

**Welcome to Year 6  
Owls**

# Our Owls Team

Class Teacher – Miss Harkcom

LSA – Mrs Bourn

PPA Cover – Mrs Vickers (Wednesday afternoon)

# Updates

- Assemblies are now at 9am.
- Class assemblies will also be at 9am.
- Lunches – if your child does not have a lunch then a jacket potato will be ordered for them. The office will no longer be calling parents/carers.
- Reminder: Email the office to let staff know if someone new is collecting your child.

# Medical Information

- Medicines: Please fill in the relevant forms for prescription and non-prescription medication (this includes inhalers). The medication has to be in the original packaging with the prescribed label on from the GP. We are allowed to administer antibiotics if prescribed 4 times a day.
- Health care plans MUST be updated annually; please ensure we have the most recent copy.
- Please let us know if there is any change in your child's medical needs.
- Please ensure that your child comes to school having had breakfast and that any food brought into school does not contain nuts.
- We encourage children to stay hydrated so please ensure they have a water bottle.
- Many also benefit from having a healthy snack at morning break.

# Equipment

To be prepared for learning, all children will need:

- Pencil
- Glue stick (!!!!!)
- Ruler
- Coloured pencils
- Pencil sharpener
- A water bottle every day
- (No rubbers)
- PE days – Monday and Thursday
- Reading book

# Our Class Values and Expectations

In Owls we aim to:

- Have fun
- Support and care for each other
- Be fantastic role models
- Value each other
- Work as a team
- Enjoy learning
- Develop confidence
- Encourage independence
- Have a positive attitude and growth mindset

# School Trips & Production

- Local trip – Bourne End Library (free).
- Curriculum linked trip – Spring Term
- Residential – 8th and 10th July 2026
- Year 6 school production - Year 5 are the choir
- Expected to attend all performances.

Other key dates can be found on the calendar – keep checking for updates!

# Our Curriculum

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>
English	<b>I Am a Clever Writer</b> The Crow's Tale – Retell Leather Shoe Charlie – Retell Street Child – Retell, description, diary entry	<b>I Am a Clever Writer</b> A Life Electric – Tesla Biography Street Child – Retell The Victorians – Non-chronological report Free Choice writing

Maths	All Maths strands are taught through the aims of the curriculum: Fluency, Problem Solving & Reasoning				
	Place Value Calculation Methods Properties of Number BIDMAS	Fractions Decimals Fractions / Decimals / Percentages	Algebra Measures – Converting Units Ratio Area & Volume	Statistics Geometry – Angles Geometry – 3D Shape Coordinates / Reflect / Translate	<b>Revision &amp; Assessments</b>

# Our Curriculum

Science	Living things and their habitat - Classification	Electricity	Animals Including Humans – Circulation & Diet	Light	Evolution & Inheritance	N/A Production / Residential
History	The Victorians (Local Study)		World War 2 (Childhood - Comparisons)			N/A Production / Residential
Geography	Rivers (Features)	Coasts (Features)	Mountains (Region Study)	Mountains (Region Study)	N/A Year 6 / Production / Residential	
RE	<b>Christianity</b> How and why do Christians try to make the world a better place?	<b>Hinduism</b> What is the significance of Karma and Moksha for a Hindu?	<b>Hinduism</b> What might a Hindu gain from a pilgrimage to India?	<b>Christianity</b> How far is the belief in the resurrection important to Christians today?	<b>Christianity</b> How do people make value judgments about how and why the world is as it is?	<b>Worldview</b> How does a worldview help people decide what is important?
Computing	Computing systems and networks – Communication and collaboration	Creating Media – Web page creation	Programming A – Variables in games	Data and <u>Information</u> - Introduction to spreadsheets	Creating Media – 3D Modelling	Programming B – Sensing Movement Year 6 Enterprise (PowerPoint and spreadsheets)
PE / Games	Orienteering	Netball	Gymnastics	REAL PE – Social	Athletics	Archery
	Golf	La Crosse	Skipping	Tennis	Rounders	Dance
Music	Dynamics, pitch and texture (Fingal's Cave)	Film Music	Songs of World War 2	Theme and Variations (Pop art)	Baroque	Composing and Performing a leavers song and Production Music
Art / D&T	Drawing – Make my voice heard	Christmas Stockings (Textiles)	Craft and Design Photo Opportunity	WW2 Shelters (Structures)	Sculpture and 3D Making Memories	Making a Meal (Cooking)
French	Phonics At School	Planets	The Weekend	WW2	Me In <u>The World</u>	Year 6 Production / Residential
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me

# Things to look forward to:

- House Captains / Monitors
- National Tests
- Residential
- Mini-Enterprise
- Production
- Class Assembly – 9am

# Home Learning

## **Reading**

Regular reading and discussion of a text with an adult.  
Comprehension of reading books will be checked by Year 6 staff before children take another book.

## **Spellings**

6 words linked to spelling pattern taught – daily practice.

## **Times Tables Rock Stars**

30 minutes each week.

# Useful resources for supporting learning at home

We are very fortunate to have access to some fantastic resources!

- Times Table Rockstars
- Hit the Button
- Classroom Secrets Kids
- BBC Bitesize

# Read Regularly

- Most important skill! Helps every other subject.
- Encourage your child to read daily and record on in their Reading Record books.
- Can be a variety of texts such as children's newspapers and other non-fiction texts.
- Read to your child too. Introduces them to new vocabulary and expression.
- Remember to follow up reading with comprehension questions.

# Communication

- Take opportunities to help children with spellings and times tables when you have spare moments – on way to clubs etc.
- Empower children to let us know if there is a problem so it can be dealt with efficiently
- Very important to raise issues of concern quickly
- Always here to clarify issues – please catch me at the end of the school day
- Please communicate with the school office via email, instead of paper notes
- If there are changes to pick-ups please let us know in writing as soon as possible

# Assessment and Progress

- Progress will be reported to you in Progress Charts, three points in the year. These will be sent home at Christmas, given to parents prior to the March parents' evening and sent home with the final end of year report.
- Each child will receive a final end of year report which will celebrate your child's personal achievements and summarise their progress and attainment.
- There will be three parents' evenings/consultations throughout the year, in November (4<sup>th</sup>&5<sup>th</sup>), March (24<sup>th</sup>&25<sup>th</sup>) and July 15<sup>th</sup> (day-time).
- The November meeting will have a pastoral focus, while the March meeting will provide an update on academic progress and attainment. Finally, the July 'optional' meeting will be an opportunity to discuss your child's overall progress across the entire year.

# Special Educational and Disabilities Needs (SEND) in school

- Some children are already on our SEND register and receive additional support in school. Our system for providing that support has changed this academic year in order to take into account our current staffing and resources.
- We now have a 2-tier approach. Some children who require higher levels of support will receive a **SEND Support Plan** and children whose needs can be generally supported within class with some extra help on a new simplified style of the **Pupil Passport**.
- If you have any concerns about your child's progress either academically or pastorally, please make an appointment through the office to meet with the class teacher in the first instance.
- If further help or guidance is required, our school SENDCo (Mrs. Robinson) can also be contacted, via the office, following the initial contact with the class teacher.

# Safeguarding

## **Safeguarding is everyone's responsibility**

St Paul's is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

St Paul's expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

### **OUR DESIGNATED SAFEGUARDING LEADS (DSLs) ARE:**

**Mrs C Dennis - DSL**

**Mrs K Robinson - DDSL**

**Mrs K Wingrove - DDSL**

# OUR SAFEGUARDING TEAM



## ARE YOU CONCERNED ABOUT A CHILD?



SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



DSL  
Mrs Dennis  
Headteacher



Deputy DSL  
Mrs Robinson  
Assistant Head



Deputy DSL  
Mrs Wiggrove  
Assistant Head

### MEET YOUR SAFEGUARDING TEAM

Please do not leave our school site without sharing your concern, even if it's just a feeling...

Always act on a concern.  
Make a written record and share it with our DSL team immediately.

REMEMBER, IT COULD HAPPEN HERE.

COURAGE

RESPECT

COMMUNITY

# E-Safety and Social Media

## Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

### Under 13



### 13+



### 16+



### 17+



# E-Safety and Social Media Safety

## What can the school do to support with this?

- All pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover wide-ranging curriculum areas to help keep children safe both in and out of school including providing guidance and advice on cyber bullying and social media safety.
- As a school we wish to support you as much as possible.
- **If inappropriate messaging occurs outside of school but between children at this school, then we do want to know about it – particularly if the messages are of a nature that could be viewed as bullying.**
- While it would not be appropriate for the school to sanction pupils for inappropriate conduct outside of school – **it will likely be important that staff know about any such conflict in order to ensure that it does not affect their learning or playtime in school.**

# E-Safety and Social Media Safety

## What can you do to support with this at home?

- Understand the risks – use the weblinks on the next page to educate yourself on the apps and websites your children wish to visit and be aware of the risks.
- Communicate regularly – with your children (regarding what they are doing online and on their phone) and with school (if you have any concerns regarding your child's use of apps or inappropriate messaging that could affect their wellbeing in school).
- Keep the risks in proportion – **be mindful of age restrictions on certain apps and messaging services. If they're not old enough for the app's terms of service then there is probably good reason why they should not be on it.**
- Agree helpful mediation strategies – banning a child from a device might stop the concern temporarily but is unlikely to educate them to protect themselves or resolve concerns in the future.

**Finally we would politely ask that parents be considerate of their own social media use.** Twitter, Facebook and other such websites/apps are powerful tools for communication. If however, any concerns or questions regarding school arise, contacting school staff via the office or a note on your child's homework diary will always be the best way to resolve this.

# E-Safety and Social Media Safety

*Key websites that can support in developing better understanding of E-safety for parents:*

- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.thinkuknow.co.uk/parents/>
- <https://www.childnet.com/parents-and-carers>

If you have additional questions regarding specific websites or apps then please check their guidance and terms of service. If you remain unsure then please contact the school and staff will help where they can!

# E-Safety and Social Media Safety

## How can you help?

1. Monitor use of electronic devices
  - Check recommended age restrictions of apps and games
  - Set a curfew before bedtime
  - Monitor WhatsApp groups and other group chats
  
2. Sleep and breakfast
  - Switch off devices well before bedtime
  - Share a book in bed
  - Share best parts of the day
  - Wake up with plenty of time for breakfast
  - Healthy snack for breacktime



# Racism

## What is racism?

- Racism is when someone is discriminated against (singled out) because of their race, the colour of their skin, their nationality, their accent or first language, or their ethnic or national origin. Other examples of racism include: Making fun of someone's name.
- Racism is when someone is treated unfairly or unkindly just because of the colour of their skin, where they come from, or what they look like.

**St Paul's has Zero Tolerance for Racism**

# Racism

## St Paul's has Zero Tolerance for Racism

### Clear Stance

- Our school has a **zero-tolerance policy towards racism** – no exceptions.

### Leadership Commitment

- Senior leaders **model this policy** and **call out racism clearly and firmly**.
- We use the word **racism** directly, not softer language.

### Inclusive Culture

- We reflect on and strengthen our school culture to ensure **every child feels safe, respected, and included**.
- We actively celebrate **diversity, equity, and inclusion** in our classrooms and community.

**RACISM WILL NEVER BE IGNORED, MINIMISED, OR TOLERATED IN OUR SCHOOL.**

**TOGETHER, WE FOSTER A SAFE AND INCLUSIVE ENVIRONMENT FOR ALL.**

# Racism

## What it can look like:

- **Not wanting to play with someone because of skin colour or hair type. Example:** A child says, “I don’t want to play with her, her skin is too dark,” without understanding why that’s hurtful.
- **Making fun of someone’s language or accent. Example:** A child laughs when a classmate speaks English differently, thinking it’s just funny, not knowing it can make the other child feel excluded
- **Commenting negatively about food from another culture. Example:** Saying, “Ew, that food looks weird,” when a friend brings a meal from their culture.
- **Assuming someone can’t do something because of how they look. Example:** Saying, “You can’t be the princess in our game because princesses have blonde hair,” without realising that’s based on stereotypes.
- **Repeating things they hear from adults or media. Example:** A child overhears a biased comment at home and repeats it at school, not knowing it’s discriminatory.



# Your Role - Attendance



## EVERY DAY COUNTS

School and future **success** starts with good **attendance!**

**DAILY LATENESS EQUATES TO...**

Lateness	Days Lost	Hours Lost
5 MINUTES LATE	3 DAYS LOST	15 hours lost to learning
10 MINUTES LATE	6 DAYS LOST	30 hours lost to learning
15 MINUTES LATE	10 DAYS LOST	50 hours lost to learning

**Remember**  
Your education is important - don't miss out!

**100%**  
Your attendance is excellent!  
Our target for all students

Attendance %	Days Absence	Hours Lost	Impact
100%	0	0	Your attendance is excellent!
97%	6 DAYS ABSENCE	30 hours lost to learning	Well done! You're on the right path for success, keep it up!
95%	10 DAYS ABSENCE	50 hours lost to learning	We're concerned. A poor attendance gives you less chance of success.
90%	19 DAYS ABSENCE	95 hours lost to learning	Seriously worried. Very poor attendance has a serious impact on your education and may reduce your life choices.

# Growth Mindset

Adopting a growth mindset helps us to embrace challenges, use feedback and learn from difficulties and mistakes rather than dwell on them.

Growth mindset vocabulary –

- “I like the fact you saw the difficulties as a challenge”
- “Well done for trying different strategies when you were stuck”
- Don’t say, “What did you do today?” Try, “How did you improve your work today?” Be specific.

The power of yet!

"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

**Thank you for taking the  
time to come along this  
evening.**