

Welcome to Year 6

Meet the teacher session

Monday 9th September 4:00pm – 4:30pm



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Welcome



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- Our Ethos and Values
- The Year 6 staff team
- Weekly timetable
- Expectations in Year 6
- Assessments
- How you can help at home
- Other information
- Questions

As an Educate Together school:

We are an equality-based school where we live by the mottos: **'no child an outsider'** and **'learn together to live together'**.





As an Educate Together school:

- We value all children and the unique contribution that they offer to the school.
- We believe that all children learn best when they feel safe and are happy in school.
- We believe that respect underpins all of our relationships within school and with the outside world.
- We ensure that all pupils achieve their fullest potential and are fully prepared for the next stage of learning and life.



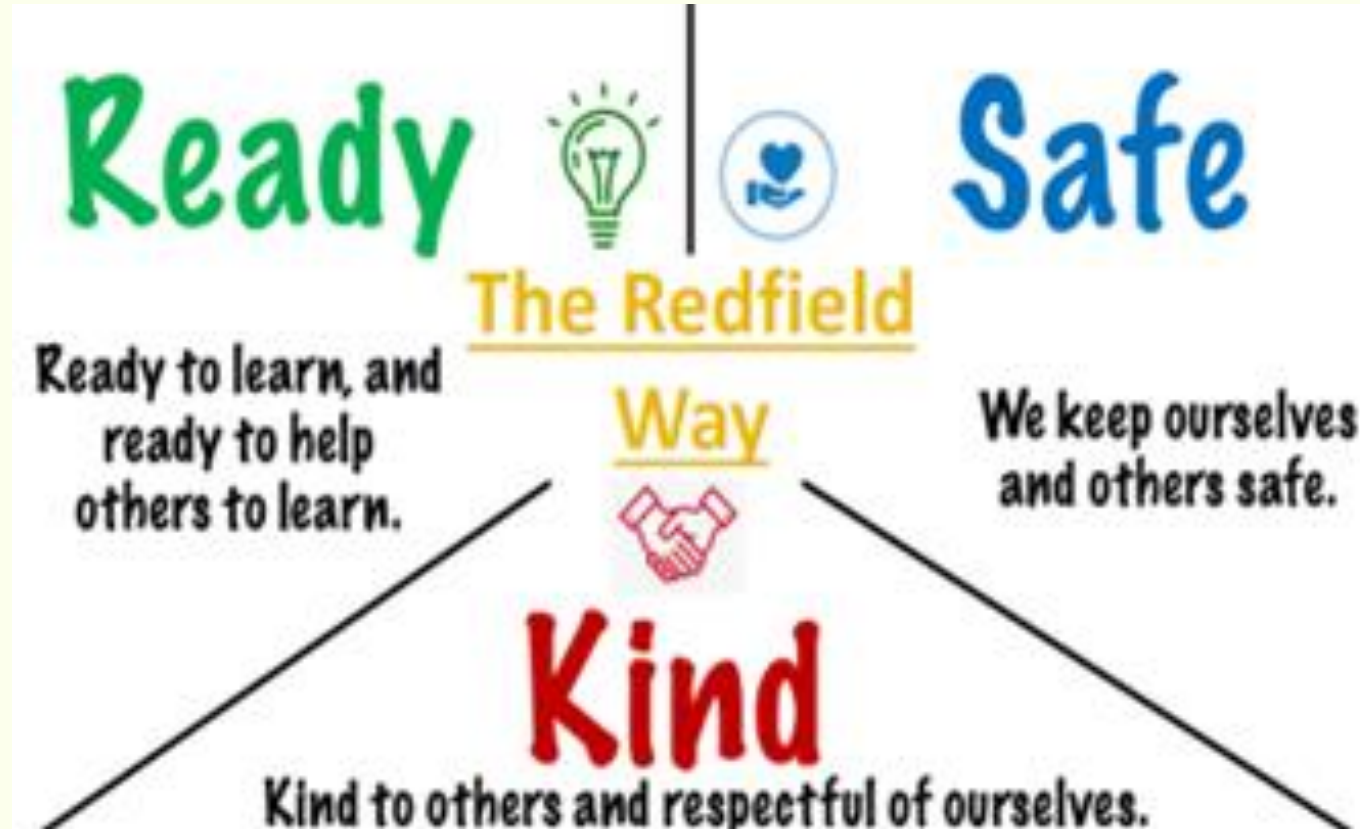
Our Four Core Principles:



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<p>Equity-based</p> <p>Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.</p>	<p>Child - centred</p> <p>Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.</p>
<p>Collaborative</p> <p>Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.</p>	<p>Aspirational</p> <p>All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.</p>

Our School Rules



Behaviour is communication and our job as educators is to seek to understand what a child is telling us and support them. Only when children behave in appropriate ways can they achieve their best.

Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

The Year 6 Staff Team

- Gareth and Hana –Class Teachers
- Mike and Amelia – Learning Support Assistant
- Mike and Cara – Cover Teacher (Wednesday am/pm)
- Freya – Sports Coach



Gareth Hunter
Bonobo Class Teacher



Hannah Bayley
Okapi Class Teacher



Michael Peacock
Yr 6 HLTA and Forest
School Lead

Example of weekly timetable



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	Monday	Tuesday	Wednesday	Thursday	Friday
08.45 – 9.00	Register – Handwriting/Arithmetic/ Grammar consolidation tasks	Register – Handwriting/Arithmetic/ Grammar consolidation tasks	Register – Handwriting/Arithmetic/ Grammar consolidation tasks	Swimming (gone in school for 8:30 Leave at 8:50)	Register – Handwriting/Arithmetic / Grammar consolidation tasks
9.10- 9.30	Assembly	Timestable practise Maths	Timestable practise Maths		Celebration assembly
9.30- 10:50	Timestable practise Maths				Timestable practise Maths
10.50 – 10.55	Break	Break	Break	Break	Break
11.05 – 11.15	Newsround/ snack	Newsround/ snack	Newsround/ snack	Newsround/ snack	Newsround/ snack
11.15 – 12.30	English	English	English	English	English
12.30 – 1.15	Lunch	Lunch	Lunch	Lunch	Lunch
1.15 – 1.45	Guided Reading	Guided Reading	Spelling test	Guided Reading	Guided Reading
1.45 – 2.15			(Private reading and accelerated reader quiz time)		
2.15 – 2.25	Daily Mile	Daily Mile	Daily Mile	Daily Mile	Daily Mile
2.25 – 3.15	PE (Okapi 2.00-2.40 Bonobo _____)	Spelling shed (lesson)	History/ Geography (Bristol bus boycott & local area study)	Science	Learn together
3.00 – 3.15	Talk time	Reflection time	Reflection time	Talk Time	Reflection time

Thrive offers a whole-setting approach to supporting the right-time social and emotional development of all children and young people.



It helps children and young people become more emotionally resilient and better placed to engage with life and learning.
We do this through our whole-school approach to wellbeing.

Expectations in Year 6

- Children take responsibility for their environment and learning.
- Children will continue to become more independent in completing learning set, with support from the class teacher and LSW's.
- Children will edit and improve their work based on feedback from class teacher.
- Children knowing and recalling the 'basics' in lessons such as use of capital letters, punctuating sentences accurately, recalling timestable facts etc.
- Children to remember their PE kits and swimming kit on Mondays and Thursdays.
- Children will be set weekly homework from Term 2.
- If your child is invited to a morning or afternoon booster group, it is essential that children attend to have the greatest impact to their learning and preparation for Year 7.
- End of Key Stage 2 – Preparing the children for transition to Key Stage 3.

Assessments



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Year 6 pupils will be assessed each term (as other year groups are) on:

- Reading
- Spelling, Grammar and Punctuation
- Maths (Arithmetic and Reasoning)
- Writing (This will be a continual assessment from each piece of writing the children complete throughout Year 6)

These termly assessments will culminate in the SATs assessments taking place over the week commencing 12th May 2025.

- Monday, 12th May 2025: English Grammar, Punctuation, and Spelling (Papers 1 and 2).
- Tuesday, 13th May 2025: English Reading.
- Wednesday, 12th May 2025: Mathematics (Papers 1 and 2).
- Thursday, 15th May 2025: Mathematics (Paper 3).



You can help at home with...

- We have been using Seesaw but will be moving to another platform called Class Dojo soon
- Online platform – share what you are up to at home, making links with our curriculum topic learning.
- Read emails and messages shared on Class Dojo



You can help at home with...

- **Reading** – books selected from school that can be recorded and assessed for understanding on Accelerated Reader. Please note any books that you read at home may also be recorded on Accelerated reader to contribute to your child's progress.
 - Encouraging them to use their phonics knowledge to read unfamiliar words.
 - Asking your child questions about what they have read. Please see the next slide for some helpful question stems.
 - Encouraging them to use the text to discuss and work out the meaning of unknown words.
 - Discussing the sequence of events in books.

Reading Prompt Questions Mat UKS2

Would you have chosen to read this book/play/poem yourself? Why?

What genre of books does this belong to?

How does the front cover show that this book is one in a series?

What type of book is this? Is it like any others you have read?

When might someone choose to use this book?

How is the story/information organised?

Why are you reading the text? Does it inform/excite/engage you?

Why do you think this book is regarded as a 'classic'?

Where/when is the story/poem set?

Do you prefer texts set in historical times or modern times? Why?

Who do you think the book is aimed at?

What made you choose this book?

What is the theme of the book?

Why does the author consistently use the first person in this diary?

How does the author use simile/metaphor/analogy?

What can you say about the viewpoint of the author?

Which words or phrases particularly stand out in your mind?

Can you describe the characters in the play using one word?



Reading Prompt Questions Mat UKS2

Find an unfamiliar technical word. What do you think it means?

Does the structure of the book help you to understand the subject?

What questions would you ask the author about the text?

Can you create a quiz about the text for the rest of the class?

Is there a section of the text that you don't understand?

What do you think is going to happen to the main character?

Who would you like to meet in the story? Give reasons for your choice.

Can you make a list of details about what you can see on the front cover?

Who is on the cover? Where are they? What is in the background?

Can you list words and phrases which show how the speaker is feeling?

Find a descriptive phrase, can you consider the effect on the reader?

Do the events happen in time order? If not, why not?

How is the information organised and presented?

Why do you think this order/these headings were chosen?



Reading Prompt Questions Mat UKS2

How does the title engage the reader?

What impression does the author want the reader to have of the characters?

How does the author feel about the subject/theme of the story?

Is the aim of the text to persuade or inform? How do you know?

Which words does the author use to signal that this is opinion, not fact?

What specific information do you need to retrieve from this text?

How could you use the contents/index/glossary to help you?

Can you choose a section of the text that you particularly liked?

Can you research this topic/theme independently?

How could you present your research findings to the group?

What sort of presentation techniques keep your audience engaged?

Why might someone else's view differ from your own?



You can help at home with...



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- **Maths** – practising key skills – this could be verbally or practically when out and about or at home.
 - Recalling multiplication tables (2s to 12s) and the related division facts – You can use Timestable Rockstars to support this.
 - Mental methods of addition, subtraction, multiplication and division.
 - Written methods of addition, subtraction, multiplication and division.
 - Calculating time for different events throughout the day (e.g. if the film is 90mins what time will it finish if we start watching at 6.30)
 - Real world problems (calculating money, measuring ingredients, ratios for recipes etc.) when at home or out and about.

You can help at home with...



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- **Writing** – writing for purposes at home e.g. thank you cards, letters, shopping lists, diary, own stories, writing alternative endings/ prequels/ sequels for books they have enjoyed.
 - Encouraging your child to use their phonics knowledge to spell unfamiliar words.
 - Spelling Y1 and 2 common exception words correctly.
 - Spelling Y3 and 4 and Y5 and 6 spelling words correctly.
 - Forming letters correctly and joining letters when handwriting. If you feel your child is struggling with this, please let us know and we can send home scaffolded work to support with this.
 - Punctuating sentences correctly.
 - Discussing the use of past or present tense consistently within a piece of writing.
 - Reading newspaper/ magazines and engaging with and discussing real life events.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

You can help at home with...



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- **The wider curriculum**

- Discuss topics being studied with your child – ask them about their learning.
- Supporting your child with researching on the internet or using books to find out more facts about a topic or subject.
- Sharing your own passions, interests or skills with your child to enhance their learning.

Other information



- PE days this term are Monday (in school) and Thursday (swimming). Please ensure that your child comes to school in PE clothes and trainers on these days.
- If your child is unable to swim for any reason, we would expect to be informed by parents or guardians via Dojo or a letter. PE is a statutory requirement and is not an optional activity.
- Book bags, reading books and reading records are to be brought in daily. Children can choose to change their reading book as and when they have finished it and have a comment/comments in their reading record from an adult to say that they have read and finished it/reread it for fluency.
- We go out for Daily Mile and break times in all weathers, please ensure children come to school with suitable clothing – a waterproof coat with a hood and waterproof shoes are advised.
- You will be invited to a Parent Evening meeting in October. The dates for this will be confirmed a.s.a.p

Secondary Schools



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Over the next few weeks secondary schools will be running open evenings for Year 6 families. Check the secondary school websites for the details, for some open evenings you will need to book. Some schools will also be running open days, details should be on their websites.

John Cabot Academy – Thursday 12th September 4:00 – 7:00pm

St Mary Redcliffe & Temple School – Wednesday 18th September 6:30 – 9:00pm

City Academy – Thursday 19th September 4:00 – 7:00pm

Bristol Metropolitan Academy – Wednesday 25th September 4:30 – 7:30pm

Bristol Brunel Academy – Thursday 26th September 4:15 – 7:15pm

Montpelier High School – Thursday 26th September 6:30 – 8:30pm

You can find more information about applying for secondary schools online.

You must apply online by October 31st

<https://www.bristol.gov.uk/residents/schools-learning-and-early-years/school-admissions/secondary-admissions/secondary-apply>

Secondary Schools



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You can find more information about applying for secondary schools online,
you can click here to find out more:

[Bristol City Council Secondary Information](#)

You can apply online from 12th September

You must apply online by October 31st



bristol.gov.uk

Each day children should come to school with...



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- A named water bottle
- Bookbag & reading book
- Suitable coat for breaktimes
- Suitable shoes for active play and Daily Mile

Year 6 residential trip...



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- The Year 6 residential trip is in the process of being booked and information will be sent home shortly.
- This will take place in the summer term.
- There will be a parent meeting to discuss the trip and answer any of your questions and queries.



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Over the course of the year if you have any questions, please send in an email to the office, send a message on ClassDojo or catch us after school one day!

We aim to reply to emails and Class Dojo messages within three working days.