



# Rowan Class Information Evening

(13<sup>th</sup> September 2018)



I'm  
Sorry!



# Reminders

- **Snacks**  
Fruit or vegetables
- **Uniform**  
Make-up  
Nail Varnish  
Earrings

School Shoes	
Acceptable	Unacceptable
 	 
 	 
 	 
	



# Rowan Class

- 28 pupils (12 girls and 16 boys)
- Taught by Mr Gray, Mrs Sealey and Mrs Morley
- Supported by Mrs Lewis
- Mrs Neighbour will teach Mandarin during the Autumn Term



# Teaching and Learning Expectations

- Being an active learner by:
  - Asking for help
  - Contributing
  - Making links
  - Making the most of all learning time
  - Reflecting
  - Being honest
- Every minute matters
- Happy, Safe and Fun



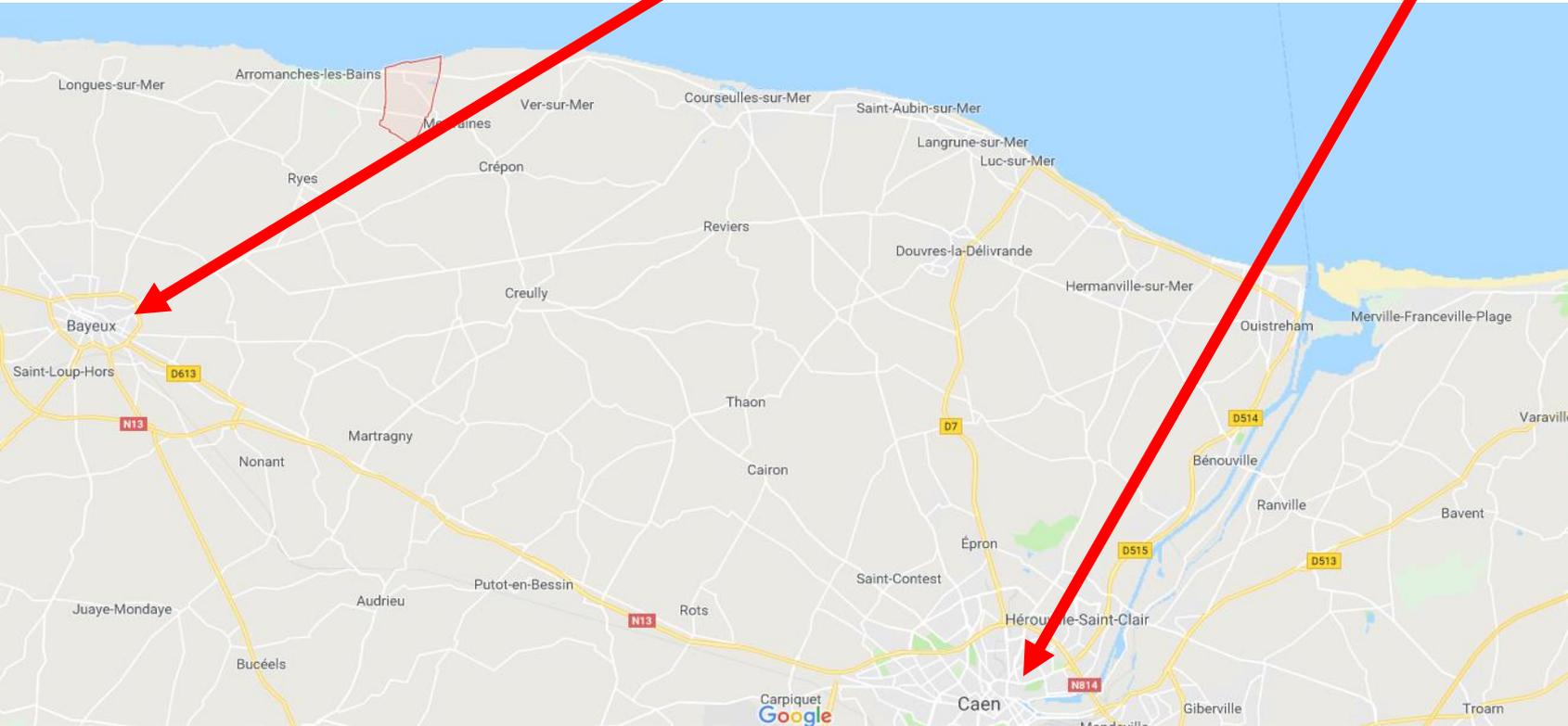
# Curriculum Map

- 6 Topics which support and lead our learning
  - Shocking Shakespeare
  - We Will Rock You
  - Mission Impossible
  - Fantastic Fairgrounds
  - Behind Enemy Lines
  - I'm a Year 6 – Get Me Out of Here!
- Subjects will be 'blocked'
- Units and Trips could change in response to our learning and the needs of the class
- 'Rich Texts'



# Residential

- Asnelles  
(20-minutes from Bayeux) (30-minutes from Caen)



# Residential

- c.£400 + pocket money (c.£40)
- Tower Hill Primary School (Farnborough)
- Children stay in an education centre very close to the beach in rooms of 3, 4 or 5
- Breakfast and Dinner provided in the centre  
Packed Lunch when out and about
- This visit supports the class's learning about World War 2



# Shakespeare Schools Foundation

- Twelfth Night (30-minute abridged version)
- Performance in Camberley Theatre  
Monday 19<sup>th</sup> November (7pm – 10pm)  
Cove Junior School and Wellington College
- Newlands have bought tickets to sell to you
- Rehearsal in Camberley 24<sup>th</sup> September  
(During the school day)



# Homework

- Set on a Monday and due in the following Monday
- Worthwhile
- Purposeful Practice or pre-learning
- A degree of repetition or choice
- Not optional
- Never set during a holiday



# Helping with Homework

- Read the diary – the top tips will explain!
- Pick your battles
- Be picky – attention to detail is vital
- Mistakes are fine – everybody is a learner



# Reading Challenge

- Reading will be a part of our homework
- Reading homework will contribute to the 'Reading Challenge' in school

200 signatures = Platinum

120 signatures = Gold

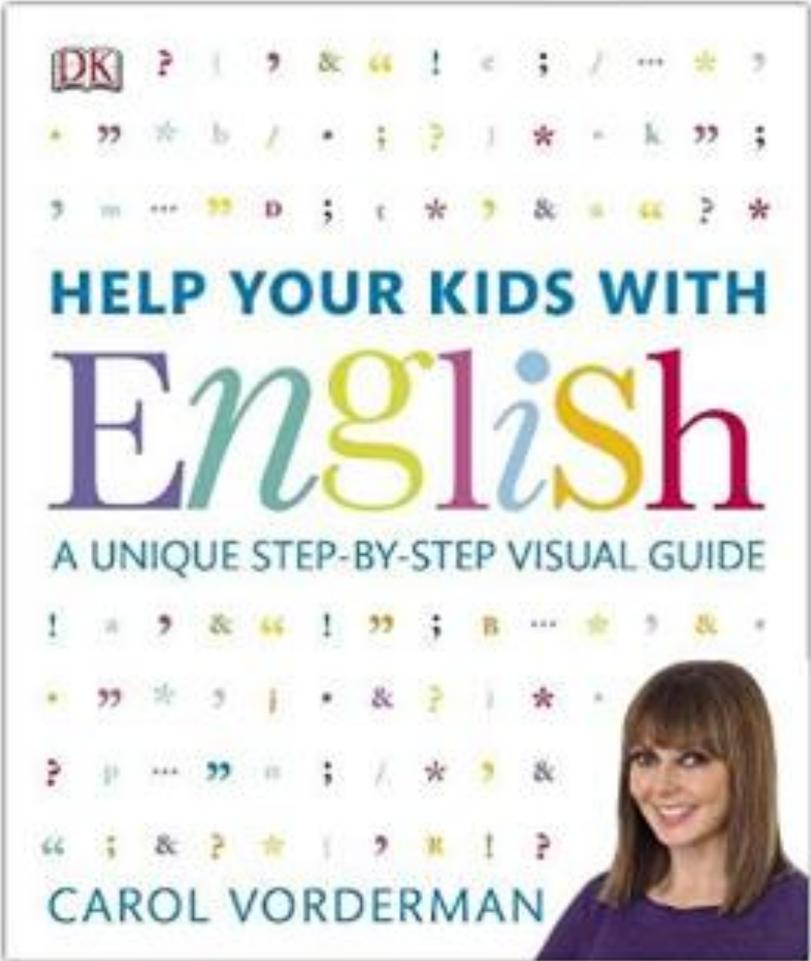
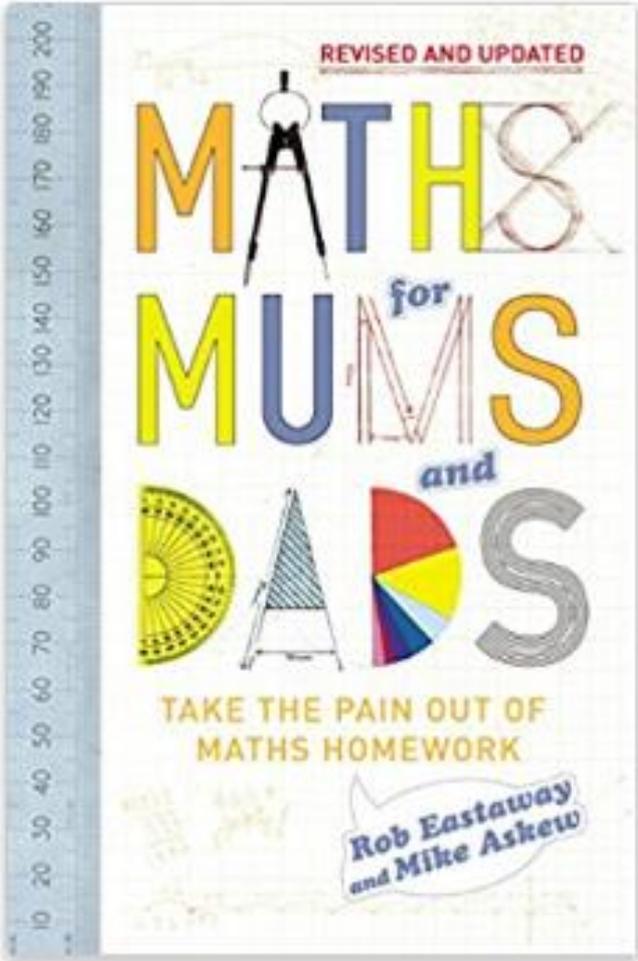
80 signatures = Silver

40 signatures = Bronze

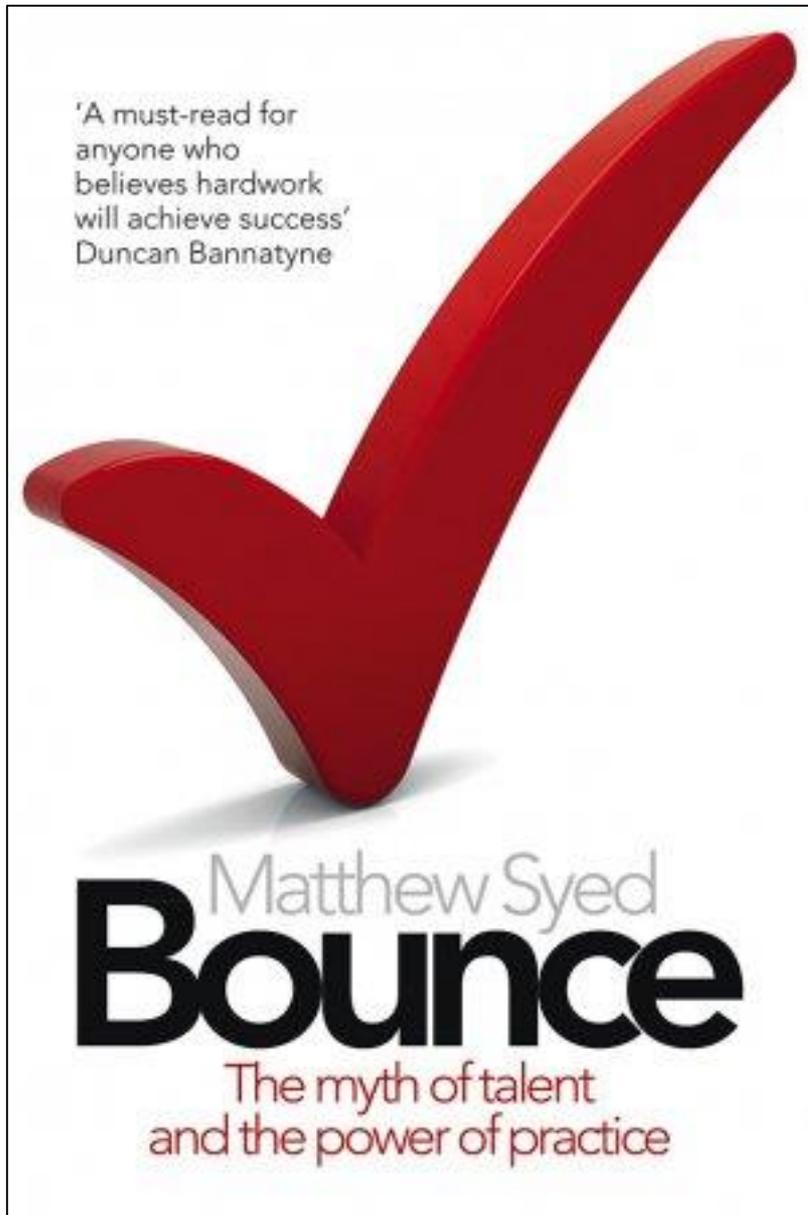
- Discussion is vital



# Homework Help for Adults



# Possibly Interesting...or not...!



# ARE and GDs

(Age Related Expectations and Greater Depth Score)

- The SATs tests in May 2019 will grade your child for the following subjects:
  - Maths
  - Grammar, Punctuation and Spelling
  - Reading
- Writing is graded by Mr Gray and moderated by external professionals
- More information will be given about SATs nearer the time – please do **not** worry about them!



# Maths ARE/GDs

- Grading from 3 different tests  
(1x arithmetic and 2x problem solving)

9	7	8	8	2	7
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		5	4	1	3
x				8	6

$$270 \div 3 =$$

$$4\frac{2}{3} - 1\frac{6}{7} =$$

$$6 - 5.738 =$$

$$1\frac{1}{15} - \frac{2}{5} =$$

$$3.9 \times 30 =$$

$$5,400 \div 9 =$$

$$9^2 - 36 \div 9 =$$

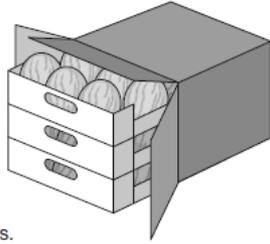
$$\boxed{\phantom{0000}} = 5,776 - 855$$

$$3,050,020 = 3,000,000 + \boxed{\phantom{0000}} + 20$$



15

A box contains trays of melons.  
There are 15 melons in a tray.  
There are 3 trays in a box.



A supermarket sells 40 boxes of melons.

How many melons does the supermarket sell?

Show your method

Grid for showing the method to calculate the total number of melons. A box labeled 'melons' is provided for the final answer.

2 marks

10



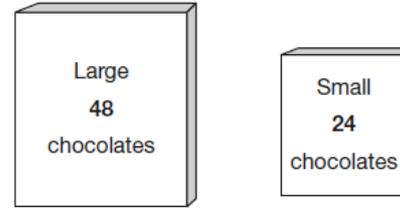
Write the correct symbol in each box to make the statements correct.

- $11 \times 12$    $15 \times 10$
- $90 \div 30$    $60 \div 20$
- $120 \div 4$    $160 \div 8$
- $30 \times 8$    $100 \times 10$

2 marks

8

Ken buys 3 large boxes and 2 small boxes of chocolates.  
Each large box has 48 chocolates. Each small box has 24 chocolates.



How many chocolates did Ken buy altogether?

Show your method

Grid for showing the method to calculate the total number of chocolates. A box labeled 'chocolates' is provided for the final answer.



# Writing ARE/GDs

*The journey from the big green fields to the smoky city took hours and hours, days and days, step after step and eventually, in the foggy morning, they got to the city. Jim had never been and was very scared: he had been told some stories about it. Even though Jim never cried, he started to cry now because he didn't know where he was or where his ma and pa were.*

*The freezing morning wind woke Luke and he sat up and rubbed his eyes. The world around him was snow-covered and chilly, cold air blowing through his clothes. Luke was frigid as the only parts of his body that were covered were his feet, legs and chest – which was only partially covered by a hole-filled rag. His red scar-like birthmark over his right eye was stinging, but he'd learnt to ignore that pain. He missed his family. He missed his home.*

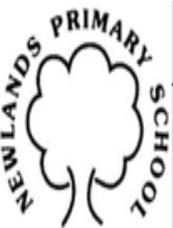
Spelling and handwriting **DO** contribute to the grade





# Class Tracker

- Data collected for reading, writing and maths
- Focus on specific KPIs



**Academic Year: 2018/19**

**Subject: Writing**

**Year Group: 6**

**Meeting Expectations Statements: Writing**

The pupil can write for a range of purposes and audiences (including writing a short story)										
creating atmosphere, and integrating dialogue to convey character and advance action										
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly										
using a range of cohesive devices (see supporting sheet), including adverbials, within and across sentences and paragraphs										
using passive and modal verbs mostly appropriately										
using a wide range of clause structures, sometimes varying their position within the sentence (see supporting sheet)										
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision										
making some correct use of semi-colons										
making some correct use of dashes										
making some correct use of colons (to introduce a list)										
making some correct use of hyphens										
using mostly correctly inverted commas										
using mostly correctly commas for clarity										
using mostly correctly punctuation for parenthesis										
spelling most words correctly (see year 5 and 6 spelling)										
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters										

**Milestones for an ARE child**

September - Beginning = Can do it, with support

End of Autumn Term - Developing = Can do it independently, most correct

End of Spring Term - Developed = Can do it independently, consistently

End of Year - Secure = Can do it independently, consistently and across the curriculum

