

Learning Gems

We place learning at the heart of all we do and we aim to develop children as life-long learners. We need to help our children to become better learners at school and at home. With the use of 'Learning Gems' we aim to create a climate in the classroom and in the school that cultivates habits and attitudes that make learning skills obvious. This will enable our children to become resilient, resourceful and reflective learners who are confident to take risks and develop strong positive relationships to support their own learning.

There are six key learning dispositions that help to develop children's learning and practical ability to apply skills across the curriculum. These are as follows:

- **Ruby** (being kind to someone)
- **Diamond** (solving problems)
- **Emerald** (attempting new challenges)
- **Sapphire** (coping with distractions)
- **Topaz** (sharing ideas and valuing yourself and others)
- **Amethyst** (working as part of a group)

Learning Gem	<p data-bbox="1220 1077 1370 1284">Ruby Being kind to someone</p> <p data-bbox="1370 1077 1529 1284">Diamond Solving problems</p> <p data-bbox="1529 1077 1682 1284">Emerald Attempting new challenges</p> <p data-bbox="1682 1077 1868 1284">Sapphire Coping with distractions</p> <p data-bbox="1868 1077 2145 1284">Topaz Sharing ideas and valuing yourself and others</p> <p data-bbox="1220 39 1370 247">Amethyst Working as part of a group</p>				
Learning to Learn Skills		<p data-bbox="1370 1284 1529 1556">Reflectiveness - Planning Working learning out in advance</p>	<p data-bbox="1529 1284 1682 1556">Reflectiveness - Revising Monitoring and adapting along the way</p>	<p data-bbox="1682 1284 1868 1556">Reflectiveness - Distilling Drawing out the lessons from experience</p>	<p data-bbox="1868 1284 2145 1556">Resourcefulness - Reasoning Thinking rigorously and methodically</p> <p data-bbox="1868 1284 2145 1556">Resourcefulness - Capitalising Making good use of resources</p>
		<p data-bbox="1370 1077 1529 1284">Resourcefulness - Questioning Getting below the surface; playing with situations</p>	<p data-bbox="1529 1077 1682 1284">Resilience - Absorption Flow: the pleasure of being rapt in learning</p>	<p data-bbox="1682 1077 1868 1284">Resilience - Noticing Really sensing what's out there</p>	<p data-bbox="1868 1077 2145 1284">Resilience - Perseverance Stickability; tolerating the feelings of learning</p>
		<p data-bbox="1370 869 1529 1077">Resourcefulness - Making Links Seeking coherence, relevance and meaning</p>	<p data-bbox="1529 869 1682 1077">Resilience - Managing Distractions Recognising and reducing interruptions</p>	<p data-bbox="1682 869 1868 1077">Resilience - Noticing Really sensing what's out there</p>	<p data-bbox="1868 869 2145 1077">Resourcefulness - Imagining Using the mind's eye as a learning theatre</p>
		<p data-bbox="1370 662 1529 869">Reflectiveness - Meta-learning Understanding learning, and yourself as a learner</p>	<p data-bbox="1529 662 1682 869">Resilience - Managing Distractions Recognising and reducing interruptions</p>	<p data-bbox="1682 662 1868 869">Resilience - Noticing Really sensing what's out there</p>	<p data-bbox="1868 662 2145 869">Resourcefulness - Imagining Using the mind's eye as a learning theatre</p>
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Partnership Uniform

Uniform

- Red sweatshirt with a V-neck or red cardigan with a school logo
- White shirt
- Grey trousers, short, skirts or pinafores
- Red gingham summer dresses
- Grey tights
- Black or white socks

Shoes

School shoes should be black and fit securely, with a low heel. Trainers or boots will not be allowed.

PE Kit

- White t-shirt
- Black shorts or tracksuit bottoms
- Trainers

Jewellery

For Health and Safety reasons, we do not allow children to wear jewellery in our schools. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance. We ask children to either remove these items during PE and Games or to cover them with a micropore tape to prevent them from causing injury.

Parents' Role

We ask all parents that send their children to our schools to support the 'School Uniform Policy.' In order to avoid confusion and keep 'Lost Property' to a minimum, all items of clothing, PE kit, bags etc., **must** be clearly named before being brought into school.

The school welcomes children from all backgrounds and faith communities; therefore if there is a reason on religious grounds why parents may want their child to wear clothes that differ from the School Uniform Policy, the school will look sympathetically at the request.

If a child does not wear the correct uniform into school, the child's class teacher may ask the child to remove non-uniform items and discuss the issue with the parents.

Other Equipment needed for School

Stationery

Writing equipment will be provided for your children in class but if your child prefers, they may bring in a pencil case with their own stationery resources. It is always a good idea to label all pens and pencil cases.

Water bottles

We ask that parents provide a named water bottle for their child. Water helps to stimulate the brain for learning and juice and squash are not allowed.

Reading

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning



Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



Year 6 Recommended Book List

Skellig by David Almond

Stormbreaker by Anthony Horowitz

Street Child by Berlie Doherty

The Adventure's Of Odysseus by Hugh Lupton/Daniel Morden

The London Eye Mystery by Siobhan Dowd

The Indian in the Cupboard Series by Lynne Reid Banks

Clockwork by Phillip Pullman

Box of Delights by John Masefield

Five Children & It by E Nesbit

The Railway Children by E Nesbit

Tom's Midnight Garden by Philippa Pearce

Inkheart by Cornelia Funke

The Wreck of the Zanzibar by Michael Morpurgo

Journey to Jo'burg by Beverley Naidoo

Odd and the Frost Giants by Neil Gaiman

Coraline by Neil Gaiman

A Bag of Moonshine by Alan Garner

How to Train Your Dragon Series by Cressida Cowell

The Turbulent Term of Tyke Tyler by Gene Kemp

The Ghost of Thomas Kempe by Penelope Lively

Wolves of Willoughby Chase by Joan Aiken

Percy Jackson Series by Rick Riordan

The Silver Sword by Ian Serraillier

The Kingdom by the Sea by Robert Westall

Howl's Moving Castle by Diana Wynne-Jones

**Year 5/6
Spelling List**

accommodate	cemetery	embarrass	immediate(ly)	physical	soldier
accompany	committee	environment	individual	prejudice	stomach
according	communicate	equip (-ped, - ment)	interfere	privilege	sufficient
achieve	community	especially	interrupt	profession	suggest
aggressive	competition	exaggerate	language	programme	symbol
amateur	conscience*	excellent	leisure	pronunciation	system
ancient	conscious*	existence	lightning	queue	temperature
apparent	controversy	explanation	marvellous	recognise	thorough
appreciate	convenience	familiar	mischievous	recommend	twelfth
attached	correspond	foreign	muscle	relevant	variety
available	criticise (critic + ise) curiosity	forty	necessary	restaurant	vegetable
average	definite	frequently	neighbour	rhyme	vehicle
awkward	desperate	government	nuisance	rhythm	yacht
bargain	determined	guarantee	occupy	sacrifice	
bruise	develop	harass	occur	secretary	
category	dictionary	hindrance	opportunity	shoulder	
	disastrous	identity	parliament	signature	
			persuade	sincere(ly)	

Homework

Each week, the children will be set two pieces of homework on different days. The tasks will be linked to grammar and maths.

In addition to these homework tasks, the children will receive a weekly spellings list. They will be expected to read at home with an adult a minimum of four times a week, recording their reading in their journals. On top of this, children will also need to practise their times tables.

Parsons Down Partnership



End of Year Expectations for Year 6

This booklet provides general information for parents and carers as well as including the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Foundation Subjects

In KS2, the children will have lessons in foundation subjects that include;

- Science
- History
- Geography
- PSHE
- Music
- Computing
- Art
- Design and Technology
- French
- PE
- RE

These subjects introduce the children to a wide variety of skills and knowledge. At times, there will be thematic links between the subjects and where possible, we try to make the learning creative and interactive.

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Evolution and inheritance- fossils and how living things have changed over time	Evolution and inheritance – Charles Darwin and Alfred Wallace	Electricity – series circuits and different components	Light – light sources, reflections and shadows	Animals including humans – skeletal, muscular and digestive systems	Living things and their habitats – grouping using classification system
History			Vikings – study the Viking and Anglo-Saxon struggle for the kingdom of England			World War 2 – key events during this period
Geography	Human geography – economic activity and natural resources			Human geography – types of settlement and land use		

Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/ 2-digit
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.