

# Year 6 Information Evening

September 2024



Learning  
Together in  
God's Love

Welcome  
to Year 6

**Flamingos Class**

Mrs Bielska

**Pelicans Class**

Mrs de Jong

# Curriculum Topics

- **Maafa** – learning about Africa’s past and present and the development of the slave trade; key text will be Freedom by Catherine Johnson
- **Frozen Kingdoms** – learning about polar regions and the environmental factors that influence them; key text will be The Wolf Wilder by Katherine Rundell
- **Britain at War** – learning about the First and Second World Wars and how life was affected in Great Britain ; key text will be Letters to the Lighthouse by Emma Carroll

# Class Saints

## Flamingos Class

- St Oscar Romero
- Feast Day 24<sup>th</sup> March

## Pelicans Class

- St Rita
- Feast Day 22<sup>nd</sup> May

# Behaviour

We aim to achieve a respectful, secure and safe environment where everyone shows consideration, kindness and honesty towards each other.

We use a range of rewards to reinforce the core values of the school and expected behaviours. We acknowledge where children have shown and developed various aspects of our RESPECT code.

This can be in the form of:


- Verbal praise and feedback;
- Talk with parents/carers at the end of the day about positive behaviour and engagement with learning;
- Individual rewards e.g. stickers/postcards home;
- House points;
- Awarding certificates that promote the positive behaviour demonstrated.

Each half term, we focus on one of our Learning to Learn characters and Head Teacher certificates are awarded.

# Learning to Learn...

Pooh says...


I am **RESILIENT!**



- I can become absorbed in my learning.
- I can recognise and manage distractions.
- I can create my ideal environment for learning.
- I know when I need to take time out to think.
- I am good at noticing things.
- I can use my previous learning.
- I don't give up when things get tricky.
- I can learn from my mistakes.
- I understand that sometimes learning can be a slow process.

Tigger says...


I am a **RISK TAKER!**



- I know if I am wrong about something I can still learn from it.
- I can put forward my ideas even if they are not the same as other people's ideas.
- I think in creative ways and use it to further my learning.
- I know that my thinking might sometimes take me in a different direction.
- I can take risks in order to solve problems.
- I think about risks but I still have a go.

Eeyore says...

I am **REFLECTIVE!**



- I can plan ahead.
- I can plan for the time and resources I will need.
- I can plan to overcome any obstacles I may meet.
- I can be flexible.
- I can make changes to my plans if necessary.
- I can think about my work as I go along.
- I can see new opportunities.
- I can think about what is important in my learning.
- I can be my own learning coach.
- I can recognize how I learn best.
- I can talk about how I learn.
- I can talk about my work when it is going well or when it is challenging.

Piglet says...


I am **RESOURCEFUL!**



- I am good at asking questions.
- I am curious.
- I can think more deeply during learning.
- I can see connections between different events and experiences.
- I can use my imagination to ask 'What if ...?'
- I can work logically and systematically.
- I can give evidence to support my thinking.
- I can spot the strengths and weaknesses in information.
- I can use a wide range of resources appropriately.
- I can spot future opportunities.

Kanga says...

I have good **RELATIONSHIPS!**



- I know when it is best to learn on my own or with others.
- I can share my ideas.
- I can listen to other people's ideas.
- I can contribute to and draw strength from a team.
- I can see someone else's point of view.
- I can imitate other people's good ideas and good behaviour.
- I can use my knowledge of another person to explain their actions and feelings.

Owl says...

I am **RESPECTFUL!**



- I respect and recognise other people's view points.
- I respect other people's property.
- I respect school property.
- I respect school rules.
- I respect the similarities and differences between myself and others.
- I respect my culture and the culture and beliefs of others.

We prioritise the explicit teaching of expected and unexpected behaviours and relate this back to our RESPECT code.

# Behaviour

R

## Respect everyone.

Know we are all God's children.

Keep hands and feet to ourselves.  
Speak politely to everyone; show good manners through words and actions.

E

## Encourage each other.

Follow Jesus' example – love one another.

Give praise.  
Give genuine feedback to help other pupils' learning improve.

S

## Speak truthfully.

Be ready to say sorry and show forgiveness.

We are honest.  
We say/recognise what we have done and admit when we have done something wrong and apologise for this. We are honest about our choices.

P

## Practise, persevere and make progress.

Make time to pray – knowing God is with us.

We try again and again to improve our skills.  
We do not give up.  
We use our purple polishing pens with pride.

E

## Embrace mistakes.

Know we are loved by God.

We learn from our errors.  
We look at mistakes as a way of moving our learning forward.

C

## Consider our choices.

Christ at the centre.

We think before we act.  
We know we always have a choice.  
We can say "no".

T

## Thrive together as a team.

Trust in God.

We work together.  
We help each other and celebrate achievements of other children as well as our own.

# Behaviour

We support children in helping them to understand that all actions/choices have consequences, both positive and negative. We encourage children to consider their choices and take responsibility for the consequences of these choices. We support children to reflect on the impact of unexpected behaviours on their own and others' wellbeing.

We encourage children to focus their attention, to be 'active listeners' and to develop the capacity to make 'good choices' through noticing and praising positive behaviours.





In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour in the classroom.



We refer to the 'Zones of Regulation' to help pupils to think about their behaviour and how it impacts others.

# Zones of Regulation

## The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

# Home Reading

- Reading – encourage your child to read regularly and read more challenging books with your child.
- Listen to and read along with audio books.
- Suitable newspapers, magazines, comics, recipes etc.

# School Library

- The class will go to the library once a week.
- They will be able to choose one book to take home.
- Books must be returned before another can be taken out.
- Library day is **Tuesday**.

# Home Learning

- Weekly spelling set every Monday
- Reading every day – at least once a week with an adult
- Comprehension and SPaG (CGP books - pay on SchoolMoney) set on alternate Mondays
- Maths (CGP book - pay on SchoolMoney) set every Monday
- Topic Home Learning – 4 pieces per term; details to be posted on Teams

All Home Learning books to be in school every Monday.

# Uniform

- Full school uniform – Winter / Summer
- Suitable outdoor coat appropriate for the weather; we will still use the playground if it is raining (not torrential)
- Smart haircuts
- Small, plain hair accessories in school colours and long hair tied back
- Small stud earrings (removed on PE days)
- Watch – no other jewellery or nail varnish
- Year 6 ties (with the winter uniform)
- Water bottle – suitable lid/top!

# PE Kits

**PE Days** - Wednesday and Friday in Autumn (Monday for the Spring and Summer Term)

- Children to come to school in their PE kit.
- Indoor/Summer – shorts and t-shirt
- Outdoor/Winter - navy tracksuit bottoms, red school tracksuit top and trainers
- Spare socks
- Earrings should not be worn on PE days
- As your child will be coming into school in their PE kit on PE days, please choose the kit as appropriate for the weather on that day.

# Swimming

Pelicans – 5 sessions, first lesson Friday 13th September

Flamingos – 5 sessions, first lesson Friday 18<sup>th</sup> October

- swimming costume
- towel
- swimming cap (essential)
- swimming sock (for verrucas)
- plastic bag for wet items

# Online Safety

- Social media age restrictions (WhatsApp)
- Mobile phones (please make sure that the code of conduct is adhered to, which includes parents/carers monitoring access and use of social media sites and messaging).



# Coming to and from school

- Collection – please provide written permission, via email, for another adult to collect your child.
- If your child will be walking to or from school alone, please inform us in writing.

# Key Dates

- **International Day** – Thursday 3<sup>rd</sup> October
- **Applications for Secondary School Transfer** – by Tuesday 31<sup>st</sup> October at the latest
- **Parent / Teacher Consultations** –
  - Wednesday 23<sup>rd</sup> October 4 - 7 pm and Thursday 24<sup>th</sup> October 1 - 4 pm
  - Wednesday 12<sup>th</sup> February 4 - 7pm and Thursday 13<sup>th</sup> February 1pm - 4pm
- **KS2 tests (SATs)** – w/b 12<sup>th</sup> May 2025
- **Year 6 Production** – Tuesday 8<sup>th</sup> July 2025
- **Year 6 Leavers' Mass and Celebration** – Thursday 17<sup>th</sup> July 2025 at 6:00 pm

# Key Dates

## Class Trips

**Junior Citizen Event – TBC**

**Art Gallery – TBC**

**Residential – Henley Fort**  
Monday 14<sup>th</sup> – Wednesday 16<sup>th</sup> July 2024

## KS2 Tests

- Monday 12<sup>th</sup> May 2025 – Spelling, Punctuation and Grammar (SPaG)
- Tuesday 13<sup>th</sup> May 2025 – Reading
- Wednesday 14<sup>th</sup> May 2025 – Maths Arithmetic and Reasoning
- Thursday 15<sup>th</sup> May 2025 – Maths Reasoning
  
- Maths, Reading and SPaG are marked externally.
- Writing is assessed internally.

## PSA and Class Reps

- All of the adults in our school community are automatically members of the PSA.
- The PSA do a fantastic job in supporting the children of St Agatha's. Please do volunteer your time and support where you can.
- We thank you for your support.

## Year 6 Leavers' Celebrations

- **Leavers' year book** – if you would like to have a detailed and colourful book, we ask for volunteers to do this (collect the photos, create and order books); otherwise, a small, ring-bound year book will be created by us.
- **Leavers' hoodies** – we ask for class reps or other Year 6 parents to organise and order these for us.
- **Leavers' celebration** – if you would like the celebration to finish with a slideshow documenting the children's time at St Agatha's School, we ask you as parents to create this.

## Relationships and Sex Education (RSE)

- This is a continuation of the body changes sessions that the children took part in during Year 5.
- We will be using the TenTen resources.
- There will be further information regarding this at a later date.

# Henley Fort Residential

Monday 14<sup>th</sup> – Wednesday 16<sup>th</sup> July 2025

This is a 2 night outdoor activity trip.

The cost of the trip is approximately £250.



Henley Fort is located on the Hog's Back high above Guildford and is a Victorian Fort built during the late 19th Century to protect London from invasion by the French.

It is now an outdoor education facility offering challenging activities and a living historical experience in an authentic setting.



# Historical Experiences and Outdoor Activities



Two historical activities:  
home guards and air raid wardens



Open canoeing

Climbing

Orienteering

Challenge course

Thank you for joining us this evening.



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