

WELCOME TO THE YEAR 6 PARENTS EVENING



Mrs George and Mrs Bolina

READING

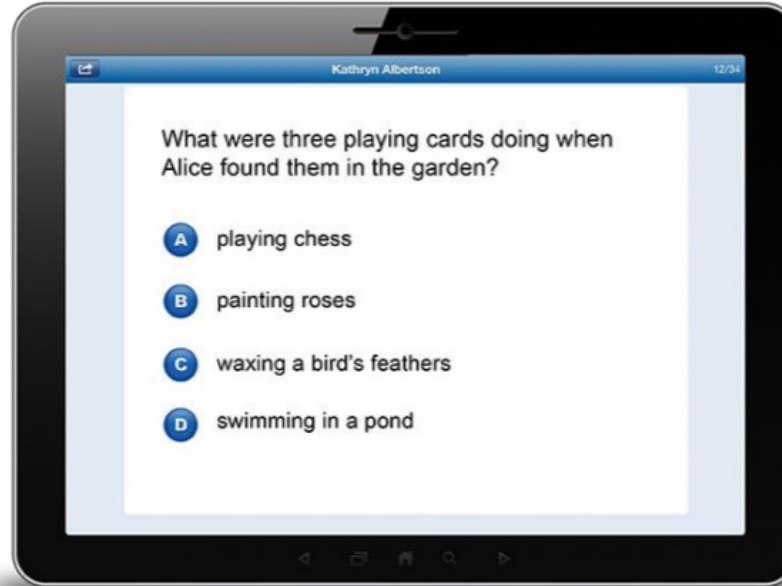
Accelerated Reader

A database of over 27,000 book quizzes

Measures comprehension

All quizzed books have a Book Level

- An estimate of the reading difficulty of the text
- Based on average sentence length and the difficulty of words
- Ranges between Book Levels 0.2-13.5



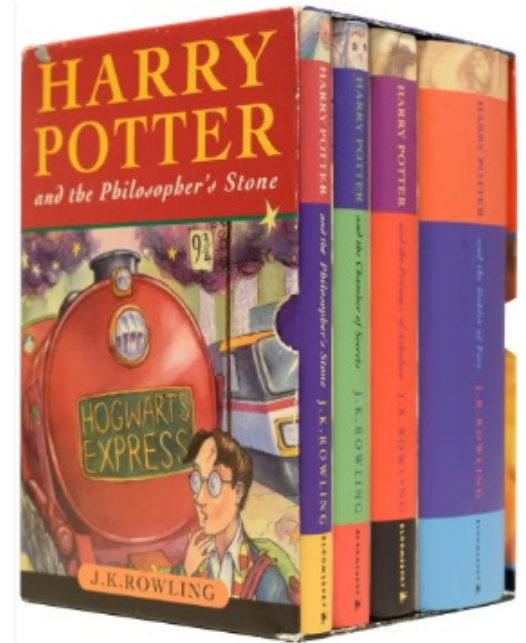
- Accelerated Reader provides instant feedback and tracks all scores
- Teachers monitor quiz results and provide encouragement & guidance
- Students aim to average 85% or above on their comprehension quizzes. This indicates good comprehension and will lead to greater progress in reading ability

How parents can help :

Listen to your child read daily.

Ask questions – See guidance in next slide

Take children to the local library





Question prompts to use with your child when reading at home



Visualise



- What picture can you see in your head?
- Can you draw a picture for me that shows what you are visualising after reading that part?
- Let's see if we are thinking the same thing here! You describe what you can see in your mind and I'll describe what I can see in my mind.

Get the gist/summarise



- In your own words, tell me what happened in that paragraph/chapter/book.
- Can you summarise, in one sentence, what happened in that paragraph/chapter/book?
- So far what is the most important event that has happened in this book?

Understand vocabulary



- What do you think that word means?
- Can you tell me a synonym (another word) for that word?
- Could you try and use that word in your own sentence?

Use background knowledge



- Does that remind you of anything that you have seen/read/heard about before?
- Did anything pop into your mind as you were reading that?
- Can you tell me about a time when something similar happened to you?

Ask questions



- What would you ask the author if you could?
- Do you have any wonderings?
- Have any questions popped into your head whilst we've been reading?

Link sentences



- Think back to what we just read, how does that link to what we are reading now? Does it add any detail or tell us more about a character?
- Does what we just read make you change your mind about what we read/thought/visualised before?

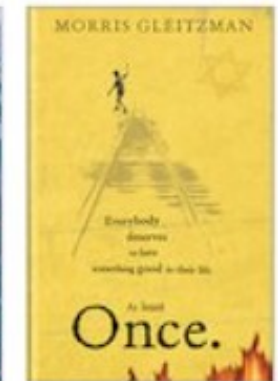
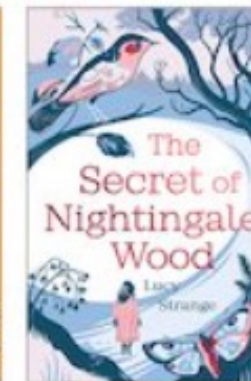
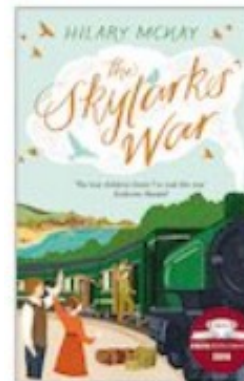
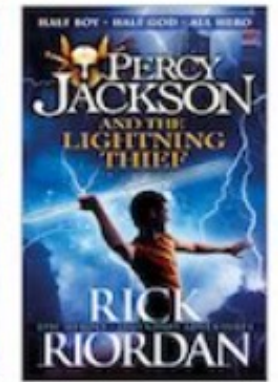
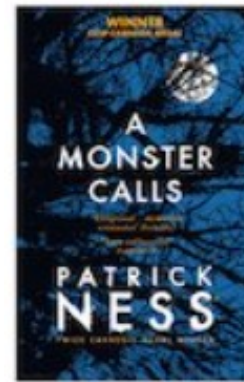
Understand grammar



- Why do you think that word is in **bold**/*italics*/underlined?
- Who is the author talking about when they say he/she/they in that sentence?

Questions to ask when reading with your child at home.

These link to the strategies they are taught in school.



Your child will bring home a reading record card. This needs to be signed by an adult every time they read at home.

Once they have completed each section, they can bring it to school, and they will receive house points. If they fill in the whole card, they will have a special mention in assembly and they can choose a new prize book to take home.

Highfields School

Home Reading Record

Name: _____ Class: _____

House Points— ☐

House Points— ☐

House Points— ☐

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Word skills

- Read all the words correctly
- Read familiar words independently
- Used strategies to read unfamiliar or challenging words
- Needed support with reading
- Read accurately and confidently
- Self-corrected errors independently
- Fluent reading

Comprehension

- Understood the story well
- Discussed the story and characters well
- Answered simple questions
- Answered all questions well
- Was able to retell the story in detail
- Recalled key events in the story
- Used reading strategies to understand the meaning of unfamiliar words
- Able to make good predictions about what will happen next in the story
- Struggled and needs to read again to improve understanding
- Used visuals to support understanding
- Needed lots of support to understand the main events of the story

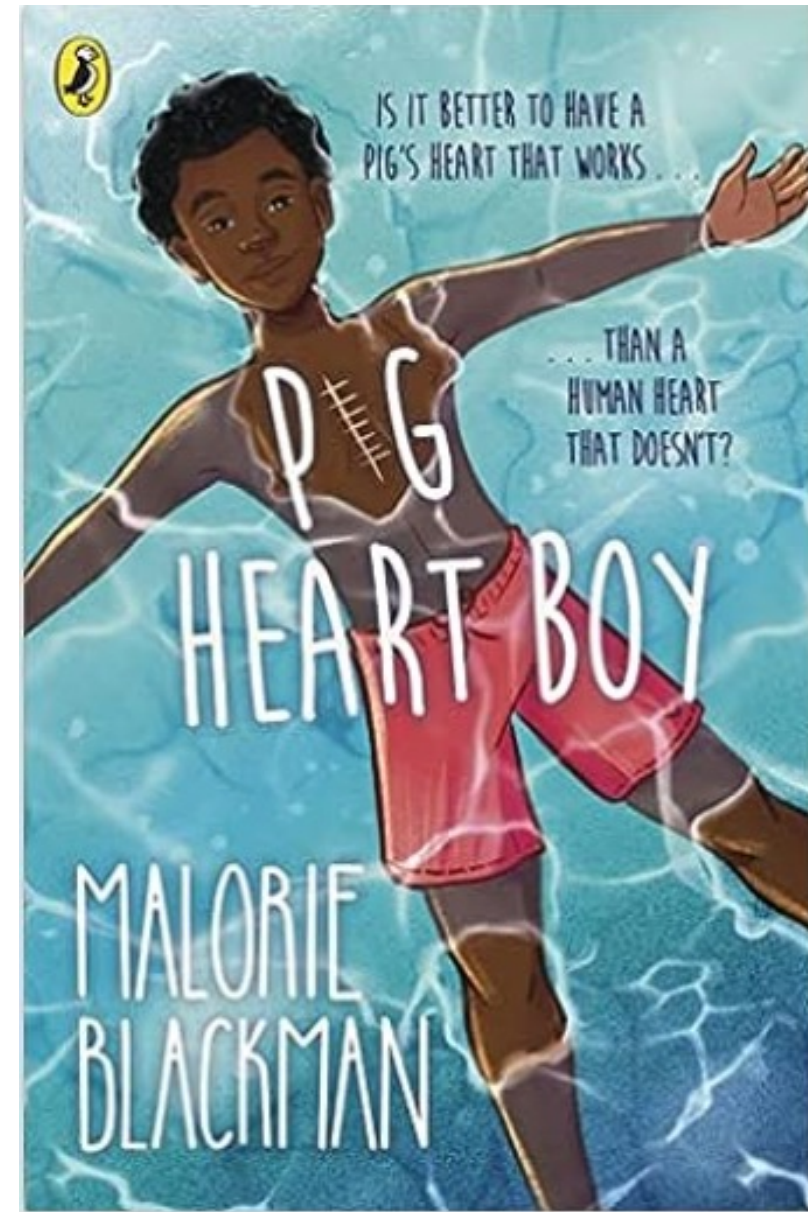
Attitude and interest

- Was able to talk about their favourite part of the story
- Engaged in the book
- Enjoyed reading this book
- Good expression
- Took punctuation into account when reading
- Found this book difficult
- Didn't enjoy reading this book
- Has learnt all about... and could explain in their own words

Class text



Shared Reading Text

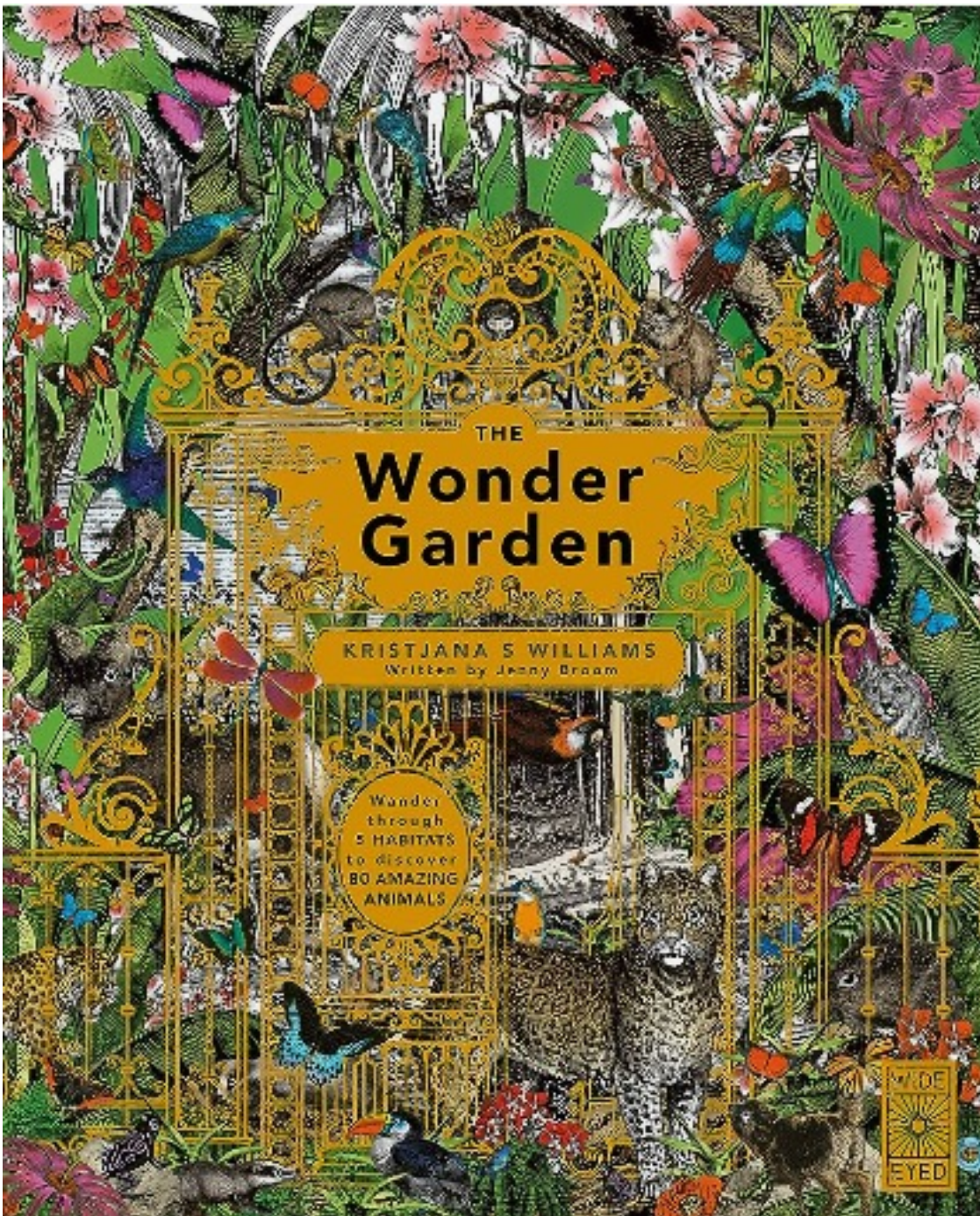




Year 6 Reading Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English		 				
Shared Reading and Class Reader						
Additional Recommended Text Suggestions		 				

ENGLISH



Our current English text.

The children will be creating a page for a non-fiction book in a similar style to the book.

Focus: Non-chronological report/
formal information.

Year 5 and 6 Statutory Spellings

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

What can you do to support your child?

Spellings – the children are making some silly mistakes with words that they should know (i.e of/off, whent, becos, where/were, homophones.)

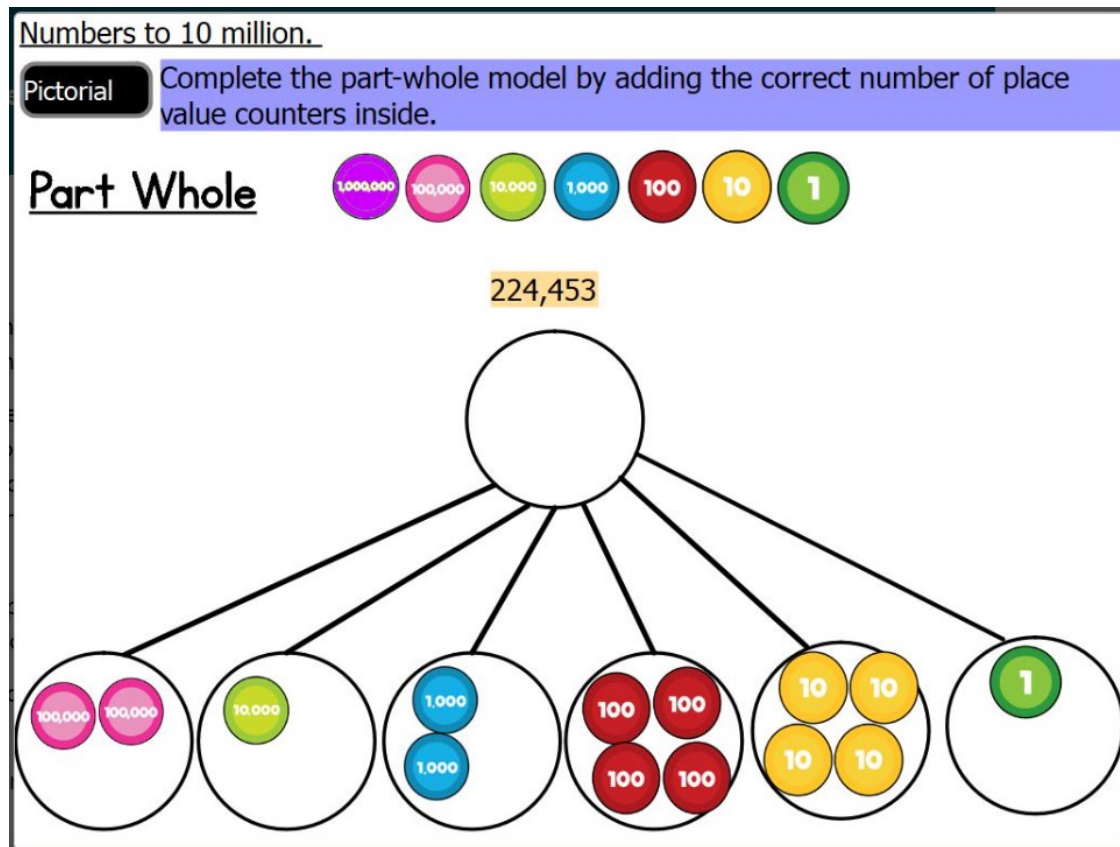
You can help by practising spellings regularly.

MATHS

Primary Maths Series — Year 6 at a glance

	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value: Numbers to 10 Million Lesson breakdown	Measurement: Measurements Lesson breakdown	Geometry – Position and Direction: Position and Movement Lesson breakdown
Week 2	Calculations: Four Operations on Whole Numbers Lesson breakdown	Word Problems Lesson breakdown	Statistics: Graphs and Averages Lesson breakdown
Week 3			
Week 4		Mid-year (A) Tests and Remediation	SATs
Week 5	Fractions, Decimals and Percentages: Fractions Lesson breakdown	Fractions, Decimals and Percentages: Percentage Lesson breakdown	Number and Place Value: Negative Numbers Lesson breakdown
Week 6		Ratio and Proportion: Ratio Lesson breakdown	Measurement: Volume Lesson breakdown
Week 7			
Week 8		Algebra: Algebra Lesson breakdown	Geometry – Properties and Shapes: Geometry Lesson breakdown
Week 9			Geometry – Position and Direction: Position and Movement Lesson breakdown
Week 10	Fractions, Decimals and Percentages: Decimals Lesson breakdown	Measurement: Area and Perimeter Lesson breakdown	Revision and End-of-Year (B) Tests
Week 11			
Week 12		Geometry – Properties of Shapes: Geometry Lesson breakdown	Revisit Topics

Our current chapter is Numbers to 10 Million



1 million ants weigh about the same as a small cat.

1 million grains of sand would fill a 1 litre jug.

1, 2, 3, ..., 1 000 000

It would take 11 days to count to 1 million.

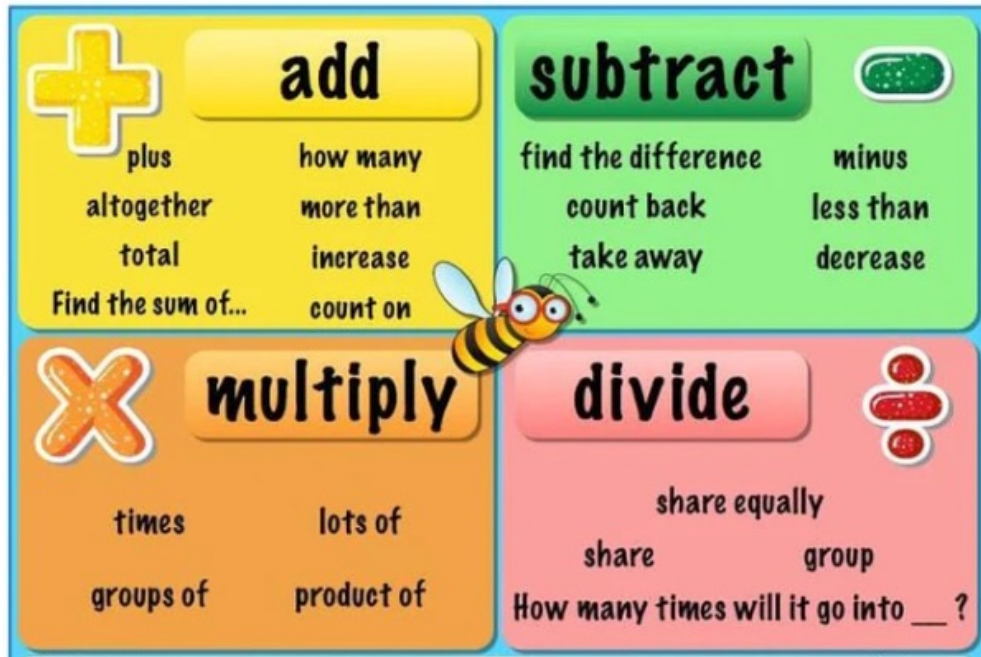
If you have been alive for 5 million minutes, how many birthdays have you had?

Chapter 1

Numbers to 10 Million

We will then move onto:

Four Operations on Whole Numbers



Rulers 60p

Pens 85p

Paper £3.50

Notebooks £1.75

Emma buys 5 notebooks and 7 pens.
How much change would Emma get from a £20 note?

Chapter 2

Four Operations on Whole Numbers

Using sentence stems

I already know
that ... so ...

I started by ...

The pattern I
noticed was ...

I used the
inverse of ...

I checked by ...

I decided to ...
because ...

I used the fact
that ...

I was systematic
because I ...

I noticed that...

I wondered
why ...

This is different
because ...

I already know
that ... so ...

What can I do to help at home?

- Times table practice – children need to know table facts automatically (not counting on their fingers) in under 6 seconds.
- Basic numbers facts (number bonds to numbers up to 20 – addition and subtraction) – this will help with their column addition and subtraction.
- Long multiplication and division practice.

Times Tables Rockstars



ON-LINE SAFETY



S

Stay Safe

Don't give out your personal information to people / places you don't know.



M

Don't Meet Up

Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.



A

Accepting Files

Accepting emails, files, pictures or texts from people you don't know can cause problems.



R

Reliable?

Check information before you believe it. Is the person or website telling the truth?



T

Tell Someone

Tell an adult if someone or something makes you feel worried or uncomfortable.



PE

Year 6 PE is on Monday.

Your child will need to wear their PE kit to school. This is a pair of black or grey jogging bottoms., a T-shirt in their house colour and some trainers. Sometimes, we will be doing PE outside so your child should wear a zip up hoodie/fleece/sports jacket too in black or grey. No earrings should be worn on their P.E. day as it will have to be removed/covered in order for them to take part.

PE t-shirts can be purchased on Parent Pay.

CONTEXT

This term we will be learning about The World Wars.

They will be learning about:

- The causes of WWI & WW2
- Key figures associated with the war amongst other topics associated with the wars.

They will also be making an Anderson Shelter during Design & Technology.

OTHER LEARNING



Highfields Primary School Year Group Curriculum Overview 2023-2024



Year 6		Autumn 1 – 6 wks 4 days Autumn 2 – 9 weeks		Spring 1: 6 weeks Spring 2: 4 weeks		Summer 1: 5 weeks 4 days Summer 2: 6 weeks	
	Project Weeks	Black History Week (October 2023) MH+W/Anti-Bullying Week (November 2023)		Online Safety February 2024 Science Week (STEAM) (March 2024)		Enterprise Week (June 2024)	
	Context	World Wars		Our <u>Planet</u>		Threats to the Throne	
	Big Question(s)	What were the causes of the wars? How did the wars impact Britain? <u>Cause and consequence</u>		How is the UK different to the rest of Europe? How is life different across the biomes of the world?		How has the monarchy changed over time? <u>Continuity and change</u> Why are monarchs remembered in different ways? <u>Interpretation</u>	
	Texts	Wonder Garden War Horse The Highwayman		Spring 1 - The Lion the Witch and the Wardrobe	Spring 2 - Macbeth	Holes	
	Shared reading texts and class readers	Pig Heart Boy		A series of Unfortunate events: The Bad Beginning		Wonder	
	Outcome (History/Geography/Oracy)	Debate – conscription (oracy) <u>Cause and consequence diagram for each war</u>		Our <u>Planet</u> – presentation about biome (geography & oracy) <u>Europe - Tourist advert (geography)</u>		Presentation on chosen monarch (oracy) <u>Portrait of monarch with historic representation</u>	
	Educational Visits/Cultural Experiences	Beaumanor Hall / Newark Houses		Safari Park		Bosworth Battlefield King Richard III Trail Theatre	
	History	Beyond 1066 – World Wars				Threats to the throne since 1066 Tudors and Victorians	
	Geography	Physical/Human maps/ bombings and evacuations		Biomes – climate zones			
	Art & Design (Artist Study)	Propaganda posters		Collage + Printmaking		Portraits: Hans Holbein	
	Design Technology	Frame Structures: European Landmarks/Architects Anderson Shelters (Revisit skills)	Cooking - pasties		Our Planet - Textiles (<u>Sewing</u>): Adoption Packs (2023) * <i>linked to conservation, chn are meant to make a leaflet as to how they can save animals & computing</i>		
	Other Curriculum Links						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Science	Light (6 sessions per unit)	Living things and their Habitats (6 sessions per unit)	Evolution (6 sessions per unit)		Electricity (6 sessions per unit)	Animals including Humans (6 sessions per unit)
	Computing (ICT Skills/Online Safety)	Computing Systems & Networks - Communication & collaboration Exploring how data is transferred by working collaboratively online.	Creating Media - 3D Modelling Planning, developing, and evaluating 3D computer models of physical objects. (Link to Anderson Shelters)	Creating Media - Webpage Creation Designing and creating webpages, considering copyright, aesthetics, and navigation. (Link to animal kingdom)	Data & Information – Intro to Spreadsheets Answering questions by using spreadsheets to organise and calculate data.	Programming A - Variables in Games Exploring variables when designing and coding a game.	Programming B – Sensing Movement Designing and coding a project that captures inputs from a physical device.

- ❖ Science — Light
- ❖ Design & Technology — Frame structures
- ❖ Religious Education — What happens when we die?
- ❖ PSHE — Being Me In My World
- ❖ Music — Pulse
- ❖ Computing — Communication and collaboration

Further information about the Year 6 curriculum can be found on Weduc or our school website <https://www.highfields-pri.leicester.sch.uk/>

General reminders

- Please ensure that we have the most up to date contact information for you including email addresses and phone numbers. All communications regarding school, will be made via WEDUC and the school website. If you are still not on WEDUC, please contact the school office who will be happy to help.
- All payments will now be taken using Parent Pay. Please ensure your account has been activated. This includes payments for school dinner and any uniforms you wish to order.
- If you wish to speak to your child's teacher, please make an appointment with the office. Quick messages can be passed on with the member of staff that is at the school gate.
- We are now able to offer the Friday dinner option for children who are normally packed lunch. Please make payments via parent pay in advance.
- Please ensure children are not wearing jewellery to school. One pair of stud earrings is fine, but children should not be wearing rings, bracelets and necklaces.
- If you need to contact your child's teacher please email:
Mrs Bolina: t.bolina@highfields-pri.leicester.sch.uk
Mrs George: t.george@highfields-pri.leicester.sch.uk

HIGHFIELDS PRIMARY SCHOOL Curriculum Information for Year 6 parents Summer Term 2023–2024

Homework

It is very important that your child reads their reading book at home regularly. Any additional homework that is given will be uploaded via OneNote, on a **Friday** and is to consolidate the learning that takes place in class. The homework needs to be returned the following **Tuesday**. Thank You.

P.E. Lessons

Your child's P.E. lesson is on:

- Mrs Bolina's class: **Monday**
- Mrs George's class: **Monday**

Your child will need to wear their PE kit to school. This is a pair of **black or grey jogging bottoms**, a **T-shirt in their house colour** and some **trainers**. Sometimes, we will be doing PE outside so your child should wear a zip up **hoodie/fleece/sports jacket** too in black or grey. **No earrings** should be worn on their P.E. day as it will have to be removed/covered in order for them to take part. Thank You.

Please visit our school website for up to date information about the curriculum.

www.highfields-pri.leicester.sch.uk

There is lots more news and information on our Weduc app. Please call into school for your code if you have not downloaded it to your phone yet.

The World at War

Our context topic this term will be focusing on World War 1 & 2. The children will be carrying out lots of fun activities centred around this theme. This will include:

- Carry out historical enquiry to find out the main causes for World War 1 & 2.
- Understand the politics surrounding the decisions for war.
- Look at how the lives of children were affected by the war and where children were evacuated to.
- Research key figures associated with the war (Archduke Franz Ferdinand, Winston Churchill, Neville Chamberlain, Adolf Hitler, Anne Frank etc.)
- Research and create propaganda posters.
- Design and make an Anderson shelter.
- We will be going on trips to Newarke Houses Museum and Beaumanor Hall to help us understand what life was like during the war.



In R.E. we will be learning about death and how different religions deal with this difficult time. We will look at what different cultures believe happen to us after we die.

In Science, we will be learning about light and carrying out investigations to learn about reflection and refraction.



In P.E. we will be learning a range of net and ball skills through learning to play netball and basketball. We will work on successful team-work skills.



In English, we will be focusing on a range of texts to help broaden our reading experience. The children will be reading 'Wonder Garden', 'War Horse', and 'The Highwayman' and creating a range of writing genres inspired by these.

The children will continue to focus on the spelling and grammar rules needed to support them in their writing. This will mainly be focusing on ensuring coherent sentence structure and using a range of punctuation. Children will be recapping on the work done on subordinating and coordinating conjunctions from Y5.

You can help your child at home by practicing their spellings regularly and reading every day.



In Maths, we will be spending the autumn term focusing on number and place value up to ten million. Children will be able to read, write, order and compare large numbers and round them to a required degree of accuracy. They will consolidate on the work from Y5 for the four operations and begin to solve increasingly complex problems.

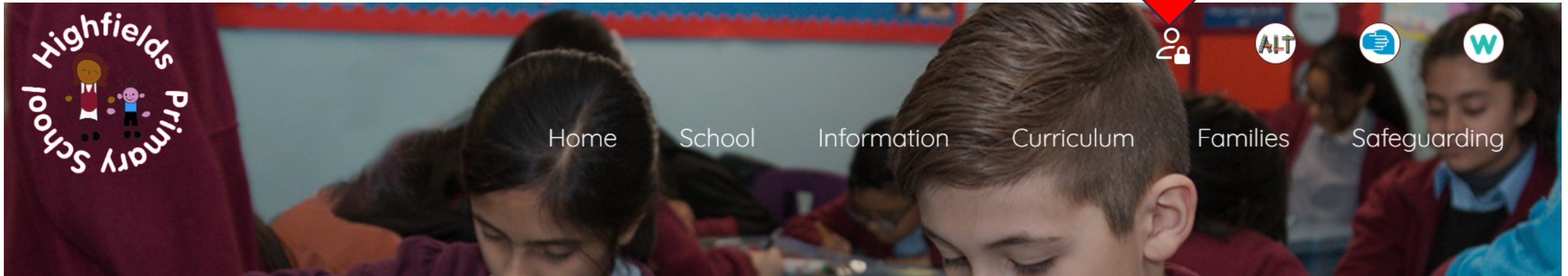
Children should continue to practice their arithmetic skills at home—particularly working on their times tables, multiplying and dividing by multiples of 10 and carrying out inverse operation questions.



In PSHE, we will be carrying out the 'Being me in my world' from our Jigsaw scheme of work. Children will learn to set targets for themselves and then learn how to be successful global citizens. We will be learning about how our actions can have effect both locally, nationally and globally.

HOMEWORK

OneNote



It is very important that your child reads their reading book at home regularly. Any additional homework that is given will be uploaded via OneNote, on a Friday and is to consolidate the learning that takes place in class. The homework needs to be returned the following Tuesday

To login, your child will need to input their email address then choose their class notebook. Their password will be either Class6sg or Class6db

Homework will be set online rather than on paper.

- Children all have their own email addresses – if you have more than one child, please ensure your children log out each time otherwise they will not be able to log on to their class page. If it comes up accessing for them to request access, then someone else is still logged in to office.
- We will sometimes email homework directly to the children.
- Other times it will be posted on OneNote.

We will show you how children can navigate between their emails and other office software

ATTENDANCE

Attendance should be 95% or more and is monitored closely by the Attendance Lead (Mrs. Bolina and the Education Welfare Officer).

It is the parents/carers responsibility to notify the school, as soon as possible, if you know your child will not be in attendance or will be late.

To support an absence, we may ask to see medical evidence for appointments or medication.

Should periods of absence continue without being authorised, you will either be issued with a Penalty Notice of £120 per parent per child (discounted to £60 if paid within 21 days), or your case will be referred by the Local Authority directly to the Magistrates' Court.

Update information

At the parents one-to-one meeting, it is vital that you go through the information that the school holds for your child. This will include:

- Current medical information (i.e., inhalers, allergies, epi-pens etc.)
- Address/ email/ telephone numbers
- Photographs – if you do not wish your child to appear on Weduc or the school website, you must let the class teacher know
- Please be aware that if your child has an IEP, this will need to be updated with the class teacher at the one-to-one meeting

Phase gates

We would like to remind parents that children need to be collected promptly from the correct gates.

Gates open at 3pm and are locked at 3.10pm.

If you have younger children, please collect them first and ask KS2 children to meet you to avoid being late.

TRIPS & VISITS

Trips and visits

- Newarke House
- Beaumanor Hall
- West Midlands Safari Park
- Bosworth Battlefield
- Residential

We would like to remind our parents that the cost of trips has increased, and this is reflected in the amount of contribution that we are asking per trip. Please note that if enough contributions are not received, then the trip may not go ahead.

SATs

SATs week

At the end of Year 6, children in England sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar (SPaG)

These tests are both set and marked externally. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

KS2 Year 6 SATs Dates - May 2024

Date	Test
Monday 13th May 2024	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 14th May 2024	English Reading Test - 60 minutes
Wednesday 15th May 2024	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 16th May 2024	Mathematics Reasoning (Paper 3) - 40 minutes

Key Stage 2 Reading

The reading test is a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Since 2018 the reading content of the KS2 SATs has been closely linked to the curriculum to ensure children are drawing on their knowledge when answering reading comprehension questions.

Key Stage 2 grammar, punctuation and spelling test

Usually, the GPS test consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The GPS test includes two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Key Stage 2 maths

Children sit three papers in maths:

- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

How will Key Stage 2 SATs be marked?

The range of scaled scores available for each KS2 test is:

- 80 (the lowest scaled score that can be awarded)
- 120 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

The Department for Education expects at least 65 per cent of children to reach the expected standard (the figure was initially 85 per cent but has been revised).

Teacher assessments at the end of KS2

As well as receiving **KS2 SATs** results, at the end of Year 6 you will be told your child's teacher-assessment results for reading, writing, mathematics and science. The teacher-assessment result codes you can expect to see are:

- **GDS:** Working at greater depth within the expected standard (for writing assessment only)
- **EXS:** Working at the expected standard
- **WTS:** Working towards the expected standard (for writing assessment only)
- **HNM:** Has not met the expected standard (reading and maths assessment only)
- **PKG:** Pre-key stage, growing development of the expected standard (the child is working at a lower level than expected)
- **PKF:** Pre-key stage, foundations for the expected standard (the child is working at a significantly lower level than expected)
- **BLW:** The child is working below the pre-key stage standards (the lowest level of attainment)
- **A:** Awarded if the child was absent
- **D:** Awarded if the child is disapplied (has not been tested at KS2 level)

Writing

- ▶ Teacher Assessed against criteria set out by D for E
- ▶ Children need to show that they can competently and confidently use a range of punctuation and grammar
- ▶ Need to produce a range of formats
- ▶ Assessments are potentially monitored
- ▶ Continually assessed throughout the year - no final test

Writing

In narratives describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) **within** paragraphs

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) **across** paragraphs

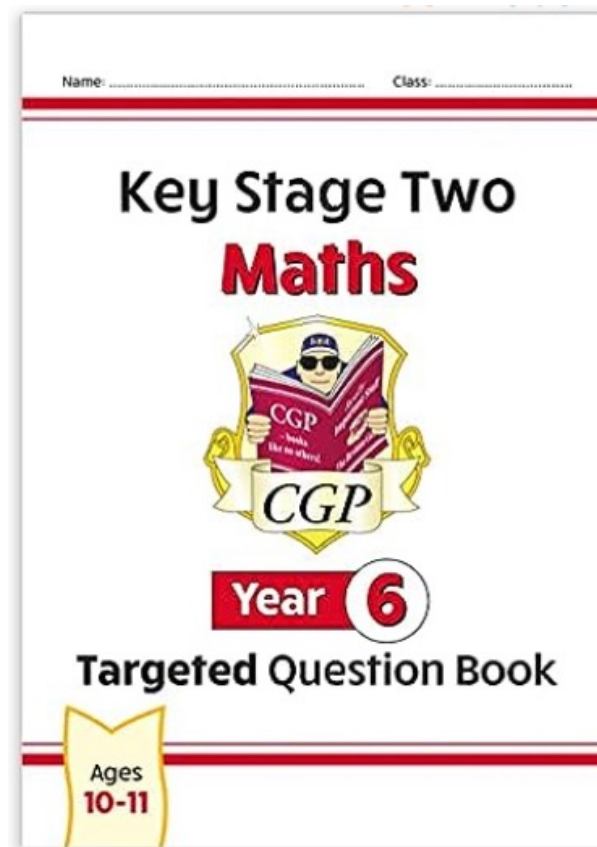
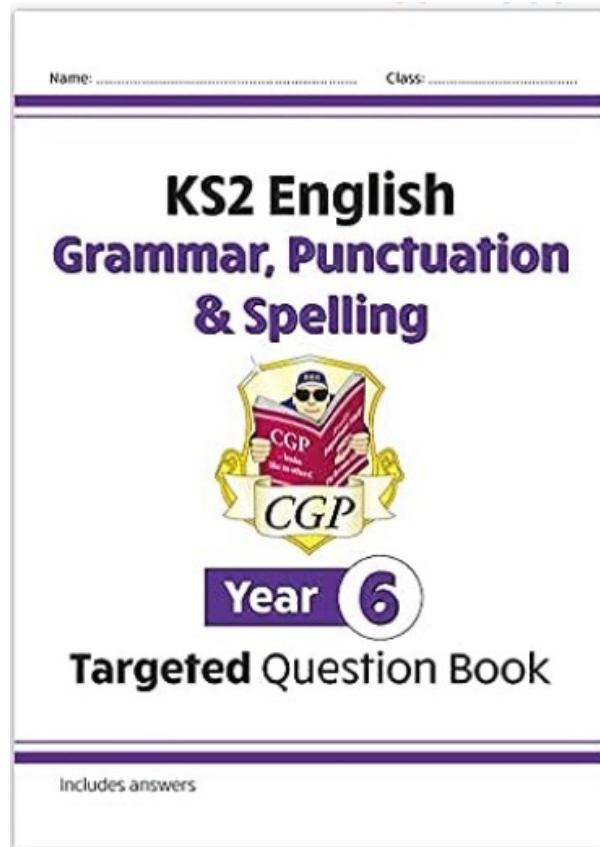
Use verb tenses consistently and correctly throughout their writing

Use the range of punctuation taught at KS2 mostly correctly:

- *Use of inverted commas and other punctuation to indicate direct speech*
- *Apostrophes to mark plural possession*
- *Commas after fronted adverbials*
- *Brackets, dashes or commas to indicate parenthesis*
- *Commas to clarify meaning or avoid ambiguity*
- *Semi colon, colon and dash to mark the boundary between independent clauses*
- *Colon to introduce a list and semi colons within a list*
- *Consistent punctuation of bullet points*
- *Hyphens to avoid ambiguity*

Revision guides

School will provide these after Christmas to aid revision for the tests. They do include answers so think about how to ensure your child is working and not copying!





Examples of questions

1 Add your own adverbs to the sentences below.

Jarome decided to book a holiday to Wales.

The girls passed a note to the boys.

Mum and Dad are pleased with me.

The test was difficult.

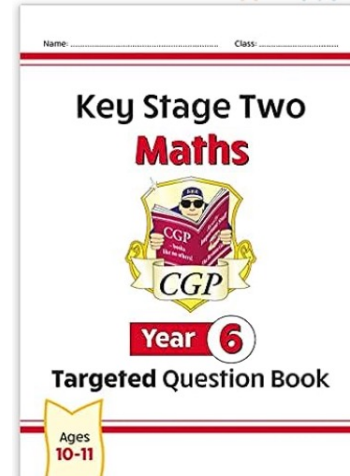
I will tell Katie the truth tomorrow.

The teacher jumped onto the bus.

2 Write one sentence using the two adverbs below.

really

probably



1 What is the value of the digit '6' in the following numbers?
Write your answers in words.

167



1 mark

3640



1 mark

648 210



1 mark

2 Write out 'seventy-two million, three hundred and one thousand, four hundred and twenty-six' as a number.



1 mark

Is this number bigger or smaller than 72 310 462?



1 mark

How to help your child during SATs week

- ▶ Reassure your child that there is nothing to worry about and that all that is required is that they try their best
- ▶ Make sure that they get plenty of rest around that week
- ▶ Ensure that they eat a healthy breakfast each morning

How to help your child leading up to SATs week

- ▶ Ensure that your child has the best possible attendance in school
- ▶ Support your child with any homework tasks
- ▶ Discuss with them what they are reading
- ▶ Ensure that they have 'down-time' and enjoy their hobbies and pastimes

Secondary School Applications



Closing date for on-time applications

Tuesday 31 October 2023

National offer day

Friday 1 March 2024

CLOSING DATE IS 31 OCTOBER 2023 AT 11.59PM.

Personal Hygiene

- The Y6 children took part in the puberty session last year and were spoken to about personal hygiene and keeping themselves clean.
- As they are getting older, the children are beginning to sweat more as they take part in physical activity, and we have noticed that the classrooms are quite smelly in the afternoons!
- Please make sure children are bathing/showering regularly and wearing anti-perspirant deodorant to avoid any embarrassment.





Residential



Any questions?