



Welcome to the Curriculum Talk for Year 6

Miss Ponter and Mr Marston

Mission statement

Learning our faith

Living our faith

Loving our faith



STRIVE -School Visions and Values

Here at St Michael and St Martin, we want the children display these core values to help them be well-rounded individuals. They must strive to be:

Spiritual

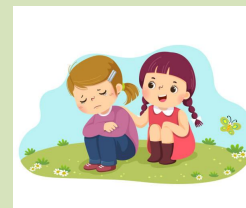
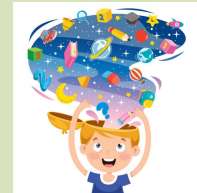
Thinkers

Resilient

Independent

Valued

Empathetic



Expectations for Behaviour

We encourage all children to demonstrate a **high standard of behaviour** at all times in order to create a safe, respectful and happy learning environment.

Each class has participated in the process of making a set of '**Golden Rules**.' The children have agreed to follow the rules as they understand that this will help their learning.

Respecting each other and all members of staff is expected and reflects the ethos of our school.

The children are required to **listen carefully** and to develop their **self control** and **concentration** in class and in the playground.

Working together with parents and guardians plays a big part in establishing good relationships and standards of behaviour.

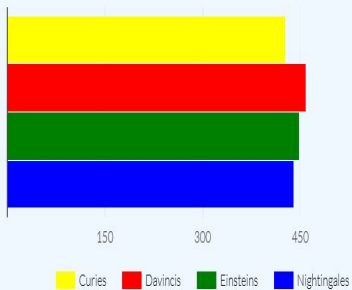
We expect that all children follow the school guidance for health and safety during the time of Covid-19.

House Points- epraise

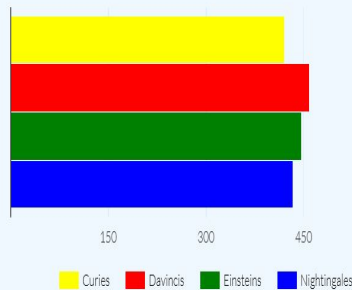
St Michael & St Martin Catholic Primary School

Learning our faith, living our faith, loving our faith.

House points



Past week



Demerits	Points
-	1 point +
Creative thinking	
Effective participation	
Independent enquiry	
Reflective learning	
Self management	
Teamwork	
Polite manners	
Add any comments here first. To award the demerit, pick a category.	
-	-5 points +
Disruptive behaviour	
Poor work	
Poor effort	
Swearing	
Poor attitude	
Running in Corridor	
Poor manners	
No PE Kit	

Expectations for Behaviour

Epraise

This year, our school is introducing a new online school rewards system designed to motivate students to work harder, attend more and behave better.

Our house points, demerits and detentions will now be recorded electronically and when the children accumulate their house points, they can redeem them for rewards. In addition to earning house points as a team, this new system recognises the efforts of individuals – ‘Silent achievers’.

House points are awarded to children for the following contributions to their learning and the school environment:

-	1 point	+
Creative thinking		
Effective participation		
Independent enquiry		
Reflective learning		
Self management		
Teamwork		
Polite manners		

Expectations for Behaviour

- Demerits are issued where a child fails to follow the school or class rules. They are also issued if a child doesn't bring in a piece of homework when it's due.
- Three demerits equal a detention.
- Detentions are recorded by the teacher & Mrs Duggan and a note will go home with the child that requires a signature from the parent/carer.

-	-5 points	+
Disruptive behaviour		
Poor work		
Poor effort		
Swearing		
Poor attitude		
Running in Corridor		
Poor manners		
No PE Kit		



Routines

Homework: Weekend homework will be given out on Fridays to be returned on Mondays.

Weekend homework includes:

- English
- Maths

Homework Timetable- Autumn Term- Year 6 2021 – 2022		
	Homework Handed out	Homework Due in
Monday	Spellings	Maths Weekend H/W English Weekend H/W RE
Tuesday	Comprehension RE	
Wednesday	SPaG	Comprehension
Thursday	Arithmetic	SPaG
Friday	Maths Weekend H/W English Weekend H/W Mental Maths Sheet (ABC)	Arithmetic Mental Maths Sheet(ABC) Spellings

• Don't forget to check SATS Companion for online homework
• Homework frequency will increase closer to SATS (arithmetic/comprehension)

PE kits:

PE takes place every Monday afternoon. All children must have a named PE kit in school on these days. (Extra PE may happen during particular weeks - we will aim to inform parents / guardians the day before.

Please remember to supply your child with a named **water bottle** everyday.

It is important to encourage your child to take responsibility for their organisation in preparation for secondary school next year.

Uniforms



Autumn Term	
Girls	Boys
<p>BOTTLE Green Coat</p> <p>BOTTLE Green Skirt or Pinafore Dress</p> <p>BOTTLE Green Cardigan with embroidered Logo</p> <p><i>*School Tie</i></p> <p><i>(Elastic ties –Reception – Yr 2, full tie Yr3 – 6)</i></p> <p>White short sleeved Shirt</p> <p>BOTTLE Green / White Socks or Tights</p> <p>(No ankle socks)</p> <p>Black (low heeled) shoes</p> <p>(NO TRAINERS OR BOOTS)</p> <p>BOTTLE Green hat / scarf / gloves (optional)</p>	<p>BOTTLE Green Coat</p> <p>BOTTLE Green Jumper with embroidered Logo</p> <p><i>*School Tie</i></p> <p><i>(Elastic ties –Reception – Yr 2, full tie Yr3 – 6)</i></p> <p>White short sleeved Shirt</p> <p>Grey Trousers</p> <p>Grey Socks</p> <p>Black Shoes</p> <p>(NO TRAINERS OR BOOTS)</p> <p>BOTTLE Green hat / scarf / gloves (optional)</p>
Spring /Summer Terms	
Girls	Boys
<p>BOTTLE Green Blazer (optional)</p> <p>Green and White KINSALE Dress made by Banner</p> <p>BOTTLE Green Cardigan with embroidered Logo</p> <p>WHITE Long / ankle Socks</p> <p>Black Shoes (low heeled) or closed toe White Sandals</p> <p>(NO TRAINERS OR BOOTS)</p> <p>BOTTLE Green Cap (optional)</p> <p><i>NB : Summer uniform may be worn from Easter through until the October half term only</i></p>	<p>BOTTLE Green Blazer (optional)</p> <p>BOTTLE Green Jumper with embroidered Logo</p> <p><i>*School Tie</i></p> <p><i>(Elastic ties –Reception – Yr 2, full tie Yr3 – 6)</i></p> <p>White short sleeved Shirt</p> <p>Grey Trousers or shorts</p> <p>Grey Socks</p> <p>Black Shoes</p> <p>(NO TRAINERS OR BOOTS)</p> <p>BOTTLE Green Cap (optional)</p>



Curriculum Map

R.E

In the Beginning

Our topic this Autumn in R.E. is 'In the Beginning' where the children will be focussing on how Genesis records the beginning of the world. They will become familiar with the Genesis account, be able explain belief in the nature of God drawn from these passages, and find connections between a creation passage and Laudato Si. Then, the children will be explain how and why people pray the Psalms and how the Psalms are used by both Jews and Christians.

Children will participate in Collective Worship activities.



Music

Understanding the dimensions of Pop music – Happy - Pharrell Williams.

- Analysing performance.
- Celebration of Hymns

Geography – Our Local Area

Human and physical geography: describe and understand key aspects of physical and human geography in relation to WW2.

Children will use maps, atlases, globes and digital/computer mapping to locate places and describe features studied and how they were impacted during WW2.

Science – Animals including Humans

Children will look closely at the heart and circulatory system, focussing on how the heart reacts to exercise, drugs, diet and overall lifestyle of each person. By gaining a deeper understanding of the overall function of the heart, children will then be able to discuss how water and nutrients are transported around the body to keep us fit and healthy.

In Autumn 2, children will look at 'Living Things and Their Habitats'. In particular, children will understand the terms microorganisms and classification.

English

Power of Reading: The Boy in the Striped Pyjamas and Skellig Writing:



Formal and informal letters
Persuasive writing
Report writing
Explanation
Discussion
NonFiction – Instructions
Spelling (homework)
SATs Companion

Guided Reading Sessions Weekly – Comprehension Focus

PSHE

Children in Year 6 will deepen their understanding of Catholic Social Teaching.

Children will look closer at their own gifts and talents and how these can be used to impact the lives of others. Children will also gain a better understanding to the changed of their bodies e.g. spots and sleep.

PE

Autumn 1

Invasion Games -
Handball/Switch
Target Games - Cricket
Swimming

Autumn 2

Dance - World War 2
Invasion Games - Tag
Rugby

ART/DI

Introduction to sketchbooks, Impressionist Painting, Zentangle Patterns and Printing, Making a Hat, Learning about Edward Hopper/Evaluation and Feedback.

Computing

Autumn 1

We are Video Makers
Information Technology
Topic: Propaganda
Software: Adobe Video

Autumn 2

We are Web Page Creators
Information Technology
Topic: Digital Literacy
Software: Google Sites

Year 6 Curriculum Map

Autumn Term 2022

Miss Ponter and Mr Marston

Maths

Place Value
Adding / Subtraction
Algebra
Fractions, Decimals and Percentages
Measurement
Multiplication / Division
Ratio
Shape and Space
Word Problems
Maths homework
SATs Companion

Weekly Mental Maths tests/ problem solving activities



History – WW2

Children will use primary and secondary sources to find out information about the events of war and how the events of war have changed everyday life today. They will explore what life was like for children during the War and the role of their local area had. They will explore key people from the era including Adolf Hitler, Winston Churchill and Anne Frank.



You can keep up to date with the school's events and newsletters by looking at our school website.

www.stmichaelandstmartin.co.uk

The screenshot shows the homepage of the St. Michael & St. Martin Catholic Primary School website. The header is orange with a yellow bar containing a search icon, a translate icon, and a globe icon. Below the header is a navigation bar with links: Key Information, Catholic Life, News & Events, Parents, Learning & Teaching, and Safeguarding. The main banner features a photo of smiling children in school uniforms. Overlaid on the photo is the text: "Welcome to ST. MICHAEL & ST. MARTIN Catholic Primary School" and "Learning our faith, living our faith, loving our faith". A yellow button below the banner says "Click here for more". The footer contains several accreditation logos: change 4life, Healthy School, International School Award, Schools Curriculum Award, Sustainable Travel Accredited & Recognised higher standards level, and CPOMS. A large blue Twitter bird logo is on the right, with the handle @STMM20 below it.

! Search Q Translate

Key Information Catholic Life News & Events Parents Learning & Teaching Safeguarding

Welcome to
ST. MICHAEL & ST. MARTIN
Catholic Primary School

Learning our faith, living our faith, loving our faith

Click here for more

change 4life Healthy School International School Award Schools Curriculum Award Sustainable Travel Accredited & Recognised higher standards level CPOMS

@STMM20

PGL 2023

The PGL trip has been provisionally booked!

The dates that we are **planning** to travel are **9th -12th June 2023**

We do ask that a non-refundable deposit of £65 is paid by **Monday 31st October**, this will be deducted from your overall balance!

All monies will be accepted through Parent Pay (link available from today). No cash will be accepted.

Overall cost is £290



Growth Mindset

In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

— Carol S. Dweck —



It is extremely important you encourage your child to persevere when times are tough. Adopting a resilient attitude to challenges will greatly benefit your child's well-being and overall success socially, emotionally and academically.

Mobile Phones



We understand the importance of children getting home safely, however, St Michael and St Martin primary school has a no mobile phone policy. Our children are not to have mobile phones in school / in their backpacks.

E-Safety

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



13+



16+




17+




Key Notes

- ▶ Club pick-ups - Parents must be aware that children need to be collected on time otherwise the club will be stopped for that pupil.
- ▶ Due to current safety measures in place / risk assessment, staff are still unable to have discussions at the front gate about any issue relating to your child. If there is an issue please arrange a meeting at the office to allow discussions in more detail.
- ▶ Prayers - The Apostles Creed, Salve Regina(Hail Holy Queen), The Confiteor (I Confess) and The Memorare



- 
- ▶ **Healthy Snack and water bottle (daily)**
 - ▶ **Pencil case** – Pupils need a simple pencil case (**no Smiggle stationery**). Ensure your child has a pencil, eraser, sharpener, ruler, glue stick and a green pen.
 - ▶ **English dictionary & Thesaurus** (pocket size)
 - ▶ **PE kits** - PE takes place every Monday. All children should come to school wearing their named PE kit. all PE Kits to be washed each week. During colder months, children are encouraged to wear the school tracksuit bottoms as part of their PE kit.
 - ▶ **Screen time** – please try to limit the amount of time children spend using electronic devices. Excessive use can negatively impact their behaviour and their ability to apply themselves to lessons.



Talk with your child. Talking and listening play major roles in children's school success. It's through hearing parents and family members talk and through responding to that talk that young children begin to pick up the language skills.

In addition, children who haven't learned to listen carefully often have trouble following directions and paying attention in class.

It's also important for you to show your child that you're interested in what he has to say. Talking With Your Child offers some great ideas for using conversation to stimulate language development.

SATs Companion, TTRS and Mathletics

A screenshot of the SATs Companion Pupil Login page. It features the 'SC SATs Companion' logo at the top. Below it is the title 'Pupil Login'. There are two input fields: 'Enter Username' and 'Enter Password', each with a small user icon to its right. A blue 'Submit' button is positioned below the password field. At the bottom, there is a recommendation to use Chrome or Firefox, with their respective logos.

Tasks

Practice

Tests

Awards

Results

Lessons

Mathletics

Key Stage 2 SATs


A School Presentation to Parents

The Tests

Key stage 2

The key stage 2 tests are timetabled from Monday 8th May to Thursday 11th May 2023.

- Statutory tests will be administered in the following subjects:
 - Reading (60 minutes)
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.



When will KS2 SATs take place in 2023?

The Year 6 KS2 SATs will be administered in the week commencing 8 May 2023.

The SATs timetable runs as follows:

Monday

English GPS Paper 1: questions

English grammar, punctuation and spelling Paper 2: spelling

Tuesday

English reading

Wednesday

Mathematics Paper 1: arithmetic

Mathematics Paper 2: reasoning

Thursday

Mathematics Paper 3: reasoning

Scaled Scores

- What is meant by 'scaled scores'?
- 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale has a lower end point of 80 and an upper end point of 120.
- 80 – 99 = Below National Expectation
- 100 – 109 = National Expectation
- 110 – 120 = Greater Depth
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- At the end of the academic year, your child's results will be shared in their end of year report.

English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	91
17	91
18	92
19	93
20	93
21	94
22	95
23	96
24	96
25	97

Raw score	Scaled score
26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

KS2 School Results 2021/22 (official data)

KS2 SATS Teacher Assessments and Test Results 2021-22					
Subject	School Achieved 2021-22 (%)	National Average 2021-22 (%)	Greater Depth Achieved 2021-22 (%)	Average Scaled Score (School)	National Average Scaled Score
Reading	97%	74%	58%	110	
GPS	100%	72%	81%	114	
Writing	95%	69%	34%	N/A	
Maths	98%	71%	58%	111	
RWM (Combined)	93%		29%	112	

KEY STAGE 2 PROGRESS (End of KS1 to End of KS2)	2021-22 School	2021-22 Nat. Average	Comparison to schools with similar prior attainment in KS1 nationally
Reading	+5.1	0.0	Well above average
Writing	+4.5	0.0	Well above average
Maths	+6.2	0.0	Well above average

KEY STAGE 2 PROGRESS ***Updated***

(End of KS1 to End of KS2)

READING			WRITING			MATHEMATICS		
2018	2019	2022	2018	2019	2022	2018	2019	2022
+4.5	+4.5	+5.1	+2.6	+3.3	+4.5	+5.6	+6.2	+6.2

How to support your child with Grammar, spelling and punctuation

- Help your child learn the spellings that are sent home.
- When reading to and/or with your child discuss they use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.
- The grammar paper relies on a child knowing the terminology e.g. subordinate clause, main clause, adjective, article, passive, active – and many more. We use these is daily teaching practice however, for additional support at home, there is a wealth of revision guides that could help your child become familiar and fluent with the terms they will come across.

This is the Word List for Years 5 and 6 children. Children should be able to **spell** and **define** each word.

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach

Mathematics

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper but we encourage all children to do so.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

☐

1 mark

25

1 3 | 3 0 1 6

Show
your
method

☐

2 marks

Sample Questions

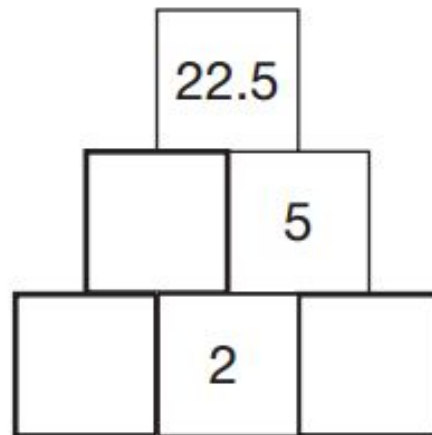
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks



How to support your child with Maths



- Knowing their timetables – if timetables are known children can use them accurately and quickly for multiplication, division. To help your child learn their timetables (up to X12) we recommend: Times Table Rock Stars
- Formal method for the four operations practice: it is important child can complete methods accurately. (Methods for year 6 child: column addition, column subtraction, short multiplication, long multiplication, short division, long division including expressing remainders as fractions, decimals and remainder form).
- Arithmetic speed practice.
- SATs Companion – All children have own login

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Current Issues with Reading

- Reading stamina – children are expected to read 3 texts and answer a range of comprehension questions, all within 60 minutes. 
- Practise reading and answering questions under timed conditions on a regular basis.
- Limited exposure to different genres – children often immerse themselves in fictional texts and find it difficult to relate to non-fiction texts. 
- Ensure your child is reading a range of text genres and are answering comprehension questions.

- Vocabulary – children do not understand the meaning of certain words, which is hindering their ability to answer the questions. 
- Exposure to new, unfamiliar words. Children can use dictionaries to check the meaning, thesauruses to check for synonyms etc.
- Inference – children find it difficult to ‘read between the lines’ and pick up clues from the text. 
- Encourage your child to answer the questions by giving their opinion and justifying their answers by referring to the text (A.P.E).

Sample KS2 Reading texts

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

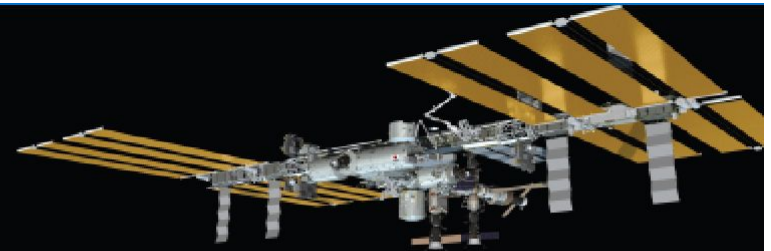
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



Sample KS2 Reading texts

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

Sample KS2 Reading texts

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

Sample KS2 Reading questions

Questions 1–15 are about *Space Tourism* (pages 4–6).

Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

How would you get from the spacecraft to the space hotel?

1 mark

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1.

2.

2 marks

How much did the first space tourist pay to go into space?

1 mark

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark

Our Top Tips



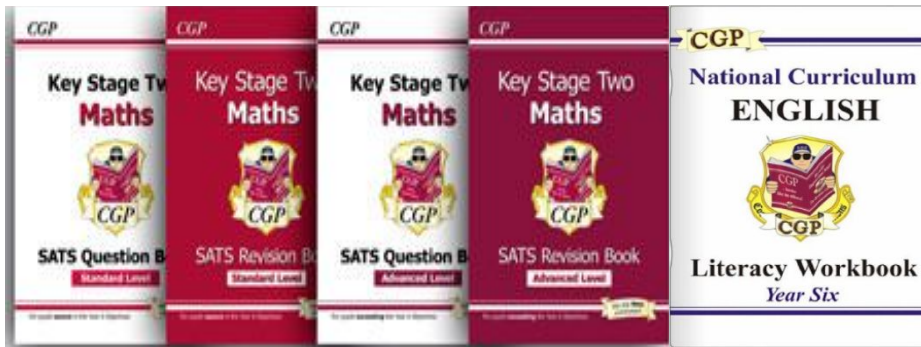
- **Tip 1:** Remember your child's education is a partnership. Attend parents evenings to discuss your child's progress including strengths and areas for development.
- **Tip 2:** Support your child with homework tasks and daily reading. Try drawing or acting out answers of difficult concepts.
- **Tip 3:** Encourage your child to work to speed. Try timed recall of timetables in the car/journey to school. Set challenges for example – 'can you find the word on the page that means 'dangerous' you have 1 minute - go!' 'What is 10% of 150? You have 10 seconds - go!'
- **Tip 4:** Make sure your child is aware that getting stuck is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.

Our Top Tips



- Tip 5:** Encourage your child to believe in themselves, ‘you can do it!’ Growth Mind-set.
- Tip 6:** Remind your child that the tests are important, but that they are not the only way they are to be measured. We don’t want child panicking or worried, we want them to be prepared.
- Tip 7:** Approach a subject from lots of different angles. Software, games, activities, books, flash cards and practical applications all help. Make the revision time at home as fun and interactive as possible.
- Tip 8:** It is easier said than done, BUT do not put your child under too much pressure. Have fun – they will find things easier to remember if they recall the good times they had learning.

Recommended revision guides



All of these resources (and more) are available online from Amazon, prices range from £4 to £8 and in local stores.

The following are the names of the publishers that you need to look out for if purchasing these resources:

- CGP Revision Guide only
- Pearson

Please avoid purchasing CGP test papers or using past SATs papers as we use these materials to assess your child's progress in school.

Marking and Feedback

- Research has shown that the most effective form of feedback is **immediate** and given during the point of learning.
- As a school, we are moving towards using **verbal feedback** as our main form of feedback.
- Feedback includes **verbal feedback, paired feedback, whole class feedback, highlighting in pink/green and written feedback given in NOW comments.**
- Year 6 have a slightly different policy due to the fact that written work must still be classed as **independent** for end of year writing judgements.



Reading Records

- Reading at home is essential for helping children to make progress in English and across the curriculum areas.
- As part of our home school agreement, as parents, you have agreed to support your child in reading for 20 mins per night.
- Reading Records allow us as a school to keep track of your child's reading for enjoyment and the frequency of their reading.
- Please support us by writing a brief comment when you listen to your child read.
- Child to record date, title and rating daily but only need to write a more detailed comment 3 times a week.

Reading Record	
Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
Monday 16th September 2019 Fly me home Page No. 296-297 (Prologue)	On pages 296 to 297, the author, Patsy Wo-Hen, talks about her dad's experience immigrating from Guyana to London. In this, she got the idea for this book. Also, her previous Yr 1 class gave her ideas too! 11.5
Tuesday 17th September 2019 Fly me home Page No. 35	On page 29, I can infer that Keelu originates from Nigeria, for she says "Koyo Papa!" And she she wears a yellow/red skirt with a green football t-shirts, like the real Nigerians! 10
Wednesday 18th September 2019 FLY ME HOME Page No. 8	On page 8, I understand that Keelu's mother is very tidy and comfortable for her. she always puts when the rubbish is there. good reading 10
	10
	10

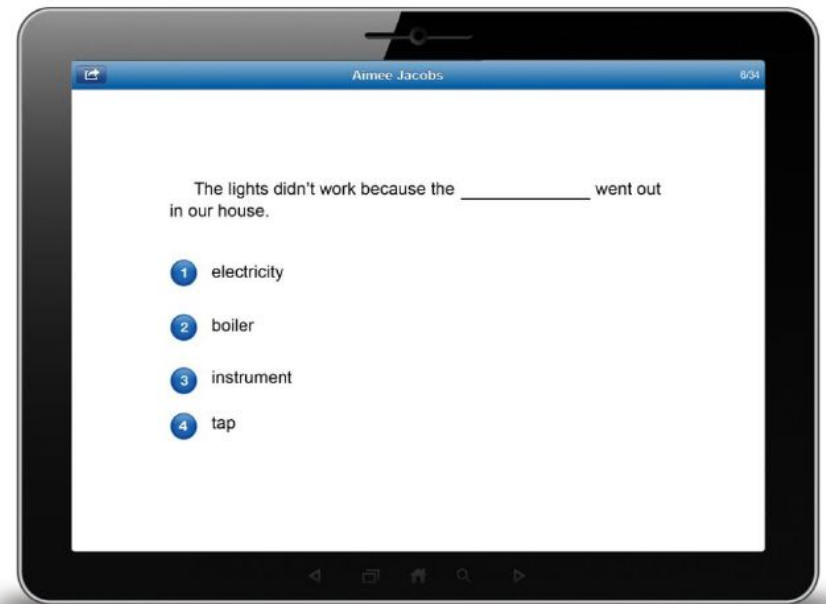
Tricky words, or new words I have learned			
fluorescent	innards		
studded	portelain		
pinpricks			

9

“ Our primary purpose is to accelerate learning for all children, ability levels and ethnic and social backgrounds.” Accelerated Reader


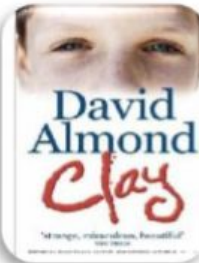


Star Reading

- 20 minute computer-adaptive test used to assess reading ability.
- Tracks reading growth.
- Provides students with a personalised reading range called the ZPD, and teachers with data to monitor student progress.



Zone of Proximal Development (ZPD)

A range of book levels recommended for each student based on their reading ability
The student has free rein to choose books from within their entire ZPD range

Too Easy	ZPD: Just Right					Too Hard
2.8	3.2	3.8	4.4	5.0	5.4	
						

Parents Evening

Parents Evening will be held on :

- Tuesday 1st November (in School)
- Wednesday 2nd November (via School Cloud – online)



Easter Tuition

Dates will be sent out in the coming weeks on when this will be.

This is usually the first Tuesday and Wednesday of the Easter holidays.



Thank you for listening– we
look forward to working with
you this year.

WE DON'T GROW WHEN
THINGS ARE EASY; WE
GROW WHEN WE FACE
CHALLENGES.

