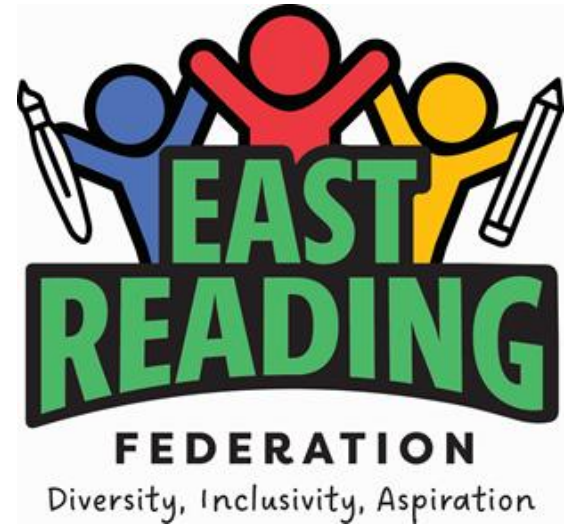
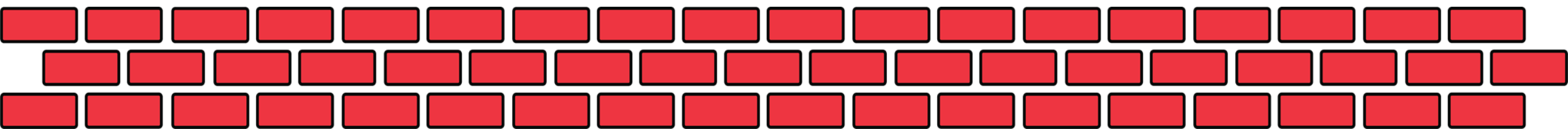




**Alfred Sutton**  
Primary School

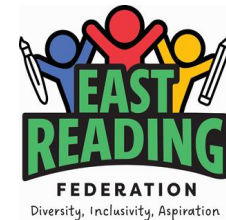


Welcome to KS2  
Year 6



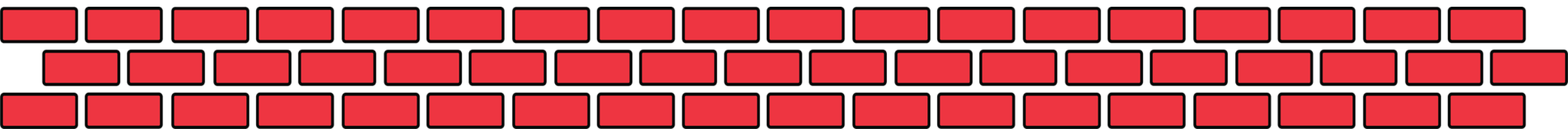


Alfred Sutton  
Primary School



# Welcome to Alfred Sutton Primary School

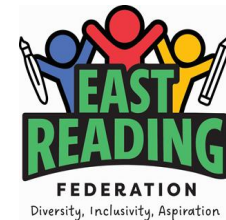
- We would like to welcome you to Year 6 at Alfred Sutton Primary School. We are ready to help you and your child embark upon the next part of their learning journey.
- At Alfred Sutton we aim to ensure that everyday is full of purposeful learning driven by an exciting and creative curriculum.





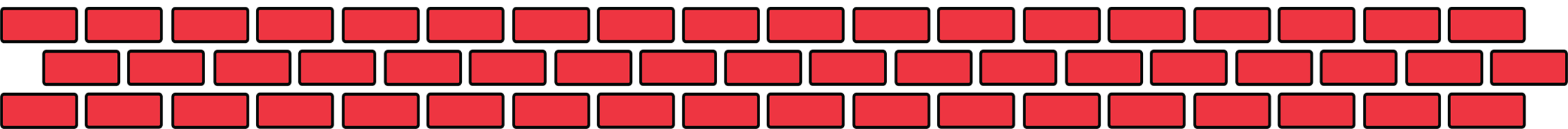
Alfred Sutton  
Primary School

# Welcome to Alfred Sutton Primary School



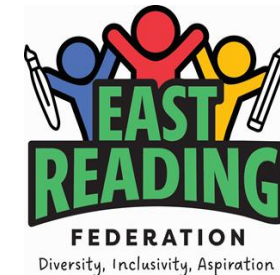
The Y6 team are committed to working in partnership with you  
We are dedicated to providing the highest quality all round education

In turn, we trust your child will take full advantage of every learning opportunity, investing in being the best they can be  
Working together will result in the best Y6 experience and a smooth transition from KS2 to KS3 for every child





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Primary School



# Staff in Year 6

## Teaching and support staff

### Year 6

Mrs. Hussain

Mrs. Miles

Mrs. Keskar

Mrs. Dakovic

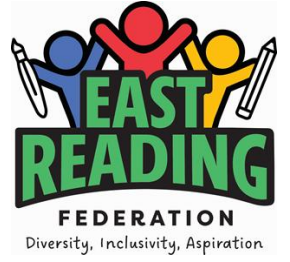
Ms. Tait





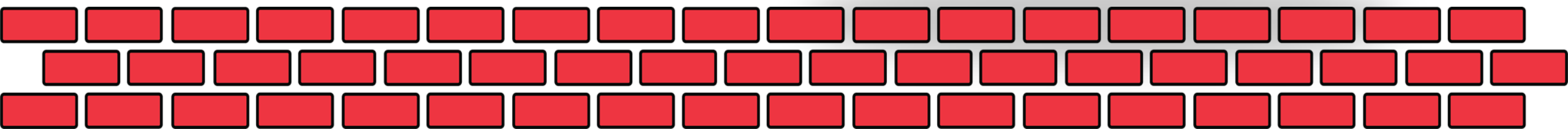
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# Transitions across year groups



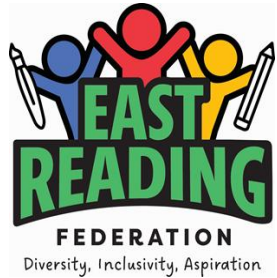
Transition is very important. We want your child to feel happy and confident in their new environment and with new staff.

During the first few weeks of this term (and beyond) staff will therefore focus on both the children settling into their new environment and their academic progress.









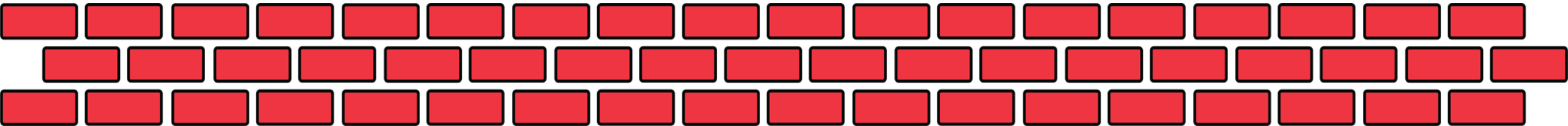
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# What to bring to school everyday

		
bag	water bottle	lunch box/bag (if applicable)
		
coat (suitable for all types of weather)		

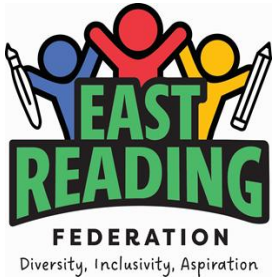
- A hat, scarf and gloves are needed for colder days
- A sun hat is needed for warmer days (please apply sun block at home)
- **We politely request that all clothes and other items that your child brings to school be named to avoid confusion or loss**















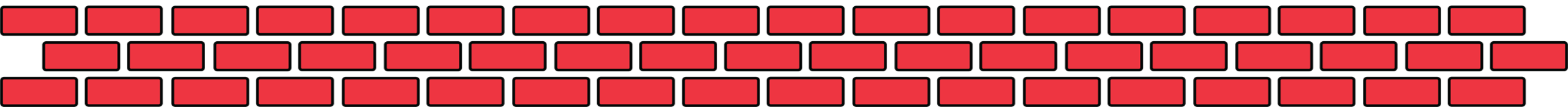
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# School Uniform



				
shirt or blouse	polo shirt	jumper/ cardigan	sweatshirt	trousers/ shorts
				
skirt/ pinafore	summer dress	leggings	black shoes	school fleece

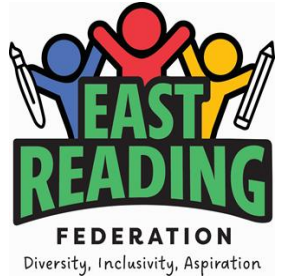
- Our school colour is yellow and is teamed with white and grey
- You can purchase items of clothing with the school logo on from Stevensons [www.stevensons.co.uk](http://www.stevensons.co.uk)
- Please ensure your child is dressed suitably for the weather – we are outside as much as possible
- **We politely request that all clothes and other items that your child brings to school be named to avoid confusion or loss**











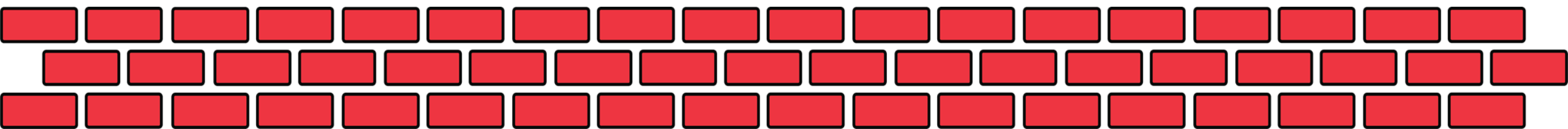
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Primary School

# PE Kit



		
PE shorts	PE leggings	PE t-shirt
		
plimsolls/ trainers	PE jogging trousers	PE sweatshirt

- Children should wear PE kit to school on their PE day (PE days may move)
- Suitable kit for PE lessons outside
- Children with long hair should have it tied back on PE day
- Change into PE kit in school if they have an extracurricular sport club

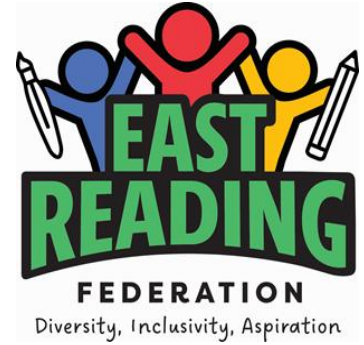






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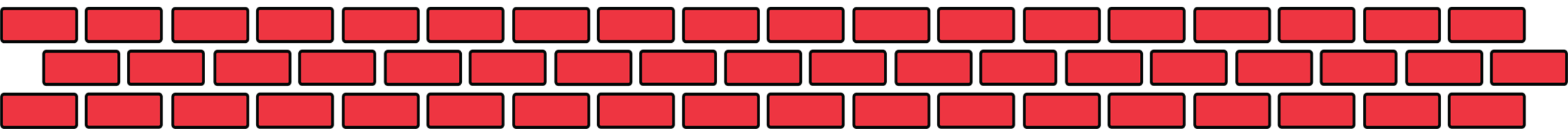
# PE Days



## Year 6

Blue Week – Tuesday  
Red Week – Wednesday

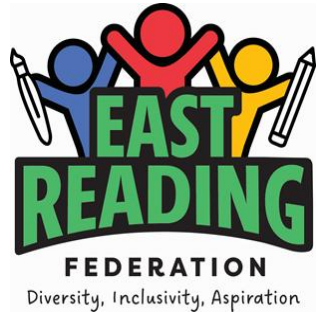
WB 08.09 is blue week  
Tuesday 9<sup>th</sup> Sept – PE day  
Wednesday 17<sup>th</sup> Sept – PE day





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# The school day



## A typical school day:

- **8.30am** – School gates open.
- **8:40am** - Class doors open. (year 6 children enter the hall and line up)
- **8:50am** - Class doors close and the register is taken. Children arriving after the doors have closed will need to be signed in at the office and will be marked as late.
- **9:00am** – the morning includes lessons in reading, writing and maths. During the morning, there is short Activefit break and a mid-morning playtime.
- **12:20-1:20pm** Lunch Break.
- **1.20pm** – The afternoon includes further lessons.
- **3.10pm** – School ends.

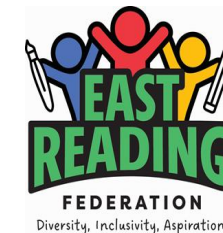
The year 6 timetable works differently to other year groups. Mondays and alternate Tuesdays are 'rotation days' where the children are taught the wider curriculum topics. Therefore the other days focus on Maths and English. All the timings are as required for national curriculum coverage.



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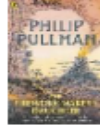



# Example Curriculum Overview

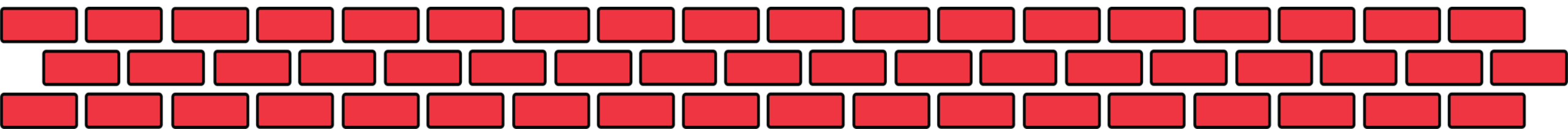
Alfred Sutton Primary School  
Year 3 Overview



## Curriculum Overviews

- Staff have tried to include as much detail as possible but that does mean some things are liable to change as the year progresses
- Year group curriculums available to view on the Alfred Sutton website - process of being updating (currently still last years) <https://alfredsuttonprimary.co.uk/>.
- Team will endeavor to let parents know when website has been changed

Topic	Autumn Term		Spring Term		Summer Term	
Curriculum , Writing and class texts	<div></div> <p>Ruby's Worrry by Tom Percival (Texts linked to Stone Age history) Stone Age Boy by Satoshi Kitamura The Great Storm by Terry Deary How to Wash a Woolly Mammoth by Michelle Robinson Nature Trail poem by Benjamin Zephaniah The Pebble in my Pocket by Meredith Hooper (link to Bronze and Iron Age and Rocks) The Iron Man by Ted Hughes, illustrated by Chris Mould</p> <p>A selection of class texts shared across the term</p> <p>Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3</p>		<div></div> <p>Marcy and the Riddle of the Sphinx by Joe Todd Stanton (linked to Ancient Egypt) The Firework Maker's Daughter by Philip Pullman The Crow's Tale by Naomi Howarth How to Survive Anywhere by Ben Lerwill Hot Like Fire by Valerie Bloom</p> <p>A selection of class texts shared across the term</p> <p>Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3</p>		<div></div> <p>Usborne collection of Greek myths (link to Ancient Greece history) Extract from DK Eyewitness Ancient Greece Belonging by Jeannie Baker (links to Plants science and UK geography) The Great Kapok Tree by Lynne Cherry A Nest Full of Stars by James Berry</p> <p>A selection of class texts shared across the term</p> <p>Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3</p>	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English Genres	<ul style="list-style-type: none"><li>• Instructions (wash a woolly mammoth)</li><li>• Narrative – warning tale</li><li>• Narrative descriptive poem (free verse)</li><li>• Recount – newspaper reports</li><li>• Character description – wanted posters.</li><li>• Panto – <u>Cinderella</u></li></ul>		<ul style="list-style-type: none"><li>• Recount – diary</li><li>• Narrative – fantasy</li><li>• Poetry</li></ul>		<ul style="list-style-type: none"><li>• ancient Greek myths</li><li>• narrative</li><li>• letters to new teacher</li><li>• poetry</li></ul>	
English Spoken Language	<p>‘Research indicates that there is a correlation between pupils’ spoken language skills and their academic outcomes, social development and emotional development. This suggests a link between spoken language development and pupils’ broader life outcomes.’ (DfE English research review, 2022). We therefore highly prioritise the teaching of spoken language in a cross curricular context:</p> <p>Teachers model spoken language across the Y3 curriculum</p> <p>Pupils are equipped with the technical knowledge and vocabulary to be able to speak about a topic confidently</p> <p>There is a focus on ensuring pupils can effectively select and use appropriate grammar and register for audience and purpose</p> <p>Frequent structured opportunities (e.g. explaining, discussing, debating, performing and responding) are provided for practising, refining and applying spoken language knowledge and skills</p>					
Reading	<p><b>Reading teaching</b> A teaching programme focussing on class/group/individual: We prioritise reading and rereading aloud, teaching vocabulary in context and identification of genre structure and features and syntax Comprehension skills are taught and texts discussed in the context of the following areas of study: Vocabulary, Retrieval, Inference, and Summary.</p>					

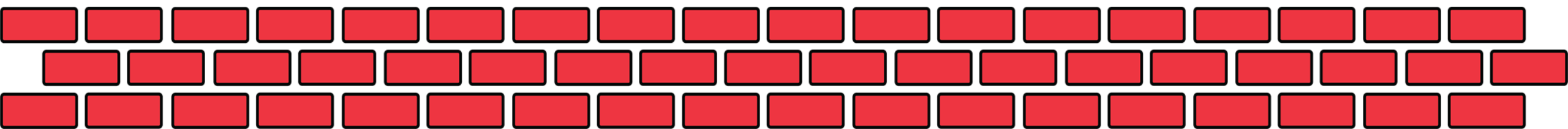
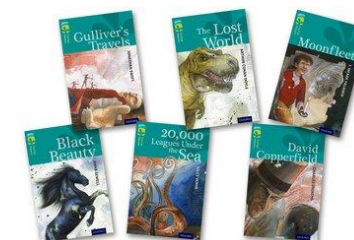
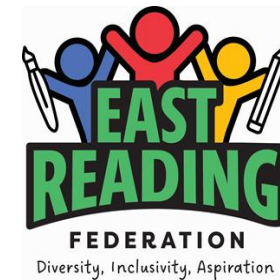




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# Reading Books

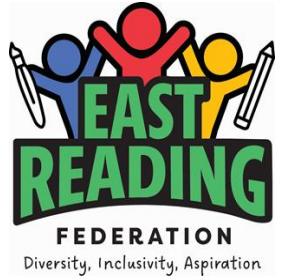
- Your child has access to reading books from the class and school library. School library books may come home.
- Children are expected to read at home daily and read aloud to an adult at least three times a week.
- Writing in reading diaries:
  - Adults please write a comment in your child's reading diary when they read their book to you.
  - KS2 – children are expected to fill in their reading record independently if they read on their own.





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# Home and school - working together to support learning

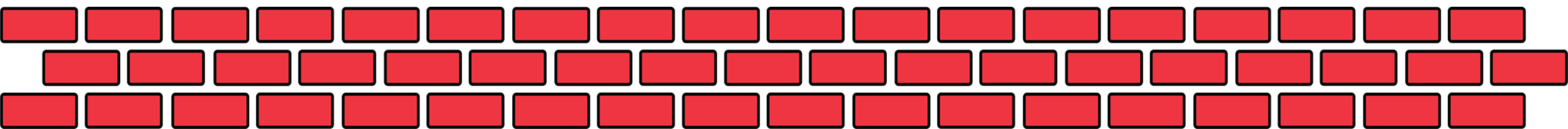


## Homework

- Children will be expected to complete homework on a weekly basis. This will either reinforce learning that has already taken place in school (normally consisting of a set of spellings, an English task and a maths task) or be pre-learning for a new topic.

## Every night

- Read for at least 10 minutes.
- Number skills (Times tables\*, division and number bonds)
- Having conversations about their learning.

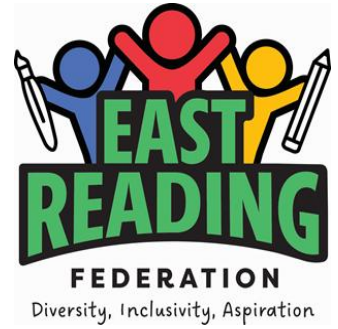






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# The school day



Water – please bring in a named water bottle

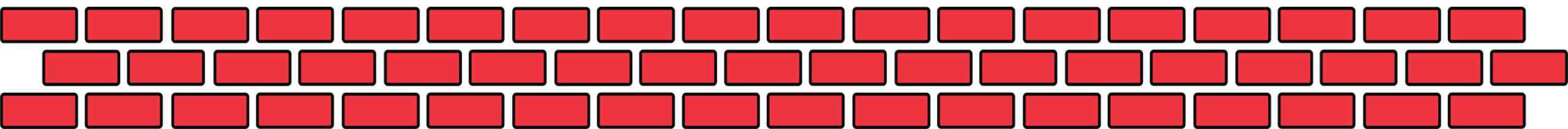
Snack – a piece of fruit or vegetable

## Lunchtime

- School dinner
- ParentPay - ordered before 8am

## Packed lunch

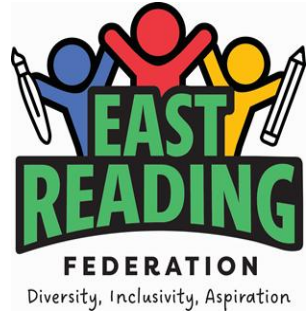
- Healthy and balanced
- **No nuts**



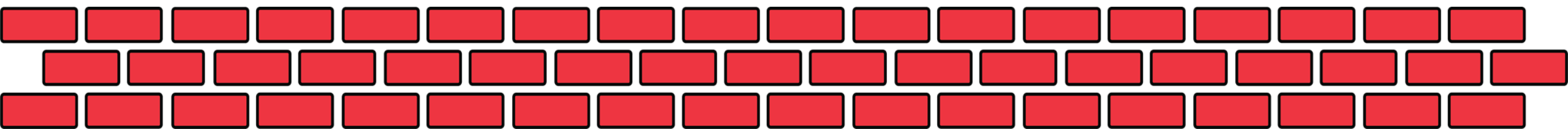


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## Year 6 children – Walking 'Home Alone'

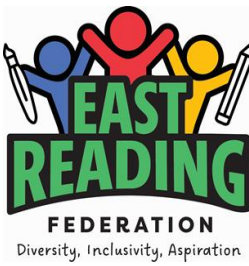


From Year 5, children have the option to walk home unaccompanied by an adult. If you would like your child to do so, please complete the required form and return to the school office as soon as possible. As a school we do need written permission from you before we can release the children to their own care - children will not be allowed to leave the school site alone based merely on verbal permission.





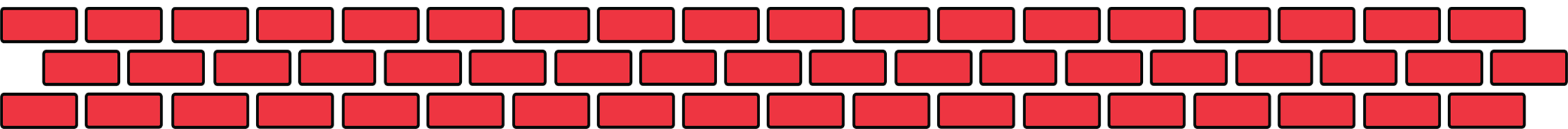
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**NO MOBILE PHONES**  
**See It, Hear It, Lose It!**

## Mobile phones in school

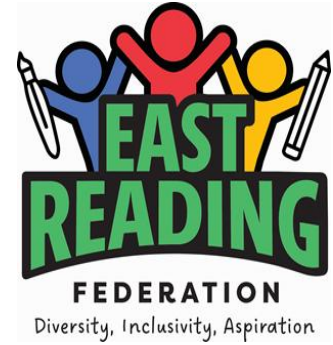
Year 6 children who walk home by themselves may feel safer carrying a mobile phone. If they do bring these to school, phones must be handed over to class teacher at the start of the day. They will then be kept in a secure place until the school day ends. At this point phones will be returned to the children.





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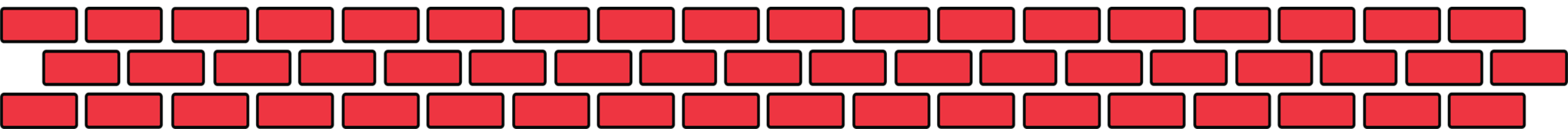
# Medicines in school



## Medicine Management



Just a quick reminder that teaching staff are unable to administer medicines in the classroom. If, for any reason, your child does need to take medication, we ask that these are left in the school office. You will then be required to complete a form giving the office team permission to administer as necessary. *The only exception to this would be on a school trip.*



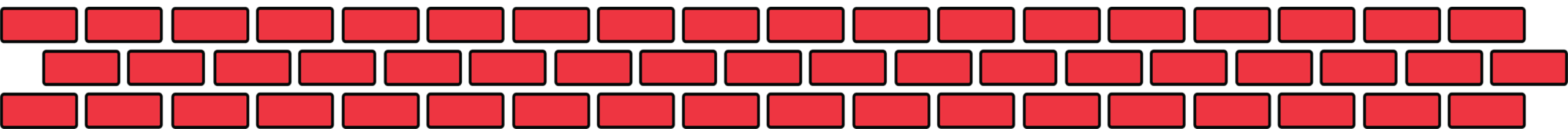
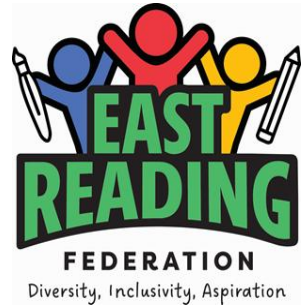




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# Life at school

- The school office
- Communication – weduc
  - [www.weduc.co.uk](http://www.weduc.co.uk)
  - Events
  - Letters
  - Changes in usual collection
  - Illness reporting – attendance
  - After School Childcare and Extra-Curricular Clubs

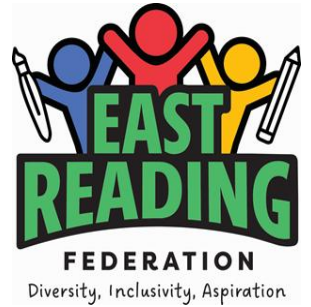






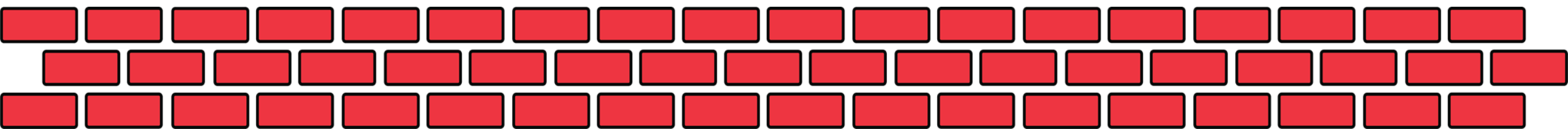
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# Preparation for Secondary School



Pupils with good punctuality and attendance, who are self-disciplined and work hard make excellent progress all round in Y6.

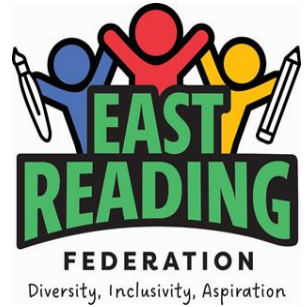
Pupils will then start secondary school with the personal qualities and best academic baseline they can achieve, which will help them to make the most of every opportunity and flourish.





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# Homework to Reinforce Learning



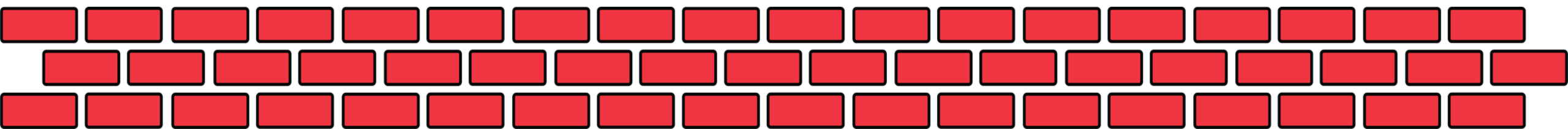
**Reading:** daily (at least 20 minutes) - pupils should read either their library/reading book or alternatively a book from home; all pupils will benefit from being heard read and being asked questions about their reading

**English:** a weekly task (approximately 45 minutes)

**Maths:** a weekly task (approximately 45 minutes)

**Tables:** daily chanting to build/improve fluency (approximately 15 minutes)

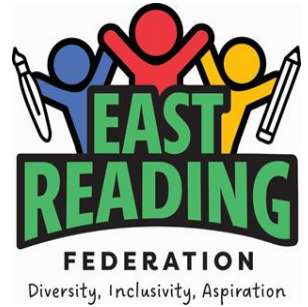
The revision programme for SATs will mean that additional homework tasks are sometimes set  
At times, pupils will be required to take their exercise books home to complete work





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# The Importance of SATs



SATs are a very important starting point for your child's secondary education and results are sent direct to secondary schools by the Local Authority.

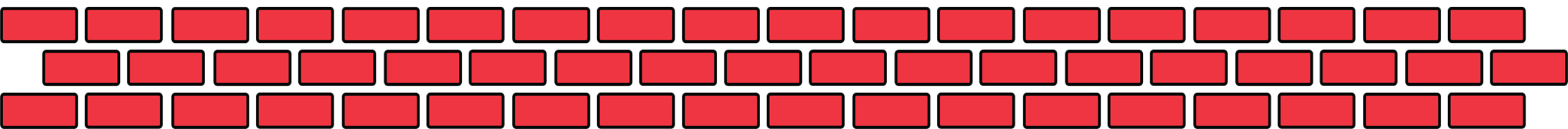
They provide secondary schools with an academic baseline used for ability grouping and to set GCSE benchmarks

## Results

The trend in Alfred Sutton SATs' results in recent years is strong pupil progress that translates to above expected attainment from their starting points (KS1 SATs results)

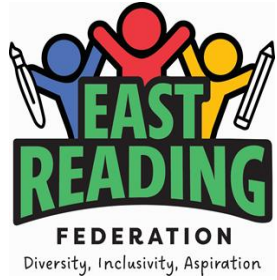
Unfortunately, every year, a small number of Y6 pupils have poor attendance

Our school results remain very high because our children with strong attendance usually make better than expected progress which offsets those with low attendance who do not.



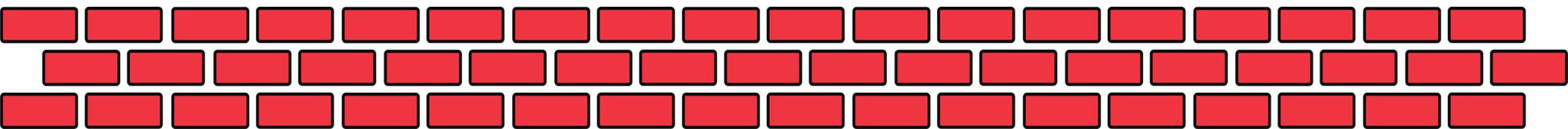


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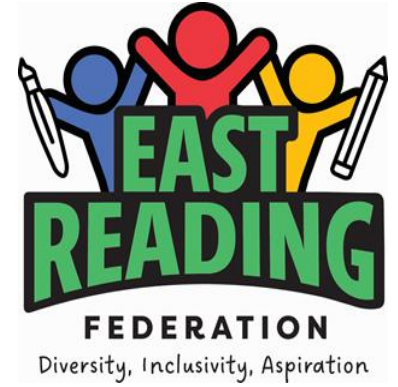
**We now have some time for questions.**

**Should you have any further questions about anything discussed this afternoon, please feel free to contact the staff through Weduc. We ask that you do make clear who you are writing to, as mail on Weduc can go to all staff members unless addressed directly to an individual.**





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**Thank you!**  
**We look forward to seeing more of you all in the**  
**coming weeks.**

