’s teacher group will create a list of home learning tasks. The actual number of tasks will vary and will be determined primarily by the length of time the topic/term will run for and by the age of the children, but we would hope that approximately 15 tasks would be available.

The tasks will be differentiated: some will be fairly straightforward to understand and complete and others will be more difficult and require greater consideration or involve more higher-order thinking skills. The tasks will be presented as a ‘Takeaway Menu’.

Over the course of the following weeks, whilst the topic is being covered, the children will be entirely free to pick and choose which homework tasks they attempt – with your support.

Depending on the tasks and the age of the children, a suggested expectation of accomplishment will be indicated on the menu. For example, a menu might state that at least two ‘medium difficulty’ tasks are to be attempted. Another might say that each child should attempt at least one ‘difficult challenge task’.

The home learning tasks will be presented as a ‘menu’ and, where possible, will be linked to the theme of the topic work. The homework menus will be clearly displayed in every class and on the school website.

Each child will be expected to place any completed tasks into the ‘Takeaway Learning’ tray in his or her classroom. During the term, your child’s teacher will review any learning tasks which have been completed and an overall comment will be made – either in writing or verbally to your child. This will include some recognition of what the child has been particularly successful with, but might also contain suggestions for further actions or make reference to specific pieces giving ideas for further consideration.

During the Spring and Summer Terms, the home learning schedule and expectation will evolve and move on, on order to help the children prepare for secondary school.

Summary – What to expect in Year 6

- Regular reading
- Cracking Times Tables
- Spelling of High Frequency words and spelling patterns
- Takeaway Learning Menu

As children move through Year 6 the amount and frequency of the homework will increase. We will also be more specific about deadlines for home learning activities. This is to help the children prepare for secondary school.

The New National Tests in English and maths

Introduction

In the Summer term, the Year 6 children will undertake some tests which are set for all Year 6 children across England and Wales. For an increasing number of today's parents and carers, the national curriculum tests are not the entirely unfamiliar concept they once were. 2016 saw an overhaul of the tests to match the newly updated national curriculum.

This guide helps to explain what you can expect and how you can support your children in the run-up to the tests.

About the tests

The tests take place during the first full teaching week of May each year (i.e. the week after Bank Holiday Monday) and in recent years have been spread across four days. We have some flexibility in how we organise the children for the tests (for example, whether to test in the school hall or the classroom).

Over the course of the week, there are three tests altogether covering the various areas of English and mathematics.

The Mathematics test

There are three papers in the mathematics test for Year 6.

Paper 1 – Arithmetic:

The first is an arithmetic paper that will test your child's number and calculation skills. The test has nearly 40 questions and is worth 40 marks, making up just over one-third of the total marks available for mathematics. Some of the questions will require children to know some number facts, such as multiplication tables (and the related division facts); others test the use of calculation methods. Towards the end of the paper there are some more challenging calculations such as those using fractions, or examples of calculations with larger numbers. For multiplication and division questions, 2 marks are available. If your child's final answer is incorrect, they may still earn 1 mark for showing correct use of the formal long multiplication or long division methods. This 'method mark' is not available, though, if they use any other calculation method than the expected formal one.

Papers 2 & 3 – Mathematical Reasoning:

The questions on these papers, as with the arithmetic one, are set out in approximate order of difficulty, so children who are less confident with more challenging mathematics may not finish the whole paper. That's fine; nobody expects a perfect score!

The reasoning questions often include some background information, such as solving problems to do with purchasing things in a shop, or dealing with measurements such as weight or area. These test papers cover the wider areas of mathematics such as geometry and statistics, as well as using arithmetic and number knowledge to solve problems. Several questions are likely to involve more than one step and so will be worth 2 marks.

The English tests

There are two tests for English: Reading; and Grammar, Punctuation and Spelling (GPS). The reading test has one paper and the grammar, punctuation and spelling test has two papers. Children's writing is assessed over the year by the teachers – there is no test for writing.

Reading test:

The reading test lasts for 1 hour. During this time your child will be given around three different texts to read – often a mix of fiction, non-fiction and poetry – and a separate booklet of questions to answer about the texts. We will teach the children strategies for tackling this paper, such as answering the questions about each text one section at a time.

Several of the questions in this test will involve ticking the correct box, or picking out a single word from the text. These often require finding straightforward information directly from the text. However, in more complex questions – such as those asking for an explanation of the author's choices – there will be several lines for free text, and up to 3 marks may be available for more detailed answers which use evidence given in the texts.

The Grammar, Punctuation and Spelling test:

Paper 1 – Grammar, punctuation and vocabulary

Paper 1 assesses grammar, punctuation and vocabulary. This is an area that has changed significantly in the new curriculum and questions will refer to both children's knowledge of grammatical terms (such as pronoun and conjunction) and use of language in the right context. Some questions will also require children to put in the appropriate punctuation marks to clauses or sentences or to use a particular sentence structure.

Paper 2 - Spelling test:

Paper 2 assesses spelling and requires children to spell 20 words. Each word is read out as part of a sentence that is printed in the answer booklet. Your child will be asked to write the missing word into the gap. The words in the test will be based on the spelling rules taught across Key Stage 2, in increasing difficulty.

Marking and Results

All of the tests will be carried out in school and organised by your child's teachers. Following this, they will be sent to be marked by a central agency and then returned shortly before the end of the summer term.

Once the results are returned to the school, they will be reported to you, as part of a wider school report at the end of the school year.

The way this is done has changed significantly from the national curriculum levels used in the past. Your child's score will be converted to a scaled score to allow it to be compared to others'. Scaled scores will normally range between 80 and 130. The scale will be set so that reaching a score of 100 will indicate that your child is working at the expected standard for the end of Key Stage 2.

Higher scores indicate more advanced attainment, with lower scores suggesting that your child may need some additional support to catch up with his or her peers.

Scores will be provided for reading, mathematics, and grammar, punctuation and spelling.

Alongside these scores, we will report on other subjects such as science and writing, as well as the more general report comments.

How you can help your child prepare for the tests

During Year 6, we will flag up areas of learning in which your child would benefit from some extra practice, as well as expecting home learning tasks to be completed as usual.

We'll invite parents to a briefing at the start of the Spring Term about the Key Stage 2 tests.

We'll also offer additional revision sessions and make suggestions about extra practice or resources you can use at home. We welcome queries from parents about how they can support their child.

Maths support

At home there are some activities that are always useful in preparing children for the tests.

The importance of the arithmetic paper means that time spent practising key number facts, such as multiplication tables, is invaluable. Remember, too, to test the inverse facts (e.g. for $4 \times 8 = 32$, knowing that $32 \div 8 = 4$).

You can also help your child to practise the standard written methods of calculation; ask if you're unsure of how this is taught in school.

English support

For English, we stress the importance of regular reading practice. If your child doesn't enjoy reading aloud to you anymore, suggest that they read independently and then talk with you about their reading.

In addition, spelling is now a significant part of the tests, so practising spelling patterns regularly is useful, as is discussing the use of spellings in the context of a sentence and using strategies such as 'look, cover, write and check' when learning spellings. Other strategies include breaking words up into syllables, e.g. important – im-por-tant.

Revision and Practice support materials

There are a good number of companies providing excellent materials for children in Year 6.

Some revision books not only revise the topics that could be tested but provide step-by-step guidance on how to answer the types of questions which will come up in the tests. The practice books also provide lots of practice questions.

The following links are examples of revision and practice books which we recommend:

Rising Stars:

www.risingstars-uk.com/achieveys2

CGP:

https://www.cgpbooks.co.uk/Parent/books_ks2.books_ks2_maths_sats

Letts:

<http://www.collins.co.uk/category/Revision/Key+Stage+2+-+Ages+7-11>