

Year 6 Information Meeting



GEORGE WHITE
JUNIOR SCHOOL

Agenda

Teaching Staff

SATS

Timetable

Curriculum

End of year expectations

Homework

Behaviour Policy

Uniform

Attendance



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Teaching Staff

6 NESS

Mrs. Cojoc

Mrs. Gaunt

6 PALACIO

Miss. Butterfant

Mrs. Todd

6 MORPURGO

Mr. Cornish

Miss. Cane

Miss. Lambert

Timetable



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Timetable Example Autumn 2024

	8:40-9:00	9:00-10:00	10:00-10:30	10:30-10:45	10:30-11:00	11:00-12:00	12:10-1:05	1:10-1:40	1:30-3:00	3:00-3:20
Monday	Mini <u>Maths</u> and times tables	<u>Maths</u>	Assembly	Playtime	Guided Reading & Phonics	English 12-12:10 3 in 3 – GPS	Lunch	1:05-1:30 Spelling	PE RSHE	Story Time
Tuesday	Mini <u>Maths</u> and times tables	<u>Maths</u>	Assembly	Playtime	Guided Reading & Phonics	English Times tables	Lunch	1:05-1:30 Reading 4 pleasure	Science Music	Story Time
Wednesday	Mini <u>Maths</u> and times tables	<u>Maths</u>	Assembly	Playtime	Guided Reading & Phonics	English Spelling quick fire	Lunch	1:05-1:30 Handwriting	PE Art	Story Time
Thursday	Mini <u>Maths</u> and times tables	<u>Maths</u>	Assembly	Playtime	Guided Reading & Phonics	English Times tables	Lunch	French <u>Mrs Mirea</u>	Arithmetic and Reasoning Miss Whing	Library and GPS <u>Mrs Todd</u>
Friday	Handwriting and spelling	Celebration Assembly 9-9:30	<u>Maths</u> 9:30-10:30	Playtime 10:30-10:45	English 10:45-11:45	GPS 11:45-12:10	Lunch	1:05-1:30 Reading 4 pleasure	History RE	Story Time



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Curriculum - Maths



Grammarsaurus programme of study



Diagnostic assessments at the start of units to identify misconceptions and to gauge the level of understanding that the children have using PiXL Primary



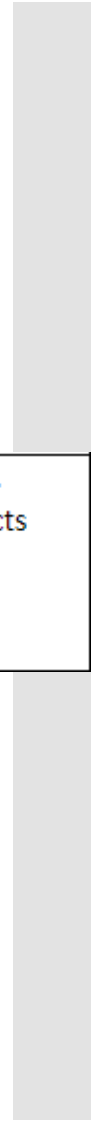
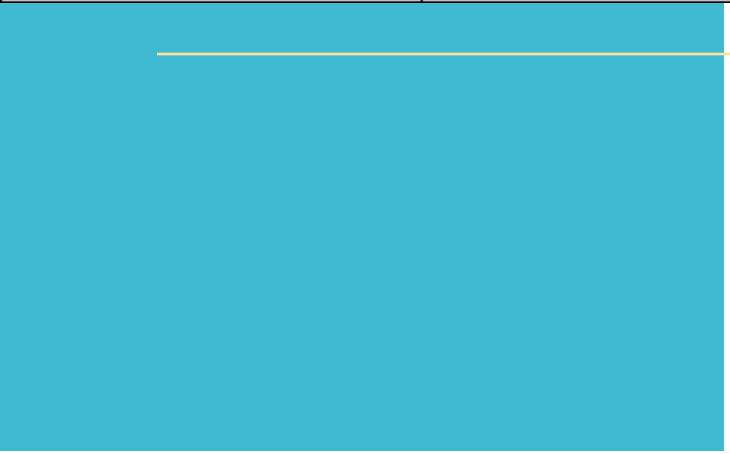
Daily therapies based on information obtained from the diagnostic assessments



Daily reasoning problems in each maths lesson



Place value and decimal place value Addition, subtraction, multiplication and division Statistics	Fractions, decimals and percentages Ratio	Algebra, Shape, measures	PIXL informed SATs revision	PIXL informed SATs revision	Year 7 preparation, Mathematical projects
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WAYS YOU CAN HELP YOUR CHILD SUCCEED...

There are many ways parents and carers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:-

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set
- Visit the library regularly.

Ideally, parents should read with or listen to their children read aloud daily to help them to develop fluency, confidence and a love for reading.

Children are encouraged and supported to keep a reading bookmark allowing them to demonstrate what they have been reading, their understanding of what they have read and their personal preferences.

Maths in everyday life

Try these at home and talk about maths whilst cooking, looking at travel timetables and planning journeys, looking at TV schedules, adding up on-line shopping bills, working out change, estimating weights, lengths, heights and ordering them, making things, estimating large numbers – how many people are in the football crowd?

Curriculum - Writing



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Pathways to Writing
programme of study
for narrative and
non-fiction units

1 writing unit per
half term with
multiple outcomes

Opportunities for
drama, discussion
and collaboration

Writing units will
link to a range of
high-quality picture
books

Spelling embedded
into English lessons

Grammar taught
within English
lessons and
explicitly 3x a week

Curriculum - Writing

WRITING...

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



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Curriculum - Reading

- Star Reader assessments throughout the year to identify reading ages/levels
- Daily reading for pleasure opportunities
- Children assessed for phonics, Read Write Inc sessions
- Whole class guided reading sessions four times a week focusing on comprehension skills and reading for understanding
- Class story taken from the year group reading spine – read every day at 3pm



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READING...

- Read a wide selection of literature both at home and school for pleasure.
- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
 - complex sentences with more than one subordinate clause
 - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking



WHAT CAN I DO TO HELP MY CHILD:

Helping your child become a reader is the single most important thing that you can do. Encourage your child to read a wider range of materials and visit their local or school library regularly .

Allow your child to read at their own pace and encourage them to talk with you about what they are reading,

KEY BOOKTALK QUESTIONS

- Was there anything you liked about this book/text?
- Was there anything you disliked about this book/text?
- Was there anything that puzzled you?
- Were there any patterns-any connections- that you noticed?



S c i e n c e	Circulatory system Biology Significant Scientist: Marie Maynard Daly	Micro Organisms and classification Biology Significant Scientist: Carl Linnaeus (Spring one but can continue into spring 2 if needed, then start History)	Evolution and Inheritance Biology Significant Scientist: Jane Goodall Charles Darwin		Light Physics Significant Scientist: Hasan Ibn al-Haytham (Alhazen)	Electricity Physics Significant scientist: Michael Faraday Hertha Ayrton
H i s t o r y	Crime and Punishment changes from the Anglo-Saxons to the present			World War 2 including a study of Norwich through wartime		
G e o g r a p h y			UK in depth study			Sustainability and plastics in our oceans
R E	Key Question: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity		Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism Key Question: How are sacred teachings and stories interpreted by Sikhs today? Religion: Sikhism		Key Question: Is anything ever eternal? Religion: All Key Question: How is the Qur'an vital to Muslims today? Religion: Islam	

Art	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p>Key artist: Claire Harro</p>		<p><u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p>Key artists: Faith Ringgold/</p>		<p><u>Shadow Puppet Art</u> Explore how traditional and contemporary artists use cutouts and shadow puppets.</p> <p>Key artist: Lotte Reiniger</p>	
DT	<p>Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) VNET plan <u>Can street</u> foods save us? Does food affect the way I feel?</p>		<p>Textiles Combining different fabric shapes (including Computer Aided Design)</p>		<p>Textiles Combining different fabric shapes (including Computer Aided Design)</p>	
Computing	<p>Computing systems and networks – communication and collaboration</p>		<p>Creating media – webpage creation</p>		<p>Programming – variables in games</p>	<p>Data and information – introduction to spreadsheets</p>
Music	<p>Charanga Musical Spotlight: Music and Technology Social Question: How Does Music Bring Us Together? Notation: Minims, crotchets, quavers and semiquavers – C Major Genres of Music to be covered: Electronic Dance Music Yu Studios Soul</p>	<p>Charanga Musical Spotlight: Developing Ensemble Skills Social Question: How Does Music Connect Us with Our Past? Notation: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers – A minor Genres of Music to be covered: Jazz and Swing Rock Composer of Significance -</p>	<p>Norfolk Music Hub - Samba Music Tuition</p>	<p>Norfolk Music Hub - Samba Music Tuition</p>	<p>Charanga Musical Spotlight: Improvising with Confidence Social Question: How Does Music Shape Our Way of Life? Notation: Dotted crotchets, triplet quavers and quavers – D minor Genres of Music to be covered: Hip Hop Gospel Salsa Composer of Significance - Benjamin Britten</p>	<p>Norfolk Music Hub - Samba Music Tuition</p>

P S H E R S E	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
O n l i n e s	<u>Self Image</u> and identity Online relationships	Health well-being and lifestyle	Online bullying Managing online information	Online reputation	Privacy and security	Copyright and ownership
P E	Football Dance	Handball Gymnastics	Hockey Fitness	Dodgeball Netball	Athletics Cricket	Athletics Rounders
M F L F r e n c h	Review The Time Daily Routines	Physical description Personality	Clothes and <u>colours</u>	In the city and directions	Snacks and drinks at the cafe	Occupation/professions
T r i p s & E x p e r i e n c e s	Norfolk Constabulary VR circulatory system experience	Visit to the Norwich Cathedral Harry Potter Experience	Visit to the Mosque	Trip to Aviation Museum	Crucial Crew	Residential trip Geography fieldwork on sustainability-on the beach -by train

Year 6

Curriculum Overview

Autumn 1

English

We'll be focusing on GPS for the first 4 weeks and then we will be completing a poetry unit based on 'A Tiger in the Zoo' by Leslie Norris.

PE

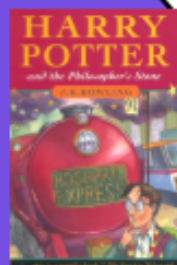
Year 6 will be doing dance and football in PE for this half-term.

Computing/Online Safety

Year 6 will be learning about computing systems and networks—communication and collaboration.

Self-image, identity and online relationships are the focus for online safety.

Our Class Books



Maths

In math's, we will be learning about place value and decimal place value, addition, subtraction, multiplication, division and statistics.

History

We are going to be learning about crime and punishment from the Anglo-Saxons to the present day.

PSHE/RSHE

We will be looking at 'me in my world'.

Music

Year 6 will be looking at how music brings us together. Our key composer is Giacomo Puccini.

Guided Reading

We will be looking at comprehending non-chronological reports, a narrative and a biography.

RE

The question for this half-term is 'Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?'

Science

In science we will be focusing on biology. Specifically, the circulatory system.

French

We will be learning about the time and daily routines in French.

Art

Year 6 will be exploring 2D drawing to 3D making.



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SATS

We have a legal obligation to administer tests.

We want to enable the children to be motivated and mentally prepared for the tests.

We regularly test throughout the next few months; children learn the format and we are made aware of teaching points.

SATS prepare the children for high school and help decide which ability groups they will be placed into

SATS tests: week of 12th- 15th May. Breakfast club.

High Schools



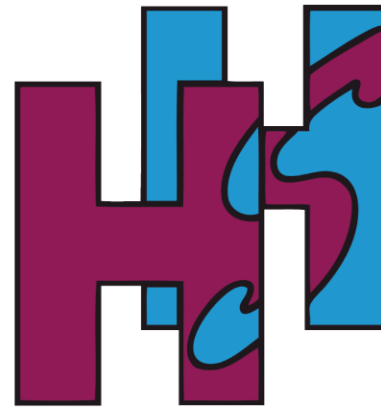
CHECK EACH HIGH SCHOOL'S WEBSITE FOR OPEN EVENING DATES

VISIT AS MANY AS YOU WOULD LIKE

ADMISSIONS CLOSE ON THE 31ST OCTOBER 2024

YOU FIND OUT WHICH HIGH SCHOOL YOUR CHILD WILL GO TO ON THE 3RD MARCH 2025

TRANSITION DATES WILL BE IN JULY





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Homework

- Weekly arithmetic, SPAG and reading homework (CGP 10 min SATs buster books)

Home Learning

This year we have updated our home learning to further support the learning for your child in school.

We expect all children to read at home 5 times per week and for a minimum of 10 minutes. We also expect children in Years 3, 4 and 5 to be accessing Times Table Rockstars at least 3 times per week. Year 6 children have a log in to Prodigy Maths with the expectation they access this at least 3 times per week.

In addition to the above, children will also be set half termly homework based on their Science, History, Geography, English, French or Art learning. This is an extended piece of learning which you can choose from a list given. There will be an option of creating, researching or exploring linked to your child's current learning.

Your child's class teacher will set the date for work to be brought in to school where it will be shared and celebrated in class and in our whole school celebration assemblies.

Behaviour - Rewards



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- Ticket of Excellence – being kind, being respectful, being confident, being honest, achievement beyond school, showing leadership, showing initiative, showing manners, being helpful, showing friendship
 - House Points
 - Postcards – maximum of 3 per class
 - Value of the Week certificate – chosen by the senior leadership team
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Behaviour Policy - Sanctions

- Reminders of expected behaviours
- Verbal warning
- Dahl Room at break/lunch to make up for lost learning time or to reflect on the behaviours exhibited



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Restorative Approaches



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Has someone been hurt?

YES NO

How was the 'hurt' caused?



What are the details of this?



How do the people involved feel?



What needs to happen to resolve this?



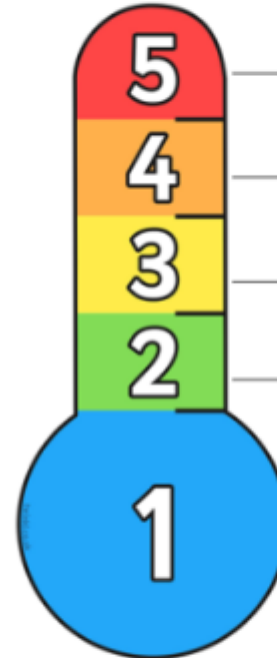
At Low Ash when we have resolved our problems it is finished

At George White when we have resolved our problem it is finished.

We know we can ask for help if we need to.



Think about how you felt at the start of the restorative conversation?



Angry, hurt, worried, frustrated, annoyed, hot, upset, loud, quick heart beat

Hurt, frustrated, annoyed, upset, loud, breathing slowing, listening to others

Upset, understanding, calmer, listening, resolving, time to reflect

Ready for learning, reflective, asking for help, willing to listen and support

Ready to learn, calm and safe

How do you feel now the restorative conversation has taken place?



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Uniform

- Navy or royal blue jumper or cardigan
 - Pale yellow or light blue polo shirt
 - Black / navy / grey trousers or skirts
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- PE kit is a plain white t-shirt, black shorts or tracksuit bottoms
 - A plain hoodie / jumper
 - Suitable footwear (trainers)
 - Hair longer than shoulder length to be tied up
 - No jewellery

Attendance



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The school target is 97% but we aim for 100%



School gates open at 8:30am



Class registers close at 8:50am



If your child is ill and unable to come to school, please inform the office

Thank you, any questions?



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