



Staff



Teachers:

Miss Gemma Ward – I will be teaching Eagles class everyday.

Mrs Pascal – covering my PPA time on a Wednesday afternoon and SENCO

Teaching Assistants:

Mrs Freedman will be with us for the majority of the week

Mrs Smith will be with us on Monday mornings



Attendance

- The school gates open at 8.30am
- The school day starts at 8.40am
- If children arrive after this time, they are marked as late
- Being late can cause children to feel anxious if they are coming into the classroom when everyone is settled and starting their work
- Being late or missing school regularly, can affect progress in learning, friendships and social interactions
- The school will be in touch if lateness or absence causes concern so that help and support can be put in place



Attendance

- Research from the DfE found that pupils who performed better at the end of primary (Y6 SATs) and secondary school missed fewer days than those who didn't perform as well.
- When pupil attendance falls below 90% (equivalent of missing one day a week), the school will be in touch with families about support or referrals to improve the attendance.
- Holidays during term time are not authorised and penalty notice fines may be issued via the local authority.
- If your child is too unwell to attend school, please inform the office by 9.30am at the latest, providing details of illness.
- If your child is attending an Open Day or interview at a secondary school, please inform the school office.



Uniform and PE Kit

- The full uniform list is on the school website:

HOME → PARENTS →

School Uniform

SCHOOL UNIFORM

The school uniform colours are bottle green and scarlet red. Most items are available from high street shops. Red and white check shirts and blouses, school sweatshirts, cardigans, fleeces and T-shirts are available to order via the School Shop on the Arbor Parent Portal / App and collected from the School Office.

The PTA hold a sale of nearly-new uniform regularly throughout the year.

SMART watches are not allowed to be worn at school and no jewellery (including stud earrings) should be worn to school.

- Black shoes/trainers on non-PE days
- No jewellery, including stud earrings
- Wrist watches only, no SMART watches

Our PE days are Wednesdays and Fridays

PE uniform:

- Plain red t-shirt or school red t-shirt with school logo
- Black shorts (not branded)
- White socks
- Trainers
- Plain black hoody

School Values and School Rules

Aim High, Achieve More



- I am safe
- I use kind words and actions
- I try my best
- I look after my school and environment



School Rules and Behaviour

- *Behaviour is learning and can impact learning*
- *We support children being able to understand positive/negative behaviour*
 - *Zones of Regulation*
 - *Making correct choices*
 - *Restorative approach*
 - *Recognising and celebrating*
 - *Removal of responsibilities*
- *Formal steps to support improvement*
- *Every child at different stages and every child needing different types of support*



Learning Support

What does the child need?

Equality



Equity



Justice



Aim High, Achieve More

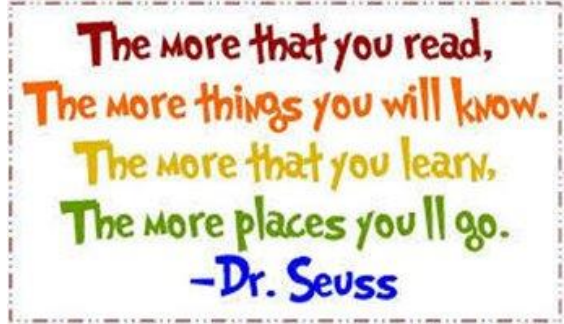


Learning – Whole School Focus

- Sense of belonging (Equity, Diversity, Inclusion) Rachel Macfarlane
- Positive behaviour for learning
- Maths – recall
- Spelling
- Quality First Teaching
 - For all - using strategies that specifically help some, will not hinder others.
- Less time out of lessons (dumping knowledge at the door)
- Maximising pupil progress – high expectations for all



Reading



- During Year 6, we want to encourage pupils to read as often and widely as possible.
- Year 6 are required to read every day – but at least 4 times a week for 15 minutes, with a note made in reading diaries. I suggest that they read to someone else for the first 5 minutes, and then they can continue to read independently.
- Diaries will be checked on a Wednesday.
- Reading comprehension questions are important, in order to deepen their understanding of the text they have read. In particular, we will be developing written responses at school and in some of the homework the children are given.
- **Reading books must be in school every day ready for DEAR.**



Reading - by the end of Year 6...

- **Read all Y5/6 statutory words fluently**
- **Apply knowledge of root words, prefixes and suffixes**
- **Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including texts of different structures**
- **Increase familiarity with a wide range of books** (myths, legends, traditional stories, modern fiction, books from other cultures)
- **Make reading recommendations**
- **Identify themes and conventions across a wide range of writing**
- **Make comparisons** within and across books
- **Understand what is read by:** checking for sense, asking questions, drawing inferences, predicting, summarising, identifying how language and structure contribute to meaning
- **Discuss and evaluate the impact on the reader**
- **Discuss their own views of what they have read and build on others'**



CUSP Spelling

- **Taught in 2-week blocks.** Each block includes the study of key spelling concepts. (We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule)
- The curriculum is **not built around the rote memorisation** of spelling ‘rules’; focus is building on what pupils have learnt through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words
- No weekly spelling tests, or word lists to learn
- Weekly tasks will be sent home - linked to the learning completed in class
- Spelling and dictation test at the end of each term





English

- Talk for Writing is the approach that is used throughout the school. This has been reviewed for Year 6.
- We are focussing on children writing for a purpose. Some writing opportunities may also link to other areas of the curriculum (such as history, geography, art and science) - children should be able to demonstrate good quality writing across the curriculum.
- The children will have weekly grammar sessions focusing on revision of previous work and learning more advanced grammar features
- Grammar homework will be linked to their work in class



Writing - by the end of Year 6...

- **Write for a range of purposes and audiences**
- **Use paragraphs to organise ideas**
- **Describe settings, character and atmosphere using ambitious vocabulary**
- **Use simple devices to structure non-narrative writing**
- **Use all basic punctuation correctly. Use a range of punctuation** including ellipses, commas, brackets, dashes, hyphens, colons, semi-colons
- **Spell words from Y5/6 statutory words list correctly**
- **Make language choices that show good awareness of the reader**
- **Integrate dialogue**
- **Use a range of devices to build cohesion** (conjunctions, adverbials of time and place, pronouns, synonyms)
- **Select vocabulary and grammatical structures that reflect the writing requirements** (contracted form in dialogue, passive verbs to affect how information is presented, modal verbs to express degrees of possibility)
- **Use verb tenses consistently correctly throughout writing**
- **Use a range of punctuation**
- **Maintain legibility in joined handwriting**
- **Recognise the difference in formal and informal language**



Maths

- The whole school follows the White Rose scheme for Maths.
- Reasoning and problem solving will continue to have an important emphasis in the children's work - explaining their reasoning verbally and in written form.
- At the end of each unit of work the children will complete a brief assessment, alongside ongoing teacher assessment, in order to guide revision for SATs and preparation for Year 7



Maths - by the end of Year 6...

Number and place value

- read, write, order and compare
- round any whole number
- use negative numbers in context
- solve number and practical problems

Ratio and proportion

- Solve problems using relative sizes of 2 quantities
- Solve problems including calculation of percentages
- Solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Addition, subtraction, multiplication and division

- multiply and divide up to 4 digit by 2 digit using formal written methods including long multiplication and long division
- Perform mental calculations with mixed numbers
- Identify common factors, multiples and prime numbers
- Inverse operations
- solve multi-step problems in contexts
- Use estimation to check answers

Fractions, decimals and percentages

- Simplify fractions
- Compare and order fractions
- Add and subtract with different denominators
- Multiple pairs of proper fractions
- Divide proper fractions
- Calculate decimal fraction equivalents
- Identify value of digits to 3 decimal places
- Recall and use equivalence between simple fractions, decimals and percentages



Maths - by the end of Year 6...

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes
- illustrate and name parts of circles, including radius, diameter and circumference
- recognise angles where they meet at a point, on a straight line, or are vertically opposite, and find missing angles

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Algebra

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables



The Wider Curriculum

Science	History and Geography	PSHE	PE
<ul style="list-style-type: none">• Animals Including Humans• Evolution and Inheritance• Light• Electricity• Living Things and their habitats.	<ul style="list-style-type: none">• Ancient Greece• The Victorians and Charles Darwin• North America• Rivers	<ul style="list-style-type: none">• MindUp• E-Safety• Changes – preparing for secondary school	<ul style="list-style-type: none">• Gymnastics• Dance• Games• Athletics



The Wider Curriculum

Computing	DT	Music	Art	RE
<ul style="list-style-type: none">• Spreadsheets• Web page creation• Create games• 3D modelling• Computer networks communication	<ul style="list-style-type: none">• Controllable vehicles• Baking bread• Tie Dye t-shirts• Greek sandals	<ul style="list-style-type: none">• Exploring lyrics and melody• Exploring rounds• Exploring sound sources.	<ul style="list-style-type: none">• Ancient Greek pottery• Developing further skills in painting, drawing and 3D form	<ul style="list-style-type: none">• Christianity• Islam• Buddhism



Keeping Parents Updated

- Termly Open Mornings
- Class Learning Assemblies
- Parents' Evenings (Autumn, Spring)
- Curriculum Workshops
- Weekly Sneak Peeks

Dates advertised in the newsletter, website diary and on Sneak Peeks



Sneak Peeks!

Share with your child what learning is coming up in the week ahead

Key events

Photo of children engrossed in their learning/work evidence



EAGLE CLASS NEWS A PEEK AT OUR WEEK



8/9/25-12/9/25

English

Introduction to Twisted Tales model text.
Use of the senses and sentence starts to describe contrasting settings

Grammar:

Relative clauses

Mathematics:

Numbers to 10,000,000
Powers of 10
Number lines to 10,000,000

Science:

Identify the main parts of the circulatory system

PE:

PE will be on Wednesday and Friday

Art:

Investigation of focus artist: Pablo Picasso

History:

What were the beliefs and customs of the Ancient Greeks?

PSHE:

What makes a good team?
Using collaborative working to achieve an end goal.

CONTACT INFORMATION

Miss Ward
year6@tatsfieldtdt.co.uk
www.tatsfieldtdt.co.uk

IMPORTANT DATES:

11th September - Year 6 Welcome and PGL Information meeting (4.30pm) in-person or on TEAMS

7th October - Individual school photos

8th-11th October - PGL Residential

WEEKLY SNAPSHOTS!



Year 6 have settled in amazingly well. We have discussed Zones of Regulation and how to help ourselves feel regulated.

Aim High, Achieve More



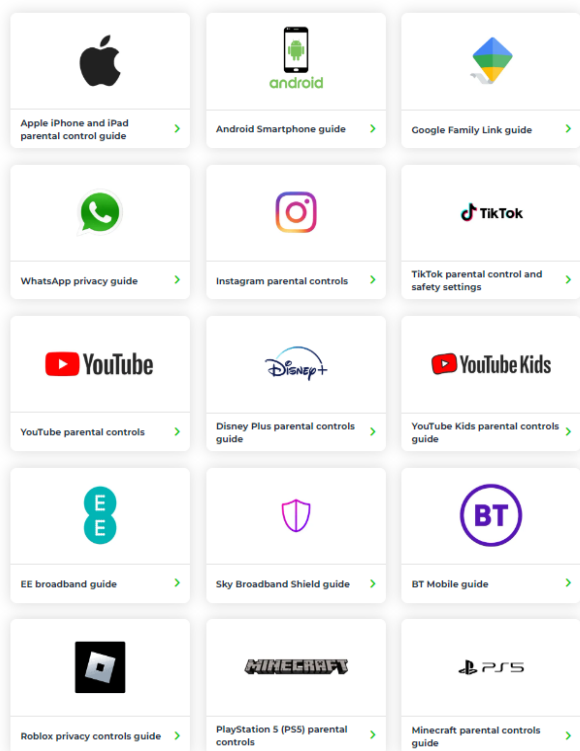
Homework

- All homework will be given out on a Thursday and due in on the following Tuesday.
- Children will receive a piece of maths, spelling and either grammar or reading comprehension
- I will also set a project-based homework for some holidays, but I am aware that it is important for children to have time to spend with friends and family too.
- It is important that Year 6 children get used to completing homework on time as it is good preparation for homework and deadlines in year 7

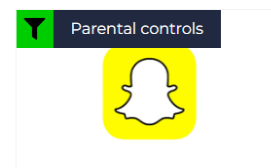


Online Safety

- Acceptable Use Agreements – follow these rules
- Links with Behaviour Policy (online/in real life) - consequences
- Age restrictions and parental controls



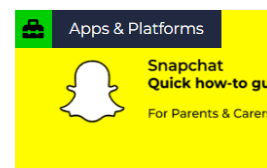
[Parent Control Guides](#)



Parental controls

Internet Matters. Snapchat tips and advice to keep children safe while using the platform. Social media.

[READ MORE](#)



Apps & Platforms

How to stay safe on Snapchat: Parent guide | Internet Matters. Learn more about the platform, how it works, and more to help keeps teens safe on Snapchat.

[READ MORE](#)

[Snapchat guide for parents \(13+\)](#)

WhatsApp safety guide for parents

internetmatters.org

13+ WhatsApp's minimum age in the UK

58% Kids aged 3-17 who use WhatsApp

37% Kids under 13 who use WhatsApp

5 tips to keep kids safe on WhatsApp

- 1 Review privacy settings** WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.
- 2 Customise contacts** Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.
- 3 Talk about personal information** Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.
- 4 Show them where to get support** If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.
- 5 Check in regularly** Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.

internetmatters.org | @InternetMatters | @IM_Org | @InternetMattersOrg | InternetMatters Ltd

[WhatsApp Guide for parents 13+](#)



Additional Year 6 Information: Phones and Walking Home

- Mobile phone agreements have been given to the children and need to be read, signed and given back to the school if/when they bring a phone to school
- Phones are collected in class first thing in the morning, stored in the office and then given to out at the end of the day when the children are leaving the site
- Smart watches are to be treated in the same way as mobile phones and will not be able to be worn during the school day
- Children may walk home alone. Permission must be sent to Miss Ward and the office.



SATs

- SATs will take place 12th May-15th May 2026
- The children will be well prepared for these assessments at school
- They will complete rounds of SATs papers at different stages of the year, with the focus being on the progression they have made and areas that need further support
- These assessments will also help us to plan future teaching
- There are 6 papers:
 - English Grammar, Punctuation & Spelling (Paper 1 and 2)
 - English Reading
 - Mathematics (Paper 1 – arithmetic; Paper 2 – reasoning)
 - Mathematics (Paper 3 – reasoning)

We will hold a parent meeting about SATs closer to the time.



Pastoral Support

Class based staff all work together for the wellbeing of the children.

Please keep me informed of anything you think may affect your child/ren. I will make contact with home. Let's work together!

Mrs Pascal – SENCo

(inclusion, providing wellbeing and behaviour support)





Amazon Wishlist

These are returning this year.

All items on the list will help the children with their learning and enhance the classroom environment.

Please do consider donating if you are able.





Keep in touch!

- **Safeguarding** – get in touch with any changes of pick up/important family updates
- Try the website for information first (if what you're looking for is not on the website, let us know - other people may be looking for it too)
- You can communicate with us through one of the following ways:
E-mail: year6@tatsfieldtlt.co.uk
Office email address: school@tatsfieldtlt.co.uk
- Our Instagram account is now live too!

I will aim to reply to emails within two working days of receiving them, unless I have referred them to a member of SLT. I may also respond on the phone or arrange a meeting in person at a convenient time.



Here's to a
Bright
School
Year!

Lakeshore®