



# Welcome Parents, to Year 5 & 6

Mr Melville



Perseverance

Enjoyment

Awe & wonder

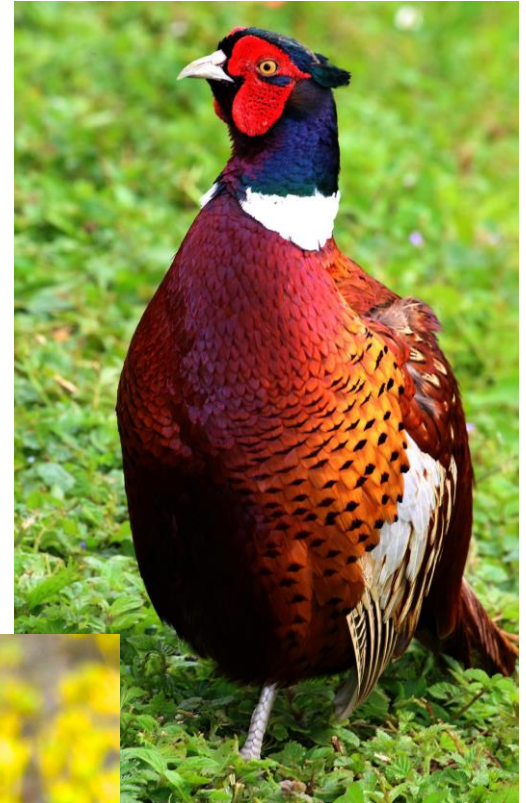
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# Welcome to the Pheasants and Ravens

Years 5 & 6



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# Being Safe Online



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What does your child love doing online?  
What services and devices do they use?



Look out for top tips  
and helpful  
information released  
with our newsletter.

You will also find a link to online safety information on the website in the safeguarding section

The online world can be exciting and inspiring. It has lots of opportunities to offer young people. However it is important to manage and minimise the associated risks.





At Coton in the Elms we teach children to be SMART online.



**S** **SAFE** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online. 

**M** **MEETING** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. 

**A** **ACCEPTING** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages! 

**R** **RELIABLE** Information you find on the internet may not be true, or someone online may be lying about who they are. 

**T** **TELL** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.   
You can report online abuse to the police at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)





## Personal Information

We always teach the children to never post any personal information anywhere online.

If they want to play a game that needs a username online, try to make sure they use a made up name e.g. CaptainFantastic326

If their photo appears on the school website or around school, it will never be displayed with their full name.





## YouTube

YouTube DO NOT censor their adverts –adverts or video comments may not be appropriate for your child.

When searching, your computer/tablet history will affect their search results.

This may result in inappropriate adverts appearing.

Be aware of what you search for on shared devices.

Create child friendly accounts for YouTube/Google for your children to use.





## What can you do?

- Talk to your child about their life online
- Make sure your child knows they can always come to you for help and they won't be blamed
- Don't threaten to ban technology

## Practical steps you can take

- Create a family agreement and regularly review
- Primary aged children should only be live streaming and gaming in public rooms
- Use parental controls
- Ensure that explicit websites are blocked at source through your service provider e.g. Virgin Media, Talktalk
- Report any concerns to local police, CEOP or the NSPCC







## Talk to your child

- Find a good time and place
- Think about how you are going to introduce the subject
- Explain any worries you may have

## Listen. Don't judge. Learn...

- Where do they go online?
- What do they like?
- What don't they like?
- Make sure they know they can come to you





## Resources for primary aged children

### *8-11s: Play Like Share & Band Runner Game*



[Thinkuknow website for 8-10 year olds.](http://thinkuknow.co.uk)





**CEOP**

<http://www.ceop.police.uk>


**Think You Know**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)


**Childnet**

<http://www.childnet.com>



I am a child or a young person 

**What happens when you are worried about a friend or a concerned adult?**



a parent  
a worried friend  
a concerned adult

You can change who you would like to see information for here





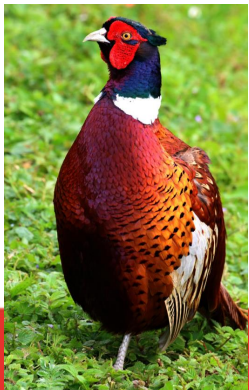


# Routines

English, Maths and Reading are taught everyday.

Collective worship is at 1.10pm and we will be returning back to a whole school gathering

A whole school rewards assembly will still take place on a Friday. There will be a special mention from each year group with a certificate. Also a Well-Being Warrior award. The special mentions will be themed around PEACE.



Golden Dove award will still be awarded at the end of each half term

Golden Time – 25 minutes - every Friday afternoon.

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# Feedback to Learning

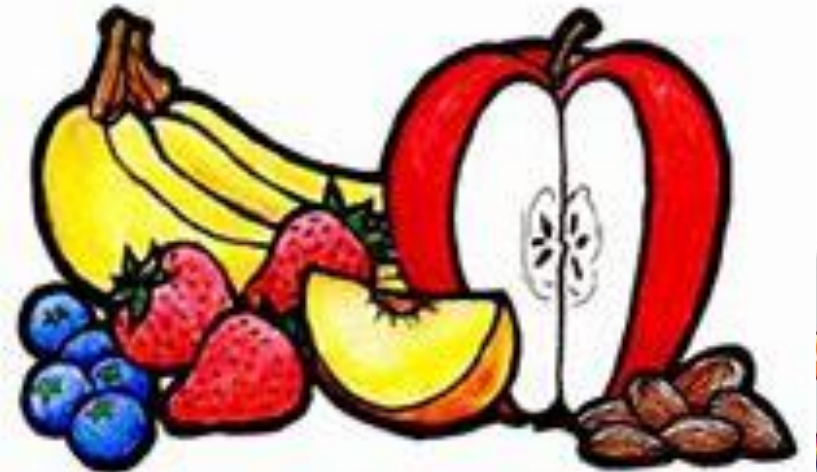
- Verbal feedback will be given where possible.
- Where the children have improvements to make – the teacher will provide a 'Please:' comment.
- Where the teacher wants the children to move on in their learning they will provide a 'Now:' comment.
- Children have a purple polishing pen to edit and improve their work, address their mistakes or challenge themselves to move their learning forward.





# Snack reminders

- Snack - healthy snacks Mon – Thurs.  
Freedom Friday – a treat of their choice (no nuts).
- A drink should be brought into school each day.







# Learning Expectations - Math

Maths – there will be four 1 hour lessons per week. They are whole class lessons with minimal differentiation. The principle behind this is to 'Keep up not Catch up'. Children's knowledge will be deepened instead of being moved on to the next objective. This is the mastery approach.

Arithmetic lesson – 1 hour, once a week.  
Will focus on number facts, speed of recall and formal methods. Year 6 have a weekly test.





# Learning Expectations - English

English writing – there will be 5 lessons per week. Writing is taught using reading texts as a stimulus and model texts to show the children 'What a good one looks like' (WAGOLL)

The children write an example of the focus genre at the start of the unit and then produce an improved version at the end of the unit after all their learning – showing good progress.

We focus on writing a range of Narrative, Non-Fiction and Poetry examples.

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# Learning Expectation – Reading

Reading books should be coming home and being sent back to school when finished.

Teachers will be baselining children's reading comprehension in the first few weeks back at school.

All children will read at least once a week in a small group, guided reading session.  
Children will also have the opportunity to read within a whole class as well as individually where possibly.

There will be an ongoing class novel to allow for whole class reading throughout the year

Children will read daily during independent reading time

Class Library will get used during this time.

There will be a class library slot once a week (Wednesdays) for children to choose from a wide range of books

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# Topic

Autumn 1– The Mayans (History)

Autumn 2- The Rainforest (Geography)

Spring 1&2 – World War 2 (History)

Summer 1 – Mountains and Volcanoes (Geography)

Summer 2 – Economy, Trade and Changes in Europe  
(Geography and History)





# Science

Autumn 1– Living things and their habitats

Autumn 2- Animals including humans

Spring 1– Evolution

Spring 2– Light

Summer 1 & 2 – Electricity





# Timetable

Yr 6	8:50 - 9	9 - 9:15	9:15 - 10:15	10:15- 10:30	10:30 - 11:00	11:00 - 11:45	11:45 - 12:05	12:05 - 1:05	1:05 - 1:25	1:25 - 2:25		2:25 - 3:20	
M	Register	Times Tables	Maths	Break	Whole Class Guided Reading	English	PHSE HW Yr5/6	Lunch JM/HW	Collective Worship	Yr5 and Yr6 together JM Teaching - Music and MFL			Class Novel
T		Pre Teach	Maths		Whole Class Guided Reading	English	Dictation HW JM			PPA - RE		PPA - Sports	
W		Pre Teach	Maths		Whole Class Guided Reading	English	Library JM/HW Spelling Practice			Yr5 and Yr6 together JM Teaching - Topic			Class Novel
Th		Pre Teach	Maths		Whole Class Guided Reading HLTA Covering	English HLTA Covering	Yr5and 6 Together PHSE HW			Yr5 - PE Sports Coach Yr6 - Science JM	Yr6 - PE Sports Coach Yr5 - Science JM	Class Novel	
F		Arithmetic Lesson			Whole Class Guided Reading	English	Spelling Test JM HW PPA			Awards Assembly	Yr5 and Yr6 together JM Teaching Computing		Golden Time





# Homework

Homework will be set weekly every Friday and be expected every Friday.

## Homework expectation in Upper Key Stage 2

Reading 5 times a week

Mirodo / SATs Companion – one piece of Maths and English per week

Times Table Rockstars – at least one 20 minute session once a week

Spelling practice – ready for the spelling test every Friday

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# Wrap Around Care

As a school, we will be having Progressive Sports provide us with wrap around care.

Breakfast Club will run in the Hall from 7.30am

Extra time provision (including clubs) will run up until 5.45pm



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# Communication

We value all communication and believe it plays a vital part in allowing us to meet your child's needs. For this reason, we want to make sure that you can get the right help or advice as effectively as possible.

Your first point of reference should always be the class teacher. Your second point of reference could be Mrs Laura Kiteley (our Nurture and Pastoral Support staff member) if it is concerning your child's physical or emotional wellbeing.

Thereafter, if your concerns have not been met, your point of contact would be:

Mr Melville as Key Stage 2 Lead and Deputy Head Teacher, followed by

Mrs McIntosh: Head Teacher

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# Reading at home



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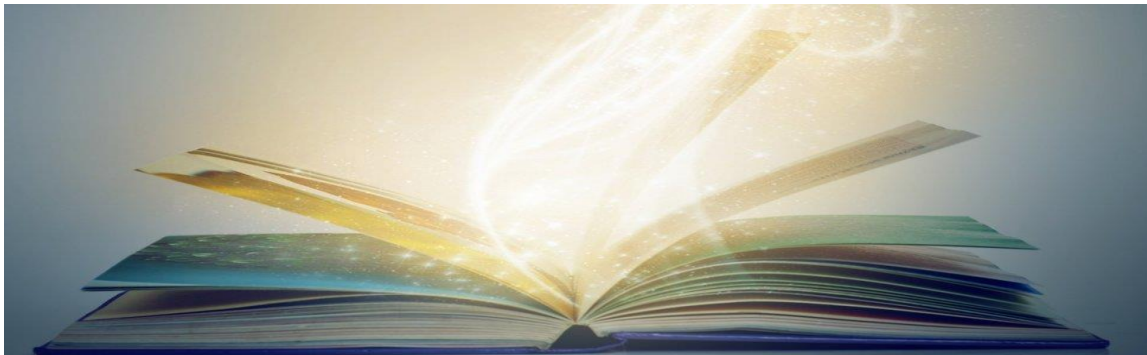
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## “Making the invisible visible”

- Decoding
- Thinking aloud:
  - questioning
  - predicting
  - using background knowledge
  - visualising
- Making connections
  - Sentence to sentence
  - Page to page
  - Chapter to chapter
- Inferring
- Recognising breakdowns and repairing them



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# Peter Pan

by James Matthew Barrie

'Most of all,' Hook was saying passionately, 'I want their captain, Peter Pan. 'Twas he cut off my arm.' He brandished the hook threateningly. 'I've waited long to shake his hand with this. Oh, I'll tear him.'

'And yet,' said Smee, 'I have often heard you say that hook was worth a score of hands, for combing the hair and other homely uses.'

'Aye,' the captain answered, 'if I was a mother I would pray to have my children born with this instead of that,' and he cast a look of pride upon his iron hand and one of scorn upon the other. Then again he frowned.

'Peter flung my arm,' he said, wincing, 'to a crocodile that happened to be passing by.'

'I have often,' said Smee, 'noticed your strange dread of crocodiles.'

'Not of crocodiles,' Hook corrected him, 'but of that one crocodile.' He lowered his voice. 'It liked my arm so much, Smee, that it has followed me ever since, from sea to sea and from land to land, licking its lips for the rest of me.'

'In a way,' said Smee, 'it's a sort of compliment.'

'I want no such compliments,' Hook barked petulantly. 'I want Peter Pan, who first gave the brute its taste for me.'

He sat down on a large mushroom, and now there was a quiver in his voice. 'Smee,' he said huskily, 'that crocodile would have had me before this, but by a lucky chance it swallowed a clock which goes tick tick inside it, and so before it can reach me I hear the tick and bolt.'

He laughed, but in a hollow way.

'Some day,' said Smee, 'the clock will run down, and then he'll get you.'

Hook wetted his dry lips. 'Aye,' he said, 'that's the fear that haunts me.'



# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests

Source: Nagy, Anderson and Herman, 1987

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## Year 6 Book Award Record – Diamond award



Name: \_\_\_\_\_

A book my friend recommended	<b>Roberts Swindells</b>	A comic or magazine	<b>William Shakespeare</b>	A play	<b>J.M. Barrie</b>
A book with a place name in the title	<b>Narinder Dhani / Suzanne Collins</b>	A book of non-fiction	A set of instructions needed to make something	<b>Malorie Blackman</b>	<b>R. J Palacio</b>
 Your choice	 Your choice	 Your choice	 Your choice	 Your choice	 Your choice
A book of short stories	<b>C.S. Lewis</b>	A book your parents read as a child	<b>Charles Dickens</b>	A book my teacher recommended	<b>Lewis Carroll</b>
A book about another culture	<b>Daniel Defoe</b>	A myth or legend	<b>Louis Sachar</b>	A book with more than 300 pages	A book by a newly published author

### Bronze Award

I've achieved 10 of the book challenges

### Silver Award

I've achieved 20 of the book challenges

### Gold Award

I've achieved 30 of the book challenges

Diamond Reading Certificate and entry into the prize draw

Do you want to challenge yourself to read more in the coming year? What about to read more widely? There are three reading award stickers to achieve for completing a vertical, horizontal and diagonal line on the board. Finally, if you complete the whole bingo board (30 books) you will receive your Year 6 Diamond Certificate and entry into the prize draw. The centre 'Your Choice' squares can be used for any book of your own choice.

A signature from an adult should be placed in the relevant box on the board to help you towards achieving your award stickers. (Your parents can record in your planner that you have met one of the challenges.)



# So what is comprehension?

## How important is it when answering questions?

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# In the Poom Bango

When travelling in the Poom Bango, it's always best to put your swobble into a nikgut. This will keep it safe from the pesky boopswaps who will tend to pondon it and ruin it forever.

As for yourself, make sure you cover your head with a klikop, otherwise you will find your ears being gitnopped by the slin. It's always best to wear a pronlin on your feet so that you don't sink into the twing twong.

## QUESTIONS

1. In the Poom Bango, where is it best to keep your swobble?
2. Why do you need to put it there?
3. If you don't cover your head with a klikop, what will happen to your ears?





# Questions:

1. Could you answer the questions
2. Did you understand the text?
3. Can you explain your answers?

E.g., for question 1, try completing: 'A swobble is a..... and a nikgut is a.....'

Because you couldn't understand the text (it's nonsense by the way), you could only write a basic **answer**. Without **proof** and **explanation**, anyone reading your answer cannot be sure you have understood the text and you **would not gain marks for understanding**.

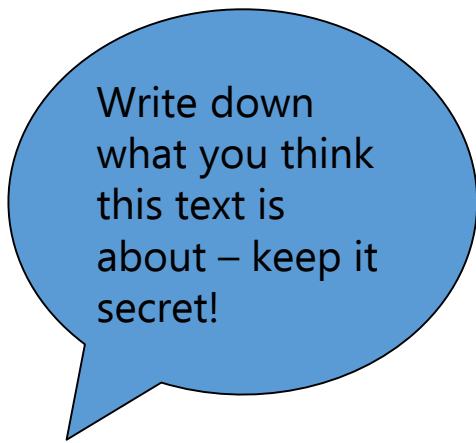
By including proof and explanation in your answer, you **show** that you have understood the text. This is *crucial* for KS2 and GCSE tests.





# Mental Models

## What is this about



Write down  
what you think  
this text is  
about – keep it  
secret!

This process is as easy as it is enjoyable. The process can take anywhere from about one hour to all day. Only one substance is necessary for the process. However, the substance must be quite abundant and of suitable consistency. The substance is best used when it is fresh, as its lifespan can vary. Its lifespan varies depending on where the substance is located. If one waits too long before using it, the substance may disappear. This process is such that almost anyone can do it. The easiest method is to compress the substance into a denser mass than it had in its original state. This process gives a previously amorphous substance some structure. Other substances can be introduced near the end of the process to add to the complexity of the final product. These substances are not necessary. However, many people find that they add to the desired effect. At the end of the process, the substance is usually in a pleasing form.

## Limiting factors to reading comprehension

- **For developing readers:**
  - Word reading
- **For confident word-readers:**
  - Linguistic skills
  - Vocabulary
  - General Knowledge / Life Experiences
  - **Inference**





# Helping at home

- Support your child to become an enthusiastic and passionate reader by ensuring they have access to a range of different reading materials that they can engage with.
- Visit library – school libraries and community libraries
- Download free texts on to tablets and other devices such as Kindles
- Use audio books
- Use magazines or newspapers as appropriate.





- Please continue to hear your child read regularly.
- Now your child can 'read' it is important to help them develop a greater understanding of what they have read.
- Reading aloud to someone else helps the children to make greater sense of the words and meaning.
- Children are able to pay greater attention to punctuation which in turn helps to take in the intended meaning of the text.
- Prosody and expression can be developed when reading aloud.
- Questioning your child about a text is invaluable.
- But where do you start?.....







## Why is Questioning Important?

Questioning is a life long skill. It isn't just used in reading. We ask questions about what we see, read and hear all the time. Knowing how to ask questions, what types of questions to ask and how to find answers to questions is a skill children will carry with them forever.

Asking questions before, during and after reading helps children...

- focus the intent of their reading
- dig deeper into a text
- clarify meaning
- be aware of why they are reading a text
- clarify the authors purpose and point of view





- There are many ways to help your child discuss a book.
- Golden Rule – when talking about a story it is not a memory test. Children should be able to look back through a text to find the information they need.
- Find definitions for new vocabulary together using a dictionary.
- Try to formulate questions using the 5 main question types.
- Model your own thoughts and ideas e.g. I think this means, I think the author is suggesting, I think maybe this might happen next etc..





# Dates and Web Alerts

<http://coton-in-the-elms.derbyshire.sch.uk/school-term-dates/>



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