WELCOME PARENTS AND FRIENDS OF SYCAMORE CLASS

Year 6
2025-2026



Who are Sycamore Class?

- The children
- Miss Green
- Mrs Attwood, Mrs Hembery, Miss Slade
- Volunteers
- All of you!



Timings of the Day

Gates open 8.35am

Register is taken at 8.45am

Children arriving after this time will be marked as late.

The school day ends at 3.15pm

Encouraging Independence

Morning routine

Children to walk up the ramp on their own

Have a sleepover and trying new foods before camp!

Road safety

Phones in the office

Shoe laces

Telling the time

Homework (Usually, Wed → Mon and spellings every Friday)

Daily reading

PE kits

Letters

Responding to feedback

SATs and play

Clubs

Going to the toilet at break and lunch

Ready to learn



Our Curriculum

Our foundation subjects build on knowledge learnt in Year 5. The knowledge is deepened and the skills are advanced further. This helps the learning, 'stick.'

E.g. In year 5, we identified what we still see today in Bristol that tells us about Bristol's enslavement past.

In year 6, we will interpret how the slave trade has impacted our local society and debate whether Colston's statue should have been torn down.



What do we expect from the children?

- Give 100% at all times
- Respectful to everyone - polite and well-mannered
- Independence - PE kit, homework, reading, letters, Dojo
- Good listeners
- Always trying to improve
- High standards - work, behaviour, presentation
- Fun!

What can you expect from us?

- Fairness
- Here to listen and support
- Differentiation - progression, support and challenge
- Behaviour management
- An open door
- A range of independent and group work
- Fun!

Maths - NUMBER FACTS ARE KEY

- Place value
- Four operations
- Fractions/decimals/percentages
- Shape
- Measurement and converting units



Expectations

- Display all workings
- Use systematic methods to solve problems
- Explain answers in a range of ways
- High-quality presentation
- Recall timestable facts

Writing

- Grammar and Punctuation
- Writing stamina
- Vocabulary development
- Range of genres linked to Literacy Tree books
- Handwriting
- Year 5/6 spelling list

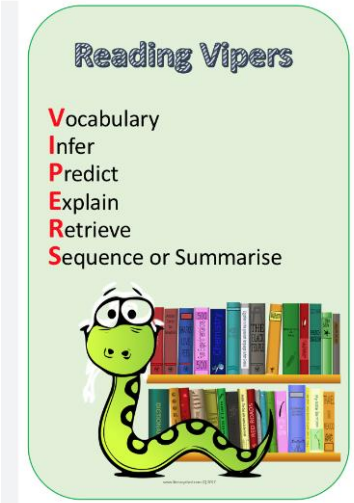


Expectations

- Writing is legible and consistent
- Structured accurately
- Pupils make good choices to improve writing

Reading

- Range of fiction, non-fiction and poetry
- Language development
- Inference
- Retrieving information
- Predictions



Expectations

- Read a good amount daily
- Answer inference questions using evidence from the text
- Read a range of texts - ask for help if can't find book
- Talk confidently about what they've read



Importance of Reading

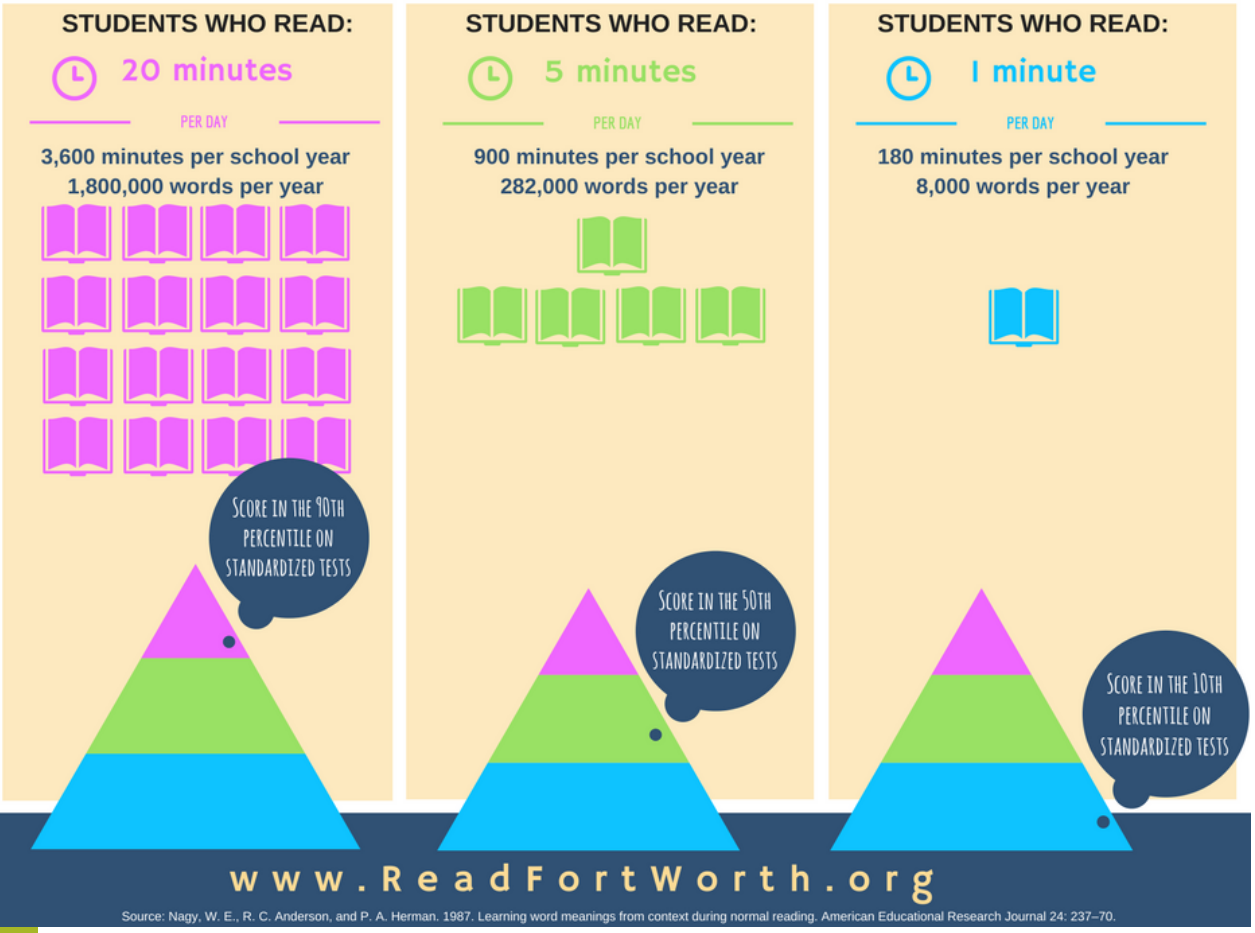
Children should read daily (and hand diaries in) - develop fluency

Read for pleasure - get into good habits

Be read to - good role model, enjoyment, comprehension, vocabulary development

Read widely - different genres

Why shouldn't I skip my 20 minute read?





Support

- We have high expectations and we are ambitious for EVERY child.
- Children may be supported to access the learning - scaffolding.
- Specific needs may be met through individual plans.

Homework

- Normally given out on a Wednesday and due in the following Monday.
- Homework is usually differentiated to ensure all pupils can access it independently.
- Preparation for secondary school.

Expectations

- Handed in on time
- Completed to the best of their ability
- High-quality presentation

How can you help?

- Encourage your child to read every night and sign their home-school diary.
- 3-4 times a week, listen to your child, whilst they read aloud and talk about the book.
- Keep attendance high - particularly in the build up to SATs and the play.
- Practise times tables daily, using TTrockstars, games or on paper.
- Work on four operations and telling the time.
- Practise spellings regularly.
- Oversee and assist homework and SATs revision, where applicable.
- Encourage your children to be independent and come to boosters if offered.
- Social media checks
- Ensure your children have healthy lunchboxes and fruit for their snack.
- Shoe laces and telling the time!

Year 6 Residential May 2025 - Grittleton House



SATs Week

Monday 11th - Thursday 14th May

Monday- English Grammar, Punctuation and Spelling
Paper 1: Questions - 45 mins
Paper 2: Spellings - around 20 mins (not timed)

Tuesday- English Reading - 1 hour

Wednesday- Mathematics
Paper 1: Arithmetic - 30 mins
Paper 2: Reasoning Paper 1 - 40 mins

Thursday- Mathematics
Paper 3: Reasoning Paper 2 - 40 mins

GPS

Examples

44 Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

A song will be sung by the children.

_____

1 mark

Spelling 18: The word is **scenario**.

We acted out a **scenario** in drama.

The word is **scenario**.

18. We acted out a _____ in drama.

Examples

Reading

2 *The struggle had been between two **rival** families…*

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

- equal ☐
- neighbouring ☐
- important ☐
- competing ☐

1 mark

3 Look at page 4.

How can you tell that Maria was very keen to get to the island?

_____





What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.

Examples

Maths Paper 1: Arithmetic

24 15.4 – 8.88 =

1 mark

25 1 3 3 0 1 6

Show your method

2 marks

26 $\frac{6}{7} - \frac{11}{21} =$

1 mark

27 $\frac{7}{10} \div 2 =$

1 mark

Examples

Maths Paper 2 / Paper 3 : Reasoning

Here are 3 translations on a coordinate grid.

Tick the translations that are **four units to the left**.

from (0, 2) to (4, 2) ☐

from (6, 8) to (2, 8) ☐

from (–3, 5) to (–7, 5) ☐

Write the missing numbers so that $3 \times b - a = 2$

a	b
	2
13	

20 Each day, a school has

- break from 10:15 am to 10:30 am
- lunchtime from 12:40 pm to 1:30 pm.

What is the **total** time the school has for breaks and lunchtime in a 5-day week?

Show your method

hours minutes

23 Mrs Mills has **940** seeds to plant into trays.

She plants **12** seeds in each tray.

The last tray is not full.



What **fraction** of the last tray is filled?

Show your method

2 marks

Writing

→ The children need to meet these statements to meet ARE in year 2.

Standard 6 (working at the KS1 expected standard)

Composition

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

Transcription

The pupil can:

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

If the children are not using full stops and capital letters correctly, they are working below the year 2 standard.

If the children meet these statements, they are working towards the KS2 standard. This means they are working below year 6 expectations. →

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

The children must meet the previous standards, alongside these, to meet age related expectations or greater depth in year 6. This is externally moderated.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

If you are ever unsure about who to contact, check the communication leaflet which can be found on the school website. For any same-day messages, please contact the office.

Please let the office know about pick-up arrangements for your children and keep us updated throughout the year.

The behaviour policy is on the website.

Communication Flowchart

Safeguarding Concerns
Please contact **Miss Williams** – Designated Safeguarding Lead or
Miss Green/Mrs John – Deputy Designated Safeguarding Leads

Learning concerns	**Pastoral concern** *This covers our support of your child's individual needs and their emotional wellbeing*	**Concern relating to particular learning od physical barriers** *Where a concern is related to a special need*	**Queries relating to school administration**	**Attendance concerns**
Please raise your concern with your child's class teacher in the first instance	Please raise your concern with your child's class teacher in the first instance	Please raise your concern with your child's class teacher in the first instance	Please speak to a member of our School Office staff	Please raise your concern with your child's class teacher in the first instance
If you feel that the class teacher has been unable to help, please contact the school office and they will make and appointment for you to meet with a member of the Senior Leadership Team, alongside the class teacher.	If you or your child are currently receiving ELSA or PFSA support, you can contact either **Mrs John** (PFSA), **Mrs James** or **Mrs Norris** (ELSA) through Class Dojo. Once your sessions have finished, you will need to arrange and appointment through the School Office.	If you feel that the class teacher has been unable to help, please contact the school office and they will make and appointment for you to meet with **Miss Hussey** (SENDCo) alongside the class teacher.		If you feel that the class teacher has been unable to help, please contact the school office and they will make and appointment for you to meet with **Mrs John** (PFSA and attendance support).
Please make an appointment to see our Headteacher, **Miss Williams**, if you remain concerned after having followed the steps above.				

Class Dojo



Parent's dojo accounts

You can link more than one family member.

- Class pages:
  - Keep up with children's learning.
  - Enables conversations about your child's day.
  - Event reminders.
- School story:
  - Whole school news
  - Whole school messages
- Messages:
  - Teachers can message you directly about any positives/incidents from the day.
  - I may send you messages that they don't want the children to see. E.g. a surprise event!
  - If it is linked with an absence, please speak to the office. They will pass on information about appointments etc to me.
  - Issues that may impact on the day - report to the office or write in their reading diary.

Class Dojo



Children's Dojo accounts

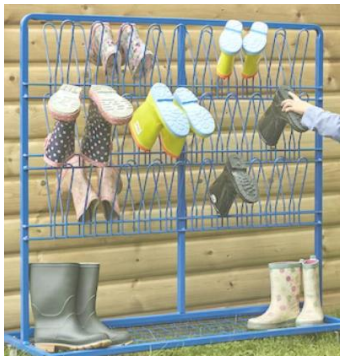
Ensure your child has logged in to a separate account.

- Class pages:
  - Children can view their class pages.
  - See work and photos that have been shared.
  - Teachers may post links to videos/games to provide extra learning opportunities.

- Portfolios:
  - Children can upload work they do at home for their teacher to see.
  - Activities may be posted by teachers for children to complete.

Forest School

- Children will participate in Forest School throughout the school year. You will be notified when.
- Children need long sleeves, long trousers, waterproofs.
- Every class will now have a welly rack. Please bring in named wellies that can be kept in school all year round to enable outdoor learning opportunities.





School Uniform

- Grey trousers/short/skirt
- White polo shirt
- Summer dress
- Burgundy jumper/cardigan
- White/black/grey socks
- Single studs - covered with tape from home or removed for PE
- Long hair tied up
- Watches but no other jewellery
- Coat/waterproof jacket
- Please name **everything**!

Second hand uniform is available to buy from FOPPS for a really reasonable price.



Celebrating Achievements

- Dojo points
- Weekly celebration assemblies - parents of those receiving a certificate are welcome to join us.
- Please share any achievements from outside of school. E.g. Brownies, swimming badges, sports clubs, competitions, library challenges etc.
- Winning house have a mufti day each half term
- Certificates for: Star of the Week
  - Maths and Reading by Key Stage
  - PE
  - French

Golden Leaf - awarded three times a year for following all our golden rules of being, 'ready, respectful and safe.'

- Positive praise
- Core Values
  - Resilience
  - Responsibility
  - Compassion
  - Honesty
  - Respect
  - Collaboration.

Secondary School Transition

Please make sure you contact Chilton directly with any essential information!

Any questions?