

Welcome to Year 6







Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms

1 Peter 4:10

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

School Development Priority



*To enable our **aspirational community** to flourish with an increased sense of belonging and connectedness to one another, our local community and the wider world*

Governor's Maintenance Fund

The Year 6 Team



Miss Hodgson (HoY)
Miss Kim
Miss Tamou
Mr Durrell



Mr Barrett
Ms Jolliffe
Mrs Yates



Timings of the Day



School gates open at 8.30

Lessons starts at 8.45

Breaktime is at 10.20 and 11.35

Lunch is 12.45 – 1.30

School finishes at 3.00

Year 6 Curriculum

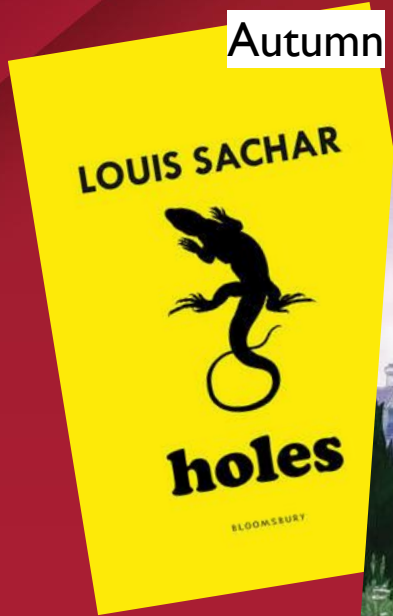


YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Friendship and Endurance	Love and Peace	Hope and Wisdom	Justice and Service	Trust and Humility	Creation and Thankfulness
Global Learning	Inspirational Individual: Malala Yousafzai		Racial Equality		Globalisation	
	Discussion and debate of current affairs					
English	Holes By Louis Sachar	Coraline/Alma VL By Neil Gaiman	Odysseus By Hugh Lupton	The Highwayman By Alfred Noyes	Skellig By David Almond	Secondary Transition: Cross Curricular Writing
	Writing: spelling and handwriting, vocabulary, punctuation and grammar, composition, editing and performing					
	Reading: word reading, making inferences, comprehension, language and effect					
Maths	Geometry and Number	Number	Geometry and Measurement	Number, Measurement and Statistics	Statistics	Investigations and Maths Transition Units
	Position and Direction	Decimals	Properties of Shape	Algebra	Number	
	Place Value	Fractions	Ratio	Measurement (Perimeter, Area, Volume)	Geometry	
	Four Operations	Percentages	Converting Units	Statistics	SATs Preparation	
	Arithmetic and Number Facts: Times Tables, Square, Prime and Cubed Numbers					
Science	Biology	Physics	Biology: Evolution and Inheritance How do living things change over time?			Biology
	Circulation & Keeping Healthy Why is the circulatory system so important?	Light How are we able to see?				Living Things What characteristics can be used to classify living things?
			Physics: Electricity How can you alter the effects of an electrical circuit?			
Religious Education	The Kingdom of God What is the Kingdom of God and how can we be a part of it?	Justice What is justice and how should we respond to injustice?	Islam What is the best way for a Muslim to show commitment to Allah?	Jesus the Lamb of God What does Jesus' sacrifice mean to Christians?	Jesus the Son of God How can Jesus be both divine and human?	Understanding Faith in our Local Community What does it mean to live in a multi- faith society?
Humanities	History Local Study: How did World War Two affect the lives of people living in Ealing?			The Windrush: Was the Windrush a significant turning point in British history?		
	Earthquakes: What causes earthquakes and how do they impact our world?			Our Local Area in a Global World: How is our local community connected to the global world?		
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
	A Healthy Lifestyle	Thinking Critically	Feelings and Mental Health	Homelessness and Stereotypes	Healthy and Positive Friendships	Puberty and RSE
	What are the risks associated with drugs and alcohol?	How do we interpret what we see online? How does Parliament work?	What affects our mental health?	What are stereotypes and how can we challenge them?	How can we have healthy relationships on and offline?	What is the human reproductive system?

English Texts



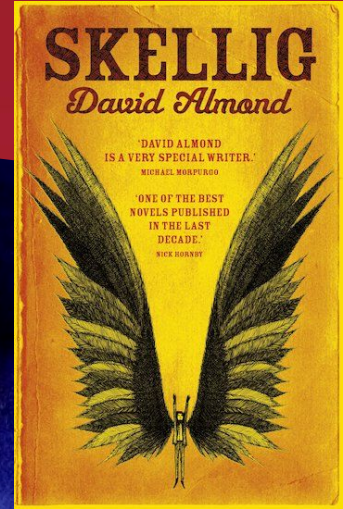
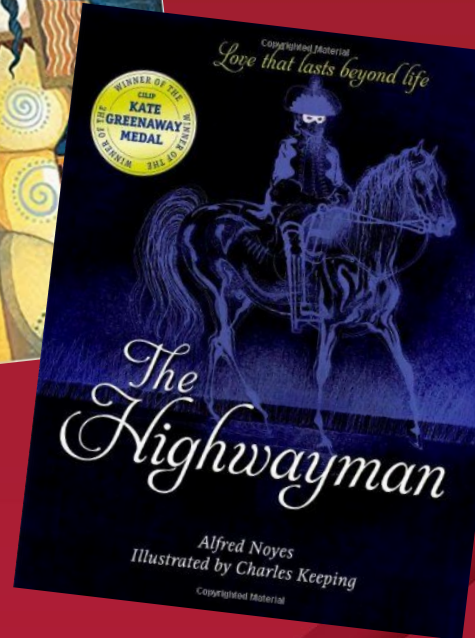
Autumn



Spring



Summer



- Non-chronological report
- Instructions
- Setting description

English Writing

Best pieces put into writing portfolios

Wednesday 22nd May 2019

The Miptor

Recently, a new species has been found in the Pacific Ocean - near America. It was discovered by the Natural History Museum's ocean team during a recent **expedition trip**.

Appearance

The cold-blooded miptor has a transparent, **blood-red** body so you can partially **glimpse** the **internal organs** through their bright skin. If you are lucky enough to see one in the wild, you would be able to see the pin sized dots of the miptor's eyes on its circular face. The creature has electric-blue fangs and light-blue horns which protrude from the top of its head. Its tentacles are **approximately** 10 centimeters in length - but it is believed they are smaller when they are young.

Habitat

A miptor's habitat is damp and wet - they like to roll around in the dark murky waters in the deep Pacific Ocean. They are believed to be nocturnal animals, which means they hunt for their prey at night. The amphibian has very peculiar eyesight, it's **ability** to see even in the **deepest darkest** parts in the ocean means it's an excellent night predator.

Diet

Their diet is a very brutal as they have to go hunting in the high seas which they can't survive in for a long time. It is thought - **from examining their faeces** - that miptors hunt

and eat puffer fish and catfish. Scientists think it takes about one week for miptors to hunt and catch their prey as their hunting **terrain** is quite harsh.

Interesting facts

These **ocean-dwelling** creatures rely on their **tentacles** to keep predators away. Current research suggests that miptors have a twenty-times more powerful sting than a stingray or jellyfish. They could kill anything in their path as they leave a strange **mucus** on the sand which **lures** their prey to them.

BY TAMARA VOJNOVIC

*Fantastic use of Subheadings and hyphens
1. That you have made the text formal and used scientific language.*

Monday 10th June 2019

Horror Story - You can't get rid of me...

After recently moving in, Lucy had decided it was time to finally move all the boxes from her room down to the basement. **Consequently**, Lucy dropped the **unwanted** boxes on to the **creaky wooden** floorboards of the basement. The lid of the top box popped open and there she saw her **debilitated** doll that once ~~putted~~ **putted** her with joy from when she was a small child. The small doll that once filled her with joy now made her feel **disgusted** and **appalled**. The dress that was once **white** had turned into a **bedraggled yellow** colour; her eyes that once **shone** with light were now **dull** and **grey**; her once **blonde** hair was **tangled** and **matted**. "Eugh," she said as she **thossed** the **deformed** doll into the bin.

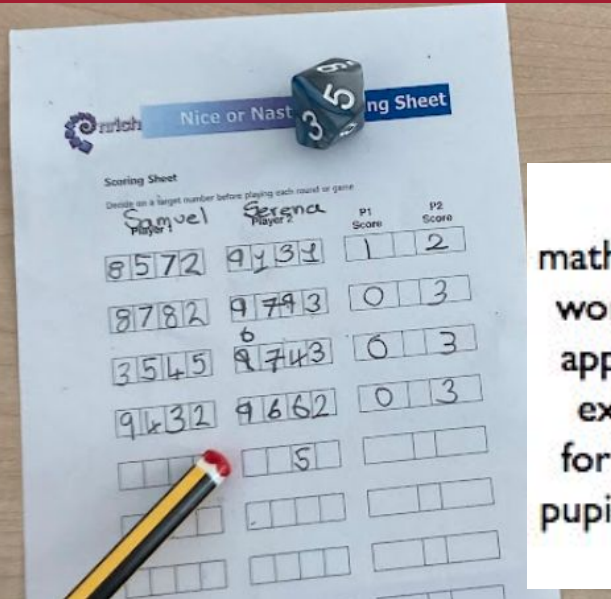
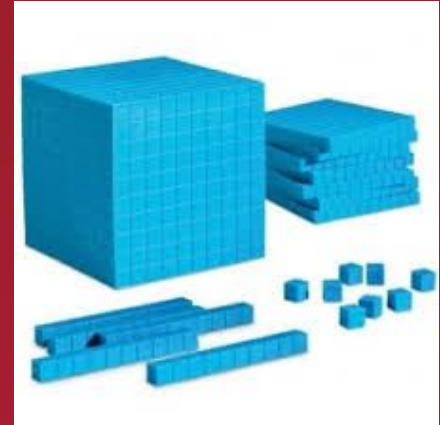
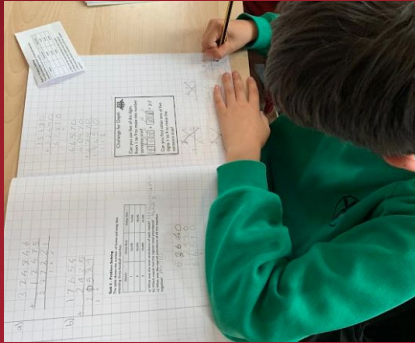
She **padding** up the stairs and heard her mum **shout** to her to take **to** Pluto for a walk. "Fine," Lucy **sighed**, grabbing the lead and walking **out** the door. When she returned, she **dashed** up the stairs into her bedroom and was surprised to find the doll **sitting** upright on her bed. "Mum! Did you put this doll on my bed?" She **shrieked** as she **rapidly** rushed down the stairs with the doll in her hand. "No love, but if you don't want it you can throw it in the bin." Lucy ran outside and threw the doll into the dumpster.

As Lucy prepared for bed, she ~~couldn't~~ **couldn't** stop thinking about the doll. She ~~couldn't~~ **couldn't** sleep thinking about the **disfigured** face of it. She lay down in bed and **sat** on the **wilderness** the **unwanted** doll she had thrown away multiple times - except this time she had a **sharp-edged** knife in her hand and on the wall behind her, in a dark sticky red substance, it read:

YOU CAN'T GET RID OF ME...

*② Fantastic use of adjectives and repetition to build suspense and tension.
Fantastic use of: speech marks and*

Maths



We aim to provide our pupils with a varied, exciting and engaging mathematics education which establishes a foundation for understanding the world around them. Pupils will build fluency through frequent practice and application. Mathematical reasoning and the use of accurate vocabulary to explain and justify are integral to developing depth of understanding and form a key part of teaching and learning culture. Problem solving provides pupils the opportunity to use and apply their understanding of mathematical concepts and build resilience and perseverance.

Science



5 units:

- Circulation and keeping healthy
- Light and how we see
- Evolution and inheritance
- Electricity and circuits
- Living things and classification

Emphasis on practical investigations and group work.

Possible venues: Science museum, Natural History museum

Topics



We're studying these topics:

Humanities



RE



What is justice and how should we respond to injustice?

What is the best way for a Muslim to show commitment to God (Allah)?

What does Jesus' sacrifice mean to Christians?

Topics

Design and Technology Rag Rugs

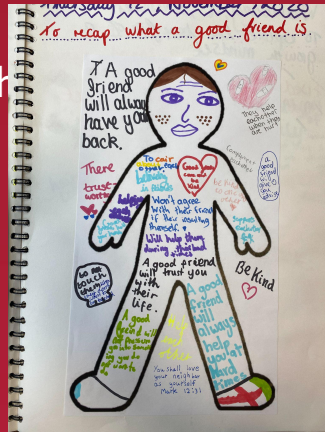
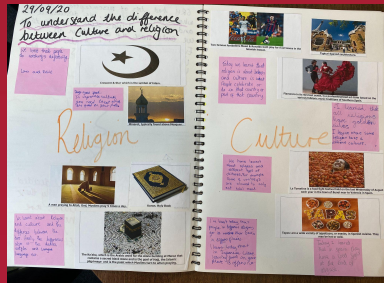


PSHE

Autumn - Health and Wellbeing

Spring - Living in the Wider World

Summer - Relationships



ICT

Formatting data on spreadsheets

Graphic designers using vector drawings

App developing (workshop)

Pupils will need to bring:

- 4 or 5 old t-shirts which they no longer want.
- a carrier bag to store their materials and work in

Reading Records



Intent: At the heart of our curriculum, we aim for children to have a deep love of reading and a passion to explore a wide range of vocabulary and stories. Through enjoying literature, our children develop efficient skills which equip them for the next stage of their lives beyond Christ the Saviour.

- Children should bring their red reading records to school every day.
- These should be signed at least once a week by a parent, who has listened to their child read.
- All learning at CtS centres around reading.

Expectations - Uniform



PLEASE SEE THE UNIFORM PAGE OF THE WEBSITE

Blazers must be worn every day.

Black, polishable shoes must be worn with school uniform, no trainers.

Any students with long hair must have their hair tied up in a band.

Coats should be plain, either red or black.

School backpacks/book bags only should be brought to school.

Hoodies are not acceptable for any uniform.



PE



PLEASE SEE THE PE PAGE OF THE WEBSITE

PE days are Tuesday and Friday.

Children should come to school wearing correct PE uniform on these days.

Teachers:

Mr Hingley, Mr Chalmers and Coach Bilal





Be Safe.

Be Kind.

**Be an Active
Learner.**



Be Safe.

- Handwashing
- Lunches and allergies
- Online Safety
 - phones
 - chat apps
 - websites
- Listening
- Moving around school
- Playtime

Online Safety

PLEASE SEE THE ONLINE SAFETY POLICY ON THE WEBSITE



Lockdown has increased children's online exposure exponentially. Please take limit children's online exposure and keep a close eye on what they are looking at and who they are chatting to online.

Check age limits on games, chat sites and apps.

There's a great [article](#) on the school website for further information.



Be Kind.

- Friendships
- Being polite
- Kind words
- Our Christian
Ethos
- Listening
- Sharing

- Listening
- Following instructions
- Partaking in discussions
- Hands Up
- Correct uniform
- Being on task
- Effort



**Be an Active
Learner.**

Home Learning

Reading: and recording in red reading diaries

Spelling - set on a Wednesday for a test the following Wednesday

Maths: Activities set on Mathletics every **Monday**, to be completed by **Friday**.

Children expected to use TTRS as well.

Science Homework: Bi-weekly, set on a Monday, collected in the following Monday



School Website

[ABOUT](#)[NEWS](#)[CURRICULUM](#)[YEAR GROUPS](#)[PARENTS](#)[CONTACT](#)

TEACHING & LEARNING

[Curriculum Intent & Implementation](#)[Our School Day](#)[Global Learning](#)[Home Learning](#)[Remote Learning](#)[Online Safety](#)[Google Classroom](#)[Spellings](#)

CORE SUBJECTS

[Phonics](#)[Reading](#)[Writing](#)[Mathematics](#)[Religious Education](#)[Science](#)

FOUNDATION SUBJECTS

[Art](#)[Design Technology](#)[Geography](#)[History](#)[Computing](#)[PSHE](#)[Music](#)[Physical Education](#)[Languages](#)

EXTENDED SCHOOL

[Our Offer](#)[School Clubs](#)

Year 6 SATs



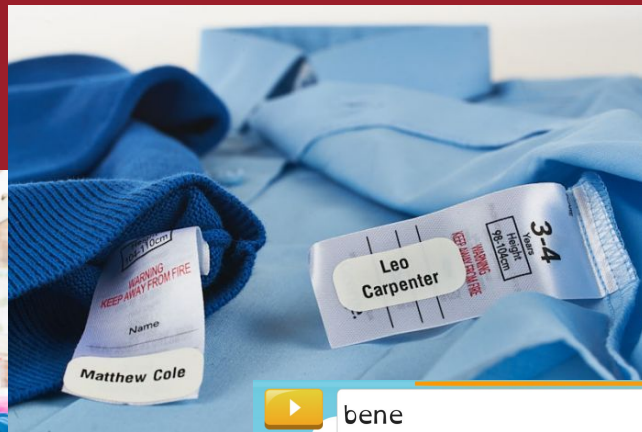
Monday 9th May - Thursday 12th May

- Grammar and Spelling
- Reading
- Maths - Arithmetic and 2 Reasoning Papers

There is nothing to worry about. Progress in learning at school is still the most important thing.

Reading daily is still the best practice!

Ways to Help



Other Useful Information



- Red Cards
- Parent Pay



PGL Marchant's Hill, Surrey

[LOOK ON THEIR WEBSITE](#)



Mon March 28th –
Wed March 30th
2022

or

Wed March 30th -
Fri Apr 1st 2022





PGL Marchant's Hill, Surrey

[LOOK ON THEIR WEBSITE](#)

Payment by:	Amount
June 25th 2021	£30
July 23rd 2021	£30
Sept 24th 2021	£30
Oct 22nd 2021	£30
Nov 26th 2021	£30
Jan 28th 2022	£30
Feb 25th 2022	£34

If you paid the deposit
into the balance - please
clear the deposit.

Balance must be paid
before 25th Feb, 2022.

Applying for Secondary School

LOOK ON THEIR WEBSITE



Due 31st October, 2021

Apply online to your
postcode borough

Open days/ evenings in
the Ealing High Schools

Prospectus



Applying for Secondary School

LOOK ON THEIR WEBSITE

Be realistic.

Don't put down one school only.

Consider the distance final places were offered.

William Perkin CofE High School	11 - 19	200	1241	1396	0.346 miles (nearest high school)
---------------------------------	---------	-----	------	------	--------------------------------------



Applying to a Faith School

LOOK ON THEIR WEBSITE

Supporting documents must be submitted separately.
Check each school website.

PART A.

Religious Reference.

This part is to be completed by the Parish Priest/ Minister, in the presence of the applicant. We suggest that the details are discussed and agreed with the parents before submission to the Governors. Religious leaders may wish to retain a copy for their own records should further enquiries prove necessary. Your attention is drawn to the admission criteria which have already been given to the applicant, and which are available on the school website (www.buryford.ealing.sch.uk/).

[Please tick the correct box]

1. Child's Church attendance over the last 5 years
Please tick the appropriate box that describes the child's attendance at church services each year (max 5 points)

Weekly	
3 times a Month	
Fortnightly	
Monthly	
Occasionally	

2. Parent's Church attendance over the last 5 years
Please tick the appropriate box that describes the parent's attendance at church services each year (max 5 points)

Weekly	
3 times a Month	
Fortnightly	
Monthly	
Occasionally	

3. For how many years over the last 5 years has the child attended Church services or Sunday school? (max 5 points)

One year	
Two years	
Three years	
Four years	
Five years	

4. For how many years over the last 5 years have the Parent(s) attended

For
SCHOOL
Use
only

Place of worship:

Address:

Postcode:

Telephone Number:

Denomination:

Signed:

Parish Priest/Minister

Name (in block capitals please)

Please note 1 additional point is awarded to applicants who attend the Church of England as their main place of worship

PART B

TO BE SIGNED BY PARENT:

During the last 5 years:-
If you attend more than one Church, or if you have recently moved or changed Churches, please arrange for a reference from the Priest/Minister of the other Church(es) to be included with this application.

Applying for Secondary School

LOOK ON THEIR WEBSITE



Due 31st October, 2021

Apply online to your
postcode borough

Open days/ evenings in
the Ealing High Schools

Prospectus