



Dream, Believe, Achieve

"All things are possible." Mark 9:23

Meet the Teacher

Welcome to Year 6

Mr Baykaa-Murray & Miss McKenzie



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Questions

Welcome to year 6!

If you have any questions, jot them down and we will answer them at the end of the session.





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Year 6 Class Timetable

	08:50	09:10	10:10	10:25	10:40	11:10	12:10	13:00	13:30	15:20
Mon Mr BM	Registration/bell work/Pre-teach	Maths	Worship	Break	Guided Reading	English	Lunch	Science		
Tues Mr BM Mrs Lewis		Maths	Worship		Guided Reading	English		Topic	RE	
Wed Mr BM Mrs Lewis		Maths	Singing		Guided Reading	English		PPA PE/French/Music		
Thur Miss Mc Mrs Lewis		Maths	Class Worship		Guided Reading	English		Art	Computing	
Fri Miss Mc Miss Wright		Maths	Celebration Service		Guided Reading	English		Jigsaw	PE	



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Class Teachers:

Mr BM (M, T, W)

Mrs Banerjee (Th & F)

Miss McKenzie (Th & F) returning 13.10.25

Teaching Assistant:

Mrs Lewis (T, W, Th)

Miss Wright (F)



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PE

Wednesday (Bristol Sports) & Friday
Children must wear their PE kits to
school on PE days.

We will be outside, so make sure they
have appropriate kit on.



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Homework

English and Maths: This will be set every Friday on Google Classroom. It will alternate between maths one week and English the next and is due the following Thursday. Homework will start after France week.

If it's not completed, the children will complete it at break time.

Keep practicing times tables too!



English Homework Term 1 Week 2 Due: 26.09.24 Name: _____

<p>Last week - English</p> <p>NOUNS Write 3 examples for each of the nouns.</p> <p>Common Abstract</p> <p>Proper Collective</p>	<p>This week - English</p> <p>Homophones and Near Homophones</p> <p>1. Find the homophone or near homophone. The number in the brackets is the number of letters the word has.</p> <p>flow (5)</p> <p>advice (8)</p> <p>isle (4)</p> <p>alter (5)</p> <p>guessed (8)</p> <p>morning (8)</p> <p>2. Choose 2 groups of homophones and write a sentence each for them showing the different meaning. E.g. I only had one pen. Jamie won his race.</p>
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Spelling patterns:
 Week 1: Unexpected letters from the Y3/4 list
 Answer, believe, business, breathe, caught, certain, different, enough, eight
 Week 2: Homophones and Near Homophones
 Practice, practise, wary, weary, device, devise, missed, mist, dessert, desert

Here are some activities you could try with your spellings.

<p>Rainbow Write</p> <p>First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a different colour. orange. Trace neatly and you will see a rainbow!</p>	<p>Pyramid Writing</p> <p>Pyramid write your spelling words. You must write each word 5 times. Example: home h ho hm hme</p>	<p>Bubble Letters</p> <p>Write your spelling words in bubble letters. If you write your words in bubble letters, colour your words with a compass or online pencil. Bubble Letters Rock!</p>
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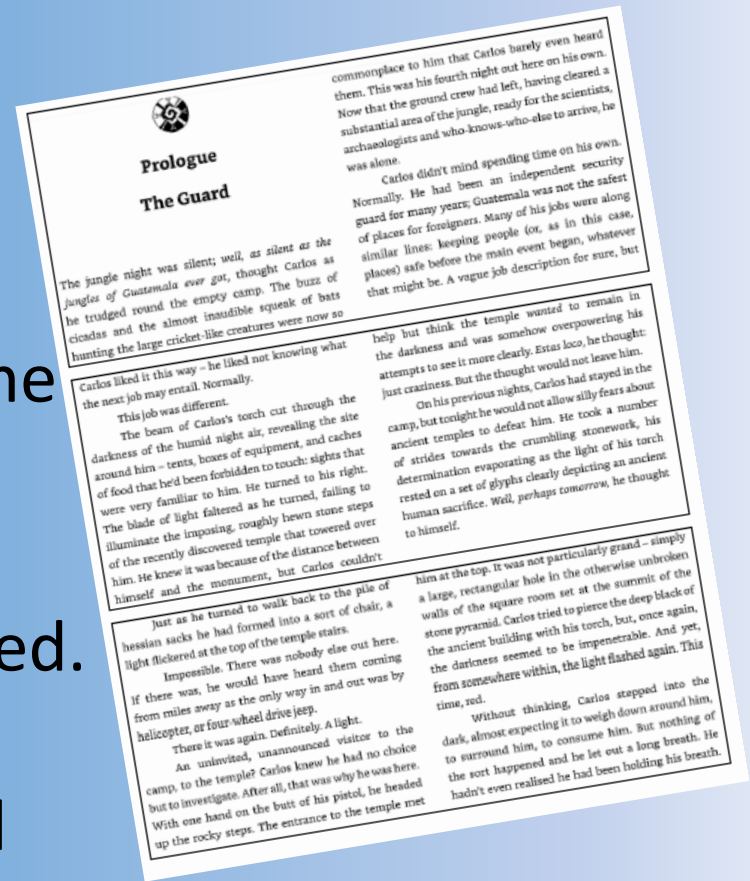


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Homework

Guided Reading: This will be sent home on Google Classroom to be read in preparation for the Guided Reading sessions. It does not need to be handed. It will only be a short piece. It is important that the children have read through the text before the start of the first guided reading session on Monday morning. **If they haven't read it, they will complete it at break time on Monday.**



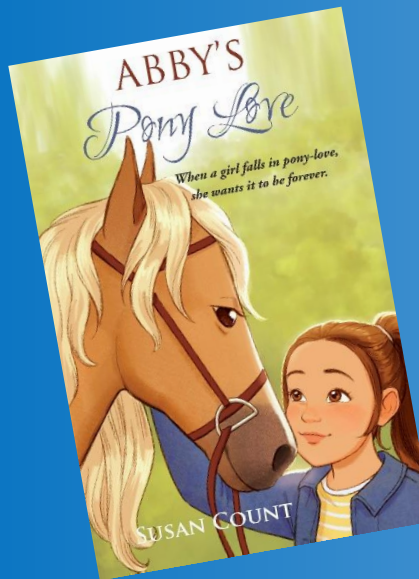
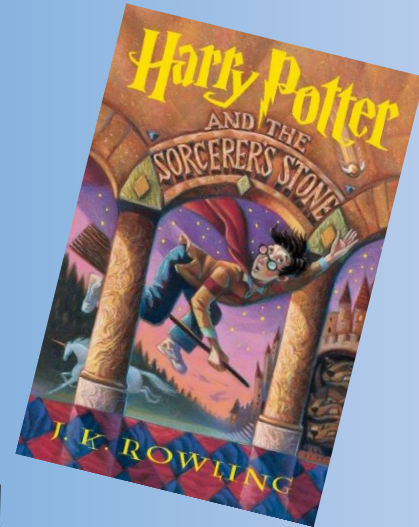
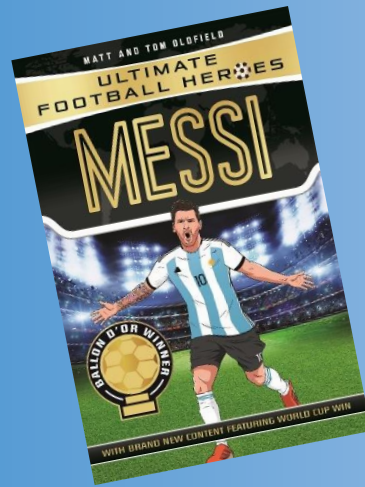


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Homework

Reading: Keep reading for pleasure too!
Anything! At least 10 mins per day!







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Spelling

Spelling patterns for each week will be on our class page.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: have you got it right? if yes, try writing it again and again! if not, start again - look, say, cover, write, check.</p>	<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelled correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelled it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ ld</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p>f ff fff ffff fffff ffffff fffffff fffffff fffffff</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Outkickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the <i>ti</i> phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. Making up memorable 'silly sentences' containing the word Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word. Clapping and counting to identify the syllables in a word.
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 		

Term 1 Spelling			
Week	Date	Grammar Coverage	Spelling Based on Essential Spelling
1	03/09/24	Nouns and adjectives	Introduce strategies and unexpected letters from Yr3/4 list
2	09/09/24	Verbs and adverbs	Review homophones and near homophones
3	16/09/24	Residential to France	
4	23/09/24	Conjunctions – coordinating and subordinating	Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly
5	30/09/24	Prepositions - subordinating conjunction or preposition)	Review suffixes beginning with vowel letters to words
6	07/10/24	Pronouns – relative and possessive	Focus on doubling the consonant after a short vowel: words from the Y5/6
7	14/10/24	Determiners and articles	Explore suffixes beginning with vowel letters to words ending in -fer
8	21/10/24	Basic tenses – infinitive verbs	Review -cial, - tial, -cially and -tially endings



Class code

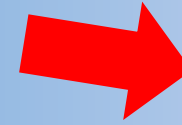
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School News App



Website and School News App

Please regularly check our class page on the school website for any important information and news. Most information is also available through the School News app which can be downloaded onto both Apple and Android phones.





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Online safety is a shared responsibility!

At School:

We teach the children how to be safe online, how to use the internet responsibly and closely monitor their use.

At home:

We need you to reinforce what is being taught at school, know what applications are age appropriate and closely monitor your child's use of the internet.



Instagram



Tik Tok



Snapchat



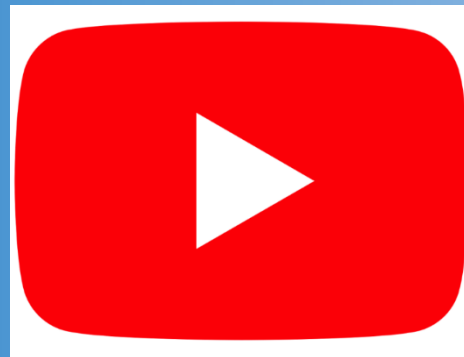
Musical.ly

**All of these applications have age limits!
Children must be 13 years old to use them!**



WhatsApp

WhatsApp



YouTube



Fortnite



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USE OF THE INTERNET

Children get the opportunity to develop their internet skills in all subject areas. They are taught how to use the internet safely and how some information found on the internet can be unreliable. During computing lessons children have specific E-safety lessons. They are taught the SMART e-safety rules as well as being taught online research and note taking skills.

As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing Team or SLT will follow this up with both the child and parent and report the child to the company concerned.

Many websites have an age restriction of 13 and over, and are therefore not suitable for any Primary aged children.

The following applications/sites are examples and are not an exhaustive list.

Application/Site	Age Restriction
Musical.ly	age limit 13+
Fortnite	age limit 12+
Instagram	age limit 13+
Facebook	age limit 13+
WhatsApp	age limit 13+
Snapchat	age limit 13+
YouTube channel	age limit 13+
Minecraft	has two age limit settings 7+ & 13+

School Policy
There is a clear section in our Computing policy that addresses use of the internet.



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Attendance

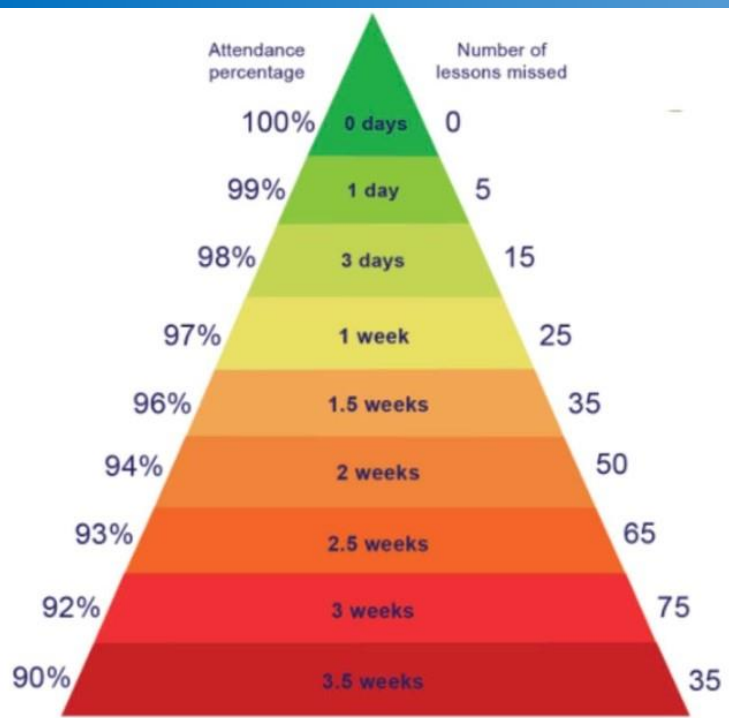
- Attendance is most important to ensure that all children achieve their full potential and make the most of their time at school.
- Punctuality is also crucial to ensure children have the maximum time in school and do not miss vital starts to lessons each day.



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These images show the impact on percentage of days missed throughout the year and the number of lessons of learning missed.



Attendance Groups

Annual Attendance %	Days attended	Days/Weeks Absent
100%	190	0
97%	184	6 days
95%	180	2 weeks
90%	171	4 weeks
85%	161	6 weeks
80%	152	More than ½ a term
75%	143	9+ weeks absent



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First Penalty notice

The first Penalty Notice is issued for term time absences or irregular absences, the amount will be:

- **£80** per parent, per child (if paid within 21 days of issue)
- **£160** per parent, per child (if paid after 21 days but within 28 days of issue)

No. of parents	No. of children	Fine amount up to 21 days	Fine amount after 21 days but within 28 days
1	1	£80	£160
1	2	£160	£320
2	3	£480	£960

Second Penalty notice

The second Penalty Notice is issued for term time absences or irregular absences, issued to the **same parent** for the **same child**, the amount will be:

- **£160** per parent, per child (if paid within 28 days). This is a flat rate. **There is no discount for early payment.**

No. of parents	No. of children	Fine amount up to 21 days	Fine amount up to 28 days
1	1	Not applicable	£160
1	2	Not applicable	£320
2	3	Not applicable	£960

Further offences

The third time an offence is committed for unauthorised term time or irregular absences **within 3 years** by the same parent for the same child (including those from other schools or Local Authorities) may result in an automatic request for Prosecution.

Education Act: 1996: It is your responsibility as the parent/carer to ensure your child's school attendance is on a regular basis and if you fail to do this without good cause, you are liable to prosecution. If found guilty of this offence you could be liable to, amongst other things, a fine of up to £2500 and/or a custodial sentence of up to 3 months.



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- We will continue to engage with parents and children when attendance falls below expectations through letters, discussions, meetings and if required referrals to the Education Welfare Officer (EWO).
- We will continue to expect parents to let us know when children are ill and the 48-hour rule regarding sickness and diarrhoea apply.
- We will ring parents if we have not heard from them if the children are in school on the first day and then every other subsequent day until they return unless parents ring school to update.



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- Parents should expect to be prepared to discuss any attendance issues with their child's class teacher whenever necessary, at parents evenings and informal meetings.
- Either Mr Smith or Mr BM will meet with parents and children when attendance falls below 95% informally initially and then formally when attendance falls below 90%.

ATTENDANCE MEANS ACHIEVEMENT



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ZONES of Regulation

Exhausted

Sad

Shy

Tired

Hurt

Happy

Calm

Focused

Proud

Comfortable

Frustrated

Worried

Silly

Embarrassed

Excited

Angry

Panicked

Terrified

Overjoyed

Devastated



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