

**ST MARY'S CE
PRIMARY SCHOOL
PARENT
INFORMATION
ACADEMIC YEAR
2022 TO 2023
YEAR 6S**



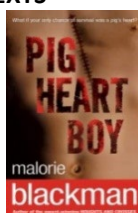
WELCOME TO YEAR 6S

ROLE	NAME OF STAFF MEMBER
Class Teacher	Miss Shreeve
Teaching Assistant	Mrs Taylor
SNA	Miss Thomson
SNA	Mrs Hawksworth
Link Governor	Mr Hawksworth

WHAT WILL MY CHILD BE LEARNING IN YEAR 6S?

English, mathematics and science are the core subjects in primary education. The National Curriculum sets out in 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 and technology, foreign languages (age 7+ only), geography, history, music, PHSCE and physical education. Please see the attached curriculum map document for more detail.

YEAR 6S CLASS TEXTS



HOMEWORK

Pupils in Year 6S should read at home with an adult daily and adults should write comments in your child's home/school diary. Written homework will be completed in homework books.

Your child will receive:

- a reading scheme text at an appropriate reading age and comprehension level;
- an independently chosen class library text;
- a KS2 decodable text at an appropriate phonics phase and age-related interest level (if receiving phonics intervention);
- basic skills-type homework, like spelling and handwriting practise;

- A homework book in which to complete the homework.

The combination of tasks will approximately meet the suggested time and frequency of set tasks given in DfE guidance of one and a half hours per week.

In the unfortunate event of books being lost, you will be notified and a £5.00 charge per item will be requested from the school to restock the lost item.

STATUTORY ASSESSMENT TESTS (SATs)

These will take place at the beginning of May 2023 for all Year 6 children in England. The children will take tests in Spelling, Grammar and Punctuation (SPaG), Reading and Mathematics. The children will be fully supported throughout the year in order to be well prepared for these. If you have any further questions, please speak to the class teacher.

DAILY ROUTINES FOR YEAR 6S

Time	Routine
7:00	Site Manager unlocks school
07:45	Breakfast Club Opens
08:30	Breakfast Club stops serving food
08:30	All staff have arrived in school
09:00	Year 6S arrival
09:05	Lessons begin/Assembly begins
10.30-10.45	Break time (15 min)
12.30-13.20	Lunch time (50 min)
15:30	Year 6S end of school day
16:30	End of extra-curricular activities
17:30	Site Manager locks school

SCHOOL UNIFORM

We believe that children who take care and pride in the way they look also take pride in their work. The school encourages all pupils to identify with the school dress code as this engenders a sense of belonging. We ask for parental co-operation in ensuring that pupils are suitably dressed, and that high standards regarding school uniform will continue.

Our uniform consists of:

- Blue sweatshirt or cardigan embroidered with the school logo (available from the Main Office);
- Grey or black trousers, skirts or knee length shorts;
- Pale blue polo shirt;
- Black shoes not trainers;
- Blue/white check dresses may be worn in warmer weather;
- Socks must match and be grey, black or white;
- Tights must be grey or black.

PE KIT (INDOOR)

- School's PE T-shirt (available from the Main Office);
- Navy Blue or Black shorts;
- Black pumps.

PE KIT (OUTDOOR)

- School's PE T-shirt (available from the Main Office);
- Dark coloured tracksuit;
- Trainers.
- PE will take place on Thursday and Friday. Please ensure your child has their indoor and outdoor PE kit in school on these days and it will be sent home to be washed on Friday.

FOOTWEAR

The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes with platform soles or high heels in school, so we do not allow this. Neither do we allow children to wear trainers to school; these are appropriate for sport or as leisurewear, but are not in keeping with the smart appearance of a school uniform. Therefore, we require all children to wear black shoes in school.

JEWELLERY

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are ear studs in pierced ears only and a watch. We ask the children either to remove these items during PE and games or cover them with a plaster (supplied by the parent/carer) if they cannot be removed.

HAIR

- Extreme hairstyles are not permitted;
- All hair that is collar length or longer should be tied up with hair accessories that are simple, plain and dark in colour;
- Decorative patterns should not be cut into hair;
- Hair should not be coloured or dyed;
- Any head scarves should be either blue, black or grey and only worn for religious purposes.

ATTENDANCE

If a child of compulsory school age is registered at a school it is essential that they attend their school regularly and maintain a pattern of good attendance throughout their school career. Excellent attendance at school is important to allow a child to fulfil their potential. Every single day a child is absent from school equates to a day of lost learning. Attendance percentages can be misleading.

ATTENDANCE	DAYS MISSED	JUDGEMENT
100%	0	Above
95%	9	Expected
90%	19	Below

BEHAVIOUR

WHAT CAN I DO?

- Get to know the school policy about promoting good behaviour and support it;
- Encourage your children to follow the school rules and to show respect for other pupils, school staff and property;

- Make sure their children have all they need for school and have done their homework;
- Respond quickly to concerns raised by the school;
- Make every effort to come to Parent/Carer Evenings and Work Shops;
- Treat school staff with the respect you would expect to receive;
- Tell your teacher immediately if you are concerned about your child.

WHO SHOULD I TALK TO IF I HAVE CONCERNS ABOUT MY CHILD?

The school operates an 'open door' policy providing opportunities to speak to a member of the staff team. However, your first port of call is to Miss Shreeve who may sign post you to the relevant staff listed below. If your concern is more urgent, a member of the Senior Leadership Team are available to speak to via the Main Office.

CONCERN	POINT OF CONTACT	ROLE
Urgent	Diane Jeffries	Head teacher
	Emma Pilling	Deputy Head teacher, EYFS and Key Stage 1 Lead
	Ross Powell	Deputy Head teacher
	Samantha Walker	Assistant Head teacher, Key Stage 2 Lead
Behaviour	Ross Powell	Behaviour Lead
Home Issues	Paula Cox	Home/School Liaison Lead
Emotional Health	Janet Ash	Wellbeing Lead
Finance	Suzanne Robinson	Business Manager
Special Educational Needs (SEND)	Emma Pilling	SENCo Y5/Y6
	Jennifer Hayes	Assistant SENCo Y2/Y3/Y4
	Anna Newman	Assistant SENCo EYFS/Y1

SCHOOL TRIPS

Your child will be going on a number of trips this year as part of their topic. Year 6S will be going to Crucial Crew and visiting the Police Museum in Manchester. There will also be a residential trip at the end of the school year. More details will follow.

DINNER/SNACK MONEY

- Dinner Money is £11.50 per week. Please send this in every Monday morning with your child (in an envelope with your child's full name and class).
- Snack Money is £2 per week. Please send this in every Monday morning with your child (in an envelope with your child's full name and class).

MISCELLANEOUS INFORMATION

- Newsletters are sent out on a monthly basis.
- Please refer to the school's website for additional information including policies at <https://www.st-marys-deane.bolton.sch.uk>.

- Parents/Carers are respectfully asked to read the Parent Code of Conduct available on the school's website.
- The use of mobile phones is not permitted on the premises.
- Smoking is banned on the premises.

YEAR 6 CURRICULUM MAP

	AUTUMN			SPRING			SUMMER			
SCIENCE	LIVING THINGS AND THEIR HABITATS Text – <i>Spider and the Fly</i> by Mary Howitt	ANIMALS INCLUDING HUMANS Text – <i>Pig Heart Boy</i> by Malorie Blackman		EVOLUTION AND INHERITANCE	LIGHT		ELECTRICITY			
COMPUTING	DIGITAL CITIZENSHIP - ONLINE SAFETY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		DIGITAL LITERACY Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		COMPUTER SCIENCE Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			INFORMATION TECHNOLOGY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		
ART	BARBARA HEPWORTH			ISLAMIC ART				BANKSY		
	EXPLORING AND DEVELOPING IDEAS	EVALUATING AND DEVELOPING WORK	DRAWING	PAINTING	PRINTING	TEXTILES/COLLAGES	3D FORM	BREADTH OF STUDY		
DESIGN TECHNOLOGY	HEALTHY SNACKS			VEHICLES			TEXTILES			
	Design: Developing Planning and Communicating Ideas. Market Research and Working within a Budget.				Evaluating Processes and Products					
GEOGRAPHY	South America Text – <i>Journey to River Sea</i> by Eva Ibbotson				Islamic Civilisation – The Islamic States Text – <i>The Splendid Kingdom</i> by Lily S. Mohsen					
HISTORY	Vikings Text – <i>The Saga of Eric the Viking</i> by Terry Jones			Crime and Punishment Text – <i>The Highway Man</i> by Alfred Noyes			Islamic Civilisation – The Islamic States Text – <i>The Splendid Kingdom</i> by Lily S. Mohsen			
MUSIC	DESCRIBING		TRANSCRIBING		EXPLORING AND COMPOSING			SINGING, PLAYING AND PERFORMING		
PHYSICAL EDUCATION	Gymnastics	Rugby (Coach)		Dance	Football		Athletics		Cricket (Coach)	
RELIGIOUS EDUCATION	Creation and Science: Conflicting or complimentary?	Why do some people believe in God and some people not.		Why do Hindus want to be good?	What do Christians believe Jesus did to ‘save’ people?		For Christians, what kind of king was Jesus?		How does faith help people when times get hard?	
PHSCE	BEING ME IN MY WORLD	CELEBRATING DIFFERENCE		DREAMS & GOALS	HEALTHY ME		RELATIONSHIPS		CHANGING ME	
ENRICHMENT	HEALTH AND WELLBEING How do we grow and change? Puberty and Personal Hygiene			LIVING IN THE WIDER WORLD E-Safety – Managing Risk Oracy/Debate/Enquiry Led Learning Digital Footprint, Appropriate websites, Privacy Settings, Images, Crucial Crew			RELATIONSHIPS Sex and Relationship Education/Real Love Rocks			