

Welcome to Year 6

Our Vision

At Southfields, we aspire to deliver the very best educational experience for our pupils. We know that outcomes for our pupils extend beyond the academic, to include our pupils' social, emotional and personal development and to provide them with the best possible grounding as they move into the next phase of their education. Through promoting inclusion for all, we prepare our children to contribute fully to life in modern Britain. Our talented and amazing staff are passionate at immersing our children in a wide range of experiences that draw upon our rich links with the local community. We believe wholeheartedly in developing the physical and mental wellbeing of our children and promote a culture of success for all.

Who is Who

Meet the team...



Headteacher
Mr Gale



Deputy Head / SENCo
Ms Ashan

Year 6 Team



Teacher
Mrs Boyd



Teacher
Miss Albrow



Teaching Assistant
Mrs Spencer



Teaching Assistant
Mrs Coates



Teaching Assistant
Mrs Khan



PE Teacher
Mr Rogers



PPA Teacher
Mrs Harris

Management Cover



DSL and
Pastoral Team Manager
Mrs Lucy Ledbrooke



Attendance Lead
Mrs Catherine Butler



Learning Mentor
/ Family Support
Mrs Helen Spencer

Pastoral Team

Important Information needed in school

- Signed Home/School Agreement
- Signed Acceptable Use Agreement
- Medical Information
 - allergies,
 - inhalers in school
 - Epi Pens
- **Two** emergency contact numbers other than parent/carer on file
- Names of **three** other adults, other than parent/carer who can collect children at the end of the day

Learning Behaviours at Southfields

High Expectations for Learning

Meet the Tiger Team!

The Good Learner

Gahan



Meet Gahan

The Accepting

Amina



Meet Amina

The Respectful

Raahim



Meet Raahim

The Kind

Kamila



Meet Kamila

Year 6 Routines and Curriculum

Collaborative Learning

- *Your child will change their talk partner every two weeks and will work with them throughout the whole day.*
- *Talk Partners are chosen are not ability based*
- *This develops collaborative skills – a life skill needed to get on with different people and personalities.*
- *Your child will have opportunities to work in small and large groups*

General Information

Year 6 2023-2024

- *Start and End of day times*
- *Water Bottles (filled with water only)*
- *Lunches and snacks*
- *Uniform*
- *Walking Home*
- *Class Dojo*
- *Google Classroom*



ClassDojo

PE



PE Teacher
Mr Rogers



Southfields Primary School PE Kit



Children must
wear PE kit to
school on

Wednesday

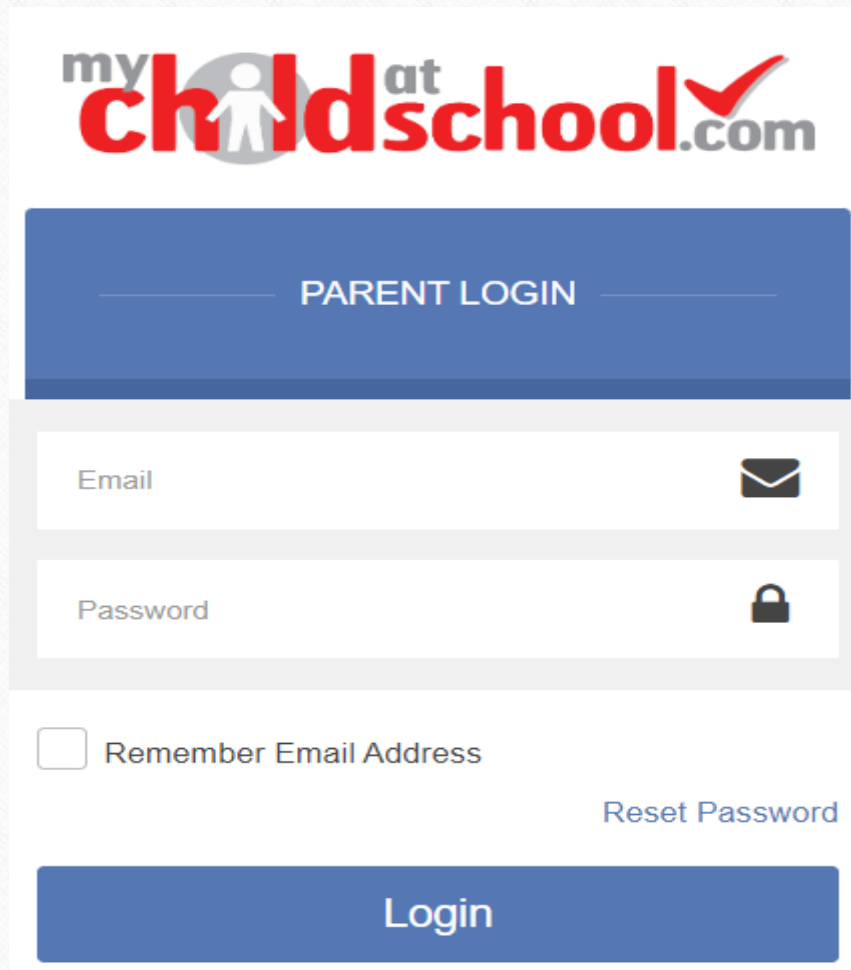


or



Children need a pair of old trainers, in a bag, which will stay at school for other outdoor activities.

My Child at School



The screenshot shows the login interface for the 'my child at school.com' app. At the top is the logo, which includes a stylized figure of a child. Below the logo is a blue button labeled 'PARENT LOGIN'. Underneath are two input fields: 'Email' with an envelope icon and 'Password' with a lock icon. A checkbox labeled 'Remember Email Address' is positioned below the password field. To the right of the checkbox is a link that says 'Reset Password'. At the bottom of the form is a large blue button labeled 'Login'.

My Child at School is a free app and parents can pay for school meals, clubs and trips via the app.

Reading

- **Children are taught a range of strategies to read unfamiliar words**
 - **Decoding words – Phonic skills – Read Write Inc**
 - **Other strategies - Read to the end of a sentence and reread, picture cues, words within words, reading out aloud to audiences**
 - **Comprehension - retrieval , prediction and inference**
- **Y6 Common Exception Words**
- **Home Reading**
- **Reading records in school**
- **Children must read for 20 minutes a day**

READING RECORD

Southfields Community Primary School



Name: _____

Class: _____



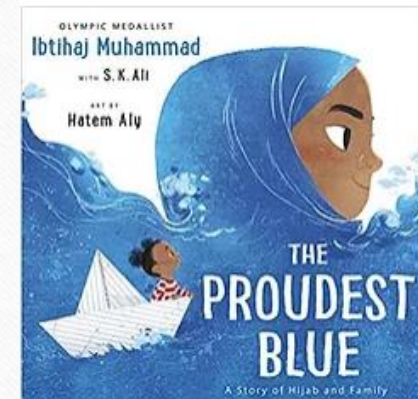
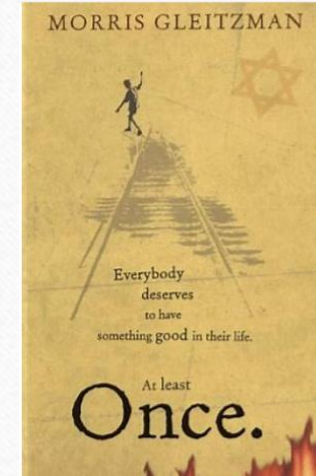
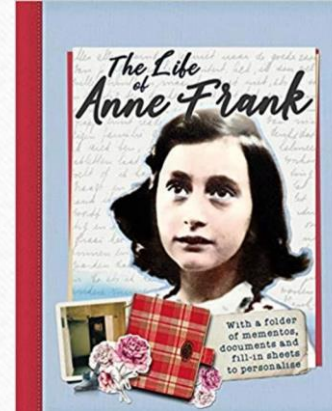
HIGH FREQUENCY KEY WORDS

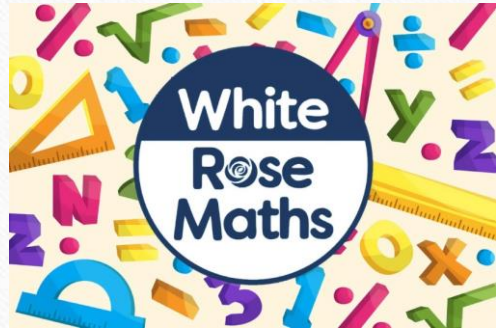
a	for	look	so
about	from	looked	some
all	get	made	that
an	go	make	the
and	got	me	their
are	had	Mr	them
as	have	Mrs	then
asked	he	mum	there
at	help	my	
back	her	no	
be	here	not	
big	him	now	
but	his	of	
by	house	off	
called	I	oh	
came	I'm	old	
can	if	on	
children	in	one	
come	into	out	
could	is	people	
dad	it	put	
day	it's	said	
do	just	saw	
don't	like	see	
down	little	she	



Writing

- A range of genres – stories, information texts, instructions, reports etc.
- Creative Writing – weekly
- Spellings – Purple Mash
- Verbal feedback regularly and some written feedback in books
- Home reading links to writing
- Grammar






Maths




- **Number recognition and place value to 10,000,000**
- **Addition, Subtraction, Division and Multiplication**
- **Length, height, weight**
- **Fractions Decimals and Percentages**
- **Statistics**
- **Algebra**
- **Ratio**
- **Area, Perimeter and Volume**
- **Geometry – Shape, Position and Direction**


The CPA Approach



CONCRETE -
using physical objects
to solve maths problems.



PICTORIAL -
using drawings
to solve maths problems.



ABSTRACT -
solving maths problems
using only numbers.

www.thirdspacelearning.com

Addition

Skill: Add numbers with more than 4 digits **Year: 5/6**

Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.

$104,328 + 61,731 = 166,059$

HTh	TTh	Th	H	T	O
		1000	300	20	8
		6000	100	70	1
10000	6000	600	0	5	9
					1

Skill: Add with up to 3 decimal places **Year: 5/6**

Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places.

Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.

$3.65 + 2.41 = 6.06$

Ones	Tenths	Hundredths
3	6	5
2	4	1
6	0	6
		1

Subtraction

Skill: Subtract numbers with more than 4 digits **Year: 5/6**

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.

$294,382 - 182,501 = 111,881$

HTh	TTh	Th	H	T	O
		2000	900	30	2
		18000	200	50	1
20000	9000	300	0	8	1
					1

Skill: Subtract with up to 3 decimal places **Year: 5/6**

Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places.

Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.

$5.43 - 2.7 = 2.73$

Ones	Tenths	Hundredths
5	4	3
2	7	
3	7	3

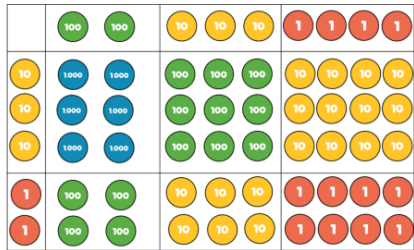
Multiplication



Division

Skill: Multiply 3-digit numbers by 2-digit numbers

Year: 5



	Th	H	T	O
		2	3	4
x			3	2
		4	6	8
17	10	2	0	
	7	4	8	8

Children can continue to use the area model when multiplying 3-digits by 2-digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers.

Children should now move towards the formal written method, seeing the links with the grid method.

x	200	30	4
30	6,000	900	120
2	400	60	8

$$234 \times 32 = 7,488$$

Skill: Multiply 4-digit numbers by 2-digit numbers

Year: 5/6

TTh	Th	H	T	O
	2	7	3	9
x			2	8
	2	1	9	1
	2	5	3	7
	5	4	7	8
	1		1	
	7	6	6	9
				2

$$2,739 \times 28 = 76,692$$

When multiplying 4-digits by 2-digits, children should be confident in using the formal written method.

If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method.

Consider where exchanged digits are placed and make sure this is consistent.

Skill: Divide multi digits by 2-digits (long division)

Year: 6

$$372 \div 15 = 24 \text{ r}12$$

			2	4	4
1	5	3	7	2	5
		-	3	0	0
				7	2
				-	6
					1
					2

$$372 \div 15 = 24 \frac{4}{5}$$

			2	4	r	1	2
1	5	3	7	2			
		-	3	0	0		
				7	2		
				-	6	0	
					1	2	

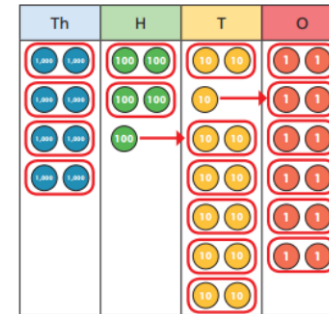
- 1 x 15 = 15
- 2 x 15 = 30
- 3 x 15 = 45
- 4 x 15 = 60
- 5 x 15 = 75
- 10 x 15 = 150

When a remainder is left at the end of a calculation, children can either leave it as a remainder or convert it to a fraction. This will depend on the context of the question.

Children can also answer questions where the quotient needs to be rounded according to the context.

Skill: Divide 4-digits by 1-digit (grouping)

Year: 5



	4	2	6	6
2	8	5	13	12

$$8,532 \div 2 = 4,266$$

Place value counters or plain counters can be used on a place value grid to support children to divide 4-digits by 1-digit. Children can also draw their own counters and group them through a more pictorial method.

Children should be encouraged to move away from the concrete and pictorial when dividing numbers with multiple exchanges.

Assessment

Regular Assessments

- **Spelling Assessments**
- **Fluency Assessments**
- **Daily informal assessing during lessons**
- **Termly Assessment Week – Maths, Reading and Writing**
- **SATS**

SATS – End of KS2 assessment

Monday 13th May – Spelling Test
Punctuation and grammar paper

Tuesday 14th May – Reading paper

Wednesday 15th May – Maths paper 1 (Arithmetic)
Maths paper 2 (Reasoning)

Thursday 16th May – Maths paper 3 (Reasoning)

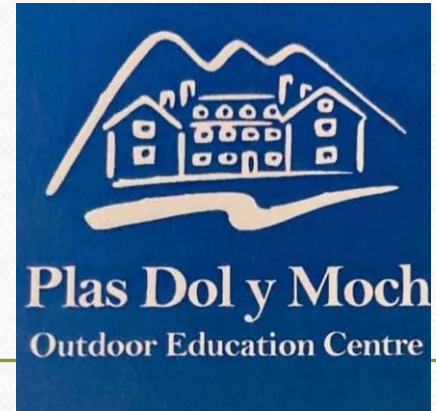


Experiences

IntoUniversity 

6B Monday 20th – Friday 24th November 2023

60 Monday 15th – Friday 19th January 2024



Monday 23rd October –
Friday 27th October
2023



COURSE OBJECTIVES

- To have fun
- To try new things
- To experience new places
- To work as a team
- To face challenges

Do school have an UpToDate email address?

Pay360
by Capita

Pay360 Education Payments

Secure Online Payments

Making Memories



What can you do at home?

- Continue with reading and asking questions about the story. Include 'unseen' texts and read more difficult texts to them.
- The weekly spellings that are sent out can be used to generate sentences or short pieces of writing.
- Practise Multiplication Facts daily
- Practise recognising numbers, counting, number bonds, shapes, telling the time, using money/coins.
- Homework

Thank you for coming
Any questions?