



Cowes  
Primary  
School

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Primary  
School



Information  
Pack

Mrs Thomas  
YEAR 6  
2023/24

**A successful school in the heart of the community. Where children have a right to learn, a right to be safe and a right to be respected.**

### **Our destination-**

Our children will grow as individuals, beginning to understand the diversities of the world we live in. Developing their academic, social and spiritual well-being.

Learning will be excellent, relevant, purposeful and fun.

We aim to be an outstanding enlarged primary school. A learning centre of excellence.

*Stephanie Praetig*  
Headteacher

A right to  
Learn

A right to be  
Safe

A right to be  
Respected

## Uniform

### Girls

Red logo sweatshirt/cardigan  
White logo polo shirt  
Black skirt/pinafore  
Black trousers  
Black or white socks/tights  
Smart black shoes  
(closed toe shoes only)

### Boys

Red logo sweatshirt  
White logo polo shirt  
Black shorts  
Black trousers  
Black socks  
Smart black shoes

Hair must be tied back at all times. No leggings.

### PE kit

Cowes Primary PE top, black shorts, black plimsolls (indoor PE), trainers (outdoor games).

NO EARRINGS. Earrings must be taken out before PE, or at home on the day, ideally. If children are unable to take their earrings out they will be given tape to cover the earrings and will be unable to participate in some aspects of the lesson.

**Optimist** Monday - PE Wednesday - Games

### Topics

Autumn Term/ Spring Term **Conflicts that Change the World**

During this topic we will focus on Ancient Greek civilisations. We will identify the chronology of the period of history whilst making links with previous periods covered. We will be comparing and contrasting the civilisations and identifying any modern legacies. We will then complete a mini-topic on World War 2 and its impact on our locality. During this topic we will be focusing on life during World War Two, looking specifically at what life was like for citizens of the Isle of Wight and comparing to London. Within both aspects of history we will look at geographical locations—continents, oceans, land use and impact. This will give us opportunities to compare different localities with our own.

Spring Term– / Summer Term - **Raging Rivers**

During this topic we will be studying and comparing rivers in the UK and the World. Children will be using and drawing maps and plans at a range of scales. There will also be the opportunity of fieldwork to observe, measure, record and present the human and physical features in the local area. Children will explore how rivers are formed and used.

## Homework

Literacy and Numeracy homework will be linked to the previous week's lessons or to introduce the next weeks. In addition to the daily tasks, children are expected to read for at least 30 minutes a day, please sign the relevant day when your child has read to you or independently.

- Spellings will be given out on a Friday, to be tested on the following Friday. These will be accessed through the Spelling Shed website.
- A literacy task relating to the week's theme will be set on Friday and will be due in on the following Wednesday.
- A maths task relating to the week's learning objective will be set or assigned through the maths shed website on Friday and will be due in on the following Wednesday.
- Science relating to our topic will be given out as needed to support the children's learning.
- Times tables practise should be completed x3 weekly.

All homework must be handed in on time every Wednesday. Literacy and Numeracy homework will be linked to the previous week's lessons or to introduce the next weeks. There will also be a home learning task which will be topic based each term. Each homework task is expected to last for approximately 30 minutes.

A lunchtime/homework club is available for children who find it hard to undertake learning activities at home. Year 6 children who do not take up this opportunity and repeatedly miss homework deadlines will attend an in-school homework session.

May we take this opportunity to remind parents that it is the responsibility of the child to hand in their homework on time. The children have their own planner, this needs to be in school every day and read and signed once a week. This can also be used as a home/school communication book.

## **Literacy**

At Cowes Primary School Literacy is taught in mixed ability classes.

The objectives are taken from the New Curriculum and tasks relating to these are set according to the ability of the children.

### Reading

Phonics- 'Little Wandle' (Reception, Year 1, Year 2, Year 3 and intervention groups across the school).

Shared Reading (whole class reading).

Guided Reading (small groups).

Individual reading (with parents and additional support in school for those who need it).

Reading for pleasure (individual reading of books of own choice).

Reading Comprehension.

Reading across the curriculum/for a real purpose.

### Writing

Phonics- 'Little Wandle' (Reception, Year 1, Year 2, Year 3 and intervention groups across the school).

Shared/modelled Writing.

Guided Writing (in smaller groups).

Individual writing.

Discrete handwriting lessons.

Writing across the curriculum/for a real purpose.

Spelling taught discretely with weekly spelling tests.

Simple aspects of grammar taught within English lessons in Key Stage 1 and Key Stage 2.

### Communication

Speaking and Listening is promoted at Cowes Primary School throughout the curriculum.

Talk partners.

Reading aloud to the class or an audience.

Drama activities.

Self and peer assessment.

Debates and discussions within the class.

Performing to the class.

Class assemblies and performances in all year groups.

Use of digital media to record and appraise performances.

## Year 6 Maths

*The National Curriculum for mathematics aims to ensure that all pupils:*

- *become fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

The principle focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

### **The Programmes of Study cover the following maths aspects:**

- Number – number and place value
- Number – addition, subtraction, multiplication and division
- Number – fractions including decimals and percentages
- Ratio and proportion
- Algebra
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics

These aspects are taught throughout the year in maths lessons and are also linked to the class topics wherever possible in order to provide relevance and context.

More detailed information will be provided during the year by the class teacher. This will help you to support your child's learning at home.

## Year 6 RE Long Term Plan (Sept 2016)

We now use the Hampshire Agreed Syllabus for Religious Education (RE) providing pupils the opportunity to explore 'concepts' through their own experiences and how this fits into a religious context.

RE lessons provide pupils with opportunities to:

- Develop curiosity about their feelings.
- Develop curiosity about people, places and events.
- Ask questions (simple and profound).
- Explore through sense experiences.
- Develop greater awareness of feelings about what is special and precious.
- Become aware that certain people, objects, places, clothing and time have special importance.
- Encounter stories which engage the imagination, provide insights into feelings and relationships and develop empathy.
- Explore some of the symbols used in religious and everyday life.
- Learn to explore similarities and differences between themselves and others.
- Accept and value themselves and celebrate the common bond between all people.
- Develop a familiarity with a wide range of religious material.

Year	Autumn	Spring	Summer
6	<p><b>Concept:</b> Power Christianity / Islam</p> <p><b>Concept:</b> Interpretation Christmas the two birth narratives</p>	<p><b>Concept: Res- surection</b> The Empty Cross</p> <p><b>Concept: Ritual</b> Wudu and Eid-ul- Fitr Ancient Islam</p>	<p><b>Concept:</b> Love Sewa</p> <p><b>Concept:</b> A Good Life Humanism</p>

Christianity + Judaism – EYFS / Key Stage 1

Christianity + Hinduism – Year 3 + 4

Christianity + Islam – Year 5 + 6

## Personal Development Learning (PDL) at Cowes Primary School

### What is personal development learning?

Personal development learning (PDL) is a holistic term which includes:

**Personal, Social, Health and Economic Education (PSHEE)** which is made up of:

#### **Personal well-being**

building confidence and self-esteem  
drug and alcohol education  
sex and relationship education (SRE)

#### **Economic well-being**

understanding yourself  
careers education  
work-related learning (WRL)  
financial capability  
enterprise education  
planning for the future  
seeing relevance of learning

#### **Also including:**

**British Values**

**Citizenship**

**Education for sustainable development**

**Physical Education (PE)**

**Religious Education (RE)**

It should enable all young people to become:

Successful learners who enjoy learning, make progress and achieve.

Confident individuals who are able to live safe, healthy and fulfilling lives.

Responsible citizens who make a positive contribution to society.

Pupils' personal development helps them to learn and to achieve. These three aims reinforce each other and emphasis on them is essential if standards of attainment are to be raised for all students. Partnerships and work with outside agencies, such as school nurses, is important to achieve this.

Below is the yearly overview of PDL and SRE (Sex and Relationship Education) at Cowes Primary School. These lessons are designed to be age appropriate for each year group and build upon the previous year's learning.

#### Cowes Primary School PDL Overview

	<b>Theme 1 (Aut1)</b>	<b>Theme 2 (Aut2)</b>	<b>Theme 3 (Spr1)</b>	<b>Theme 4 (Spr2)</b>	<b>Theme 5 (Sum1)</b>	<b>Theme 6 (Sum2)</b>
<b>Reception</b>	Me – A Special Person	My Special People	Being healthy and safe	Growing and Changing	People who help	Being involved
<b>Year 1</b>	Working well together	Other people are special too	Caring for myself	Caring for others	Keeping safe	Looking Forward
<b>Year 2</b>	Who is in charge?	Celebrating and recognising differences	My body is important	Changing Friendships	Taking charge	Looking Forward
<b>Year 3</b>	Settling in	Focus of feelings	Making friends	Keeping safe in school	In someone else's shows	People and their work
<b>Year 4</b>	Feeling good	Keeping healthy	Changes in families	Ups and downs in relationships	Keeping safe outside school	Looking ahead
<b>Year 5</b>	Who decides?	Risks and pressures	We're all different	It's my body	Being involved in my community	Looking at my world
<b>Year 6</b>	Managing conflict	The world of work	Taking responsibility for my own safety	Changing relationships	Rights, respect, responsibilities and the law	Transition and managing change.



**Cowes Primary School SRE Overview**

	Autumn Term	Spring Term	Summer Term
<b>Reception Our Lives</b>	Our Day	Keeping Ourselves Clean	Families
<b>Year 1 Growing and Caring for ourselves</b>	Keeping Clean	Growing and Changing	Families and Care
<b>Year 2 Differences</b>	Differences: Boys and Girls	Differences: Male and Female	Naming the body parts
<b>Year 3 Valuing difference and keeping safe</b>	Differences: Male and Female	Personal Space	Family Differences
<b>Year 4 Growing Up</b>	Growing and Changing	What is Puberty?	Puberty Changes and Reproduction
<b>Year 5 Puberty</b>	Talking about Puberty	Male and Female Changes	Puberty and Hygiene
<b>Year 6 Puberty, Relationships and Reproduction</b>	Puberty and Reproduction	Understanding Relationships	Conception and Pregnancy & Communication in Relationships

## Personal, Social & Health Education (PSHE) at Cowes Primary School

### What is PSHE?

Personal, Social, Health Education (PSHE) is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

It includes the statutory subjects Relationships Education and Health Education, as well as age appropriate Sex Education.

PSHE also links to:

British Values

Citizenship

Science

Physical Education (PE)

Religious Education (RE)



It aims enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Pupils' personal development helps them to learn and to achieve. These three aims reinforce each other and emphasis on them is essential if standards of attainment are to be raised for all students. Partnerships and work with outside agencies, such as school nurses, is important to achieve this.

Due to the impact of the Covid-19 pandemic on education, delivery of the PSHE curriculum will be flexible in order to take account of the needs of the children, but during the year they will learn about the following topics

Living in the Wider World			Relationships			Health and Wellbeing		
Rules, rights and responsibilities	Caring for the environment	Money	Healthy relationships	Feelings and emotions	Valuing difference	Healthy lifestyles	Keeping safe	Growing and changing

## **Reading**

Reading is one of the most important skills your child will learn. Please try and read with your child everyday. Good reading skills lead to good writing skills and boosts confidence. You don't have to just stick to the school reading scheme, any reading is good: newspapers, magazines, comics, shopping lists etc. If you have any free time, you are welcome to come into school and read with the children. Please speak to your child's teacher for more information.

## **Assemblies**

Monday- Whole School	Headteacher's assembly (Attendance Cup, House Team Points, Headteacher Awards).
Wednesday - Key Stage	Singing assembly, alternate weeks. Wake Up Shake Up
Wednesday	Key Stage
Thursday & Friday	Class assembly and reflection time.

## **Crew Club**

Breakfast and after school clubs are available for childcare. Information available from the office.

## **Administration of medicines**

Due to strict guidelines only prescribed medicines can be administered in school by staff. A 'Request for Prescribed Medication to be Administered in School' form will need to be completed by parents/carers and agreed by the Headteacher. If your child requires long term medicine a healthcare plan will need to be set up and parents will be advised accordingly.

Non prescribed medicines should not be brought into school, although individual cases may be discussed with the Headteacher.

## **Labelling of clothes**

Please ensure that all clothing is clearly labelled with your child's name. When children get changed for PE it is a huge help to the staff if we can sort out all the clothes by reading the name labels in each one. It also helps to prevent clothes getting lost!

## **Milk**

If you would like your child to have milk in school, you will need to register your child by either completing the Cool Milk form (which has already been sent home) and posting it to 'Freepost Cool Milk' or by going to [www.coolmilk.com](http://www.coolmilk.com) or by calling 0844 854 2913.

## **Head lice**

Please check your child's head regularly for lice and eggs. If everyone does this on a regular basis we can hopefully stop the cycle of it going through the class and it avoids you having to collect and treat your child.

## **Library**

Year 6 will be given the opportunity to visit the library every Tuesday, where they can browse and borrow from a large selection of books.

## **Quest**

The children will take part in a Quest activity of their choice every Friday afternoon.

## **Clubs**

Children will have an opportunity to put their name down for a club. You will be informed if they have a space. Some clubs are very popular and so they may have to wait for a turn. Please be patient.

## **Pop ins**

Staff are always on the playground before and after school if you need to speak to them. Year 6 'pop In' session after school is on a Monday, or alternatively please feel free to contact the school office to make an appointment.