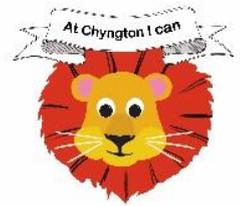




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Headteacher: Mr R Tollyfield

Friday 10<sup>th</sup> September 2021

Dear Parents / Carers,

Welcome back! We all hope that you all had an enjoyable summer break and are all ready for the new academic year – a very exciting one, as your child now embarks on their final year of primary school! To make the year as successful as possible, we try to communicate all of the necessary information to parents through our newsletters and regular Class Dojo updates, so please ensure you're signed up to receive both in the future. We cannot wait to work with all of the children and parents this year, to make the year positive and the transition to secondary school a smooth and happy one too! We've detailed key information for this term below, which we hope you'll find useful (apologies that this is a rather long letter – there was lots to share with you!)

### Key Dates

Monday 6 <sup>th</sup> September:	Term 1 starts
Saturday 11 <sup>th</sup> September (TBC):	Online application for secondary school places opens
Wednesday 15 <sup>th</sup> September:	WW2 Evacuee Dress Up Day for year six
Thursday 7 <sup>th</sup> October:	WW2 Hands on History Day for year six
W/C 11 <sup>th</sup> October:	Baseline Assessment Week
Wednesday 20 <sup>th</sup> October:	Off-by-heart group poetry performances of "The Evacuee"
Friday 22 <sup>nd</sup> October:	End of Term 1
Saturday 30 <sup>th</sup> October (TBC):	Deadline to apply for a secondary school place – online application closes
Monday 1 <sup>st</sup> November:	Term 2 Starts
Friday 17 <sup>th</sup> December:	End of Term 2 (Christmas holidays!)

### The Wider Curriculum for Terms 1 & 2

Our learning journey, up until Christmas (yes, we said the C word!) is based around the Big Question: How does conflict impact childhood? Our aim is for children to understand the conflicts that took place during ww2, focusing on what life was like from children's perspectives during this historical era. We also want children to relate events that happened in History to modern day current affairs, including current world conflicts and how these impact children around the world.

Our learning journey comes to life through our English work, where we dive into several different novels to immerse ourselves in wartime understanding. We study and read extracts from: Goodnight Mister Tom, Anne Frank's Diary and The Boy In The Striped Pyjamas. We also cover a huge variety of foundation-curriculum subjects, such as art, history and geography throughout our learning journey as we look at: the causes of the war and key events, evacuation, life in the 1940s, propaganda, Lowry's wartime art, the Blitz and VE day. In addition to our learning journey work, we will also be teaching discrete science lessons each week. In term 1, our science focus is light and in term 2, our focus is living things and classification.

To help the children immerse themselves with our topic, we have planned two exciting "bring-it-alive" history days. **Our first will take place on Wednesday 15<sup>th</sup> September, where we ask for all year six pupils to dress up in role as WW2 British evacuee children.** We know that this is quite soon into the term, so please don't worry about buying anything new – outfits can easily be made up from things you already have lying around the house or from charity shops. For girls this might be a skirt or dress, a cardigan or jumper and socks and shoes and for boys, this might be shorts/ trousers, long socks, a jumper or waistcoat and shoes. Each child will also need a gas mask box (box covered in brown paper and tied with string) and identity tag (brown paper luggage tag). We encourage outfits to be rustled together at home and made together (please note: the outfit does not need to be new or bought!) Children should wear their evacuee outfit to school all day on this date!





Our second hands-on history day will take place on **Thursday 7<sup>th</sup> October**. On this day, the classes will take part in different WW2 activities, organised and run by our visitor, Ian Watkins, including how to survive an air-raid and how to put out an incendiary bomb! **In order to run this event, we would appreciate a voluntary contribution of £5.00 per child.** This is to cover the cost of the workshop fees. Payment can be made by cheque (payable to Chyngton School) or via your Parentmail account (Not ParentPay), although cash is also acceptable. If you anticipate difficulty in making payment and your child is eligible for Pupil Premium funding, please contact Mrs Brooker, in the school office, in strictest confidence. Unfortunately if not enough contributions are received by Wednesday 29<sup>th</sup> September, we would need to cancel this event.

### **Writing and Grammar**

In our English lessons this term, we will be focussing on the four purposes for writing: To inform, to persuade, to entertain and to discuss, unpicking the key features of each one before producing longer written pieces. The majority of our English learning this term will be centred around the text “Goodnight Mister Tom”, which we will be reading in class. Later in the term, we will be delving into Anne Frank’s diary as an insight into life as a Jewish child, living in WW2, as well as reading extracts and watching clips from The Boy In the Striped Pyjamas to gain an insight into a Nazi child’s experience of WW2. Finally, we will be looking at the fictional tale of “Rose Blanche”, wherein we will be using the illustrations from this text to retell a World War Two narrative.

To accompany our English this term, we will also be asking **children to learn a poem called “The Evacuee” off by heart by Wednesday 20<sup>th</sup> October**; children will be performing their stanza of this poem as a group and we will be introducing the poem in class before sending it home for homework to be learnt off-by-heart. Please support your child with learning their stanza regularly at home to enable them to feel confident with their performance.

With an increasing emphasis on grammar in line with national initiatives, we will be embedding grammar teaching through our Goodnight Mister Tom text, as well as some discrete grammar teaching also. This term we will be looking at different word classes (verbs, adjectives, adverbs, pronouns etc.), coordinating and subordinating conjunctions, apostrophes for contraction and possession, modal verbs, active and passive voice, relative clauses and expanded noun phrases. Fear not with all of the grammar jargon, your children will be experts by the end of this term!

The weekly English homework will also often include either a reading comprehension or a grammar focus. We recommend using <https://www.theschoolrun.com/y6-spelling-punctuation-and-grammar-test> and following the link to primary literacy glossary for parents, where there are some excellent support materials alongside suggestions of how you can help your child with grammar and other year six concepts at home too!

### **Spelling**

Spelling is of high importance in year six and is organised slightly differently to other year groups. Your child will continue to use the personalised spelling booklets to embed new spellings. **We are beginning the year by re-assessing which booklet your child should begin the year on**, as children have had so long away from school and this may have affected their spelling competency. Fear not if they are re-learning words from previously completed booklets from year five, as the year six SATs test are based on all year 3, 4, 5 and 6 words so any recap at this point is particularly useful and they will catch up in no time! **In year six, we test the**

**children in small groups, on a designated day, weekly and on two sets (10 words) rather than one set. As soon as the groups are finalised, we will be sharing this information with parents via Class Dojo.** Please continue to help your child practise the spellings at home but do not write or mark their booklet at all as this is for teacher use and your reference to see how they achieved when tested. It is vital that children do practise regularly prior to their testing day in order to remain alongside their peers. If children do not pass a spelling set, then they may be asked by the class teacher to spend some of their lunch time practising in order for a re-test. Remember, children can strive to higher heights and participate in Miss Guest's Upper Key Stage Two Spelling Challenge on a Thursday or Friday lunchtime too! If your child would like to take on this challenge, then please ask them to learn all words from the Key Stage 2, year 3, 4, 5 & 6 spellings lists, which can be found on the school website: [https://chyngton.eschools.co.uk/website/spellings\\_/193024](https://chyngton.eschools.co.uk/website/spellings_/193024).

### Reading

You can support your child by encouraging them to read at home, ideally a range of fiction and non-fiction texts that may include poetry, comics, magazines and newspaper articles too. In order to support them for the SATS paper in May, it would be really beneficial for you to share a range of different texts with your child, asking them about the vocabulary that has been used and the effect that has on the reader, the meaning of unfamiliar words, the layout etc. We would really urge children to read as much as possible for pleasure, alongside our class text as we know that this will not only benefit their reading, but will also have a significant impact on their writing as well.

All children within the year group still have the fantastic opportunity to access the Accelerated Reader programme also. This programme aids children to regularly access reading comprehension quizzes at their level and we would really appreciate parental support in encouraging these children to read and quiz as much as possible also! Children should have their reading book in school every day for daily AR reading sessions and will be able to visit the school library on Monday afternoons to change and update their reading book.

### Mathematics

This term focuses primarily on number. Some of our work will focus on place value, mental calculation strategies and procedures and written calculations as well as written arithmetic. Please support your children by regularly practising their times tables, as this is crucial to all of our work. Until children know their times tables by heart, they are slowed down in many other areas of Mathematics: We highly recommend the use of Times Tables Rock Stars to support the learning of children's times tables, but you could also look for opportunities to chant them on the way to school, test them during car journeys or challenge them to a parent vs child competition!

### P.E.

Our PE focus this term is: Fundamental Body Movements. We will be revisiting core skills of: running, jumping, throwing and catching, both in isolation and combination. Children will be using these skills to play various competitive games as well as improve technique and personal bests.

Just like the summer term, we now ask that children come to school in their PE clothes on their designated PE day. For our year sixes, this will initially be a **Friday**. Your child's PE attire should consist of the following items: **red shorts or plain black leggings or jogging bottoms, white t-shirt, red school jumper or red school fleece and plimsolls or trainers. Please note that children will not be allowed to wear personal, fashion hoodies/ clothing on their PE day.**

As part of your child's preparation for secondary school, in year six, we continue PE lessons even during poorer weather conditions, including rain so you may also wish to include a light-weight rain mac for children to keep in their school-bag too! (Even Quidditch is played in the snow!) **Please note that if your child does not wear the correct PE kit, they will be asked to participate in their school uniform, which could result in it coming home muddy and dirty!** Please also ensure that those with long hair (girls and boys) have something to tie their hair back with and that children who wear earrings are able to remove them themselves.

### Music, French, Computing and PPA/ Leadership Cover

	6BT	6H	6C
<b>Computing</b>	Monday	Monday	Monday
<b>Music</b>	Tuesday	Monday	Monday
<b>P.E.</b>	Friday (Term 1,4,5,6) Wednesday (Term 2 & 3)	Friday	Friday

## Home Learning Opportunities

To help prepare the children for secondary school and in agreement with the Seaford wide transition group, we ask for your support in encouraging your child to complete all homework. We expect that each piece of homework takes half an hour, although some children may wish to spend longer. **Children will have at least two days to complete their homework; if they arrive home a little unsure or need some extra help, please encourage them to come back into school on the following day to seek extra support from their teacher. If homework is not completed (and there is no letter from home explaining why it will be a little late), work will be completed during part of the “Lunchtime Homework Catch Up”.**

Monday – Maths homework set (due in on Wednesday)

Wednesday – English / Grammar/ Reading homework set (due in on Friday)

Spelling homework (as above) where the children will be tested every week on the ten words they have been asked to learn in their personalised spelling booklet, on their designated day.

Learning Journey homework will be set at the beginning of each Learning Journey and will be shared via the children’s Class Dojo Portfolios. 1, 2, 5 or 10 dojos will be awarded to children based on individual merit and effort.

## Secondary School Visits and Places

You will shortly receive information about choosing your child’s secondary school placement; please use this opportunity to visit a range of schools (even if you think you may have already made up your mind) as this is a great chance for you to see what different schools offer for your child. **Online application usually begins mid-September (expected date: Saturday 11<sup>th</sup> September). The deadline to apply for a place will most likely be Saturday 30<sup>th</sup> October and this will be communicated with you from ESCC soon.** If you have any queries or need support filling in the forms or with online access, then please do come and see one of the Y6 teachers – we are more than happy to help!

You can find out more information by visiting the following website:

<https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/download5/>

Thank you in advance for your support. If you have any questions or concerns, please do not hesitate to contact us via Class Dojo. Let’s have a fantastic year!

Yours Sincerely,

Miss Brett  
6BT Class Teacher  
& Upper KS2 Phase Lead

Miss Harrington  
6H Class Teacher

&

Miss Craig  
6C Class Teacher