

Year 6 Newsletter



Mr Gould, Miss Islam, Miss Javed, Miss Rahman, Miss Ellahi, Miss Sultana and Mr Malik

Wednesday 26th May 2021

'The first step in knowledge is to listen, then to be quiet and attentive, then to preserve it, then to put it into practice and then to spread it' *Sufyan ibn Uyaynah*

Education is the passport to the future...

It has been absolutely fantastic returning to school for a complete half-term and it has been one of excitement as the world returns to 'normality' and also one of complete determination. All of our pupils and our staff are dedicated to ensuring pupils are back in school, are accessing learning that allows pupils to make good progress.

It has been a very productive term and I would like to share some highlights with you, but please do ask your son or daughter to provide you with further details. We have many success stories to share and good news items to celebrate together.

A few headlines include:

- * A celebration of the Sikh new year— Vaisakhi in assembly.
- * Justice Week and the Big Legal Lesson to help pupils understand more about the legal system, their rights and the world they are part.
- * Lessons on Holi- the colourful Hindu festival of spring, life and love.
- * Understanding through assembly that Shavout marks the time when Jews received the Torah on Mount Sinai.



- * Royal Mail stamp competition.
- * Precious Lives workshop delivered on knife crime and safety by the West Midlands Police.

Pupils understand how hard teaching staff are working to provide engaging, exciting and enjoyable learning experiences. We are delighted with the 100% effort our pupils are putting into these hands-on activities and are very pleased with the outcomes being produced.

Finally, I just want to put out an impassioned plea to you to continue reading both with and to your child. It has been proven that reading and hearing print-text for twenty minutes a day greatly enhances your child's attainment and chances of future academic success. Sharing a book together is a fantastic way to spend time with each other and has huge benefits for your child. We thank you for your on-going support with achieving this aim for all of our children.

Mr Malik

Director of Learning—Y5&6

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There's no time like the present and no substitute for being present!



School Target	97%
Primary Phase Attendance	Summer 1
	90%
Key Stage 2 Winning Attendance	6C!
6A Attendance	86.1%
6B Attendance	87.9%
6C Attendance	93.7%

Primary Phase Start Times	
Reception and Year 6	8.30 am
Year 1 and Year 2	8.35 am
Year 3 and Year 4	8.40 am
Year 5	8.45 am

Attendance during Autumn 1 for the whole of the Primary Phase was **90%**. Attendance during Autumn 2 rose slightly to **94.8%** but then dipped to **under 90%** during Spring 2. This half term, attendance for the whole of the Primary Phase was **90%**. We are on the way to getting our attendance to where it needs to be— but are not there yet!

Attendance for each pupil should be a **minimum of 97%**. Anything less than this is not at the school target and needs to be improved, to do this we need all families on board and all pupils in lessons learning. At the start of the year, expectations were shared and all pupils and parents are aware that attending school daily is a requirement.

The attendance target for each pupil is more important now than ever. With months of learning lost due to COVID-19, pupils are working hard to meet the age related expectations for their year group and missing even a day puts each child behind. Each day new learning is shared with pupils. Every day that your child misses from school results in them missing out on education and essentially falling behind. It is every parent and carers responsibility to ensure that all pupils are in school, every day and on time.

Please take note of the start times for all pupils. The time listed is the time that the register is taken and that learning begins. Any pupil not in school when the register is taken is marked as late (L), which is recorded on the register and negatively impacts on your child's attendance percentage.

The school has a dedicated absence line and if your child is absent for any reason please call on **0121 566 6600**, using **the pupil absence line** and leave a message. Medical and dental appointments should be arranged outside of the school day to ensure that pupils are in school and are learning. If however, an appointment can only be obtained at a certain time, for example hospital appointments, an appointment card must be presented to authorise your child's appointment.

All **Year 6 pupils** should be in school and seated for **8.30 am**. The register is taken at this time. Any pupil not in school at this time are marked late, which is recorded on the register and negatively impacts on your child's attendance percentage. Primary doors and gates open 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for **learning to commence at 8.30 am**.

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Traffic Light Letters



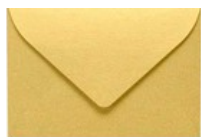
Although traffic letters are provided termly, we would like to share these with our families at the end of this half-term as well so that you are kept informed about your child's attendance.

The third national lockdown has not impacted on your son/ daughter's attendance. Pupils who were supposed to attend school during this period, were informed and know about this. The attendance figures take into account punctuality as regular lateness impacts significantly on pupils' learning. Were you aware that being late on a daily basis leads to days worth of lost teaching time?

Late minutes per day during the school year	Equivalent to lost teaching time per year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days

The traffic light colour coded letter contains invaluable information and should be a source of celebration for parents and pupils.

The colour of the letter received will indicate your son or daughter's level of attendance from the start of the academic year until the end of Summer 1.



Gold letter: 100% attendance.

This is perfect attendance and a fantastic achievement for parents and pupils!



Green letter: 97% attendance and above.

This gives the children the best chances of success. This is good attendance.



Amber letter: attendance below 97%.

This is a cause for concern and there needs to be an improvement. Attendance will be monitored and meetings maybe scheduled to discuss ways to improve attendance and provide support.



Red letter: attendance below 90%.

This is poor attendance with serious concern. Persistent absence can have a huge impact on children's learning. Meetings will be arranged with parents or carers to discuss ways to improve attendance and provide support. An improvement in attendance is essential.

We really appreciate your support in making sure pupils are at school, enjoying learning every day. As we move towards the second half-term for this school year, it is essential that all pupils come to school, on time, every day and are ready to learn.

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'Set your target and keep trying until you reach it.'

Napoleon Hill

Curriculum Targets

To ensure all our pupils achieve the best possible outcomes, pupils are set and made aware of their curriculum targets each half-term. In doing so, pupils remain on track according to their flight-path to make expected or better than expected progress by the end of KS2. Setting curriculum targets allows pupils to take ownership of their learning and for teaching to be tailored to the needs of the pupils.


At the beginning of each half-term, attainment targets are set for all pupils in Reading, Writing and Mathematics. Attainment targets are set based on prior attainment using on entry to EYFS data, at the end of either EYFS or Key Stage 1 and pupil achievement.

Teachers assess pupils against statutory requirements of the National Curriculum in all subjects through Target Tracker. Attainment in Reading, Writing and Mathematics is measured against age-related expectations set out in the statutory requirements of the National Curriculum.

Teachers use key performance indicators (KPIs) based on these statements to make an assessment of whether a pupil is on track to meet the expected standard by the end of the key stage. Teachers assess during and after every lesson. This short-term formative assessment informs future planning and ensures that assessment is being used to enhance learning.




You will find more information related to curriculum targets by clicking on the following link <https://www.youtube.com/watch?v=q8JR0ERDzOY> which will take you to a video explaining rationale, expectations and how you can support your child at home in more detail.

In all other subjects, pupils will be regularly assessed against key skills and knowledge linked to the age-related expectations set out by the National Curriculum. Senior leaders evaluate the standards in their phase and they review and implement subject development priorities.



My Summer 1 Mathematics Targets

Pupil name: NS Class: 6B Date: 19.4.21

	My targets	Evaluation of previous targets	Initial
	To compare numbers with up to three decimal places.		
	To use negative numbers in context and problem solving challenges correctly.		
	To solve problems involving shape and scale factors.		

How I will meet these targets (success criteria):
Use my Maths basket to support my work, especially place value grids.
Use my CGO Maths books at home to revise my areas of development – decimals, positive/negative numbers and shape.
Practice by working through CGP Maths packs at home and during the half-term holidays.
Complete My Maths tasks assigned to me regularly.

Pupil sign: NA Teacher sign: Mr. Malik

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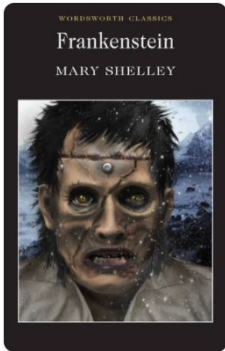
Our Year 6 Newsletter



'Creativity is contagious, pass it on...' Albert Einstein

Science Fiction through Writing

During the first Summer half-term, Year 6 have studied Science Fiction in English lessons. Year 6's learning challenge was to identify the language and structural features of Science Fiction and include this in their writing. Over the past couple of weeks, Mary Shelley's text, Frankenstein, has facilitated learning and acted as the vehicle to drive learning forwards for this unit. Pupils have completed many outstanding writing activities, one of which included writing a letter to Victor Frankenstein.



Pupils have completed diary entries, balanced arguments and newspaper articles whilst reporting on elements of Science Fiction, developing their vocabulary and language throughout. Year 6 pupils have planned, drafted and edited their own Science Fiction narrative featuring a vivid description of their Science Fiction element. To enrich learning of Science Fiction, pupils have explored other texts related to this topic. This has allowed pupils to learn more about Science Fiction and has provided additional exposure to interesting and ambitious vocabulary.

Letter to Victor Frankenstein

By AM in class 6A...

Dear Professor,

I am writing to tell you about what my opinions are on how you have created me.

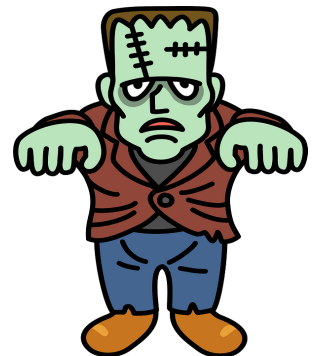
First of all, I am deeply offended at how you have developed my skin, a revolting yellow and a sickening green, desired by no sane person. You have made me look like a ghastly beast or worse, a monster! How can you call me your greatest creation? I was burning with rage when I looked at myself in the mirror. I am also disgusted at the amount of wrinkles I have on my face. I feel neglected even before I had the chance to learn anything? Why is it that I have to seek help from strangers (who probably despise my appearance) and ask them to teach me to read, to write and even to speak properly? Where have you cowardly disappeared to and why have you abandoned your so called "greatest creation"?

Despite the obscenity of my skin, there are some features that I admire and find comfort in.; my jet black hair and glistening white teeth. I'm clutching at straws! Despite this, I still loathe the fact that you have not given me a name; I am commonly called "The Monster" by locals and anyone who sees me, which makes my blood boil and emotions explode like a volcano!

Either YOU visit me to give me an explanation or the consequences will be dire.

Yours furiously,

"The Monster"



Is human cloning ethical?

Introduction to balanced argument written by AI in Class 6B...

For centuries, much scientific advancement like human cloning only existed in the great minds of authors! However, in today's world it seems as though humanity's fascination with Science and the unknown can be brought into reality. In addition to this, the infamous story of Frankenstein discusses bringing life into the world; not only is this possible now but it has already happened. Followers of this subject have argued that ethics have delayed the human race for too long. On the other hand, opponents of human cloning believe it is unethical and defies the law of nature. Could this be the biggest debate; ethics or technological progress for mankind?

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'The ability to solve problems is at the heart of mathematics.' *The Cockcroft Report*

Mathematics

Reasoning and problem solving are widely understood to be one of the most important activities in school mathematics. As a result, pupils are regularly challenged through reasoning and problem solving in Maths lessons to help them prepare for key assessments and most importantly, the real world.

It enables children to understand and appreciate relationships and patterns in both number and space in their everyday lives.

This half-term children have been learning about fractions, decimals and percentages as well as ratios and algebra. Children have developed strong fluency skills, which they have been able to apply to reasoning and problem solving challenges.

4. $\frac{1}{2} = \frac{1}{4}$ ✓
1 6 4

Explain Tommy's mistake.

Tommy simplified the whole number and the fraction. He first needs to convert it into an improper fraction then simplify it and then convert it back into a mixed number.

5. Sort the fractions into the table.

Simplified to $\frac{1}{2}$	Simplified to $\frac{1}{3}$	Simplified to $\frac{1}{4}$
$\frac{2}{8}$	$\frac{5}{15}$	$\frac{4}{16}$
$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{4}$

6. $\frac{6}{12} + \frac{5}{12} = \frac{11}{6}$ ✓

7. Teddy is comparing $\frac{3}{8}$ and $\frac{5}{12}$.

To find the lowest common multiple I will multiply 8 and 12 together. $8 \times 12 = 96$. I will use a common denominator of 96.

Is Teddy correct? Explain why.

Teddy is not correct because to find the lowest common multiple you have to find a common multiple of 8 and 12 which is 24.

8. Two different pieces of wood have had a fraction cut off. Here are the pieces now, with the fraction that was left.

$\frac{5}{6}$
$\frac{3}{5}$

Which piece of wood was the longest to begin with?

20.05.2023

1. To solve missing number problems and ratios in algebra, such problems algebraically.

1. Calculate 12×5 ?

$12 \times 5 = 60$ ✓

2. What are the lowest common multiples of 12 and 15?

The common multiples are 1, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320, 325, 330, 335, 340, 345, 350, 355, 360, 365, 370, 375, 380, 385, 390, 395, 400, 405, 410, 415, 420, 425, 430, 435, 440, 445, 450, 455, 460, 465, 470, 475, 480, 485, 490, 495, 500, 505, 510, 515, 520, 525, 530, 535, 540, 545, 550, 555, 560, 565, 570, 575, 580, 585, 590, 595, 600, 605, 610, 615, 620, 625, 630, 635, 640, 645, 650, 655, 660, 665, 670, 675, 680, 685, 690, 695, 700, 705, 710, 715, 720, 725, 730, 735, 740, 745, 750, 755, 760, 765, 770, 775, 780, 785, 790, 795, 800, 805, 810, 815, 820, 825, 830, 835, 840, 845, 850, 855, 860, 865, 870, 875, 880, 885, 890, 895, 900, 905, 910, 915, 920, 925, 930, 935, 940, 945, 950, 955, 960, 965, 970, 975, 980, 985, 990, 995, 1000.

3. What are the coordinates of the vertices of the triangle?

The coordinates are (9, 5), (5, 5) and (11, 5).

Fluency:

1. $4x + 2 = 10$
 $4x = 10 - 2$
 $4x = 8$
 $4x \div 4 = 8 \div 4$
 $x = 2$ ✓

2. $3p - 0.6 = 3.9$
 $3p + 0.6 = 3.9$
 $3p = 4.5$
 $4.5 \div 3 = p = 1.5$ ✓

3. $2x + 4 = 10$
 $2x = 10 - 4$
 $2x = 6$
 $2x \div 2 = 6 \div 2$
 $x = 3$ ✓

4. $3x + 4 = 10$
 $3x = 10 - 4$
 $3x = 6$
 $3x \div 3 = 6 \div 3$
 $x = 2$ ✓

MyMaths, a fully interactive online mathematics learning tool for children is used by teachers to



support mathematics learning both in class and at home. Children are set

homework on MyMaths and are encouraged to access it regularly at home to support areas of mathematical learning. Please ensure your child is accessing MyMaths regularly. If you require login details, please speak to your child's class teacher.

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Celebration, celebration, celebration!

Year 6 have enjoyed celebrating the Sikh festival 'Vaisakhi' and Islamic festival 'Eid'. To finish the term, children have explored 'Shavuot', the Jewish festival. Children have learnt about these festival during Religious Education lessons, where they have completed many fun and engaging activities. Of fascination to everybody was the virtual tour of the Sikh Gurudwara in Dubai.

Connections between these faiths have been articulately discussed by the children. Children value that learning through diversity allows for more connections between one another, bringing people closer together and developing creativity.

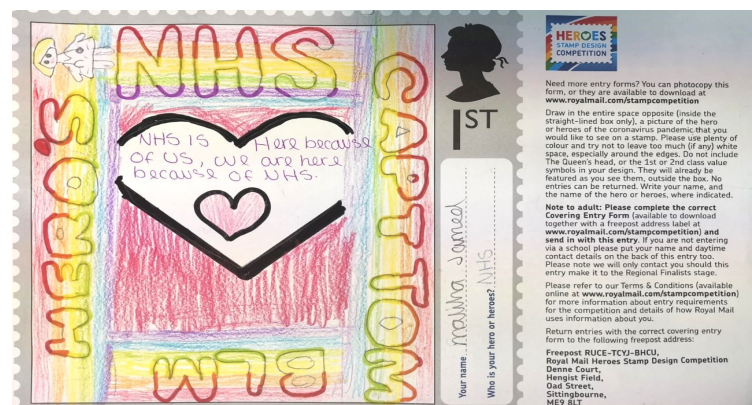
On Monday 17th May, pupils across the Primary phase celebrated Eid through a very special lunch and parties in the afternoon. All pupils and staff really enjoyed themselves - some were even dancing!



Stamp competition

This term, Year 6 pupils have taken part in the Royal Mail's Heroes Stamp Design Competition. The theme for the competition is about 'Honouring the heroes of the coronavirus pandemic...on stamps'.

This was a brilliant opportunity for our pupils to truly showcase their skills! We have encouraged pupils to be as creative as possible and competitive too! The entries are now going to be sent to Royal Mail. Fingers crossed!



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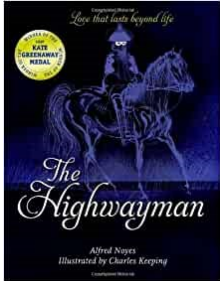
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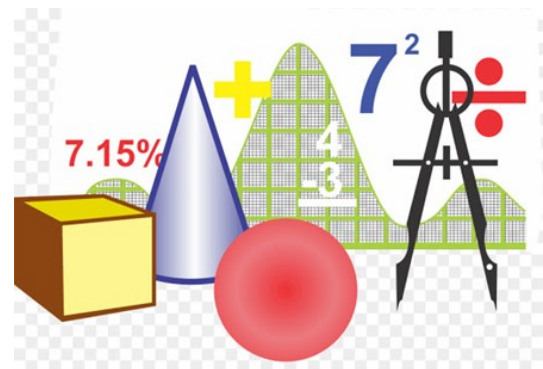
English Summer 2



Next half-term, Year 6 will continue to focus on identifying and discussing the features of poetry, fiction and non-fiction texts. We will be focusing on Alfred Noyes poem 'The Highwayman'. Children will analyse the features of a poem, be actively involved in drama such as hot seating and freeze frames and create their own poems. Later in the term, the focus will move to fiction texts, focusing on The Hobbit by J.R.R Tolkien. Using this text as a guide, children will write their own adventure story.

Maths Summer 2

After half term, Year 6 will continue to focus their learning on core elements of the curriculum. Most notably, pupils will explore measurement where they will be converting between different units of metric measure, calculating the area of parallelograms and triangles. In addition, pupils will calculate, estimate and compare volume of cubes and cuboids and solve problems involving the calculation and conversion of units of measure. We will then move on to geometry with a focus on shapes. Children will recognise, describe and build simple 3D shapes, compare and classify geometric shapes based on their properties and sizes, find unknown angles in any triangles, quadrilaterals and regular polygons and illustrate and name parts of circles whilst identifying that the diameter is twice the radius. Furthermore, pupils will learn about translation and look to work out how to translate shapes on a coordinate plane. Just before the end of year assessments, pupils will have the opportunity to revisit statistics.



Half-term holiday homework

Don't stress

JUST DO YOUR BEST!

To help with preparation for the exams in June, Year 6 children will be provided with CGP packs for Maths, Reading and SPaG. In the CGP packs, children will have practice papers with mark schemes to complete over the half-term holidays. It is recommended that children complete each paper with the timings suggested at the front of each practice paper.

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Arts Fortnight

Prepare for fun and to unleash your creativity!

In Year 6, pupils have a fantastic Summer 2 half-term to look forward to. There will be 2 full weeks of amazing art lessons, where the pupils can unlock their imaginations.

In the first week, pupils will be exploring art with a message, looking at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils will create their own artworks that speak to the viewer.



After this, pupils will develop their photography skills and study artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.



Dates for your Diary...

- * First day of Summer 2 half-term—Monday 7th June
- * Assessment Week—Monday 14th June to Friday 18th June
- * Arts Fortnight—Monday 21st June to Friday 2nd July
- * Culture/Diversity Day—Wednesday 30th June
- * Y6 Sports Day—Tuesday 7th July at 9am
- * Year 6 Transition Day — Wednesday 7th July
- * Parents' Evening— Tuesday 13th July



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