



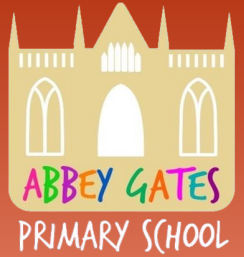
# Parent Information Evening

## Year 6

# Welcome to Class 6



# Welcome to Class \*\*\*



Department  
for Education

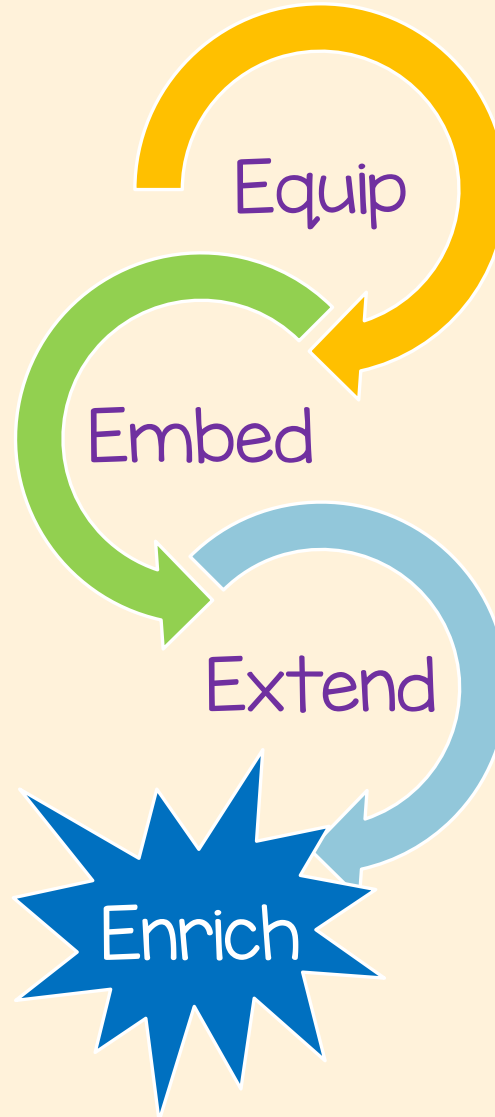
5Cs - Care Compassion Courtesy Cooperation Confidence

# Our Vision for Excellence

**Equipping** all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

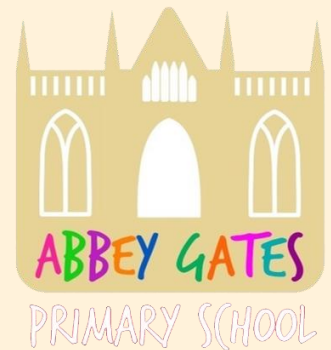
**Embedding** skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

**Extending** pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



*Enriching* throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.

*'Learning Together and Making a Difference'*



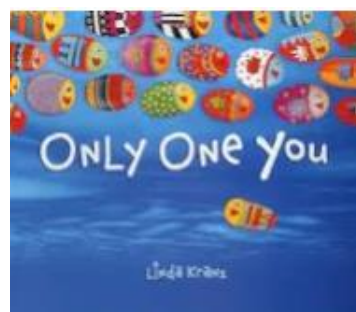
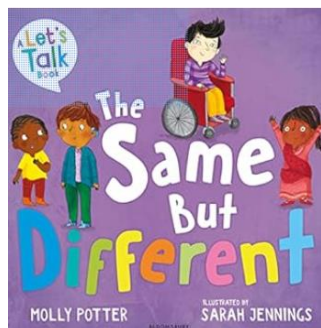
# Diversity, Equity, Inclusion and Belonging



This year, building on our AREP work (Anti-Racism Education Programme), we will continue to teach our children about the importance of celebrating and promoting diversity, equity, inclusion and belonging.

At our school, we pride ourselves on being a welcoming and inclusive school. Diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated.

We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.



We use a range of picture books across our curriculum to support us with this!

# 3 Projects for 3 terms



Discover



Explore

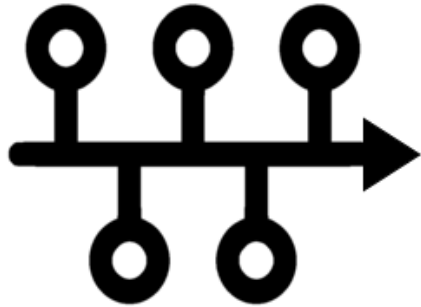


Create



# Concepts in history

UKS2



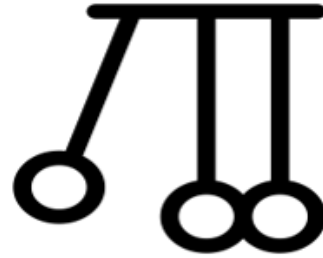
## Constructing and Sequencing the Past

To understand where different time periods fit on a timeline in relation to each other and today. To have a secure understanding of British, local and world history.



## Change and Development

To understand and explain how the actions of the past have changed life today.



## Cause and effect

To understand and explain the effect that war and invasion has impacted that time period and life today.



## Significance

To understand the importance of events in local and British history and debate the positives and negatives of the impact.



## Interpretation

To be able to form a two sided argument based on information gathered from a range of sources.



## Historical Enquiry

To research time periods using a range of primary and secondary resources. Be able to offer a balanced viewpoint.

# A broader education



*The*  
**BIG**  
*question*



# PROJECT PLACEMAT - DISCOVER - Who suffers the most during war/conflict?

## Sticky Knowledge

- World War 2 was a battle between two groups of countries - the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan.
- **Germany invades Poland on 1<sup>st</sup> September 1939. Britain insists Germany withdraw troops from Poland. The Germans refuse. Britain declares war on 3rd Sep 1939. Britain initially responded with bombing raids over Germany.**
- During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.
- **Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race - and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities.**
- The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events - the Holocaust.
- **The US didn't join the war until 1941, when Japan attacked the United States at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.**
- Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland - who chose not to join either side.
- **The VE in VE Day stands for Victory in Europe. It was the public holiday of 8th May 1945 to mark the defeat of Germany by the Allied forces in World War 2.**

## Important Ideas

- Resilience
- Cooperation
- Survival
- Devastation
- Tragedy
- Loss
- Relief
- Love
- Hate
- Jubilation

## Crucial Connections

<https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/>

<https://www.theschoolrun.com/homework-help/world-war-2>

<https://www.historyforkids.net/world-war-two.html>

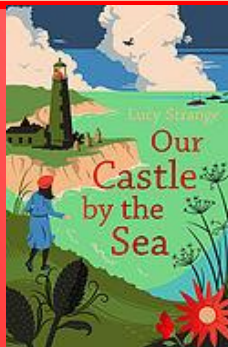
<https://www.dkfindout.com/uk/history/world-war-ii/>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-index/zjc8cqt>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-children-of-ww2/zm7wpg8>

## Reading Recommendations





# Learning together and making a difference.



## Subject Specific Vocabulary

### Axis

Countries which fought on the German side including Italy, Germany and Japan.

### Allies

Countries which fought on the British side (including: USA, Great Britain, France and Russia).

### Nazi

Member of the German political group which came to power in 1933.

### evacuation

Organised movement of children and the vulnerable from towns and cities to safe zones.

### evacuee

Someone who was evacuated, moved from a danger area to a safer place.

### Blitz

A series of bombing raids on the UK.

### propaganda

Controlling news media (such as radio) to depict the war effort.

### Holocaust

Murder of Jews and other groups of people by the Nazis.

### Luftwaffe

The German Airforce.

### RAF

The Royal Airforce (British).

### refugees

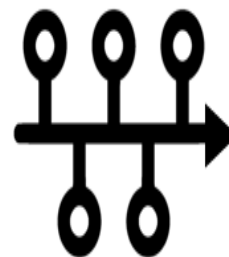
A person who has been forced to leave their country in order to escape war.

### Kindertransport

Transport arranged for Jewish children to flee German occupied countries.

## Possibilities

Teacher, civil servant, solicitor, barrister, archaeologist, museum education officer, journalist, human resources,



Constructing and Sequencing the Past



Cause and effect



Interpretation

## History Concepts



Change and Development



Significance



Historical Enquiry

# The Spoken Word



# Outdoor Play And Learning



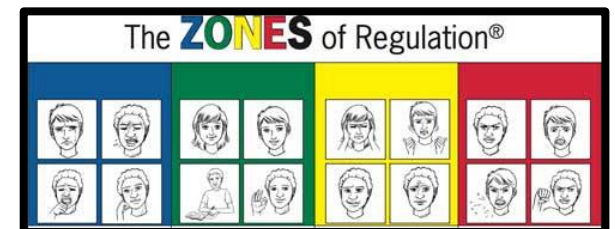
Any small world toys you don't use at home anymore

# Relationships and Behaviour

## The Zones of Regulation



- \* Find out about our approach to Relationships and Behaviour by watching the videos on the [school website](#). Our approach is based around our school ethos of teaching children how to 'Aim High and Be Kind'.
- \* One of the ways in which we support and educate children is by teaching them about the [Zones of Regulation](#). Children come to school to learn and part of this includes learning how to regulate their own emotions and how to recognise emotions in others.
- \* By learning about the different coloured 'zones' this provides children with the language to talk about and understand emotions.
- \* All children across school also take part in [Take Five](#) practices daily - one of many skills that can be used to support self-regulation.



# How can you support at home?



# Abbey Gates Website - Class Page

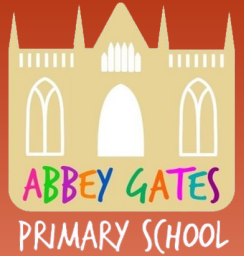
This is a 'go to' page for all sorts of information.

You will find:

- \* Homework
- \* Learning links
- \* PE information
- \* Project information
- \* Newsletters
- \* Gallery pictures of what we've been learning.



# Homework. It's a sticky question !



**If you dig up buried treasure, is it yours?**



**Do video games play their players?**




**Could you have a sport where everyone was on the same side?**




**What would your rules for grown-ups be?**



**In what ways are children better than adults?**



**When does enhancing a photo become a lie?**



**If you laugh when you are trying not to, is it you doing the laughing?**

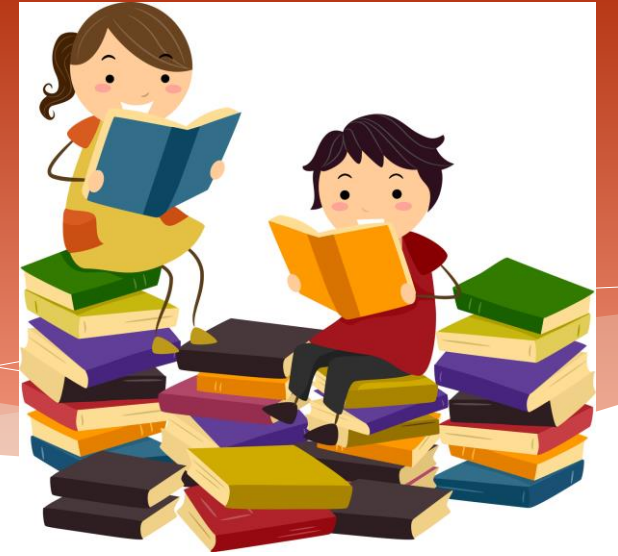


**What make the strongest reasons: facts, feelings or beliefs?**



**If you could make one new law, what would it be?**

# Reading



Children will continue to choose books from our **Accelerated Reader** scheme.

- Following an initial assessment, children have a ZPD code, which gives them access to a wide range of books pitched at their current reading level.
- When they have finished a book, children complete an online quiz on **Star Reader**.

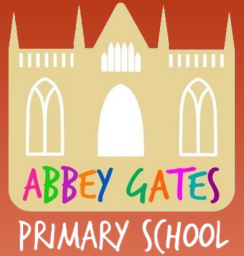
Please help us by sharing books with your child, encouraging them to read regularly, listening to them where possible and asking VIPERS questions to develop their understanding and comprehension.

In KS2, we focus on whole class reading during our shared and guided reading sessions, where the children are invited to read aloud.

Some children will continue to read individually with an adult to develop their fluency and comprehension skills.



# Class Page Weblinks



- \* **Online Safety**

Abbey Gates

<https://abbeygatesprimaryschool.co.uk/about/e-safety/>

- \* **Art**

Tate Kids

<https://www.tate.org.uk/kids>

- \* **Computing**

Purple Mash

<https://www.purplemash.com/sch/AbbeyGates>

- \* **Geography**

National Geography Kids

<https://www.natgeokids.com/uk/>



- \* **History**

The Museum of the World

<https://britishmuseum.withgoogle.com/>

- \* **Maths**

Top Marks

<https://www.topmarks.co.uk/>

- \* **Music**

Classics for Kids

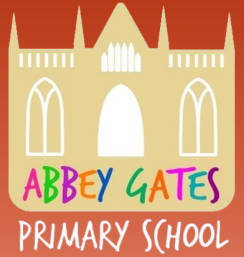
<https://www.classicsforkids.com/>

- \* **Science**

Brain Pop

<https://www.brainpop.com/science/>

# Aim High Project Homework



- \* Working in partnership with home and school



- \* Child led to support engagement and enjoyment

- \* To be displayed to give a sense of pride

- \* Selected from a wide variety of subject areas  
e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



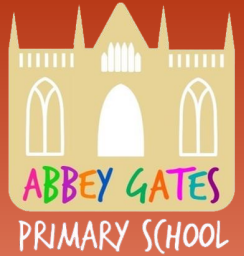
# Targeted extras



Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.



# SATs



SATs are the week beginning 12<sup>th</sup> May.

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes

KS2 Maths SATs papers analysis by @\_MissieBee

Percentage of questions from each year group curriculum

Year	2016	2017	2018	2019
3	16	7	9	10
4	14	26	18	21
5	27	25	26	21
6	43	41	47	47

# Abbey Gates Primary School



## End of Year Expectations for Year 6

This booklet provides information for parents and carers on end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.



# Clubs and Enrichment

At Abbey Gates we aim to offer a wide range of clubs and enrichment opportunities. Some examples of these are listed below. We are continually reviewing these clubs and try to plan them based on our children's interests. Look out for letters with more information about how to sign up!



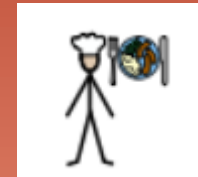
Peripatetic Music Lessons and Orchestra (KS2)



Choir (KS2)



Recorder Group (Y2+)



Cook Stars



Eco-Committee



Pupil Parliament



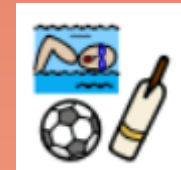
Clay Creators



Dance



Cheerleading



Inter-school sports matches (KS2)

# Expectations

- \* Reading.
- \* Practising spellings.
- \* Academic expectations - please take a copy of our end of Year 6 information leaflets.
- \* Behaviour for learning - Zones of Regulation
- \* Attendance Matters - please ensure your child is in school and ready to learn every day unless there are exceptional circumstances.

# We're here to help Working in partnership

- \* Teacher
- \* FS/KSI Lead - Mrs Bowell, KS2 Lead - Mr Rich
- \* STEP team - [Click here](#) for more information.
- \* SENCO - Mrs Durham
- \* SEBCO - Miss Taylor
- \* OPAL Lead - Mr Rich
- \* Designated Safeguarding Leads - Mrs Quant-Epps, Miss Taylor & Mrs Bowell

Mrs Quant-Epps - on the gate every day / call to catch up / make an appointment via the office.

# Can you help?



Do you have any skills or talents linked to the things we are learning?

Any questions?



ANY  
QUESTIONS?



Survey





# Visits and Visitors

What are your strongest memories from school? For most of us, it's the excitement of school visits or a visitor who came into school to bring learning to life! Whether it's a day out or a residential, educational trips give children the chance to experience life outside the school gates!

From visiting museums, theatres, religious centres and historical sites to going on residential, school visits encourage young people to learn and socialise with peers in a completely different way to within the classroom and are often the experiences they remember most.

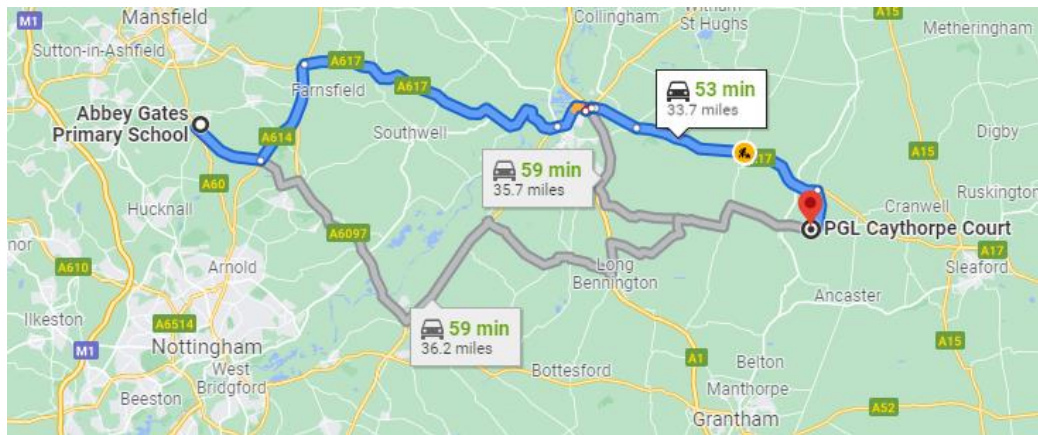
## WHY WE GO ON SCHOOL VISITS

- Brings subjects to life
- Boosts self-confidence
- Increases motivation
- Broadens children's horizons

## WHY WE BRING VISITORS INTO SCHOOL

- Engages children - it's exciting!
- Visitor will be an "expert" in their field
- Visitors may bring in relevant resources or artefacts to support the children's learning
- Most visitors are cost effective

# Year 6 Residential



Approx. 55 minutes by coach

# Adults Supporting Trip



Gareth Rich



Hazel Miles



# Timings



Wednesday 16<sup>th</sup> October

11.00 - Leave Abbey Gates

12.00 - Arrive at PGL



Friday 18<sup>th</sup> October

2:00 - Leave PGL

3:00 - Return to Abbey Gates



# Activities - Split into 3 groups

## Vertical Challenge



## Giant Swing



## Orienteering



## Problem solving

# Activities - Split into 3 groups



High Ropes Course

Jacobs Ladder

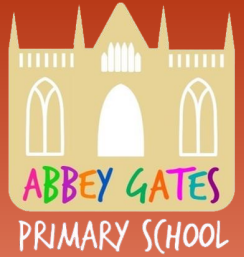


Trapeze



Laser Tag

# Catering



## Wednesday 16<sup>th</sup> October

Packed lunch from home

Evening meal

## Thursday 17<sup>th</sup> October

Breakfast

Lunch

Evening Meal

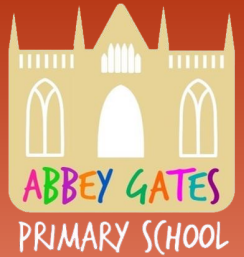
## Friday 18<sup>th</sup> October

Breakfast

Lunch



# Sample Menu



Reach your **FULL PGL POTENTIAL**

with our freshly prepared menu

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>BREAKFAST</b>	Sausages Plant-based sausages (v) Scrambled eggs Mushrooms Baked beans Tomatoes	Sausages Plant-based sausages (v) Hash brown Mushrooms Baked beans Tomatoes	Bacon Plant-based sausages (v) Scrambled eggs Mushrooms Baked beans Tomatoes	Sausages Plant-based sausages (v) Scrambled eggs Mushrooms Baked beans Tomatoes	Bacon Plant-based sausages (v) Hash brown Mushrooms Baked beans Tomatoes	Sausages Plant-based sausages (v) Scrambled eggs Mushrooms Baked beans Tomatoes	Bacon Plant-based sausages (v) Hash brown Mushrooms Baked beans Tomatoes
	<p><b>AVAILABLE EVERY DAY</b> Choice of cooked &amp; continental breakfast</p> <p>Continental options: Choice of cereals   Porridge   Assorted yoghurts   White or brown toast &amp; jam</p>						
<b>LUNCH</b>	Hot dog & wedges	Loaded jacket	Filled roll or wrap	Pasta & garlic bread	Burger, relish & skinny fries	Fajitas, tortilla chips & dips	Filled roll or wrap
	<p><b>AVAILABLE EVERY DAY</b> Homemade soup of the day &amp; roll   Choice of meat, vegetarian or vegan option</p>						
<b>DINNER</b>	<b>Mains</b> Crispy chicken breast pieces with sweet & sour sauce Chickpea, lentil & coconut curry, naan (v) Vegetable Kiev (v)	<b>Mains</b> Beef bolognese Piri Piri chicken Butternut squash & vegetable biryani (v)	<b>Mains</b> Chicken & vegetable tikka & naan Fish fingers Pesto & roasted vegetable lattice (V)	<b>Mains</b> Sausages & onion gravy Chicken & vegetable pie Quorn & vegetable chow mein (v)	<b>Mains</b> Battered fish fillet & tartare sauce Meatballs in tomato sauce Lentil bolognese (v)	<b>Mains</b> Meat pizza Margherita pizza (v) Chicken Kiev Vegetable & mushroom pilaf (v)	<b>Mains</b> Roast dinner, Yorkshire pudding & gravy Mac & cheese (v)
	<b>Sides</b> Chips, rice, broccoli, carrots	<b>Sides</b> Rosemary potatoes, pasta, green beans, roasted Mediterranean vegetables	<b>Sides</b> Chips, rice, peas, carrots	<b>Sides</b> Mashed potato, mixed vegetables	<b>Sides</b> Chips, spaghetti, peas, carrots	<b>Sides</b> Cajun fries, green beans, broccoli	<b>Sides</b> Roast potatoes, roasted root vegetables
	<b>Dessert</b> Doughnut	<b>Dessert</b> Raspberry ice cream cake	<b>Dessert</b> Chocolate, crispy cake	<b>Dessert</b> Apple crumble & cream	<b>Dessert</b> Ice cream	<b>Dessert</b> Profiteroles & chocolate sauce	<b>Dessert</b> Waffles & strawberry sauce

**AVAILABLE EVERY DAY** Choice of meat, vegetarian or vegan option

**Healthy Choices**  
Available daily

Fresh fruit - every mealtime

Unlimited salad from our salad bar - lunch & dinner

**Unlimited Drinks**  
Coffee, tea, chilled squash

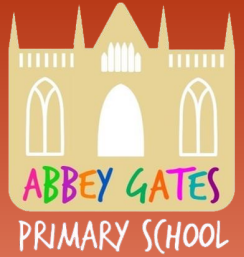
**Dietary & Allergens**

We can cater for a wide variety of food requirements when notified in advance, including allergies, intolerances, medical conditions, and those specified by culture and religion.

It may not always be possible to cater for more specific diets such as weight management programmes, organic etc.

Please see Parent Meeting Handout

# Rooms



- ✓ Comfy and clean accommodation
- ✓ All dormitories are gender separated and house 4 to 6 in bunk beds where clean duvets and pillows are all provided.
- ✓ All rooms are en-suite.
- ✓ *I will be asking children to choose 3 names of who they would like to be with but can't promise!*

# What should we pack?



## What to bring

Please ensure that all items are named.

### CLOTHING


Clothes are likely to suffer wear and tear and also get dirty and/or wet therefore you should bring several changes of old clothes for doing activities.

- Tops & jackets**
  - T-shirts
  - Long sleeved shirt/T-shirts
  - Waterproof jacket
  - Fleeeces/jumpers

*Your arms will need to be covered to do some activities.*
- Trousers or leggings**  
but not jeans as they get heavy and cold when wet
- Underwear & socks**

*Your socks will need to cover your ankles to do some activities.*
- 1 or 2 sets of **clothes for the evening**
- Suitable **nightwear**

### FOOTWEAR

- 2 pairs** of trainers
  - 1 for activities
  - 1 old pair for watersports
- 1 pair of dry shoes**  
for evening activities

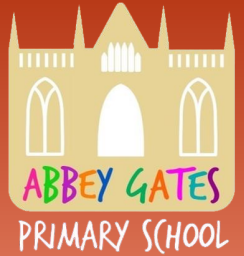
### OTHER ITEMS

- 2 towels**
  - 1 for showering
  - 1 old one for activities
- Reusable **drinks bottle**
- Small **rucksack/bag**
- Labelled **bin bag** for wet and dirty clothing
- Sleeping bag or duvet** and pillow (unless otherwise advised)

Please do not bring: Mobile phones, expensive cameras, electronic games, expensive or much cherished jewellery, expensive favourite clothing or shoes.

Please see Parent Meeting Handout

# Parent Consent Form



- ✓ Medical information
- ✓ Dietary requirements
- ✓ Up-to-date contact numbers

Visit Guidance - Children, Families and Cultural Services



Appendix 3

## Confidential Parental Consent Form (to be distributed with full details of the visit)

### 1. Consent for participation in the visit

Visit Leaders name: Gareth Rich

Visit to: PGL Caythorpe Court, Caythorpe, Grantham, Lincolnshire, NG32 3ER

Date(s)/Times: From: 13<sup>th</sup> October 2021 To: 15<sup>th</sup> October 2021

I agree to my son/daughter \_\_\_\_\_ (name) taking part in the above-mentioned visit and, having read the information provided, agree to his/her participation in any or all of the activities\* described. I acknowledge the need for obedience and responsible behaviour on his/her part. I understand that there is some level of risk in every activity but that this visit will be managed to minimise the risks involved. I understand the extent and limitations of the insurance cover provided. I understand that as part of the planned transport arrangements, or in emergency, it may be necessary for participants to be transported in staff vehicles.

# Peace of mind



## Peace of mind

Parent Guide



<https://www.pgl.co.uk/en-gb/school-trips/resources/parent-guide/peace-of-mind>



<https://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/caythorpe-court>

- Images
- Virtual tour

Any questions?



ANY  
QUESTIONS?

