

# Our Year 6 Newsletter



Miss Ahmed, Miss Javed (Year Group Leader), Mrs Begum, Miss Sultana, Mrs Begum, Mr Malik and Miss Simmons (Vice-Principal)

Friday 22nd October 2021

**'The future belongs to those who believe in the beauty of their dreams.'**

**Eleanor Roosevelt**

## Welcome Back

Well done to our new Year 6 pupils for returning to school with such positive attitudes. From quickly settling back into school, following routines and respecting the HEAR values, our children have demonstrated just how pleased to be back they all are.

It has been a very productive half-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 outcomes in lessons during Autumn 1.
- Black History Month being celebrated to further explore and understand one of our core values: equality.
- The Harvest festival showcasing just how generous our school community is.
- Learning opportunities exposing pupils to Buddhism during the virtual Buddhist Pagoda tour.
- Resources to support you during the holidays.
- Autumn 2 learning for English and Maths.



Pupils are understanding 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. However, we would like to urge parents to ensure children have amazing attendance and make sure they are always on time as every day learning is taking place.

It has been a busy half-term where all the teachers have worked extremely hard to embed robust routines so children can maximise their learning experience and we hope to continue this.

Thank you to all parents for your continued support with this and we hope you have a restful half-term.

Year 6 Team

# 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.

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

School Target	97%
Primary Phase Attendance	Autumn 1
	94%
Key Stage 2 Winning Attendance	5C with 96.9%
6A Attendance	94.2%
6B Attendance	93.4%
6C Attendance	94.1%

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.

# Learning Through Diversity

# Our Year 6 Newsletter



## Waverley School uniform

**'Dress for success. Image is very important.' - Brian Tracy**

School uniform plays a valuable role in contributing to the ethos of our schools and sets an appropriate tone. It instils pride; supports positive behaviour; encourages students to identify with the school and ensures that students of all races and backgrounds feel welcome. Uniform helps ensure equity between pupils, creates a sense of pride, aspiration and professional identity for our learners and for the school. Furthermore, it supports effective teaching and learning.

High standards of dress are expected at all times. Pupils must come to school every day in neat, clean uniform as an indication that they take pride in belonging to Waverley School's community. We fully expect families to support the school in these high expectations.

Please use the holiday break to ensure your child has the correct uniform for the start of Autumn two. Your support in this matter is greatly appreciated.

				
White Polo Shirt	White School Shirt	Blue Summer Dress	Black Headscarf, Black Skirts, Pinafore, Trousers or Shorts	Jumper or Cardigan
For Reception pupils only	For Year 1 – Year 6 Pupils	For all pupils Reception – Year 6	Headscarves can be purchased from school and paid via parent pay	Reception – Year 6

			
Black Blazer	Black/White Socks Sensible Black Shoes	School Tie (Black with blue stripes and Waverley logo)	P.E Kit
Black Blazer must be worn by pupils from Year 3 – 6	Trainers/Plimsols Book Bag & PE Bag	Ties to be worn from Year 1 These can be purchased from school for £3.50 each and paid via parent pay	Black Jogging Bottoms, Shorts and Trainers. Waverley branded blue polo t-shirt/fleece available from <a href="https://myclothing.com">https://myclothing.com</a>

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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



### Curriculum Targets

Pupil name: \_\_\_\_\_ Subject: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

	My targets	Evaluation of previous targets	Initial
6+			
6+			
6+			

**How I will meet these targets (success criteria):**

Pupil sign: \_\_\_\_\_ Teacher sign: \_\_\_\_\_

*Learning through Diversity*

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# Our Year 6 Newsletter



## English Autumn 1

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

### Focus: Ghost stories



Children began their learning this half-term reading ghost stories. A ghost story is any piece of fiction, or drama, that includes a ghost, or simply takes as a premise the possibility of ghosts or characters' belief in them. Over time, the ghost story has been developed as a short story format, within genre fiction.

#### **What are the key features of a ghost story?**

The first element of ghost stories includes the imagination of the reader on a journey that creates a sense of fear. This doesn't mean that the reader is constantly scared, but rather a sense of fear that can be enjoyed. These stories also have many plot twists that keep the reader on edge. This creates suspense and surprises that help take the reader further into the unknown. This means that nothing is impossible, and that

things may not always be what they appear to be. Also, ghost stories tend to feature scary situations. These situations grip the reader to find out more, including what happens to the characters and how the story ends. In the world of horror, anything is possible.

Year 6's learning challenge has been to identify the language and structural features of a ghost story. Over the past couple of weeks, 'Dark Grave Caves' and 'The Mystery of Dark Sands Beach' has facilitated learning and acted as the vehicle to drive learning forwards for this unit. Children have completed many outstanding writing activities, such as: analysing the themes within the story, setting and character descriptions. Year 6 pupils have planned, drafted and edited their own ghost story featuring vivid descriptions of characters and settings. To enrich the learning of ghost stories, children have explored other texts related to this topic. This has allowed pupils to learn more about narrative poems and has provided additional exposure to interesting and ambitious vocabulary.



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## Setting description outcomes

**'You are never too small to make a difference.' - Greta Thunberg**

It was a dark, windy, rainy night. As I quietly tip-toed near the dull, smashed ancient house, I heard the wind whistling in my ears. I hesitated as the grumpy, angry, fierce rain screeched loudly in my ears. The jet black sky roared as the grumpy clouds ran slowly above. As I crept towards the fragile door, the fierce rain struck above my head and quickly tricked down my arms. I hesitated. As I shivered, I crashed into the abandoned, old, haunted house. I felt horrified. I sat in front of the door thinking of what I was going to do, when I heard a creep, terrifying, creak from the hallway.

IK



It was a cold, foggy night. As I cautiously walked towards the ancient house, I could hear the spirits hissing in the shadows. As the clock struck midnight, the colossal rush of wind sent a blood curling sinister shiver down my spine. The billowing clouds of dust hovered over the house as it poured down with rain. At this point, I felt the presence of many souls...

ZI

It was a dark, sinister, cold night. As I ran towards the ancient, silent, hideous house, I heard the wind howling. Anxiously, I crept closer and closer towards the house as the petrifying thunder darkened the sky with billowing blankets of darkness. Suddenly, the lightening struck the jet black sky filling it with a single light as the rain had poured down. As I arrived at the fragile door, the rain poured down like daggers from the sky.

RI

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## Ghost story outcomes

**'A person who never made a mistake has never tried anything new.' - Albert Einstein**

As the final write for this topic, children wrote a ghost story including the structural and language features. The children thoroughly enjoyed writing these with a creative focus.

### Opening of ghost story

"Welcome to Westan Secondary Academy pupils. You are now in Year 7 so can I ask you all to sit up straight please" commanded Mr Brown (the head teacher) as he strolled across the hall. "You have thirty minutes to get into groups and explore your new school. However, I must speak to you about a forbidden place. Unfortunately, many years ago, an incident occurred at this school which resulted in the closure of the basement." John and Josh instantly glanced at each other curiously because they heard the tales of Milla Marry. John, an average sized 12 year old boy, has been best friends with Josh since primary school. They soon stopped glancing when Mr Brown warned "you must not – I repeat – you must not enter the basement. It is not safe to be in there" he announced in a stern voice. "Right you may go and we will be back here in this hall in thirty minutes" he instructed as a wave of children scuttered across the hall, separating into groups.

By A.M 6B

### Build-up of ghost story

Kreese hurried across to Jasmine, who already was with a group of children discussing what had happened in the basement. An overpowering voice spoke out "we must not discuss this matter, Mr Jones said not to go to the basement so lets start exploring on this corridor." The commanding voice was the group leader who had started to lead the group out of the main hall. Kreese and Jasmine, like a pair of magnets, instantly glued together and lingered out the back of the group. "It must be true" whispered Kreese.

"Eddie Brock went missing after his detention on 3<sup>rd</sup> September 2014" exclaimed Jasmine in excitement. She knew the school held a lot of mystery and she thrived off mystery.

By J.S 6B

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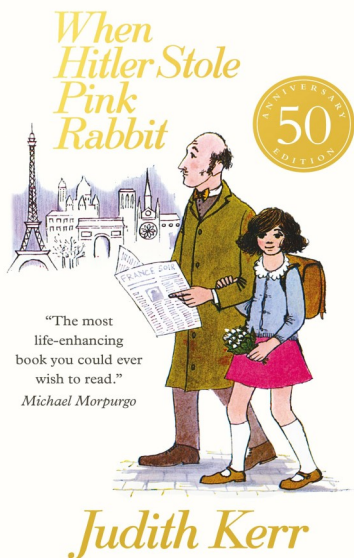
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## Reading Autumn 1

**Books train your imagination to think big.**

### Focus: When Hitler Stole Pink Rabbit



Children began their learning this half-term with an adventure story. Narratives have characters, events, settings and a point of view from which the narrative, or story, is told. Judith Kerr's story, *When Hitler Stole Pink Rabbit*, is about a girl named Anna, who lives in Berlin at the start of the story, just before the German election takes place. She is part of a wealthy family, as her father is an accomplished writer. The Nazi party are candidates for the election. Their leader is Adolf Hitler, who wants to eradicate Jews. Anna's family are Jewish and Anna's father doesn't like Hitler. If the Nazis win the election, the family will be forced to leave for Switzerland. If they don't win, then the family will stay in Berlin. Hitler wins the election, so from there Anna moves from Switzerland, where she stays for a few months, to Paris, where the main part of the book is set, until she moves to England right at the end of the book. *When Hitler Stole Pink Rabbit* is accessible to the Year 6 children because it tells an interesting story about characters in simple, straightforward, yet challenging language.

My favourite part of the book is right at the beginning, when Anna's friend is discussing Hitler with Anna. Anna's friend explains what Hitler wants to do: "He wants everybody to vote for him in the elections and then he's going to stop the Jews. Do you think he's going to stop Rachel Lowenstein?" Anna replies: "Nobody can stop Rachel Lowenstein. She's form captain." I like this scene because it is funny and it also shows that many people didn't take Hitler as a really serious threat before he was in power.

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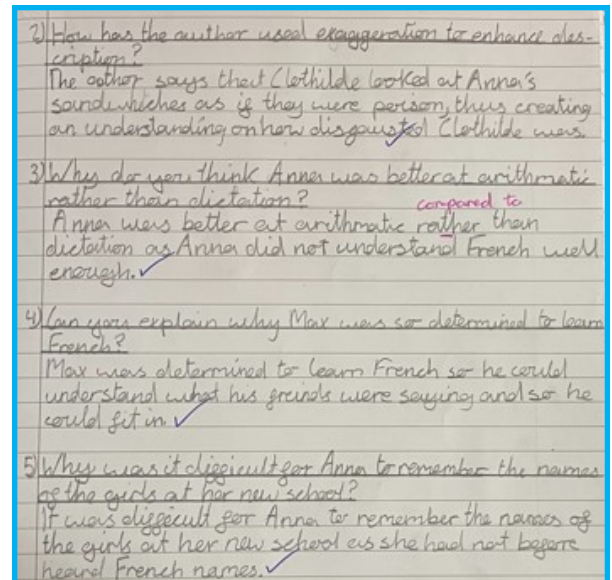
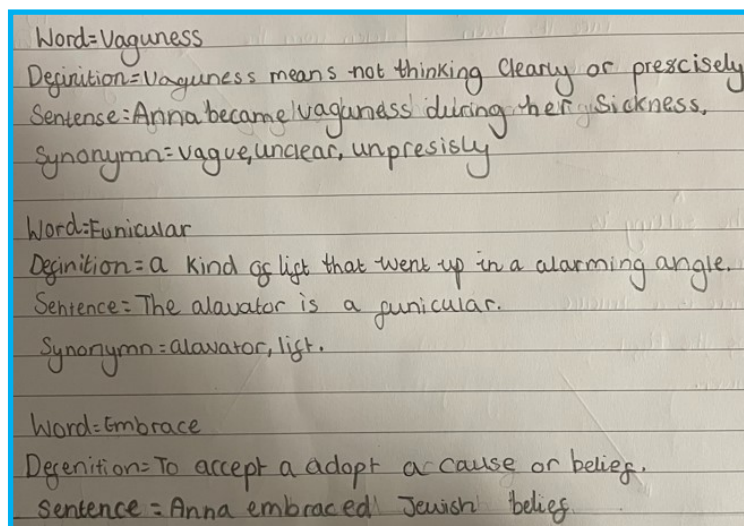
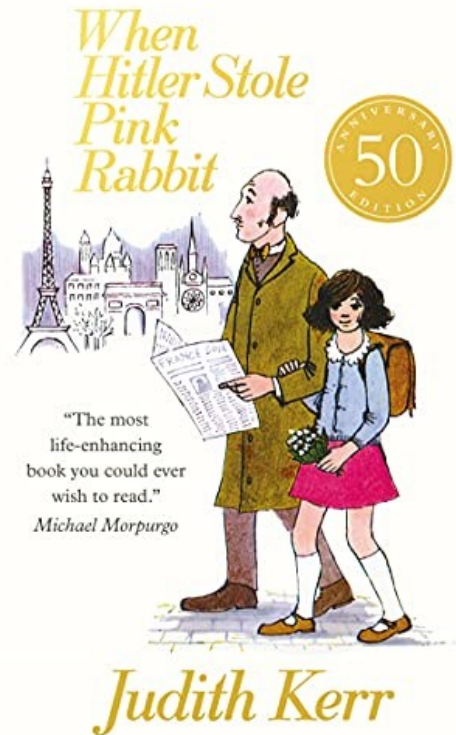
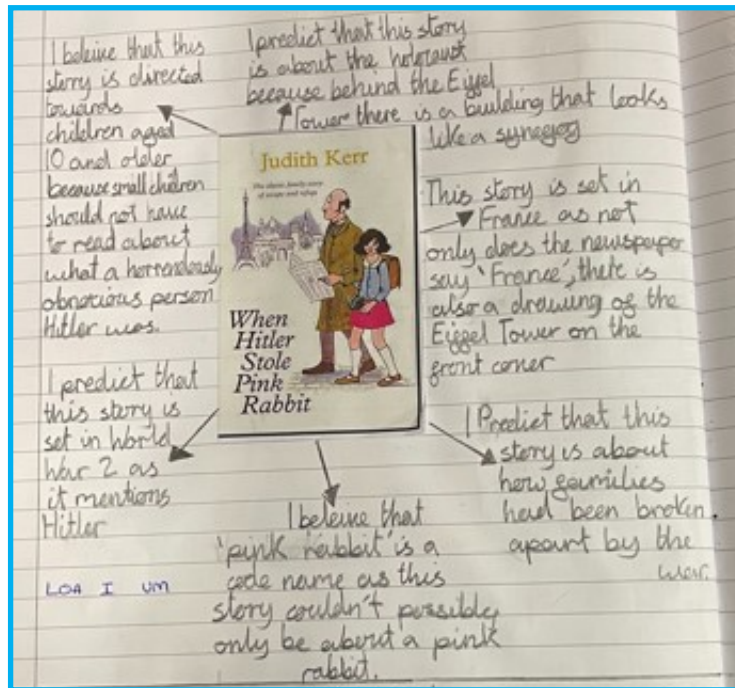
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## Reading Autumn 1 outcomes

Reading is dreaming with open eyes.

### Focus: When Hitler Stole Pink Rabbit



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## Writing Autumn 1 outcomes

**'A person who never made a mistake has never tried anything new.' - Albert Einstein**

After reading When Hitler Stole Pink Rabbit, some children wrote their own adventure story using a range of language features. Here's an example of a story written by IR in 6A:

### Tim's Potential Fortune

Tim, a 54 year old, teaches History in a rather monstrous looking classroom. It has brown desks with revolting mustard yellow chairs. On the other side of the window, has a view of a brick wall. The room also has a warm sapphire blue carpet so Tim usually wears a jumper with no sleeves and pitch black trousers. "Another day in this lovely classroom." He sarcastically said whilst giving out a big sigh.

When it got to the end of the day, Tim was about to leave the classroom when his amiable student reminded him that he forgot his glasses. "Sir, sir" His student said with his hand raised. "You forgot your glasses." With the corner of his eye, he had a glimpse of something more glamorous than a dazzling diamond. He picked up his glasses and stared at the present. He lifted up the present and walked home curiously thinking what could be inside. Maybe the keys to a car or just a nice note, what could it be? He got home and finally opened it, he was suddenly jumping for joy. It was a map leading to £1,000,000!

This was a once in a lifetime opportunity as it had a timer on. Its timer was ticking and started at 11:12:56. At this moment, he knew he could not delay. "I'm obviously going to take that." Said Tim eagerly. He broke into the school that held a book holding millions of secrets. It was an adventure book, he shattered a window into miniature pieces. Out of nowhere, a dark shadow appeared in front of Tim. Tim grabbed the book and dived at the broken window.

It said to go to the highest mountain on the Earth...Mount Malik! He ascended up the bizarre mountain and climbed and climbed until he was a puddle of sweat. The sweat trickled down his forehead like an ice cream in the hot sun. It seemed like a million years. At this point, his hand and feet were colder than liquid nitrogen. He could finally see the peak of the mountain but soon felt very weary.

What was going to happen? Would he fall to his death? His sight was fading until it was completely gone... 1 hour later his eyes were like weights but Tim still tried to open them and eventually did. All he could see the cloudless sky. He thought he was dead, he groaned in pain and still got up. "Where the heck am I?" Bellowed Tim whilst still managing the pain. "You are on top of Mount Malik."

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## Writing Autumn 1 outcomes

**'A person who never made a mistake has never tried anything new.' - Albert Einstein**

Congratulated the tall figure. Tim gathered his memory and remembered he had to descend down to the graveyard infested with soul-sucking ghosts and ancient skeletons protecting the symbolled graveyard.

Tim slid down the other slope of the colossal mountain. He walked cautiously through the graves, he could hear the shrieks of zombies. The dark clouds shadowed over the graves. It was like he was in another dark, ghostly dimension. Faster than lightning, a zombie caught Tim in the face, he was on the floor paralysed by pain. He was lifted up and was given a bone- crunching bear hug. Now he was on the floor stiffer than a tree. It looked like a monster got resurrected from the graveyard he was searching for. It marched to him closer and closer, his movement quickened and in two seconds he was faster than a cheetah. He felt dizzy as he could not keep up with the movements. The monster (named Degree) ran closer to Tim. The zombies and skeletons surrounded Tim like vultures getting ready to lash out on their prey.

The trees whipped around the graveyard and the monster dived at Tim and heaved him up by his shoulder and flung him on the other side of the rocky, gravelled graveyard. The monster chanted a mysterious thing, it went something like "YAGA OOH, YANAH HOO, SNAKY COO!" The red eyed freak had blood dripping from his mouth. The blood was not normal red blood, it was gold! Tim was sickened by the sight as he read about this in the book he stole. It meant that he was starving for fresh flesh. In a lightning fast move Degree lashed out like a viper and gobbled Tim whole. The only things left of him was his soul and bones. Degree's blood now turned red (which meant he was full). Tim's soul was now withered out of existence. The bones formed a skeleton, the skeleton targeted Degree's head and broke the monsters weird skull. "AAARGH!" Shrieked Degree and fell on the floor in a gigantic blob. Tim's soul was given back and his body too. The only bizarre thing was that his eyes were on his cheeks and his mouth where his eyes were. "Well, I definitely need plastic surgery." Laughed Tim whilst walking to the symbolled graveyard. There it was, the £1,000,000! "YAAAAAAAAAAAAAY," Exclaimed Tim whilst jumping for joy.

By I.A.R in 6A

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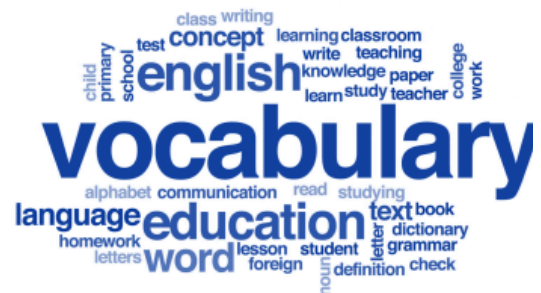


## Vocabulary

**'Vocabulary enables us to interpret and express. If you have a limited vocabulary, you will also have a limited vision and a limited future.' - Jim Rohn.**

Vocabulary is a robust indicator of reading success (National Literacy Trust, 2017). In the Primary Phase we know from research that the size of a child's vocabulary is the best predictor of success on future tests.

Children with a poor vocabulary are more likely to struggle with reading in adulthood. At Waverley, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore, pupils are regularly taught new vocabulary in all areas of the curriculum with the skills to understand new vocabulary explicitly taught in Guided Reading lessons.



We send home Knowledge Organisers each half term and are now asking parents to help us nurture the best start in life possible for our pupils. We need our Year 6 pupils to learn, digest and understand key terminology before beginning the units of work in school. This will mean that pupils understand the language as teachers are explaining essential learning. If pupils can learn the terminology on the Knowledge Organisers they are immediately on track to make accelerated progress— so parents we need your help!

### What can you do, you ask?

- Repeat, repeat, repeat the words on the Knowledge Organisers.
- Use the words in conversation. Ask your child to repeat the sentence and then think of one of their own.
- Play games with the words for example, pairs. Write the term and the definition on separate pieces of paper, take it in turns to turn cards over.
- Play snap, using the same cards as above, match the words and definitions.
- Have spelling competitions to help your son or daughter remember how to spell the words.
- Use the words in sentences with your son/ daughter's curriculum target.
- Draw pictures to match the words.

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## Mathematics

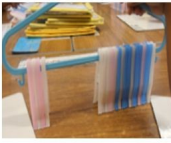
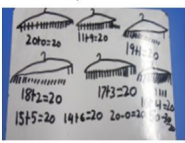
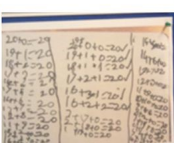
**"The only way to learn mathematics is to do mathematics." - Paul Halmos**

At Waverley School, we follow the mastery approach when teaching Mathematics to our children, ensuring they acquire a solid enough understanding of the Maths that is taught before our children to move on to more advanced material.

In order to do this successfully, we use the concrete, pictorial and abstract (CPA) approach across the Primary phase. Children often need visual and physical hooks to enable them to grasp and understand new concepts in Maths. Using concrete manipulatives allow children to make sense of the problem by touching them, playing with them, exploring the patterns and relationships which make a huge difference between understanding for depth or just for procedure.

### What are CPA approaches?



Concrete	Pictorial	Abstract
The use of tools and objects that children can handle	The use of drawings, images, diagrams or models that the children draw or use to solve problems	More formal representations such as numbers, signs and symbols that the children write
		



Through the CPA approach, children were able to develop their understanding on Statistics. During Maths, this half term, the children were able to increase their understanding on place value and four operations. In these lessons, the children were able to round numbers, identify negative numbers, add, subtract, multiply and divide using the formal written method. They were able to do this successfully through the use of counters, dienes, cubes whilst having a better understanding of number and place value. Through the use of these physical

manipulatives, children were able to transfer what they had learnt pictorially into their books whilst developing their understanding of place value and four operations and answering mastery questions.

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## Mathematics outcomes

**'Education is not the learning of facts, but the training of the mind to think.' - Albert Einstein**

Reasoning and problem solving are widely understood to be one of the most important activities in school mathematics. As a result, children 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 everyday lives.

This half-term, children have been learning about place value and the four operations. Children have developed strong fluency skills, which they have been able to apply to reasoning and problem solving challenges.

Problem Solving

Dexter and Eva are playing a game. They each choose 2 cards and add up their total points. The winner is the person with the highest total.

Dexter = - 1 2 and 7  
Eva = - 9 and 1 2

Who won the game and by how many points?

Dexter =  $-12 + 7 = -5$   
Eva =  $-9 + 12 = 3$

I know that Eva has won this game because she has a positive number whereas, Dexter has a negative number. The difference between -5 and 3 is 8. This means that Eva won the game by 8 points.

4	4	5	6	4	5
1	9	6	5	7	
6	5	3	0	2	✓
1	1	1	1		

+	5	4	5	6	3
1	9	6	3	8	
7	4	2	0	1	✓
1	1	1	1		

-	8	2	1	4	10	2
4	0	5	7	8		
21	9	4	21			✓

-	9	3	10	11	5
1	3	9	8	6	
7	9	1	9	9	✓

Arrange the given numbers in ascending order.

1) 5 8, 9 9 2; 5 9 2 2 8;  
8, 5 9, 9 9 2; 1, 5 4, 9 9 2

5 8, 9 9 2; 5 9, 2 2 8;  
1, 5 4, 9 9 2; 8, 5 9, 9 9 2

2) 7, 9 6, 4 4 1; 8, 9 6, 4 4 1;  
7, 9 9, 6 4 1; 8, 5 9, 8 2 1

7 9 6, 4 4 1; 7 9 9, 6 4 1;  
8, 5 9, 8 2 1; 8 9 6, 4 4 1

3) 6, 8 9, 7 7 4; 6, 7 8, 9 4 0;  
7, 1 8, 4 4 4; 5, 6 8, 7 1 0

5, 6 8, 7 1 0; 6, 7 8, 9 4 0;  
6, 8 9 7 7 4; 7, 1 8, 4 4 4

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## Topic—Battle of Britain

**'The more you know about the past, the better prepared you are for the future - Theodore Roosevelt**

### Why study history?

Learning through, and about history, enriches the experience of studying while at school as well as preparing students for life after school. Studying history is important because it allows us to understand our past, which in turn allows us to understand our present.

- Learning about history provides us with insights into geography, culture and society—the changing environment and animal life, too.
- It opens our eyes to people, ways of life and cultures with which we might be less familiar. History improves cross-cultural awareness and understanding—making for a greater feeling of being part of a wonderful global community.
- Historical skills improve our decision making and judgement.



This half-term we have been learning all about The Battle of Britain. The Battle of Britain was an important battle in World War II. After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain. Germany wanted to invade Great Britain, but first they needed to destroy Great Britain's Royal Air Force. The Battle of Britain was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion. The Battle of Britain started on July 10th, 1940. It lasted many months as the Germans continued to bomb Britain. The

name comes from a speech by the Prime Minister of Great Britain, Winston Churchill. After Germany had overrun France, he said that "the Battle of France is over. The Battle of Britain is about to begin."

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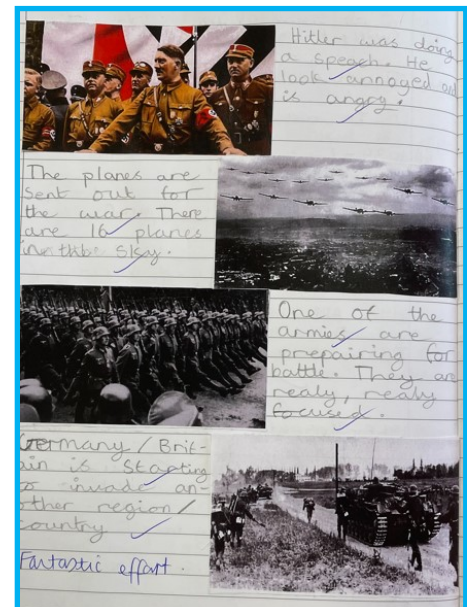
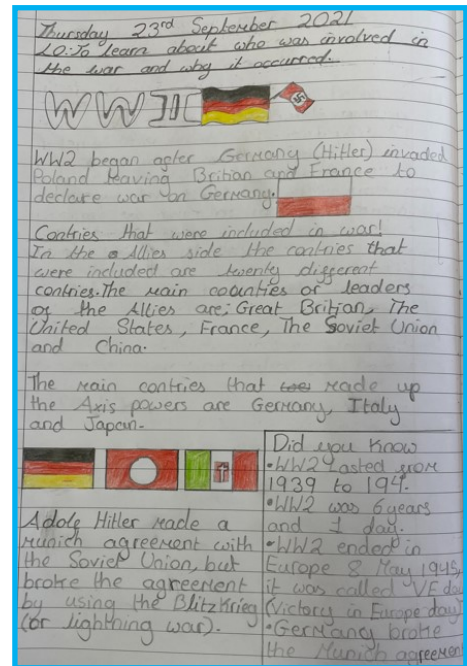
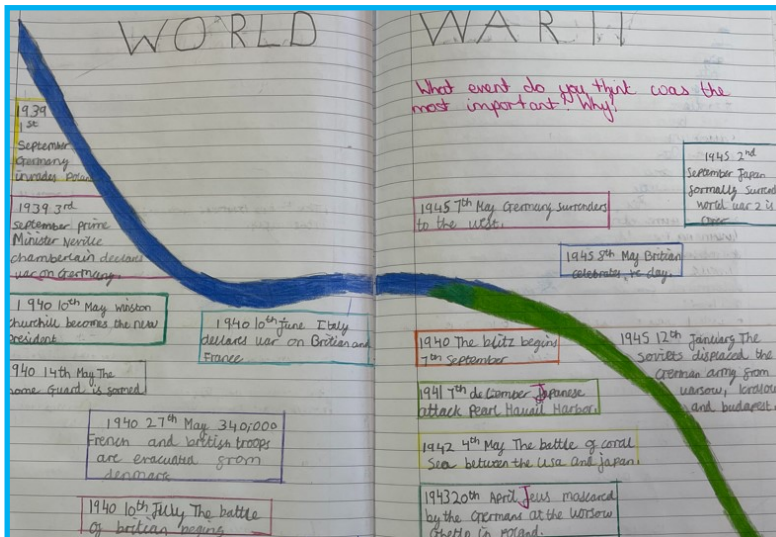
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## Topic—Battle of Britain outcomes

**'Study history, study history. In history lies all the secrets of statecraft' Winston Churchill**

Just look at the fantastic work our pupils have whilst learning about the Battle of Britain.



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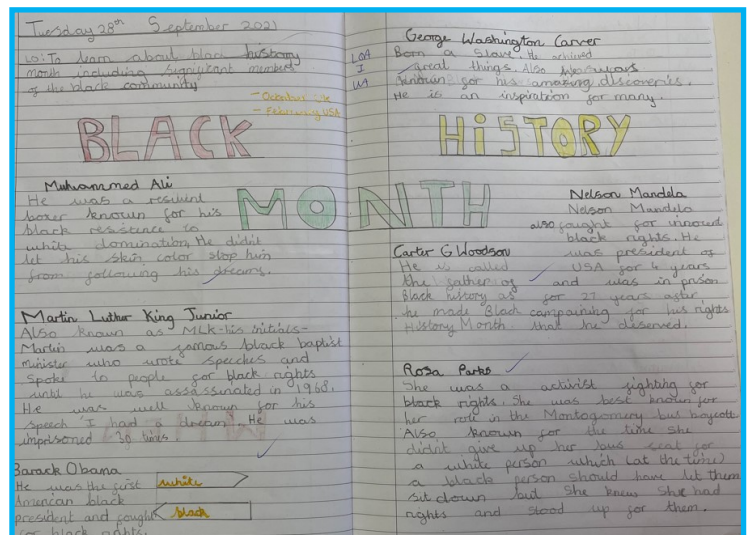
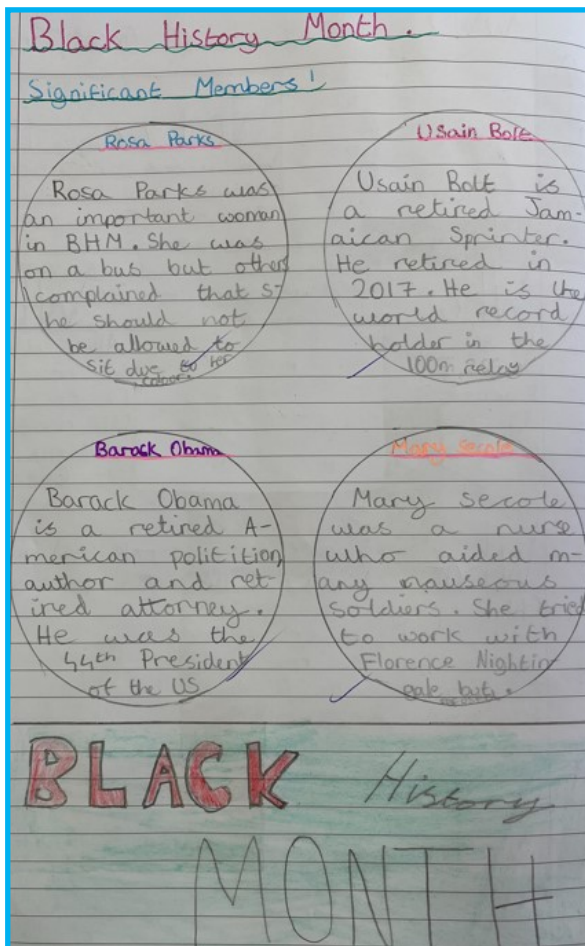


## Black History Month



Black History Month (BHM) is held each year in October, to promote the history and contribution that Black communities have made to the UK helping to understand the present through our past. Black History Month gives everyone the opportunity to share, celebrate and understand the impact of black heritage and culture.

Just look at the fantastic work our pupils have produced during Black History Month.



"Rosa Parks helped change the world for black people. She is a very important person as she fought for civil rights."

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## Buddhist Pagoda Virtual Tour

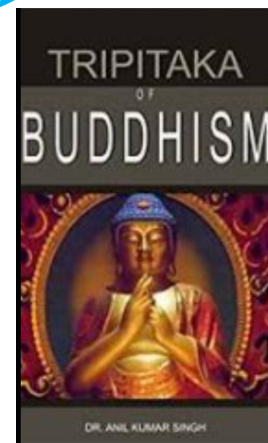


On Friday 1st October 2021, Year 6 children participated in a Buddhist Pagoda virtual tour. The session consisted of a tour of the centre which was followed by a presentation of the main features of the Buddha's life and teaching and about the Triratna Buddhist Community. This led to a short Q&A session with meditation. The children thoroughly enjoyed the session and developed their understanding on Buddhism.



"The Buddhist holy book is known as the Tipi-taka which means 'three baskets.' This is because the original writings were made on palm leaves and stored in baskets."

"When entering a temple, Buddhists will take off their shoes, put their hands together and bow to the image of the Buddha. They may also use prayer beads called **malas**."



"*Triratna* is a Sanskrit term meaning 'Three Jewels': the Buddha, Dharma (his teachings) and Sangha (the community of all those who follow the teachings)."

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**'The roots of all goodness lie in the soil of appreciation for goodness.' Dalai Lama**

## Harvest Festival

At the end of September and into early October, pupils and staff alike celebrated the Harvest Festival. Harvest is a time when we reflect and are thankful for the plentiful food we have. This year especially, has enabled adults and pupils to understand how difficult it can be to locate food, special items and important goods, as they have been hard to come by in recent months. Struggling to find certain items during the pandemic has taught us all to reflect and shown that we should consider ourselves fortunate. COVID-19 has highlighted just how many families locally as well as nationally, are in need of support to be able to survive.

During the Harvest season, we are reminded to take time to consider how lucky we are and to be thankful for the farmers who have grown and collected food. In the Primary Phase, we considered how hard the farmers worked during the first lock down when the virus was spreading so quickly and how farmers persevered despite the risks- to supply the nation with food.

Farmers continued to spend hours each and every day planting seeds, ensuring all the crops had enough water and nutrients to grow successfully, harvesting the fields from the plentiful crops and ensuring all the animals were provided for. Farmers across the nation have been very busy and in the Primary Phase we understood what an essential role they played during the pandemic.

At Waverley School, we wanted to show how thankful we are for what we have, so we were particularly mindful to not waste food during lunch time and to eat all the delicious food that parents and the school cooks prepared. Pupils in the Early Years, Key Stage One and Key Stage Two also reflected that there are so many individuals and families that are less fortunate than themselves: the old, the poor, those in other countries and those locally in the community.

Pupils decided that they wanted to share what they had with those in the community and started a own food bank. Across the school, pupils brought in tins, rice, dried pasta and treats that they donated for others. Across the Primary Phase, the generosity received was plentiful and showed how caring and compassionate our pupils and parents are. The food collected was shared with people in the local community and made such a difference to those in need. Thank you.

**'Thank you for the harvest, Thank you for your goodness,**

**For all of the fruit and vegetables, And the wonderful things that grow.'**

**Harvest Samba**



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Resources to support you during the holidays



MyMaths is an interactive time-saving resource for use in the classroom and at home that is easy to use alongside any other Maths resources to consolidate learning. Waverley School actively encourage the use of My Maths to promote and facilitate Maths learning. At present, not all children in Year 6 are accessing My Maths, so parents; we kindly reiterate the importance of encouraging your children in their Maths learning journey by accessing this fantastic, impressive resource.

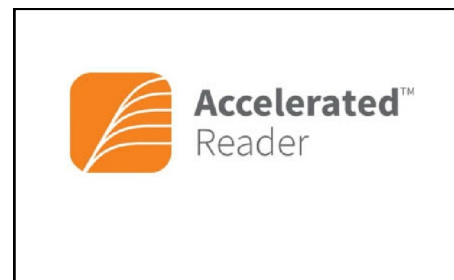
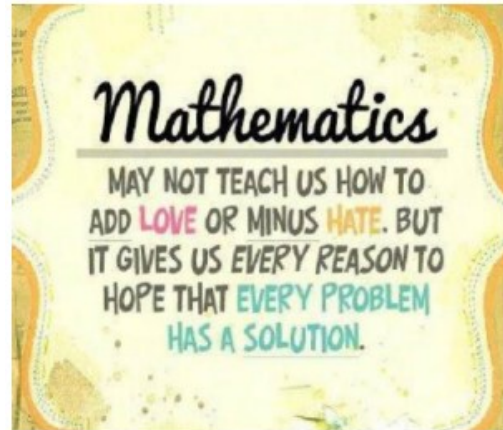


What is Times Tables Rock Stars (TTRS)?

In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

**Be a rock star!!!**

Parents, we kindly ask that our pupils access Times Tables Rock Stars to promote their learning and fluency of the times tables. TTRS is regularly monitored and certificates are provided to those leading rock stars that are regularly accessing the portal.



Accelerated Reader is a fantastic website for pupils to read books from, after which they can practice their comprehension skills by completing a book quiz. Your child's teacher will be able to share their log in details for these two websites.



The **more** that you read, the **more** things you will know. The **more** that you learn, the **more** places you'll go.

**Dr. Seuss**

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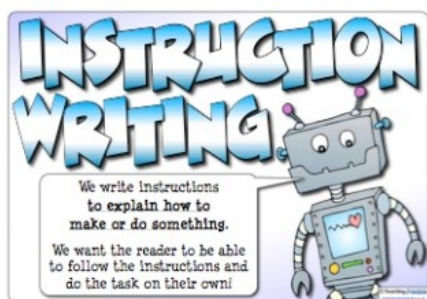
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## Autumn 2

During Autumn 2, Year 6 children will be looking at instructional texts. Students will immerse themselves in to the text through hook activities and a detailed exploration and analysis of similar texts. Pupils will use their skills and knowledge of this learning to write their own instructional piece of writing.



During the next half-term, children will develop their learning of fractions, decimals and percentages, building on their prior knowledge. Children will be expected to use their knowledge of place value and the four operations to answer fluency, reasoning and problem solving questions related to fractions, decimals and percentages.

Decimals, Percentages and Fractions			
	Fraction	Percentage	Decimal
	1 whole	100%	1
	$\frac{1}{2}$	50%	0.5
	$\frac{1}{3}$	33.3%	0.33
	$\frac{1}{4}$	25%	0.25
	$\frac{1}{5}$	20%	0.2
	$\frac{1}{6}$	16.7%	0.167
	$\frac{1}{8}$	12.5%	0.125
	$\frac{1}{10}$	10%	0.1
	$\frac{1}{12}$	8.3%	0.083

## Dates for your Diary...

- Friday 22nd October 2021—end of half term
- Monday 1st November 2021—start of Autumn 2
- Tuesday 2nd November 2021 and Wednesday 3rd November 2021—parents evening
- Monday 15th November 2021—Year 6 trip to National Justice Museum
- Thursday 18th November 2021—primary photograph day
- Thursday 18th November 2021—Anti-Bullying Week performances for KS2
- Thursday 25th November 2021—Year 6 trip to Birmingham Rep Theatre
- Wednesday 15th December 2021—Pantomime and Christmas lunch



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