



HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT
CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL

The Team



HELLO
·A·N·D·
Welcome

Mrs Milne: Prunus Class Teacher
(Monday – Friday).

Mrs Brand: Pear Class Teacher (Monday,
Tuesday am and Wednesday am).

Mrs Capes: Pear Class Teacher
(Wednesday pm, Thursday and Friday).

Mrs Foster: Year 6's Higher Level
Teaching Assistant and First Aider.

Mr Ratcliffe: Learning Support Assistant

Vienna Best: Year 6 Link Governor

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8.45 – 9.00	9.00-9.15	9.15-10.15	10.15– 10.30		10.30-12.15	12.15-1.15		1.20 – 2.20	2.30 – 3.20		
Monday											
Start the Day & interventions	Whole school assembly	Maths	Break HM on duty	ss	Reading Fluency	English	Lunch	ss	Science	Class novel	
Tuesday											
Start the Day & interventions	Children's presentations	Maths	Break	ss	Reading Fluency	English	Lunch	Get Changed	Music / Computing Mrs Whelan/Mrs Brand	PE (Games) Club Sport coaches	Get Changed
									Music / Computing Mrs Whelan/Mrs Brand	PE (Games) Club Sport coaches	
Wednesday											
Start the Day & interventions	What's in the news? Class assembly	Maths	Break	ss	Reading Fluency	English	Lunch	ss	Humanities	French	RE
Thursday											
Start the Day & interventions	Whole School Assembly	Maths	Break	ss	Reading Fluency	English	Lunch	ss	Humanities	PSHE inc. Project Evolve	Class novel
Friday											
Start the Day & interventions	Year 6 Celebration assembly	Maths	Break	ss	Reading Fluency	English	Lunch	ss	PE (hall)	Extra Computing session	Class novel
									Extra Computing session	PE (hall)	

Day to day routines/requirements

- Arrival and departure via Nathan Court – green passes to show permission to walk home.
- Homework set every week (more on this to come).
- Correct, named PE kit needed for **Tuesday and Friday**.
- Pencil case useful – we can provide if needed.
- Please name EVERYTHING! Uniform, PE kits, coats, water bottles, lunchboxes, pencil cases and stationery.
- Correct school uniform everyday (no jewellery, hair tied up, no nail varnish, correct shoes, coat).

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Homework

No homework diaries this year.

- Laminated card with essential logins and passwords to take home
- Send messages for staff on paper or via the office
- Reading Tracker in school once completed a book
- All homework can be found on school website
– Class Pages or Homework page

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Homework

Spellings set on **Friday**: tested the following **Friday**

Year 6 Spellings		Date Set: 6 th September		Date tested: 13 th September		Rule: revisit plurals		
Look	Say	Cover	Write	Check	Write	Check	Write	Check
rainforests								
vines								
glaciers								
penguins								
dishes								
torches								
buses								
foxes								
babies								
cherries								
monkeys								
cacti								
5/6 Statutory words:								
temperature								
average								
environment								

Now choose three of the words and write each in a sentence:

1. _____
2. _____

Homework

English set on Monday for the following Monday

- Spelling activity
- Grammar activity
- Research activity
- Written task
- Book-related task

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Homework

Your child MUST read every day (10-20 mins)

- Oxford Reading Scheme books – we aim to change book once a week or when needed
- School library books
- Own books/magazines/comics/websites at home
- Books from class shelves

Please keep hearing them read

(for understanding, vocabulary discussions, opinions about the text).



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Homework

Maths set on **Monday**: to be completed by the following **Monday**. Usually Mathletics (online) activities or worksheet set on google classroom.

Mathletics

A 3P Learning Product

[Sign in Mathletics](#)

Username/email:

Password:



State the digit in the thousands place.

2,746,375

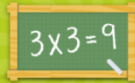
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Homework

Times tables

Please keep checking them regularly – really important for confidence with long multiplication and division, fractions and knowledge of factors, multiples and prime numbers.

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[Timestables.co.uk](https://www.timestables.co.uk)
 Learn the times tables here!

[Teacher login](#)

Advertisement

Issue getting page
 if you need to report this issue please let our team know the following

Learn your times tables
 At timestables.co.uk you can easily practise all of your tables. The arithmetic problems are clear and simple so you can immediately get started on practicing your tables. Select one of the times tables you wish to practise from the list below and show what you can do on the speed test, Multiplication Tables Check or printout great worksheets.

Which times tables do you want to learn?

1 times table	2 times table	3 times table	4 times table
5 times table	6 times table	7 times table	8 times table
9 times table	10 times table	11 times table	12 times table



Homework

Year 6 Homework Menu – Autumn Term 1

This is your homework menu for this half-term. On it you will find a variety of different tasks related to your learning in English, Geography and Science. You can choose from any of the activities and there is also a 'Free Choice' option which means you can produce anything you like, as long as it is linked to your learning at school. There are more activities than needed, so you don't need to do every task. These tasks are quite open-ended so you are not restricted to completing them in a certain way.

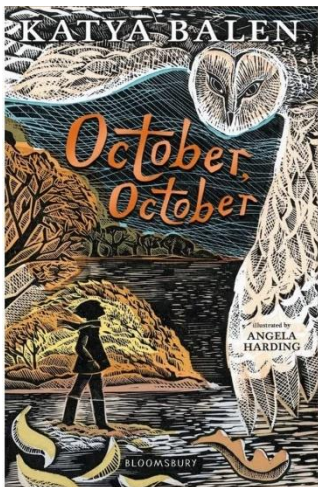


One activity must be handed to your teacher every **Monday**. We expect to see at least 30 minutes worth of effort in every piece.

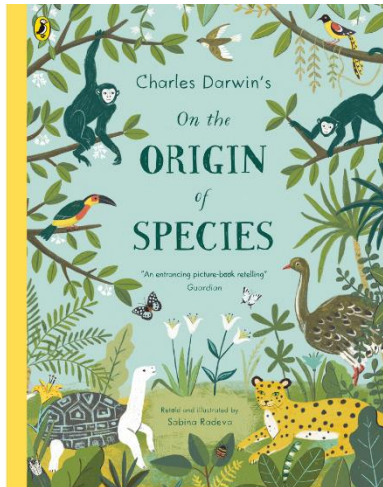
Remember to ask for help from a member of staff if you are struggling with any aspect of your homework or if you need specific resources to help you.

<p>Geography:</p> <p>Research and present some interesting information about an extreme weather of your choice e.g., hurricane, tornado, flood, drought, monsoon or blizzard.</p> <p>Present your information as you choose: you could create a poster, fact file, magazine report, TV documentary or a model etc.</p>	<p>Science:</p> <p>Imagine you discover a new creature. Create an encyclopaedia page or webpage listing and describing its biological features: is it an amphibian or mammal? Carnivore or herbivore? What are its distinguishing features? What is its habitat like?</p> <p>You could draw a picture of the creature and label it. Make sure you give it a name!</p>	<p>English:</p> <p>Ernest Shackleton wasn't the only explorer desperate to reach the South Pole. Research who else led expeditions there and whether or not they were successful.</p> <p>Present your findings in any way you like: poster, letters, diary entries, PowerPoint slides, fact file.</p>	<p>Geography:</p> <p>Create a survival guide for an extreme climate of your choice. You could include information about what to eat/drink, how to stay warm/cool, the best places to shelter etc.</p>
<p>Science:</p> <p>Investigate mould! What conditions cause foods to go mouldy most quickly? There is a suggested mouldy bread experiment on the year 6 area of the school website or you could research other ideas online.</p> <p>WARNING: INHALING MOULD SPORES CAN BE HARMFUL SO PLEASE MAKE SURE YOU SEAL FOOD IN ZIPLOCK BAGS OR SIMILAR TO KEEP YOU SAFE. Ask a grown up for help. You could take photos or draw simple diagrams of what you did and what happened.</p>	<p>English: Interview one of Shackleton's crew – what questions would you ask them? And what answers do you think they would give?</p> <ul style="list-style-type: none"> You could write this as a playscript you could ask a family member to read aloud your questions or answers and film them you can write it as a simple question and answer you could create a podcast type audio file of the interview 	<p>Geography:</p> <p>Design a hotel of your dreams in either a rainforest or Antarctica. You might like to think about: What do the rooms look like? What special features or services does the hotel provide to guests? What trips and excursions do you offer to guests? When is the hotel open? Any warnings or rules guests must obey?</p>	<p>Free Choice:</p> <p>Thinking about your learning this term, do you have a burning question that you'd like to answer? Are you inspired to find out more about a person or animal that is related to our topics? Have you visited somewhere that relates to our topics and want to share what you did/saw/learned? This is your chance to complete a piece of homework that inspires and interests you specifically.</p>

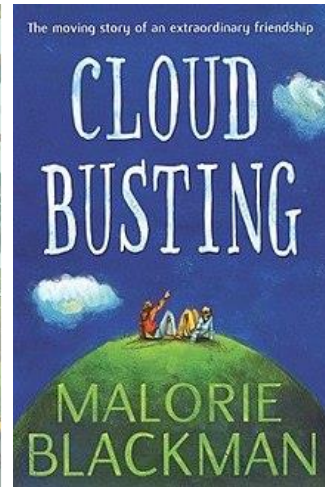
Year 6 Reading Spine



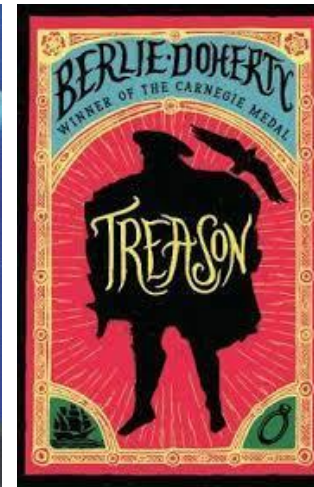
Fiction



Non-fiction



Poetry/Verse



Historical
Fiction



Fiction

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What we teach

English: daily reading and writing. Variety of text types, authors, genres.

SPAG (Spelling, punctuation and grammar) Weekly spelling lesson and test.

Maths: daily lesson. Weekly arithmetic lesson – focus on formal written methods, fractions, decimals and percentages.

We revise all areas of the KS2 National Curriculum in preparation for the end of year assessments which take place in May 2024 (often referred to as SATs)

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What we teach

Science:

- Classification of living things
- Evolution and inheritance
- Electricity
- Human circulatory system
- Light and shadows

Assessed by class teachers using set criteria and guidelines.

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What we teach

- Computing: E-safety, coding, 3D Modelling, webpage creation, spreadsheets AND touch typing
- History: Maya Civilization & Monarchs Through the Ages
- Geography: British Trade, South America
- Art: Drawing in perspective, Pop Art (lino printing), sculpture (mod roc)
- DT: Food tech (Burritos), moving vehicles (woodwork)

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What we teach

- RE: mainly study Christianity, Hinduism and Islam and children are introduced to Humanist principles. Pilgrimages to Jerusalem, rites of passage (birth and death), what do the religious and non-religious worldviews teach about the 'good life?'
- PE: gymnastics, dance
- Games: basketball, football, rugby, tennis, athletics, swimming
- PHSE: Jigsaw scheme of work that includes wants/needs/rights, celebrating differences, healthy lifestyles and relationship/sex education)
- Music (Mrs Brand in PPA) compositions

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Year 6 Responsibilities and Rewards

- Prefects and Head Boys and Girls
- House Captains
- Star of the week (per class)
- House points
- Table points
- Golden Folder
- Class monitors and jobs



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Year 6 External Assessments

- The 11+ Secondary Transfer Test (12th September practice test, 14th September actual test) All papers are sent away for external marking. [Results 13th October].
- Statutory End of KS2 Tests (SATs) w/c 13th May 2024 in Maths (3 papers), Reading and SPAG (spelling, punctuation and grammar). All papers are sent away for external marking.
- Writing is assessed through teacher assessment.
- Teachers will submit (for all areas) whether a child is working towards the expected standard, working at the expected standard or working at greater depth within the expected standard (based on published interim frameworks).

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Year 6 Internal Assessments



- We assessed regularly, both formally and informally throughout the year.
- We use nationally recognised tests (NTS) to track progress in both Reading and Maths, alongside our teacher assessment.
- Also sit a few practice SATs tests to familiarise children
- We teacher assess writing against National Curriculum statements.
- Other subjects like science, art and PE are teacher assessed against National Curriculum criteria.

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Reporting to parents

- Progress will be reported to you in Progress Charts at three points in the year. These will be sent home at Christmas, given to parents prior to the March parents evening and sent home with the final end of year report.
- Each child will receive a final end of year report which will celebrate your child's personal achievements and summarise their progress and attainment.
- There will be two parents evenings throughout the year, in November and March. The November meeting will have a pastoral focus, whilst the March one will focus on progress and attainment.

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Wellbeing

We believe at Stokenchurch that your child's wellbeing is at the heart of everything we do. We achieve this by completing the following things:

- Weekly PSHE lessons
- Zones of Regulation and toolkits
- The Stokie Second twice a day
- Regular brain breaks and stretches
- Mindfulness tasks
- Go Noodle and yoga stretches
- Worry jars

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Medical Information

Medicines: Please fill in the relevant forms for prescription and non-prescription medication (this includes inhalers). The medication has to be in the original packaging with the prescribed label on from the GP. We are allowed to administer antibiotics if prescribed.

Note we are no longer allowed to give paracetamol or Calpol.

Health care plans have to be updated annually so you will receive one soon to complete.

Please let us know if there is any change in your child's medical needs.

Please ensure that your child comes to school having had breakfast and that any food brought into school does not contain nuts.

We encourage children to stay hydrated so please ensure they have a water bottle.

Many also benefit from have a healthy snack at morning break.

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Managing Children's Behaviour at **STOKENCHURCH**








Behaviour at **STOKENCHURCH** is outstanding and our expectations of every child to follow our golden rules and be **READY**, **RESPECTFUL** and **SAFE** at all times are paramount.

How do we achieve and maintain this?

- Having strong values that are regularly reinforced by all
- Being very clear and consistent with our expectations
- Remaining positive with and listening to the children
- Using positive rewards regularly (praise, house points, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively



We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART; LEARN SMART': We represent STOKENCHURCH with pride!	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and always strive for our best.	

We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Think About My Choices and Fix It	
3	Time out	
4	Parallel Year Group Teacher	
5	SLT/ Deputy Head	
6	Mr Stevens	
7	Parents Informed	

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Special Educational Needs and Disability (SEND)



At Stokenchurch Primary School we want all of our children to reach their full potential. Everyone has different strengths, and we aim to discover and nurture these strengths during the time our learners spend with us. Many of our children have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a **high quality, inclusive curriculum**, with reasonable adjustments made when necessary. Some of our children may need additional provision, as recommended in the Department for Education's SEND Code of Practice, Buckinghamshire Council's Ordinarily Available Provision, NHS guidance and evidence-based best practice. These are embedded within day to day classroom practice.

If you have any concerns about your child, the first point of contact will typically be with your child's class teacher. Class teachers are trained professionals with a strong understanding of how to support all learners. They are well placed to discuss any assessments or observations, and implement any strategies or provision. As SENCOs we work collaboratively with the staff in school and outside agencies to support this process. Regular training and advice sessions from other professionals are also regularly organised. We have robust systems in place to ensure information is shared effectively between staff.

If you have any additional questions or concerns about your child, please use the contact information below:

senco@stokenchurchprimary.bucks.sch.uk

SENCOs: Mrs F Avery, Miss C Howland

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SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



Stokenchurch Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

Stokenchurch Primary School expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection policy and procedures in place which can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

OUR DESIGNATED SAFEGUARDING LEADS (DSL'S) ARE:

Miss C Linfield (Lead) Mr N Stevens (Deputy) Mrs H McCammond (Deputy)

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E-Safety & Social Media Safety

What can the school do to support with this?

- All pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover wide-ranging curriculum areas to help keep children safe both in and out of school including providing guidance and advice on cyber bullying and social media safety
- As a school we wish to support you as much as possible. **If inappropriate messaging occurs outside of school but between children at this school, then we do want to know about it – particularly if the messages are of a nature that could be viewed as bullying.**
- While it would not be appropriate for the school to sanction pupils for inappropriate conduct outside of school – **it will likely be important that staff know about any such conflict in order to ensure that it does not affect their learning or playtime in school.**

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E-Safety & Social Media Safety

What can you do to support with this at home?

- Understand the risks – use the weblinks on the next page to educate yourself on the apps and websites your children wish to visit and be aware of the risks.
- Communicate regularly – with your children (regarding what they are doing online and on their phone) and with school (if you have any concerns regarding your child's use of apps or inappropriate messaging that could affect their wellbeing in school).
- Keep the risks in proportion – **be mindful of age restrictions on certain apps and messaging services. If they're not old enough for the app's terms of service then there is probably good reason why they should not be on it.**
- Agree helpful mediation strategies – banning a child from a device might stop the concern temporarily but is unlikely to educate them to protect themselves or resolve concerns in the future.

Finally we would politely ask that parents be considerate of their own social media use. Twitter, Facebook and other such websites/apps are powerful tools for communication. If however, any concerns or questions regarding school arise, contacting school staff via the office or a note or your child's homework diary will always be the best way to resolve this.

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E-Safety & Social Media Safety

Key websites that can support in developing better understanding of E-safety for parents:

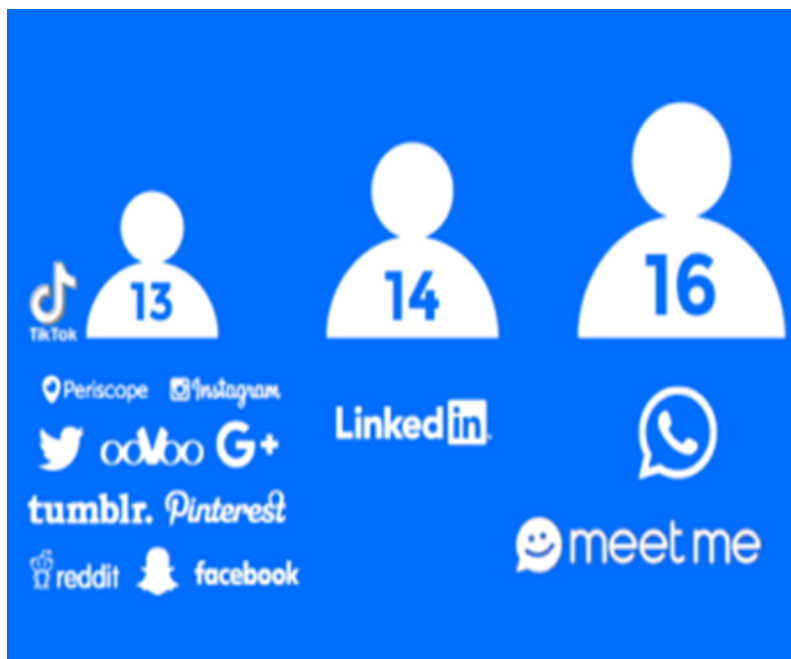
- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.thinkuknow.co.uk/parents/>
- <https://www.childnet.com/parents-and-carers>

If you have additional questions regarding specific websites or apps then please check their guidance and terms of service. If you remain unsure then please contact the school and staff will help where they can!

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How you can help

1. Monitor use of electronic devices
 - Check recommended age restrictions of apps and games
 - Set a curfew before bedtime
 - Monitor WhatsApp groups and other group chats



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How you can help

2. Sleep and breakfast

- Switch off devices well before bedtime
- Share a book in bed
- Share best parts of the day
- Wake up with plenty of time for breakfast
- Healthy snack for breacktime

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How you can help

3. Build resilience: adopt a Growth Mindset

GROWTH MINDSET

Is Freedom



FIXED MINDSET

Is Limiting



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How you can help

4. Develop independence

Throughout your child's final year here and in their preparation for their transition to Secondary School, encourage your child to be independent.

Make it their responsibility to ensure that they are organised and prepared for each day's learning – don't pack their bag for them!

- Timetable stuck on wall/fridge/near door
- Passwords stored safely
- Set timetable for homework



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How you can help

5. Practical maths skills

- Encourage your child to pay for things in shops, working out the coins needs and checking the change
- Practise telling the time, both digital and analogue e.g. If I pick you up at 6pm, how long will you spend at the swimming pool?
- Whilst out and about, study tables and charts to figure out how they work and what they are showing: bus and train timetables, film schedule times at the cinema, TV schedules etc.

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Upcoming Dates

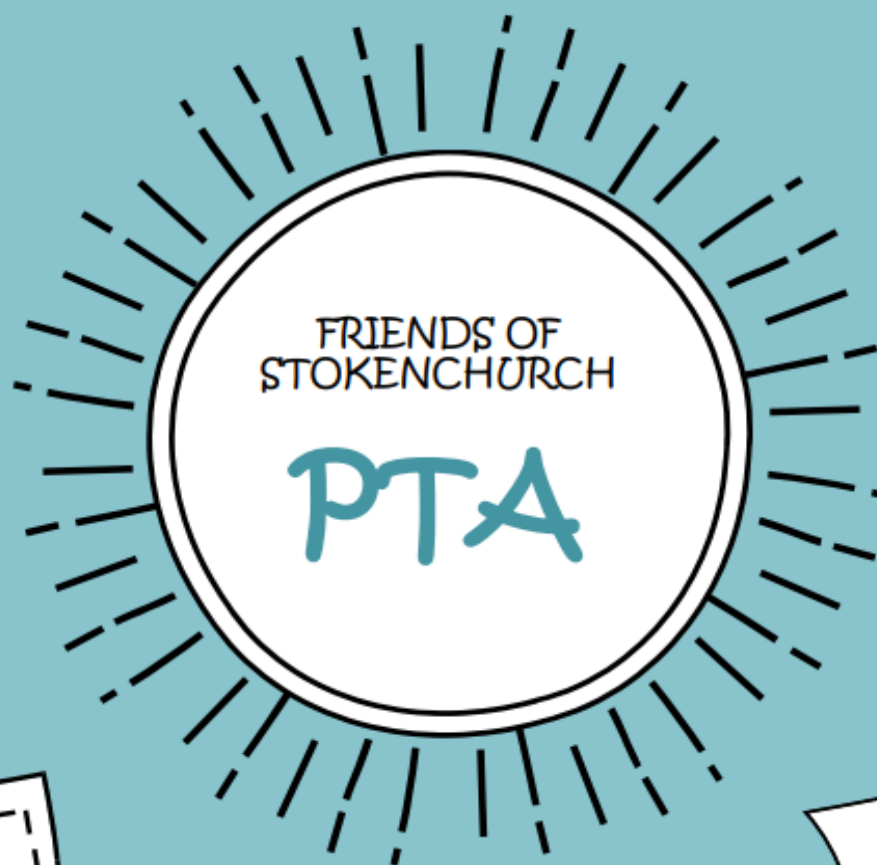
- House Captain speeches (this Friday 15th)
- Deadline for prefect/Head boy and girl applications (Mon 18th)
- Individual photos 6th October
- Flu vaccine 11th October
- 11+ results 13th October
- Harvest Festival 13th October
- Art Curriculum Day 18th October
- School Disco 19th October
- Parents' Evenings 7th/9th November
- Year Group outing – Oxford Museum of Natural History (TBC)
- Y6 Carol Concert 5th December
- SATS assessments 13th – 17th May 2024
- 17th June 2024 Residential Trip to the Isle of Wight
- Secondary school transition days 2/3 July 2024

Our Website



Please refer regularly to the Year 6 page of the website for key dates, homework, spellings and information.

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Friends of Stokenchurch Primary



What is the money spent on?

Pantomime Production

Library revamp & Quiet Garden

Homework Diaries & Workbooks

Playground Pergola & Sail Shades

F2 Graduation Bears & Y6 Hoodies Subsidy

How can YOU help?



- ✓ Like our Facebook page
<https://www.facebook.com/StokenchurchPTA/>
- ✓ Sign up to the Easyfundraising website
<https://www.easyfundraising.org.uk/invite/XCgTCK/GQHEFI>
- ✓ Join our 50/50 Club
<https://primarysite-prod-sorted.s3.amazonaws.com/stokenchurch-primary-school/UploadedDocument/f25460c48fc74fa8a76ca2e6a449c036/sps-friends-5050-club-1.pdf>
- ✓ Donate your unwanted clothes, shoes and linen to our textile recycling bank.

Have you named your child's belongings?

Did you know you can quickly name all of your child's belongings and raise money for our school at the same time?

Stampastic ink name stamps

https://stampastic.co.uk/pages/school/welcome#a_aid=5b65511395590



Stikins® name labels

<https://www.stikins.co.uk/?NAME-LABELS=22424>

Keep in touch and stay informed

- <https://www.facebook.com/StokenchurchPTA>
- <https://twitter.com/StokenchurchPTA>
- <http://www.stokenchurchprimary.co.uk/pta/>
- stokenchurchprimarypta@outlook.com

Thank you for reading our presentation.
Any questions, please email the school office
at:

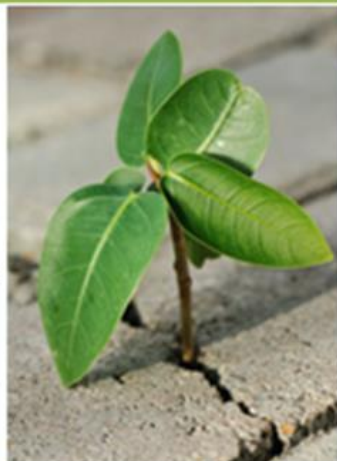
office@stokenchurchprimary.bucks.sch.uk

Or post a question onto our school's twitter
account:

[@stokenchurchps](https://twitter.com/stokenchurchps)



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