



**Year 6**  
**Iguana Class**  
**Mr Jason**



**Class Information Booklet**  
**(2016-2017)**

## Welcome to Year 6!



A huge welcome to The Iguana Class. I hope you find the information in this booklet useful and I look forward to working closely with you to help your child have a wonderful year.






My name is Mr Jason and I am the Grade 6 teacher in Providenciales Primary School. This is my fourth year teaching at Providenciales Primary School. I am originally from Northern Ireland where I lived a short distance outside Belfast. I attended Stranmillis University College of The Queen's University of Belfast; and obtained a degree in Education from them. I decided to further my studies after graduation and enrolled at The Queen's University of Belfast to complete a Post Graduate Diploma in Inclusion and Special Educational Needs. I have recently been awarded an Advanced Certificate in Teaching Post Graduate Qualification from the same institution. I have five years teaching experience in the UK and three years teaching experience here in the TCI, which has been based largely in upper Key Stage Two, teaching Year 6.

Within my teaching and learning environment I have high expectations for all children to ensure that they reach their true potential. My teaching approaches vary from child to child and I adapt easily in order to meet the individual needs of the learner. I like to establish a fun and practical learning environment so that important skills and concepts can be understood in a meaningful manner.

In this booklet, you will find information about the day to day running of our school as well as more specific details of the curriculum content of this class.

*Mr Jason*

### **STRUCTURE of the DAY:**

-  School day begins at 8.15am. (students may come into school from 8.00 am. but must remain in the walkway and be supervised by a parent until they have access to their class at 8.10am.). Learning activities and circle times will begin at 8:15 am. so please make every effort to arrive on time. Children will be marked late in the register if they arrive after 8:15am.
-  Morning break is from 10.00 to 10.30am. For a snack, we encourage the students to bring fresh fruit as it helps give energy and focus for the rest of the morning.
-  Lunchtime is from 12.30 to 1.15pm. A varied and healthy menu of cooked lunch is offered or students may bring their own packed lunch. Please try to keep lunch healthy and nutritious. Water is our preferred drink.
-  School day ends at 3.00pm. (Unless clubs are being attended). Students should be collected on time – after 15 minutes, a 'late fee' is charged as teachers have other responsibilities from 3.15pm.
-  Should anyone other than a parent be collecting your child at the end of the morning, please make sure you let us know in advance. We will not allow a child to leave school with anyone other than a parent unless we have the necessary permission.

## **UNIFORM:**

Provo Primary School uniform is a turquoise T-shirt (available from the Office), khaki shorts, trousers, skirts or skirt and 'suitable' shoes. Shoes should enclose the whole foot so that recess activities are safe – 'flip-flops', heeled sandals etc are not suitable. Socks should be white and as plain as possible. Hats are a necessity on our island – we have hats as part of our uniform. No jewellery should be worn – although watches and small stud ear-rings are permitted. Long hair should be tied back off the face to ensure safety in P.E. and other curriculum areas. Nail varnish should be removed before coming to school.

## **P.E. Kit:**






Our P.E. kit is a white, Provo Primary School T-shirt, navy or black shorts and trainers/sneakers. Long hair should be tied back and no jewellery (including watches) should be worn. It is essential that all children in Key Stage 2 have a hat on PE days.

In Year 6 we have two P.E. sessions each week. Our PE days are Tuesdays and Thursdays. On these days, children should come to school in P.E. kit, but bring their uniform to change into afterwards. Extra water is needed on these days.

When swimming, a one-piece swimsuit is worn, although UV shirts can be worn on top, and children need a towel.

## **GENERAL EXPECTATIONS:**



Respect, kindness and positive behaviour and attitude towards school life and those around us are the normal expectations at Provo Primary School. In order that everyone knows what is expected of them and others around them, we have golden rules, which are:

-  Care for myself and others
-  Be honest
-  Work hard
-  Listen
-  Look after property



Our school logo is a flamingo. It is made from a handprint. The fingers and thumb help us to remember our five golden rules.

## **Behaviour & Attitude**

-  As some of the older members of our school, Year 6 are expected to be our ambassadors and be exemplary role models to the younger children.
-  We have a lot of work to do, so students are expected to be ready to work and fully engaged in all aspects of their lessons.

## Effort and Achievement

- ✿ As individuals, students are encouraged to achieve their full potential, however, we realize that all students have different strengths and weaknesses, so their rate of progress is judged accordingly. Alongside this, every student is expected to give consistent and significant effort to their work in school. Effort – and attitude – is rewarded by Golden Time weekly and golden pebbles for special, increased effort.
- ✿ Numeracy, Reading and/or Writing are assessed regularly in class – usually at the end of a topic and definitely at the end of each half term. The results of some of these assessments will be included in written reports that I will send home to parents. These will also be discussed at Parent-Teacher Consultations and used to create targets.
- ✿ Parent-teacher Consultation Meetings are held each term. Parents are invited to come to the school and confer with their child’s teacher at a scheduled time. A parent or teacher may also request a conference at any time during the school year.
- ✿ Written reports are produced and sent home in January and June.

### **SPECIALIST TEACHERS:**

In keeping with the education of this age group, we try to expose the children to as many opportunities for subject specialist teachers as we can. The following teachers will be supporting the teaching the Year 6 children this year:

Mrs. Niki & Mrs Shara – Theatre Arts/Dance

Mrs. Yorka – Spanish/Art/Design Technology. Mrs. Yorka will offer addition Spanish/Spanish immersion during her sessions with the class.

Ms. Alison - Music

### **Timetable:**

Our curriculum is broad and balanced, giving our students the opportunity to learn and practise skills needed, not only within individual subjects but also in areas that will help them become independent learners.

	8.15-8.30	8.30 – 9.30	9.30-9:55	10.25-11.25	11.30 – 12.30		1.15–1.30	1.30 – 2.00	2.00 – 3.00
<b>MO</b>	Silent Reading	Numeracy	Spellings & Grammar	Literacy	Science		PSHCE/ Mind Up	Social Studies	
<b>TU</b>	Silent Reading	P.E. / Spellings & Grammar		Numeracy	Literacy		Spanish Mrs. Yorka	Music & Theatre Arts Ms. Shara & Mrs. Niki	
<b>W</b>	Assembly	Numeracy	Mental Maths	Literacy	Science		Social Studies	Computing	
<b>TH</b>	Hand-writing	P.E. / Mental Maths		Numeracy	Literacy		Science		
<b>FRI</b>	Hand-writing	Numeracy	Sp & MM Tests	Literacy	DT/Art Mrs. Yorka		PSHCE/ RE	Celebration Assembly	PSHCE/RE Golden time

## CURRICULUM:

### Literacy:

In Literacy, we group children within each class and use resources specific to the level of each student. Literacy units will always be taught in line with the Topic / Theme being taught in class. By embedding our literacy work in larger topics, children's writing becomes more purposeful, informed and imaginative. Students are able to draw on knowledge and experiences gained across the curriculum to add detail to their work. We will be covering the following units of work during the year:

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Biographies and Autobiographies	Suspense and Mystery using our core text 'The Boy in the Striped Pajamas'	Comedy and drama using our core text 'Wonder'
Adventure Genre using our core text 'The Terrible Thing That Happened to Barnaby Brocket'	World War poetry	Non-Chronological Reports
Information, Explanation and Instructional texts	Drama and Media	Extending Narrative
Classic Fiction	Reports and Journalistic Writing	Non-Narrative Reading and Writing Revision
Recounts	Poetic Style	Persuasive Writing
Humorous poetry	Argumentative writing	Debate Poems
Drama and Play Scripts	Classic Narrative	Classic Fiction
Non-Fictional texts	Oral Poems	Introduction to Shakespeare
Spelling, handwriting, sentence structure, grammar, punctuation and research skills are taught throughout the year at differentiated levels to suit the needs of each individual. Students will be encouraged to read and review books regularly too.		

### Numeracy:

In Numeracy lessons, children are also grouped with others of similar ability. This allows the teacher to provide appropriate levels of challenge to all students while encouraging partner discussions and group work. Sometimes the school will take the decision to group children across classes, in order to better meet the needs of all students. If this is the case with your child's class, we will inform you of our plans in advance. We cover a variety of topics falling under the main Primary Strategy headings of using and applying Numeracy skills, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. This is what Year 6 will be covering over the year:

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Place Value	Sequences & Algebra	Place Value
Multiplication & Division (Mental And Written Methods)	Fractions, Decimals & Percentages.	Multiplication & Division (Mental And Written Methods)
Fractions, Decimals & Percentages Ratio & Proportion.	Multiplication & Division (Mental & Written Methods)	Fractions, Decimals & Percentages. Ratio & Proportion.
Handling Data.	Handling Data.	Handling Data.
Shape & Space	Perimeter & Area	Shape & Space
Measures – Solving Problems	Problem Solving	Measures – Solving Problems
Addition & Subtraction (Mental And Written Methods)	Ratio & Proportion.	Addition & Subtraction (Mental And Written Methods)
Money & 'Real Life' Problem Solving	Measures – Solving Problems	Money & 'Real Life' Problem Solving

## Year 6 Numeracy Objectives:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $>1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets

- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

#### Other curriculum areas:

In Year 6, we will be approaching our topics through a ‘creative curriculum’. By centring learning on one topic area, children are able to apply their newly acquired skills in a meaningful and purposeful way across the curriculum. Children will learn to adopt a multi-disciplined approach to their work in order to research, investigate, reason and inquire.

Subjects	Term 1	Term 2	Term 3
<b>Science</b>	<ul style="list-style-type: none"> <li>• Living things and their habitats (Classification)</li> <li>• Evolution and Inheritance</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including Humans (human body and healthy lifestyles focus)</li> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> </ul>
<b>Social Studies</b>	Geography: <ul style="list-style-type: none"> <li>• Rainforests</li> </ul>	History & Geography: <ul style="list-style-type: none"> <li>• World War 2</li> <li>• Natural Disasters</li> </ul>	Geography: <ul style="list-style-type: none"> <li>• Detailed study of the Dominican Republic</li> <li>• TCI Tourism and Jobs</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Technology in our Lives</li> <li>• Animation</li> <li>• Multimedia Presentation (Prezi)</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia Presentation (video)</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Data handling</li> <li>• E-Safety</li> </ul>
<b>Design Technology/ Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• Rainforest Mural</li> <li>• Rainforest homes</li> <li>• Personal portraits and timelines</li> </ul>	<ul style="list-style-type: none"> <li>• World War 2 charcoal drawings</li> <li>• Egg characters and set designs</li> </ul>	<ul style="list-style-type: none"> <li>• Edvard Munch</li> <li>• Architecture (Spanish link to DR study)</li> </ul>
<b>P.E.</b> (Physical Education)	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Yoga</li> <li>• Tennis</li> <li>• Striking &amp; Fielding (Cricket &amp; Rounders)</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Handball</li> <li>• Gym</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance</li> <li>• Outdoor &amp; Adventurous activities</li> </ul>
<b>P.S.H.C.E. / MindUp</b> (Personal, Social, health and Citizenship Education)	<ul style="list-style-type: none"> <li>• What makes me...Me?</li> <li>• Growing and Changing</li> <li>• Mind Up</li> </ul>	<ul style="list-style-type: none"> <li>• How Do Rules And Laws Affect Me?</li> <li>• Fit for life</li> <li>• Mind Up</li> </ul>	<ul style="list-style-type: none"> <li>• Moving On</li> <li>• Mind Up</li> </ul>
	<b>As we work towards introducing our new Personal, Social, Health and Economics (P.S.H.E) /MindUp Curriculum over the next 2 years, more topics will be introduced in Term 3 this year.</b>		
<b>R.E.</b> (Religious Education)	<ul style="list-style-type: none"> <li>• Sacred Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Places of Worship</li> </ul>	<ul style="list-style-type: none"> <li>• World Religions</li> </ul>

N.B. Music, Theatre Arts and Spanish programmes will also be delivered in accordance with curriculum expectations for children working at a Year 6 level.

## Growing and Changing Unit in P.S.H.C.E.:

In Year 5 or 6, depending on the maturity of the group, we cover a unit about 'Growing and Changing'. This unit covers some elements of Science and some Personal, Social, Health and Citizenship Education (P.S.H.E.). We use the UK 'Living and Growing' DVD Programme. We have used this in previous years here at Provo Primary; having carefully reviewed the resource to ensure it is appropriate to the age and needs of our children.



The topics this unit will cover are:

- What happens to the bodies of boys and girls when they reach puberty? For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation.
- Does everyone change at the same rate?
- How can I express my feelings positively as I grow up?

We encourage you to discuss any of these areas with your children before, during or after this unit, as children say that they greatly value being able to talk to their parents about these issues.

If you would like to discuss any issues relating to our work on 'Growing and Changing', or would like to find out more about the lessons, I would be happy to talk to you more about it. We can also arrange for an opportunity for you to preview some of the content of these DVDs, if you so wish, so please let me know if you would be interested in this. Please also let me know if you do not wish your child to participate in these sessions.

## ASSESSMENT - MARKING & FEEDBACK:

-  Our 'Marking and Feedback' policy based on 'success and improvement'. It is designed to clearly show how children have achieved against the learning objective and to identify ways in which they can improve.
-  Ways in which teachers mark are standardised across the school.

As part of the plenary at the end of lessons or when completing units of work, children will be encouraged to self-assess using a range of written or visual means. We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning.


Math, Reading and/or Writing are assessed regularly in class – usually at the end of a topic and at the end of each half term. The results of some of these assessments will be included in my termly reports to parents.

Here is an outline of the main points of our policy:

At Provo Primary School, we believe that students should receive quality feedback on their work. This may be given in a variety of ways including marking, rewards, oral and body language (smiles, thumbs up, eye contact etc). Research shows that oral feedback is the most natural and effective for children. Feedback, in whatever form is powerful and must focus on success **and** improvement.

### Literacy and written work:

The following symbols will be used consistently across the school:

- sp** In margin to highlight incorrect spelling somewhere on that line. Student locates and corrects it.
- ^** Omission
- //** New paragraph or new line in poetry
-  Circle non-existent or incorrectly placed punctuation, including capitals.



## Numeracy:

The purpose of marking is primarily diagnostic. It will communicate whether the child is successful and should act as a motivator. Comments made should encourage the child to feel safe when tackling problems and will encourage further development.

- ✓ correct answer in Numeracy
- incorrect answer in Numeracy
- ☉ incorrect work now corrected

As part of the plenary at the end of lessons or when completing units of work, children will be encouraged to self-assess using a range of written or visual means.

We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning.

## **HOMEWORK:**

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. At the top end of the school, it is also a starting point for preparing them for secondary school. It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework will provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop their ability to work independently. Homework is modified to suit the individual needs of each student.

### **Homework can have several purposes:**

- **practice** exercises to reinforce or embed learning in class
- **preview** assignments to prepare for subsequent lessons
- **extension** activities to transfer learned skills or concepts to new situations
- **creative** activities to integrate many skills toward the production of a response or product

All homework links to classwork and therefore most of it should be able to be done relatively independently. Homework is given three times a week as per the table below. Science will either be related to what we have covered in class or may be given using independent workbooks. Children may occasionally have work relating to other subjects too. Expectations for homework are written inside your child's Homework Diary for reference.

<b>Subject:</b>	<b>Homework Set:</b>	<b>Homework Due:</b>
<b>Literacy</b>	Monday Wednesday	Tuesday Thursday
<b>Numeracy</b>	Tuesday Thursday	Wednesday Friday
<b>Spellings</b>	Monday	Friday
<b>Science</b>	Friday	Monday

## **FIELD TRIPS AND YEAR 6 RESIDENTIAL TRIP:**

Day trips may be organised throughout the year – warning of times and costs will be given as early as possible.

In the past our older children have gone on 4 to 7 day residential trips. These have included international trips to The Dominican Republic, England, Florida, the mountains of NE Georgia (USA) or exciting local ones to South Caicos, Grand Turk and the island of Salt Cay. It is hoped that we will be able to go on another international trip this year. You should therefore factor in some related costs for this potential trip. Parents who wish to get involved and assist with fundraising for this trip should let me know as soon as possible.

## **ENTRANCE TESTS / TRANSITIONS:**

In Year 6 the children will be tested at the end of May in the core subjects of English, Math and Science using the British National Curriculum Standardised Assessment Tests (SATs). These assessments reflect the curriculum taught at our school.











In addition to these tests, children will also be sitting entrance tests to various middle and high schools on island during the months of April and May. I will be preparing the children for these tests throughout the year. We also offer extra test preparation tuition in the second term before or after school. Other teachers are also sometimes available to tutor privately.





I am happy to meet with you about how to best support your child this year and discuss options for schools next year. This is a busy, challenging but exciting year for the children before they make that transition to Year 7. I am eager for us all to work together to make it as smooth, stress-free and as fun as possible!

## **AFTER-SCHOOL CLUBS:**



After school clubs are offered to all age groups. The focus of our clubs ranges widely, covering such areas as Sports, Art, Computers, Drama and Music. We also offer a Homework Club. After-school tutoring is also available, enquire for pricing at the office and speak with the teacher you would wish to tutor your child to discuss timings.

## **HOW YOU CAN HELP?**

-  Talk to your child positively about their day.
-  Encourage your child to read regularly and complete reading logs or reading diaries.
-  Discuss homework with your child and encourage them to do their best and provide a suitable space and time for homework to be completed.
-  Encourage and help with the regular practice of spellings and times tables.
-  Read and respond to assessment information and reports shared with you about your child's progress.
-  Provide healthy snacks and lunches.
-  Provide enough water for daily needs (more on P.E. days).
-  Remind your child to wear P.E. kit on P.E. days and to bring their uniform to change into.
-  Label all clothes and equipment including lunch boxes.
-  Please send a letter / note regarding any absence from school.

-  Check email regularly for updates on school information and events.
-  Make sure that your child gets adequate rest.
-  If you would like to help in our class – either regularly or for specific events – this would be gratefully received, so please let me know and I will let you know of any specific projects that we may be working on.
-  Ensure that library books are kept within the plastic pouches provided to safe guard them during transit to and from school.

#### **COMMUNICATION:**

-  Each term I will send home a newsletter detailing the work being covered in that time. It will also include information about visits / visitors and special events taking place. This will not only give you an overview of your child's work, but will also allow you to perhaps add resources, expertise or experiences you (or a friend / family member / associate) may have.
-  I have an open door policy; if you have any questions / problems / issues PLEASE, Please come and speak to me. The beginning and end of the day are easiest for me and if it requires longer, I am willing to make an appointment to meet with you at a mutually convenient time.

#### **AND FINALLY. . .**

I would just like to say that as the oldest year group in the school, Year 6 children are expected to act as exemplary role-models at all times. We have a lot of work to do, so children are expected to be ready to work and fully engaged in their lessons.

I am really looking forward to seeing just what our Year 6 can achieve this year.

*Mr Jason*