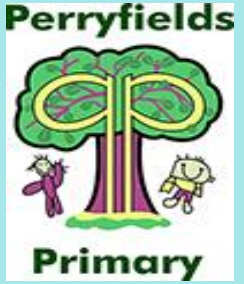


Welcome to Perryfields Primary School.



- Growing and Learning Together

Introduction to our Senior Leadership Team

- Head teacher Mrs Jones
- Deputy Head Mr Spittle
- Inclusions Manager Mrs Jinks
- Early Years Lead Mrs Rudge
- English Lead Mr Billings
- Maths Lead Mrs Houghton
- Teaching & Learning Mrs Bates
- Support Staff Lead Mrs Jinks
- Family Link Mrs Bryan/Miss Maskell
- Please see our school website for all staff names and subject responsibilities.
- Any concerns about your child please arrange to speak to or meet your class teacher first.

Our School Governors

- We have a very committed group of Governors who work hard to support Perryfields. The new Chair of Governors will be announced in the new academic year.
- Parent Governor vacancies do arise from time to time. If you are ever interested, in becoming a Governor please speak to Mrs Jones or Mr Spittle.

Contact Details

- At the beginning of every new school year we send home paper copies of the Contact Forms that we hold securely in school. This includes all of the important information that we hold on SIMS including addresses, telephone numbers, medical information etc
- It is vital that you check the accuracy of the information and return it to school without delay.
- If we have no updated contact details for your child this means that in the event of any real emergency, we have no means of contacting you.

Consent for Photographs

- With the changes to the Data Protection Act 2018 (GDPR) we need to have your consent to take your child's photograph.
- As part of our evidence for learning, staff in school take photographs of individual children and groups which are then placed in exercise books. We do not use these pictures elsewhere unless we have your full consent to do so.
- With this in mind we have clarified the consent sought for photographs so that parents/carers are fully informed.
- Please make sure that you read the Consent for Photographs letter when it is sent out in September and return it as soon as possible.

Our PTFA

- Over the last few years we have tried to encourage and engage with parents in order of restarting our PTFA. In the past, the PTFA have organised a range of events to raise much needed funds to improve the quality of our school environment and resources.
- If you would be interested and could spare some time, we would love to hear from you. We really need your help and support if the PTFA is to develop, grow and continue. If you are interested please contact Mr Spittle.
- Thank you in advance.

Class Charts

Positively Promoting Learning

Class Charts is used to monitor the learning behaviours of pupils. It instantly reinforces the choices that pupils make, recognising both positive and negative behaviours that have been displayed in school.

Parents are invited to engage with Class Charts so that, as soon as a point has been issued, they are notified, enabling them to have a supportive conversation about their child's positive achievements or negative behaviours.

Positive Learning Behaviour Points endorse the School Values. As a guide:

1 Point	Good work - On task - Classroom Expectations – Collaboration - Good Listening - Homework - Managing distractions - Prepared for the day - Right place, right time - Good progress
2 Points	Kindness – Caring - Good Manners – Helpful - Respecting our environment - Positive engagement in lessons
3 Points	Courage – Perseverance - Positive attitude

Class Charts

Positively Promoting Learning

Rewarding Positive Learning Behaviour Points

Positive Behaviour Points accrue to allow pupils to choose treats and rewards from the Class Charts Shop.

The School Council is encouraged to develop the system of rewards and they will review it termly to include any new ideas and incentives that have been recommended by their peers.

Praise Assembly

All the efforts and achievements of its pupils, both in and out of school, are recognised during Praise Assembly every week.

End of Term Assembly

Pupils who have consistently made good choices are recognised in assembly and presented with a certificate.

Class Charts

Positively Promoting Learning

Supporting Behaviour Recovery

All behaviour choices are recorded on Class Charts, offering an opportunity for pupils to develop independence to make right choices, encouraging change if needed. This is achieved through a recovery process.

STEP 1	<i>Before a negative behaviour point is allocated, staff will address pupils and always give one opportunity for them to put things right and show responsibility.</i>
STEP 2	<i>If the negative behaviour continues after a member staff has given warning, this is viewed as disrespectful and a negative behaviour point will be allocated on Class Charts.</i>
STEP 3	<i>When a negative behaviour point is allocated on Class Charts, pupils are given a final opportunity to recover by showing resilience and responsibility, noticeably turning their behaviour around. This can mean that the negative behaviour point might be deleted by the end of the day. However, this does depend upon the severity of the behaviour, measured by its point weighting.</i>

Class Charts

Positively Promoting Learning

Negative Behaviour Points

Depending upon the severity of the negative behaviour, a **lunchtime detention** will be issued, which are supervised by the Senior Leadership Team, who give pupils an opportunity to reflect upon their behaviour. It is likely that a lunchtime detention will be given to behaviours that score 2 or 3 negative points.

Class Charts notifies parents and the Senior Leadership Team in real time. Such monitoring enables parents and school to determine whether additional support is needed for a pupil experiencing continuing negative behaviours.

Unacceptable Behaviours

If a behaviour is determined as unacceptable, Class Charts sanctions may need to be bypassed and a fixed term exclusion or permanent exclusion may be appropriate. Please refer to the Behaviour and Discipline Policy (published on the school website) for full guidance.

Our School Website and Class Blogs

- The school website promotes everything **Perryfields**. Here you will find important information. Everything from newsletters, policies, procedures, calendar dates, trip information, lunch menus and a lot more. Please take the time to take a look.
- **Class Blogs**
- Each class has a 'Class Blog' on the website, which provides lots of curriculum information: homework, daily lessons, photographs and a lot more. Please take a look and feel free to add a comment. If you want to know what your child has been learning, the best place to visit is their Class Blog.

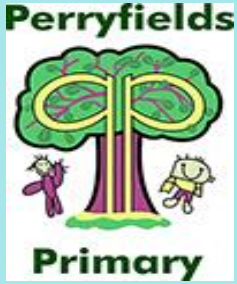
On-line Safety

- This is a real priority – particularly as we are often faced with incidents that could potentially place children at risk.
- In the meantime please take a look at the [on-line safety leaflet on the website](#) for information. Please take time to watch the links as they are very informative.
- The best advice is to always be the POS (parent over shoulder) so that you are fully aware of your child's online activity. From experience most of the incidents have occurred when the child has been left to access their devices when not in the presence of a parent/carer.

Social Networks

- Children attending Perryfields Primary should not have access to Facebook, Instagram, Tik Tok or other similar sites. The minimum age is 13 years old.
- We also ask that parents/carers refrain from using social networking sites to share any school-related concerns/issues. We have excellent lines of communication which are available to all parents/carers. Please make use of them to keep us informed of any issues that might be concerning you.

Attendance and Punctuality – we need your help and support!



- Our attendance target is 96% which takes into account the fact that pupils are occasionally ill.
- However, there is a growing number of pupils who are not brought to school by parents on a regular basis and therefore the children have poor attendance. We need you to work with us to improve our attendance overall.
- Please note that holiday leave during school term is generally not authorised unless there are exceptional circumstances. Sadly, we have a growing number of parents who feign illness to avoid being issued a penalty notice for taking unauthorised holiday during term time. Please be honest from the start as the children do like to talk about their experiences. If we have reason to believe that this is the case, the absence will not be authorised.
- Punctuality is also very important to ensure the best possible start to the day. Being **late** for school reduces learning time and if your child is 5 minutes **late** every day, they will miss three days of learning each year. An average **attendance** of 80% or less across a child's school career adds up to missing a whole 2 years from school.

Year group expectations

- Ordinarily (pre COVID19) we would at this point be sharing the objectives for Year 6. However, since the children have missed HALF of the current academic year... we will need to continue their learning from the point at which formal schooling stopped.
- We fully appreciate all the support that parents have given their child through home schooling but are aware that not all experience will have been the same for all children.
- With this in mind, upon return in September, we will assess your child's emotional and academic needs aiming to address any gaps in their learning. This will require the teachers to plan and deliver lessons based not only the current learning objectives but also the previous.

Knowledge Rich Curriculum (KRC)

The basic principles of our KRC are:

- 1. Learning is a change to long-term memory. To support this we at Perryfields enable pupils to retrieve and practise key facts and make links to previous learning and knowledge.
- 2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

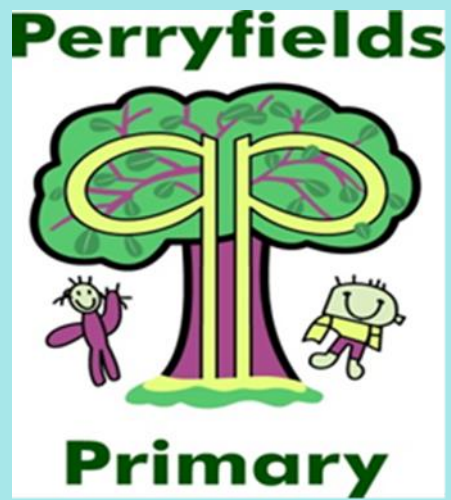
Knowledge Rich Curriculum (KRC)

Curriculum drivers shape our curriculum breadth.

- They are derived from ongoing research, an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values.
- They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.

Our drivers are:

- Vocabulary Enrichment (supported through reading and KRC (Theme))
- Building Learning Power (BLP)
- Community Links/Experiences/Opportunities



Jobs and
responsibilities

Homework

Booster classes

Welcome to Year 6

Transition

SATs

Plas
Gwynant

Swimming

Bikeability

Behaviour

Year 6 is the final year in your child's journey through primary school. For many parents, it can be an emotional time as it marks the end of the daily school run and the end of an era.

Although Year 6 can be a challenging year both academically and socially, it is without doubt very exciting and great fun.

Hopefully, this academic year we will be able to offer your child the many exciting experiences that make Year 6 a special time in their primary school journey.

By the end of the year your child will be ready to fly the nest with all the skills necessary to transfer to high school successfully.

Children are given many jobs and responsibilities in and around school. They are expected to carry out these jobs sensibly and with minimum adult supervision.

fruit Librarians milk
hall Jobs and register
Responsibilities

House Captains School Councillors

Lunch-time equipment

‘With great power, comes great responsibility’

Plas Gwynant

Our residential trip to Plas Gwynant (Wales) is booked for June 2021. It's is a great trip during which the children have a fantastic time being physically challenged. Letters will go out in September and a parents' meeting regarding the trip is scheduled for early spring.



Homework

In Year 6, we encourage children to take greater responsibility for their own learning and behaviour. They will be given regular homework tasks and will be expected to complete their homework on time and to an acceptable standard.

To be practised and completed daily:

reading

spellings

multiplication tables and division facts

up to 12×12

Weekly tasks will be set every Friday with a completion date.

Please check the Mulberry and Heather Blogs for details about weekly homework tasks and projects.

Useful websites:

mymaths.co.uk

username: fields

password: nine

www.activelearnprimary.co.uk

username: first 4 letters of their first name and surname.

Password: mul

School : cklt

www.trockstars.com/

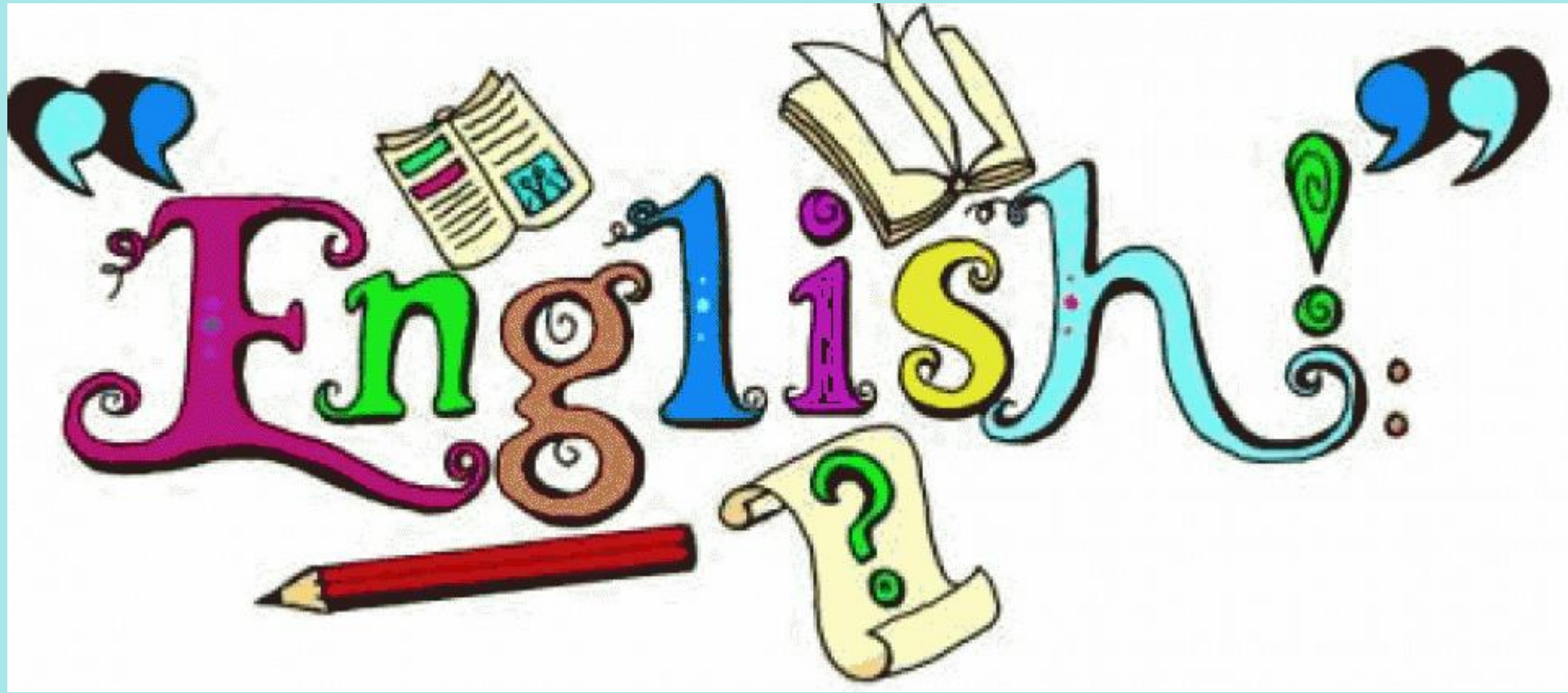
username: first 4 letters of their first name and surname.

Password: rock

Swimming



Some pupils in Year 6 will be given the opportunity to attend swimming lessons. However, at the moment, swimming pools remain closed until further notice.



Year 6

The teaching of reading in Upper KS2 has a greater focus on developing pupils' reading comprehension skills. Although your child may be a fluent reader and is able to read quite challenging words, their understanding of the vocabulary and the text does not match their fluency.

With this in mind, many lessons are dedicated to developing pupils' reading comprehension skills. These lessons focus on developing pupils' understanding of what they have read and requires them to record their understanding. It focuses on the six reading domains - understanding vocabulary, making inferences, predicting, explaining, retrieving key facts and details and summarising key points (VIPERS).

10 ways to become a better reader...

1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read

10. READ



Reading Vipers



Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



How can I support my child?

Ensure your child reads every day for at least 15-20 minutes (longer if possible). They should be reading age appropriate fiction and non-fiction texts. Try to make time to read with your child. Discuss the book together and ask them questions about the characters, plot and setting. Develop their vocabulary repertoire by explaining and looking up in a dictionary unfamiliar words.

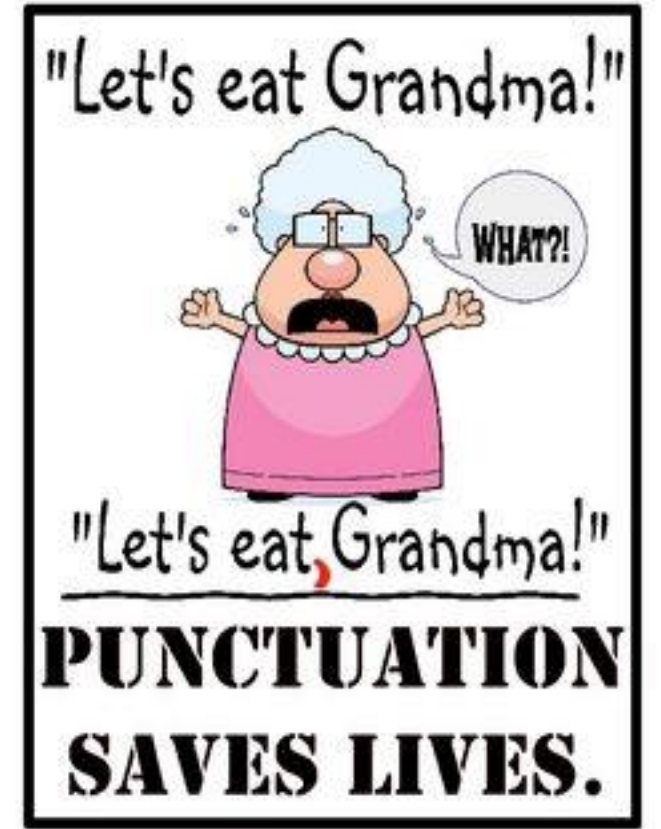
Reading regularly is the only way to improve reading. Being able to read fluently and confidently will enable your child to access the curriculum both at primary and secondary school.

Writing



Grammar

Handwriting



Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Working at Greater Depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Handwriting

Produce legible joined handwriting.

Diagonal joins

abcdefghijklmnopqstuz

Horizontal joins

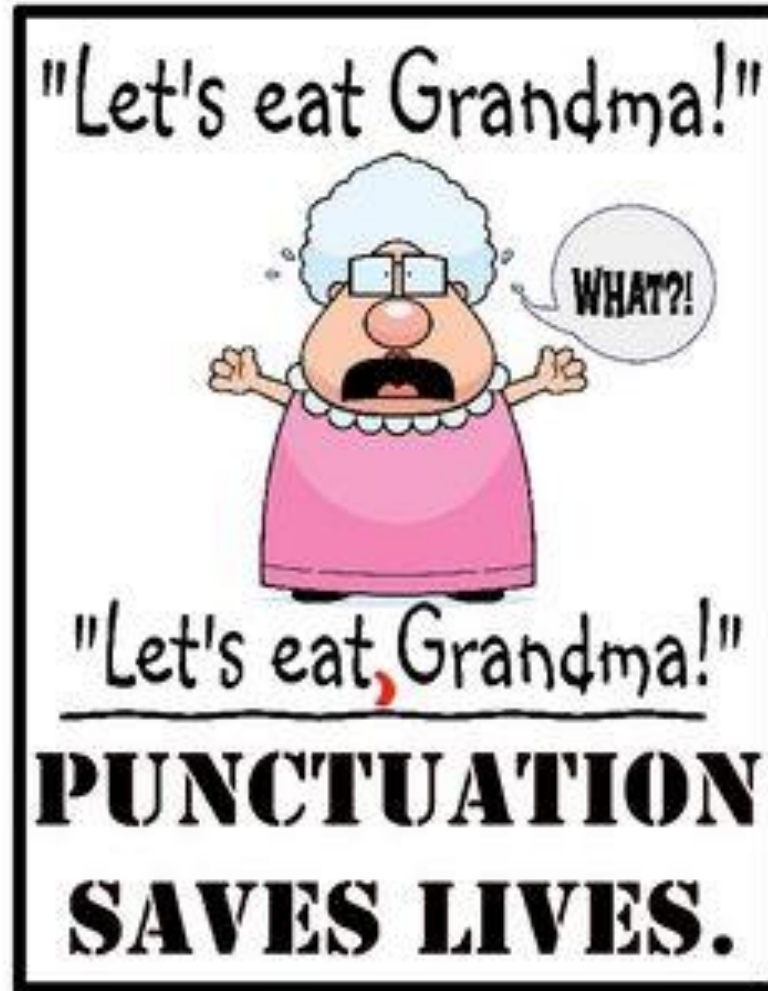
forvwX

No joins

gjy

Year 6

Grammar, Punctuation and Spelling





Your child will be given weekly spellings to learn and practise at home. To begin with in the autumn term, we will be revising previous spelling objectives. The weekly lists will be posted on the Heather/Mulberry blog each week. These spellings will also be practised at school and children will be expected to apply taught spelling rules in their independent writing.

Making nouns plural (raspberries, countries, monkeys, donkeys, volcanoes, potatoes, igloos, cacti)

i before e except after c when it rhymes with me (piece, believe, received, ceiling, deceit, neighbour, weight)

doubling the final consonant (swimming, beginning, hopping)

adding prefixes (negative prefixes such as dis, mis, il, in, im, ir etc..)

adding suffixes (ing, ious, tion, sion, ssion, ly, ful, ent, ence, ant, ance, ible, able, less, ment, ial)

unstressed vowels (different, temperature, parliament, interesting)

silent letters (vehicle, knock, column, autumn, guarantee)

homophones (aloud and allowed, prey and pray, weather and whether)

Learn spellings from Y5/6 list

Use a dictionary to check spelling and meaning

How can I support my child?

Ensure your child completes spellings in their Spelling Record Book and learns new weekly spellings.

Look up meanings in a dictionary, find new words which follow the spelling rule being practised and test them.

Grammar

Word classes

noun

pronoun

adjective

determiner

verb

adverb

conjunction

preposition

Pupils in Year 6 are expected to identify different word classes and explain their function in sentences.

By the end of Year 5 most children should know...

How to use relative clauses beginning with who, which, where, when, whose and that.

We spoke to the man whose house was struck by lightning.

The table which is made from oak is now black with age.

Sam, who was nine years old, loved to play tennis.

How to indicate degrees of possibility using adverbs (e.g. perhaps, surely, possibly, maybe) or modal verbs (e.g. might, may, should, shall, will, must).

We must take some sun cream to the beach.

There may be a storm tonight.

The hero might save the villagers from the fearsome dragon.

How to link ideas across paragraphs using adverbials of time (e.g. finally, eventually, later, before, then, after a while, meanwhile) and place (e.g. nearby, far away, behind)

How to use brackets, dashes or commas to indicate parenthesis (pairs of dashes, commas and brackets) to add extra information, explain a word or express an opinion. When the parenthesis is removed, the sentence still makes sense.

All carnivores - meat eaters - have extremely sharp teeth.

Cats (though I don't think it is true) have nine lives.

Jamie Oliver, a well-known celebrity chef, has four children.

By the end of Year 6 most children should know...

- How to use the passive voice

The window in the greenhouse was broken.

(passive)

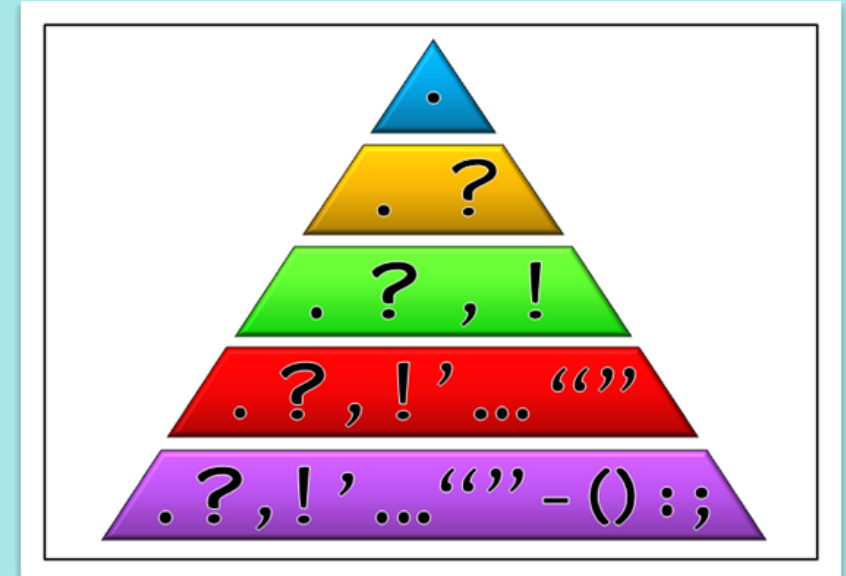
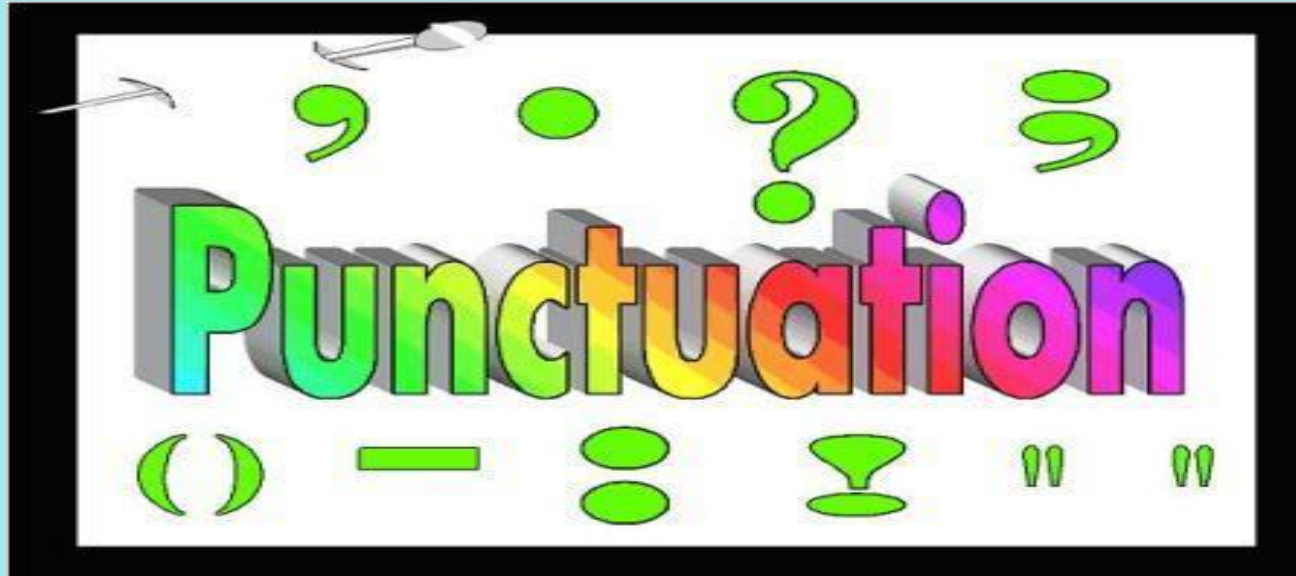
I broke the window in the greenhouse. (active)

- The difference between the use of informal speech or slang and that of a formal type of speech and writing

e.g. the use of question tags... He's your friend, isn't he?

How to link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence), and **ellipsis**...

How to use layout devices (e.g. headings, subheadings, columns, bullet points or tables to structure text).



full stop .
 question mark ?
 exclamation mark !
 inverted commas “ ”
 comma ,
 apostrophe ’
 ellipsis ...

brackets ()
 semi-colon ;
 colon :
 hyphen -
 dash -
 bullet points

How to use commas to clarify meaning or avoid ambiguity.

"A woman, without her man, is nothing."

"A woman, without her, man is nothing."

Punctuation is powerful.



"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**

Use *inverted commas* accurately. "What time is it?" asked the teacher.

The use of the *semi-colon*, *colon* and *dash* to mark the boundary between independent clauses

Elizabeth I was born in 1533; she died in 1603.

The soup was excellent; the rest of the meal was disappointing.

There is no way home: the roads are completely flooded.

Icy pavements can be dangerous; people frequently slip and fall.

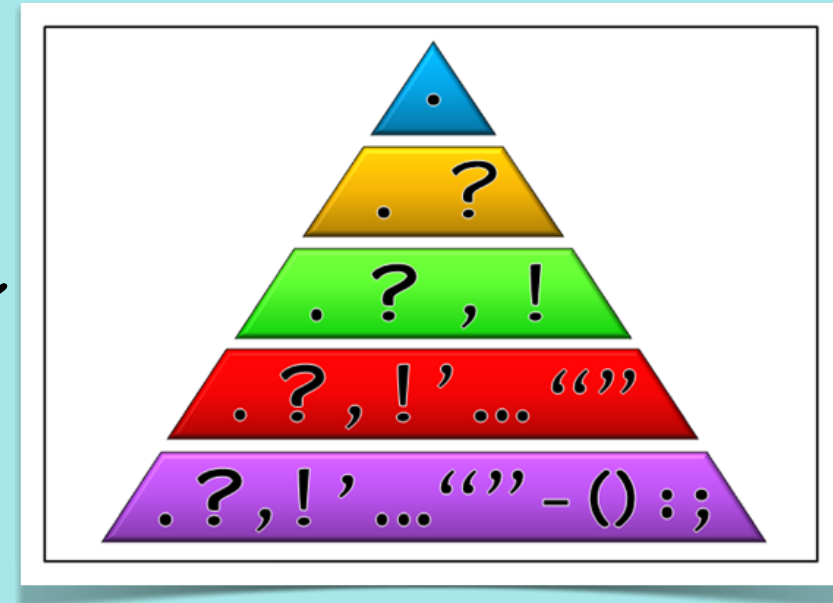
The machine was going crazy- it was completely out of control.

The use of the colon to introduce a list and the use of semi-colons within lists.

I have two hobbies: painting and reading.

The school offered three clubs for its pupils: art, dance and chess.

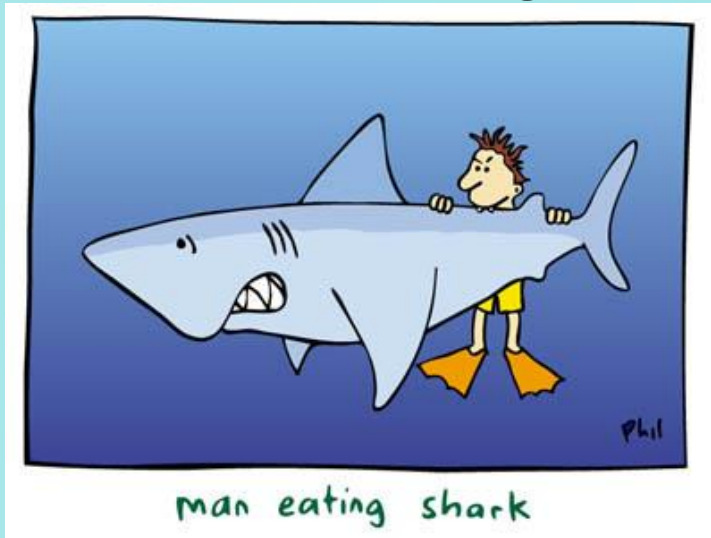
At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight year old acrobat.



The punctuation of bullet points to list information.

How hyphens can be used to avoid ambiguity.

man eating shark or man-eating shark

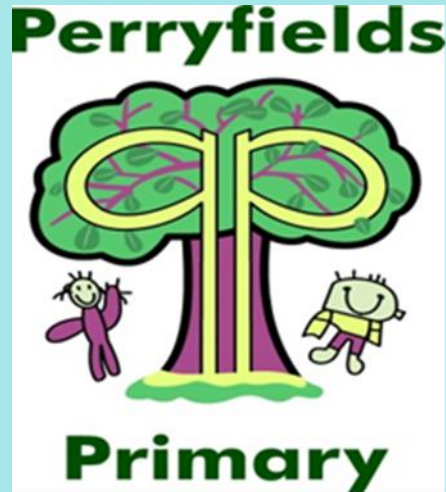


re-mark
re-cover

remark
recover



Perryfields Primary School



Year 6 Expectations in Maths

Mathematics in Year 5 and 6

During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.



By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.

Parent Tip

Much of the knowledge in Year 5 and 6 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

Children need to apply times table knowledge to division, fractions, decimals, percentages and related multiplication problems.



$$6 \times 7 = 42$$

$$60 \times 7 = 420$$

$$6 \times 70 = 420$$

$$60 \times 70 = 4200$$

$$600 \times 7 = 4200$$

$$600 \times 70 = 42,000$$

$$42 \div 7 = 6$$

$$42 \div 6 = 7$$

$$420 \div 6 = 70$$

$$420 \div 7 = 60$$

$$420 \div 60 = 7$$

Number and Place Value

Year 5

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Year 6

- Work with numbers to up ten million (10,000,000) including negative numbers
- Round any number to any required number of digits or magnitude

In the number

2,793,106

What is the value of the digit 9?

How many thousands are there in the thousands column?

Round the number to the nearest hundred.

Round it to the nearest 10,000.

Calculations

Year 5

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Year 6

- Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers
- Use the standard method of long division for calculations of four-digit numbers by two-digit numbers
- Identify common factors, common multiples and prime numbers
- Carry out complex calculations according to the mathematical order of operations
- Solve complex problems using all four operations

TIPS

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.

Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction.

So, for example, the calculation

$$4 + 3 \times (6 + 1)$$

has a solution of 25, not 43 or 49.

BODMAS

Fractions and Decimals

Year 5

- Put fractions with the same denominator into size order, for example recognising that $\frac{3}{5}$ is larger than $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that $\frac{5}{4}$ is equal to $1 \frac{1}{4}$
- Add and subtract simple fractions with related denominators, for example $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

TIP

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Year 6

- Use common factors to simplify fractions, or to add fractions with different denominators
- Place any group of fractions into size order
- Multiply pairs of fractions together
- Divide fractions by whole numbers, for example $\frac{1}{3} \div 2 = \frac{1}{6}$
- Use division to calculate the decimal equivalent of a fraction
- Know and use common equivalences between fractions, decimals and percentages, such as $\frac{1}{2} = 0.5 = 50\%$

Calculate:

$$\frac{2}{3} \times \frac{4}{5}$$

Write this fraction in its simplest form:

$$\frac{18}{54}$$

What is $\frac{2}{5}$ as a percentage?

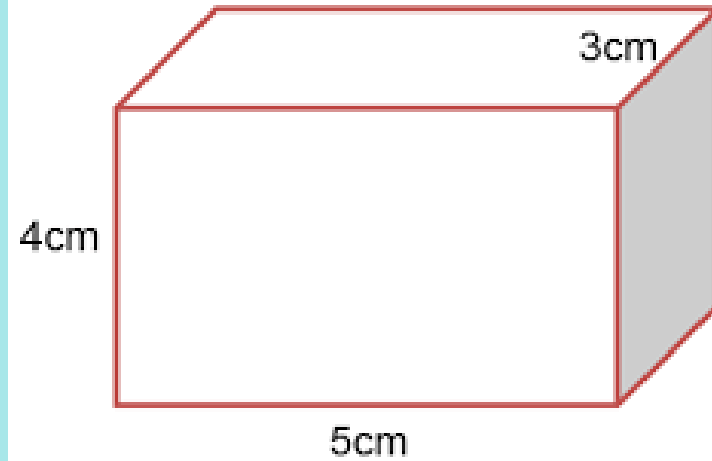
Now write it as a decimal.

Measurements

Year 5

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as $2.5\text{cm} \approx 1\text{ inch}$
- Calculate the area of rectangles using square centimetres or square metres
- Calculate the area of shapes made up of rectangles
- Estimate volume (in cm^3) and capacity (in ml) Shape and

What is the volume of the shape?



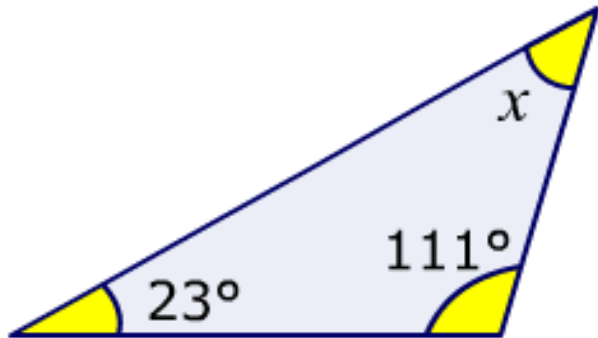
Year 6

- Convert between any metric units and smaller or larger units of the same measure
- Convert between miles and kilometres
- Use a given formula to find the area of a triangle or parallelogram

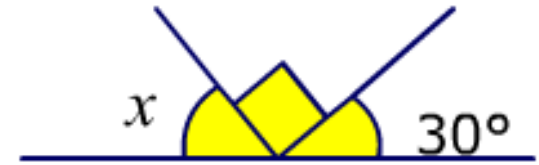
Shape and Position

Year 5

- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to 180° , and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape



$x =$ $^\circ$ [1]



$x =$ $^\circ$ [1]

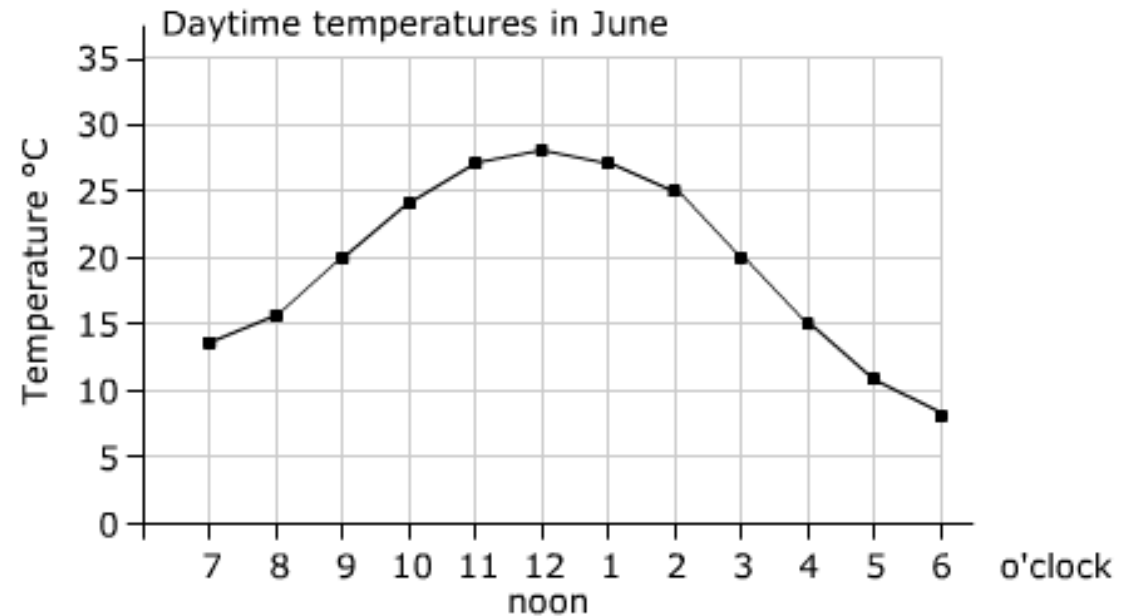
Year 6

- Draw 2-d shapes using given sizes and angles
- Use knowledge of 2-d shapes to find missing angles in triangles, quadrilaterals and other regular shapes
- Name and label the radius, diameter and circumference of a circle
- Find missing angles in problems where lines meet at a point or on a straight line
- Use a standard grid of coordinates including negative values

Graphs and Data

Year 5

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph



Year 6

- Construct and understand pie charts and line graphs
- Calculate the mean average of a set of data

Mean average is calculated by adding up all the values and dividing by the number of items. For example, the mean average of 3, 5, 8, 9 and 10 = 7

($3 + 5 + 8 + 9 + 10 = 35$, then $35 \div 5 = 7$)

Ratio and Proportion Year 6

- Find percentages of quantities, such as 15% of £360
- Use ratio to explain relationships and solve problems
- Use simple scale factors for drawings, shapes or diagrams

Ratio is represented using the colon symbol.

For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).

Algebra Year 6

- Use simple formulae
- Describe sequences of numbers where the increase between values is the same each time
- Solve missing number problems using algebra
- Find possible solutions to problems with two variables, such as $a + b = 10$

Work out the value of these expressions:

$$3a + 8 \text{ when } a = 3$$

$$2(c - 3) \text{ when } c = 4$$

$$n - 2 = 2 \text{ so } n = ?$$

$$15 + g = 24 \text{ so } g = ?$$

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