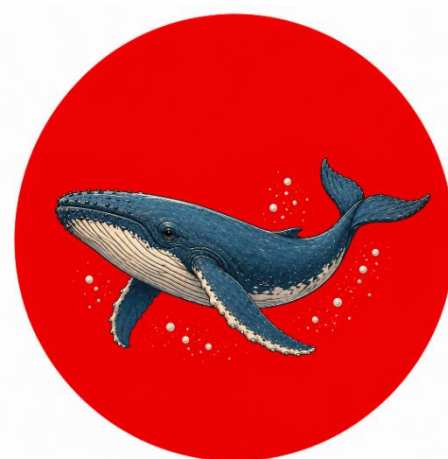
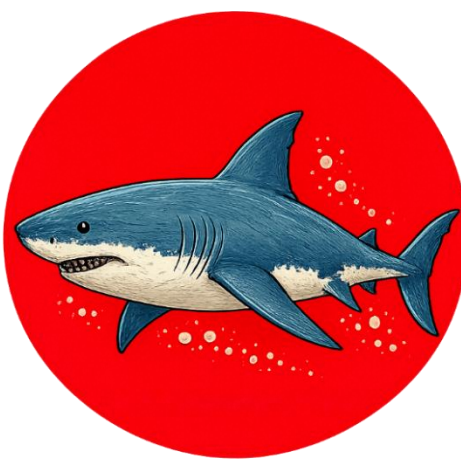
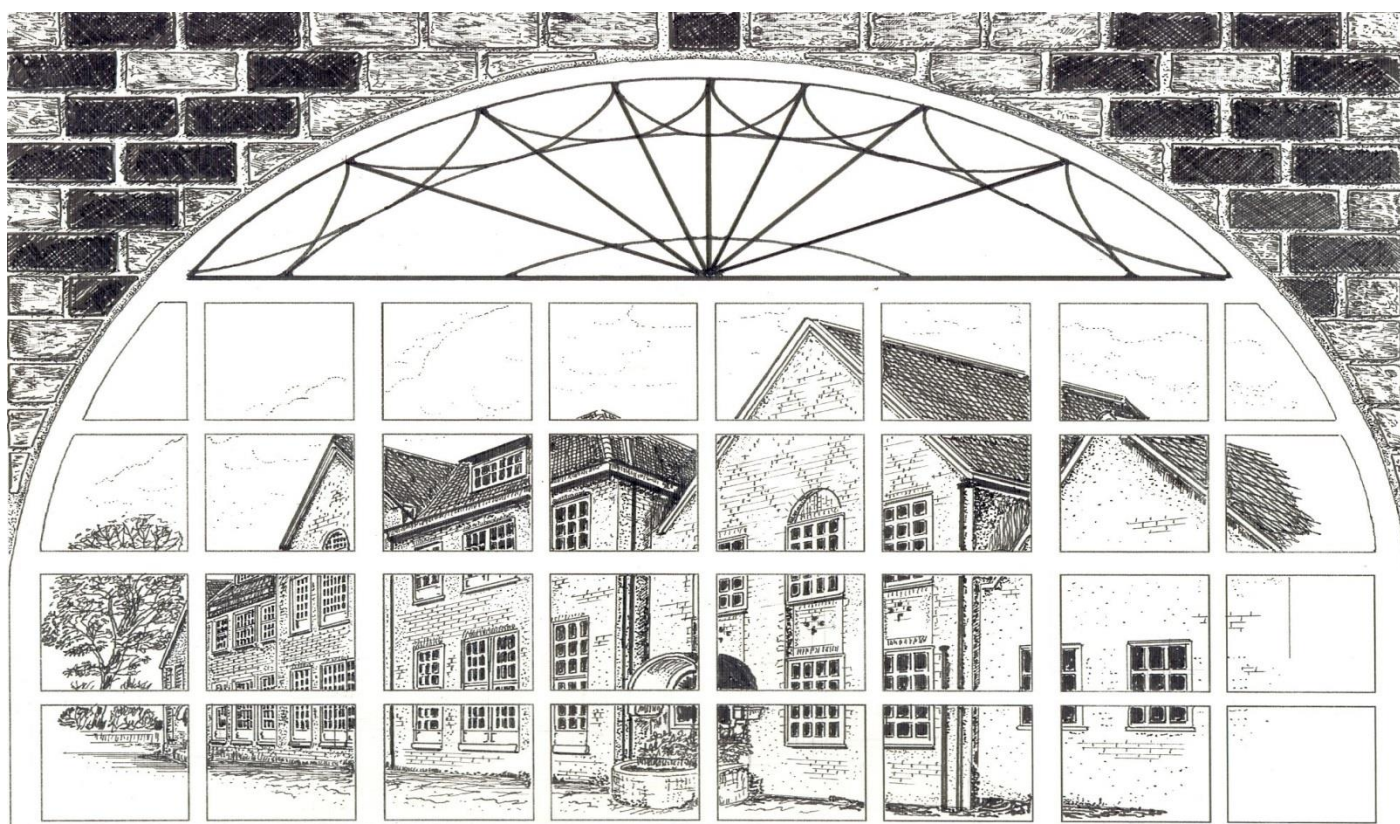




Welcome to Year 6



STAFF

The following members of staff are in Year 6 this year and Miss Groves is the Head of Year, leading the team.

Class	Class Teachers	Support Staff
6D	Mrs Atri and Mrs Seymour	Mrs Hallan
6S	Mrs Norman and Mrs Guernieri	Mrs Anhar
6W	Miss Groves	Mrs Garnie

UNIFORM

Whitehall School has extremely high standards for our pupils' appearance and attire, therefore, we ask that you adhere to the following school uniform requirements (please clearly name all items of uniform):

- Plain red sweatshirt, jumper or cardigan
- White shirt/blouse or white polo shirt
- Grey trousers/grey shorts, grey skirt or red and white gingham dress for the summer
- Strictly white, short, elasticated hijab
- Strictly white patka or joora
- White or grey socks
- Red or grey tights
- Sensible black shoes with backs and no heels

Our P.E. Kit consists of:

- Plain black shorts & plain red T-shirt
- Plimsolls and long plain black jogging bottoms and top required for sessions taking place outside



MEDICAL NEEDS/MEDICATION

You should have already informed the welfare staff of any medical needs your child has. On the first day of school, it is essential that you hand in any medication (e.g. asthma inhalers/spacers, EpiPens etc.) to the school's welfare room so that this can be checked and then placed in the medical bag in your child's classroom. In the case of asthma inhalers and EpiPens, we ask for two to be supplied to the school (one for the classroom and a spare to be kept in the welfare room).

MORNING DROP-OFF ROUTINES

Your child will enter the school every morning through the school gate located on **Whitehall Road** (or **Cowley Road** if you have children who also attend Nursery, Reception or Year 1). These gates will be open between **8.30am – 8.45am**. Upon arrival, your child will be guided by our staff to walk sensibly to their classroom. The register will be taken at 8.45am. If you arrive at the school gate on Whitehall Road after 8.45am and find it is closed, your child is late and they will need to be taken to the school office to enter the school.

AFTERNOON PICK-UP ROUTINES

The gate on **Cowley Road** will be opened at 3.00pm and the gate on **Whitehall Road** will be opened at 3.07pm for parents to access the school site. Please collect your younger child/ren first at the following locations and times:



The gates on Cowley Road and Whitehall Road will be closed at 3.20pm.

PE DAYS

We are asking that your child comes to school wearing their PE kit on the days they have timetabled PE lessons. Your child will need to come to school in their PE kit on the following days this academic year: **Monday and Friday**.

SNACKS/WATER BOTTLE/EQUIPMENT

At Whitehall School, we encourage families to supply their child with a healthy snack (fruit/veg or a cereal bar) each day for them to have during morning break time; we do ask for any snacks or packed lunches not to contain nuts, as we have several pupils in the school with severe nut allergies. As well as this, please supply your child with a named water bottle which they can have with them in class throughout the day.

Each classroom will have a supply of the stationery that your child will need for each day at school: a pencil, rubber, ruler and sharpener. Therefore, your child **will not** need to bring their own pencil case to school.

SCHOOLMONEY SYSTEM

At Whitehall School, we use an online school money system for you to pay for your child's hot dinners, trips and breakfast club. The information you need to access this is on our school website. Please be aware that if you would like your child to have a hot dinner, you must order before **midnight** on the day before.

COMMUNICATION

Communication between home and school is essential. Therefore, please do not hesitate to contact us through your child's pupil planner or via our year group email address: year6@whitehallschool.org. Please note that this email account will not be checked during the school day, as staff will be teaching, or at weekends.

Alternatively, you can make a specific appointment with your child's class teacher by contacting the school office.

PUPIL PLANNERS

Your child will be supplied with a pupil planner on the first day of term. This planner is a very useful way to communicate important messages with your child's class teacher; the children's reading is checked daily and any messages you leave will be read. Therefore, it is essential that the planner is taken home each day and returned to the school the next day. The planner will contain your child's Google Classroom, Reading Plus, Mathletics, Spelling Shed and Times Tables Rockstars passwords (on the second page). There are many useful reference pages within the planner for your child to use to support their learning at home. Please take time with your child to look through these reference pages as they will help you support your child with their curriculum knowledge.

BEHAVIOUR SYSTEM

At Whitehall School, we believe that happiness is at the heart of learning. As part of this, we hold high expectations of behaviour from our pupils at all times. These high expectations and our positive ethos create a calm, stimulating and safe learning environment for our children. To enable us to achieve this, we have a positive, restorative behavior system so all of our pupils know the expectations and consequences if the school rules are broken. Our school behaviour code is simple: Ready, Respectful, Safe – every action can come back to these expectations. At their discretion, teachers can choose to award 'recognition time' to their class at the end of the week. We have a very fair and consistent approach to behaviour across our school.

YEAR 6 CURRICULUM

At Whitehall School, your child's learning is taken from the National Curriculum and a locally agreed syllabus for religious education. The Curriculum aims to provide opportunities for all pupils to learn and achieve; to prepare all pupils for the opportunities, responsibilities and experiences of life. Through their learning experiences, our pupils are also encouraged to further their spiritual, moral, social and cultural development. In addition, we place a strong emphasis on embedding SEAL (social and emotional aspects of learning) within everything we do.

Autumn Term lessons consist of:

- English: reading and writing a variety of genres, as well as specific spelling, handwriting and grammar lessons
- Mathematics: regular mental mathematics tasks, as well as problem solving and applying mathematics skills for all areas of mathematics
- Science: the topic of 'Light' and 'Electricity' will be taught through practical and investigative skills
- Art: learning about Henry Moore and using his work to inspire a printed final piece
- DT: textile work with the topic 'Make do and Mend'
- History: World War Two
- Computing: communication and collaboration and web page creation

- RE: Islam and Sikhism
- PE: dance, gymnastics and invasion games

HOMEWORK

Your child's homework will consist of:

- A minimum of 20 minutes reading to be recorded in planner (and signed) daily
- Times tables and number facts to be practised regularly at home for our weekly mental arithmetic test
- Weekly spellings issued on Monday and tested on Friday
- Weekly CGP Books: assigned Grammar, Punctuation and spelling task, Comprehension task and Mathematics task
- Optional extension homework, which is available on your child's Year 4 page of the school website: www.whitehallschool.org

ONLINE RESOURCES

Whitehall School will supply your child with a Reading Plus, Mathletics, Spelling Shed and Times Tables Rock Stars username and password; these will be written in the front of your child's pupil planner. Please use the following websites to further support your child's learning in reading and mathematics at home:

Reading Plus: <https://student.readingplus.com/seereader/api/sec/login>

Mathletics: www.mathletics.co.uk

Times Table Rock Stars: www.ttrockstars.com

Spelling Shed: www.spellingshed.com/en-gb

Oxford Owl: <https://www.oxfordowl.co.uk/>

E-SAFETY

At Whitehall School we take E-safety very seriously and have regular assemblies and lessons to teach your child about the importance of keeping themselves safe online. We kindly ask that you also have these important discussions with your child at home. Some useful websites for you to access to get further help and information about E-safety are:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

YEAR 6 PRIORITY TARGETS

Within each year group, teachers have agreed a set of focused 'priority' targets; areas of learning which they believe are absolutely essential to their year group. To enable you to support your child at home, these targets are listed below with some ideas on how you can practise these skills outside of school. We hope this information is useful in enabling you to support our work in school and in helping your child to flourish.

READING PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
• I can compare a book with another book and make comparisons within a book including points made about: author, plot, characters, setting, use of language, chapter organisation, structure and impact on the reader.	• Encourage your child to read as many books as possible. If they don't love reading, they just haven't found the right author yet! Go to the library or book shop for a browse. To be able to compare books they need a wide reading background to comment upon. Even when they may have identified a favourite author, do ensure they read a mix of books for variety. If they build up this range of reading, you can have conversations comparing books as part of daily life. Would your child know your favourite book and why? Share your reading experience with them.

I can identify and summarise the main ideas from several paragraphs in a text and give evidence to justify these ideas. To do this I use quotations and paraphrasing succinctly.	Ask your child to give you a summary of a paragraph in just one sentence. Which of you can produce the clearest summary? Can they use quotes or evidence from the text to convey this summarised information?
I can discuss and assess how authors use language, and consider the impact on the reader.	Focus in on the author's choice of words when reading together. For example: Why do you think the author has used the word 'delicate' to describe the character? Why didn't they describe the boy as weak? Does the use of 'delicate' tell us more about the boy's personality or physical form? What image do you have of the boy?
I can discuss books that have been read to me and books that I have read using evidence, and challenge other people's views politely.	Enjoy time together reading and discussing a book. Ask your child questions about what they have read but also what they predict will happen next in the book. Share your opinions on the story too and ask your child to tell you the reasons behind their answers. Encourage your child to ask you questions too and then comment on whether they would give a similar answer or have a different viewpoint.
WRITING PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
I can plan my writing by: identifying the audience for my writing; the purpose of my writing and the form it will be written in.	Before your child begins a piece of writing, it is a good idea for them to talk through their ideas. Many children benefit from saying their sentences out loud before writing them down. Planning writing enables children to record these ideas in note form which helps to keep their writing focused. Ask your child who their piece of writing is aimed at – their audience. What is the purpose of their writing and how will they set this out?
I can use precise and rich vocabulary, including subject specific vocabulary, in my writing to enhance meaning.	From time to time, some of our teachers ban the use of words like: said, big, nice and small. Using a thesaurus, or words learnt from reading, shows how much more exciting and varied vocabulary choice can be. Pick a word with your child and take turns to come up with alternatives. You could play this back and forth like a game of word tennis. For example, if you start by saying 'small' you could go on to come up with: tiny, diminutive, little, minuscule, minor, slight and so on. Words which have the same meanings are called synonyms. Encourage your child to select words which are precise in the meaning they wish to convey when they are writing.
I can evaluate and edit my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Read through completed pieces of homework together to look out for mistakes in spelling or punctuation and to identify areas which could be improved. Ask your child to identify their best and worst sentence and justify to you why this is so. Look at the 'worst' sentence together and have a go at improving this by changing some of the vocabulary, re-ordering the words; remember to change the punctuation accordingly.
I can use commas to clarify meaning or avoid ambiguity in writing.	Commas enable us to include features in our writing which include embedded clauses. This enables us to give more detail when we write to ensure our meaning is clear. Look at the following sentences: 'The boy walked slowly to school' and 'Slowly, the boy walked to school, kicking the autumnal leaves, as he thought about the day ahead.' There is extra information in the second sentence which gives us greater meaning; we know that as the boy walked to school he kicked the leaves – it is autumn. Encourage your child to add meaning when they write. You can do this by reading their writing and asking questions. For example: How is the character feeling? What are they doing at this time?

MATHEMATICS PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
I can identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.	Write and then read a range of decimal numbers. Ask your child to read the numbers as follows: 25.348 (two tens, five units, three tenths, four hundredths and eight thousandths). Point to different digits to check that your child can understand the value of the number. Use the place value chart at the bottom of page 115 of the Pupil Planner to explore $\times$ and $\div$ by 10 and 100. If you would like further guidance on exploring this concept with your child, please talk to their class teacher who can show you how they explain these concepts in school. If your child logs onto Mathletics, there are many activities for this topic under 'place value'.
I can round any whole number to a required degree of accuracy.	Pupils can practise their rounding skills by logging onto Mathletics. Rounding numbers enables us to estimate answers. For example, if we were to calculate 68.9×3.8 we could round these numbers to 70×4. As we know from our times tables that 7×4 is 28, 70×4 is ten times larger so the answer must be 280. This helps us to check the accuracy of our answers to more precise calculations. Your child's teacher can talk through examples of rounding with you; how we determine whether to round up or down and the digit used to inform this. For example, if we were going to round 37.736 to the nearest hundredth, this means we need to write it with only two digits after the decimal place as this is the hundredths place. To do this, we look at the next number – the number to the right of this – the 6. If the number is 5 or more we round up (otherwise round down), so in this case our answer would be 37.74
I can perform mental calculations, including with mixed operations and large numbers.	Your child should know all of their times tables by the end of Year 4. This means, by Year 6, they should be experienced in using these facts to calculate mentally in a range of contexts. If your child does not know all of their times tables, this must be your priority. Practise these at home, sing them using the songs on Mathletics, walk to and from school practising them. We find that pupils who do not have confident recall of these facts fall further behind in their mathematics. Knowing such facts enables us to calculate questions like 28×7 mentally. We can do this because we know 8×7 is 56. We know that 2×7 is 14 so 20×7 must be ten times larger – 140. Adding the 56 to 140 results in 196. Ask your child a range of addition, subtraction, multiplication and division questions involving more than one of these operations.
I can solve problems involving addition, subtraction, multiplication and division.	- Maths is essential to daily life so take advantage of this when you are out shopping together or working on a DIY project at home. If you need a new carpet, ask your child to measure the floor and calculate the area. Can they calculate the cost of the carpet? Logging onto Mathletics they can compete against children in other parts of the world by seeing how quickly they can complete questions of varying levels. Maths is all around us and there are some excellent books which celebrate this. One example is 'Not your average maths book' by Anna Weltman.

A very warm welcome to Year 6 at Whitehall School where 'happiness is at the heart of our learning'.