



**Blacklow Brow School, Tarbock Rd,
Huyton, L36 5XW**

Transition Booklet Information for Parents/Carers

Welcome to Year 6

Meet the Staff....



Mr Latham

Deputy Headteacher



Mrs Purcell

HLTA – Trainee Teacher



TBC

Teaching Assistant

Transition Planning

At Blacklow Brow, we pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition in to each year group.

A smooth transition between the year groups is extremely important to us and we will do everything we can to ensure that your child feels happy and settled, ready to start the new term with their friends in their new class.

Week commencing 5th July 2021, is what we refer to as 'Transition Week'. This is where the children will spend the day in their new classes with their new teacher and teaching assistant. Staff will also meet to discuss individual needs of students and their attainment data, prior to this date.

Wednesday 7th July 2021 is Transition Day and a timetable of activities will take place in school as follows:

Activities	Details
Orientation	Introduction to the classroom layout, areas equipment and resources.
Class Charter & School Behaviour System	PSHE and behaviour theme. Children agree their class rules for September.
A Letter To My Teacher	Children write a letter to their teacher introducing themselves and their interests, strengths and what they'd like to improve.
Aspirations	The children set themselves challenges and targets for the year ahead.
PSHE Activity	Children discuss any worries and concerns about the year ahead. Help each other resolve them. Decide how they will deal with them in the coming year.

Allocation of Teaching Time

The Teaching Week

Subject	Allocated Time per Week	No. of sessions
English	7 hours 30 minutes	15
Maths	5 hours 30 minutes	6
Science	1 hours 30 minutes	2
PE	2 hours	2
PSHE / SMSC	45minutes	1
Computing	45 minutes	1
D&T	45 minutes	1
History	45 minutes	1
Geography	45 minutes	1
Art	45 minutes	1
Music	45 minutes	1
Spanish	45 minutes	1
RE	45 minutes	1
Total	25 hours	30

English includes; guided reading/reciprocal reading, grammar, writing and spoken language.

Basic skills incorporates maths and English and is held at the start and end of the day for a total of 30mins.

Collective worship takes place daily.

The School Day

Y6 Curriculum - Autumn

Year 6 Autumn



Maths

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems, which require answers to be rounded to a specific degree of accuracy.
- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I can use my knowledge of order of operations to carry out calculations involving all four operations.
- I can multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.
- I can 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.
- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can enumerate possibilities of combinations of two variables.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.
- I can substitute values into a simple formula to solve problems.

Year 6 Autumn



English

Writing Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- I can proof-read for spelling and punctuation errors.
- I can write legibly, fluently and with increasing speed.
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.

Reading Comprehension Objectives

- I can distinguish between statements of fact and opinion.
- I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can provide reasoned justifications for my views on what I have read.
- I can recommend books that I have read to peers, giving reasons for choices.
- I can retrieve record and present information from non-fiction.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

English

Word Reading Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

Spelling Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters (for example knight, psalm, solemn)
- I can use a thesaurus.

Year 6 Autumn

World War 1

RE

- I can show an understanding of why people show commitment in different ways.
- I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.
- I can think of some ways of showing commitment to God that would be better than others for Muslims.
- I can explain the qualities needed in different people because of the important jobs they are chosen to do.
- I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).
- I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

Music

- I can use a variety of different music devices in my composition (including melody and chords).
- I can compare and contrast the impact that different composers from different times have had on people of that time.
- I can perform parts from memory.

Art

- I can explain why I have used different tools to create art.
- I can over print to create different patterns.

Design Technology

- I can use market research to inform my plans and ideas.
- I can work within a budget.

MFL

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

History

- I can place features of historical events and people from past societies and periods in a chronological framework
- I can summarise how Britain has had a major influence on world history
- I can describe features of historical events and people from past societies and periods they have studied
- I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today
- I can begin to appreciate that how we make decisions has been through a Parliament for some time
- I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed

Geography

- I can name the largest desert in the world.
- I can name the three major climate zones
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the equator, North and South Hemispheres.
- I can explain how time zones work and calculate time differences around the world.
- I can give an extended description of the human features of different places around the world.
- I can explain how human activity has caused an environment to change.
- I can analyse population data on two settlements and report on findings and questions raised.
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Computing

- I understand how the internet works
- I understand some of the threats associated with online communication
- I can raise awareness about appropriate behaviour related to using email as tool for communication
- I understand that there are risks in using communication technologies
- I understand that data, software and hardware can be harmed by malicious software
- I understand some of the ways we can protect ourselves against online threats
- I understand some of the ways we can protect ourselves against online threats
- I understand that cyber crime can take a number of different forms, including spam email
- I can understand the consequences associated with online crime
- I know some ways to protect yourself and your data from cyber criminals
- I understand the importance of protecting your identity and personal information
- I understand chat room and instant messaging threats and know how to protect personal information
- I understand how to communicate and behave responsibly online.
- I understand how to behave appropriately online with others
- I recognise forms of online bullying and the consequences of it
- I understand how to deal with and protect themselves from online bullying
- I can understand that information on the internet can be biased or inaccurate
- I know some safe steps to take when accessing websites
- I understand some of the ways to search online effectively and safely
- I know that using some online data can be illegal
- I know safe steps to take when searching and using data online

Science

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurate and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

Light

- I can explain that light appears to travel in a straight line.
- I can explain and demonstrate how we see objects because an object gives out or reflects light in our eyes.
- I can explain why shadows have the same shape as the object that casts them.

Electricity

- I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit
- I can draw circuit diagrams using correct symbols.

PE

Games

- I can explain the full rules of a game to a partner
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can change my tactics in a game to improve my team's performance
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can play in different positions during a game.
- I can change my tactics in a game to improve my team's performance

Year 6 Autumn Foundation Subjects and Science

Learning to Read...

Key Stage 2

Every Day (25-30mins)

At Blacklow Brow we have adopted a very structured approach to reading in classes from Year 1 to Year 6. Guided reading is a strategy we use to develop reading skills and extend understanding of the text the children have read.

We have implemented a whole class reading approach focusing on Reading VIPERS. What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Below is an example of KS2 Guided Reading timetable across the week.

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
<p>Whole Class Guided Reading – Novel</p> <p>2A – Vocabulary session</p> <p>Read through text – listening clearly to pupils, respond and recall.</p> <p>Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.</p>	<p>Whole Class Guided Reading – Novel</p> <p>2B- Retrieve and record</p> <p>Read through text – listening clearly to pupils, respond and recall.</p> <p>Questions in pupils books and displayed on PP</p>	<p>Whole Class Guided Reading – Novel</p> <p>2D – Inference</p> <p>Read through text – listening clearly to pupils, respond and recall.</p> <p>Questions in pupils books and displayed on PP – 20 mins</p>	<p>Whole Class Guided Reading – Extract</p> <p>Class teacher and TA to support modelling and answering SATS style questions</p> <p>Domain mixture – Mixture of domain style questions to cover all areas.</p>	<p>KS2 - Whole Class Guided Reading Extract</p> <p>Domain mixture – Mixture of domain style questions to cover all areas.</p> <p>Answer questions on PP and in pupils books, modelled by teacher.</p>

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p> 	<p>Make and justify inferences using evidence from the text.</p> 	<p>Predict what will happen based from the details given or implied.</p> 	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none">• What do the words and suggest about the character, setting and mood?• Which word tells you that....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means.....• Find and highlight the word that is closest in meaning to.....• Find a word or phrase which shows/suggests that.....	<p>Example questions</p> <ul style="list-style-type: none">• Find and copy a group of words which show that....• How do these words make the reader feel? How does this paragraph suggest this?• How do the descriptions of show that they are• How can you tell that....?• What impression of do you get from these paragraphs?• What voice might these characters use?• What was thinking when....?• Who is telling the story?	<p>Example questions</p> <ul style="list-style-type: none">• From the cover what do you think this text is going to be about?• What is happening now? What happened before this? What will happen after?• What does this paragraph suggest will happen next? What makes you think this?• Do you think the choice of setting will influence how the plot develops?• Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text.	<p>Example questions</p> <ul style="list-style-type: none">• Why is the text arranged in this way?• What structures has the author used?• What is the purpose of this text feature?• Is the use of effective?• The role of the characters changes throughout the text. Find and copy the phrases which show this.• What is the author's point of view?• What affect does have on the audience?• How does the author engage the reader here?• Which words and phrases did effectively?• Which section was the most interesting/exciting part?• How are these sections linked?	<p>Example questions</p> <ul style="list-style-type: none">• How would you describe this story/text? What genre is it? How do you know?• How did...?• How often...?• Who had...? Who is...? Who did...?• What happened to...?• What does... do?• How is?• What can you learn from from this section?• Give one example of....• The story is told from whose perspective?	<p>Example questions</p> <ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• What happened after?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/middle/end of the story?• In what order do these chapter headings come in the story?

Transition Timetable

Week 1 (07.06.21-11.06.21)

- Internal moderation of Y2 and Y6 writing starts.
 - Staff transition documents are completed.
 - Pupil Progress Meetings

Week 2 (14.06.21-18.06.21)

- EYFS transition begins.
- Welcome meetings for new starters (EYFS)

Week 3 (21.06.21 -25.06.21)

- Year group assessments begin Y1-Y6.
- Y4 Multiplication check takes place.
- Y1 Phonics screening takes place.
- Staff transition meetings take place.

Week 4 (28.06.21-02.07.21)

- Submit KS1 Teacher Assessment internally.
- Submit Phonics Screening Check data internally.
- Submit KS2 data internally.
- Submit EYFS data internally.
- Data collection, moderation & analysis begins.

Week 5 (05.07.21-09.07.21)

- Transition
- Y6 / Y7 school transition meetings
- Y6 children attend Secondary (awaiting further guidance)
- Moving Up Day
- Visits to Nursery settings (EYFS)

Week 6 (12.07.21-16.07.21)

- Pupil reports to parents
- Parents' Evening
- EYFS & Y6 Celebration Assembly

Week 7 (19.07.21 -20.07.21)

- School Closes for summer on Tues 20th July.
- School re-opens to pupils on **Thursday 2nd Sept** for the new academic year.

Assessing Learning

Deeper learning is the delivery of rich core content to children in innovative ways that allows them to learn and then apply what they have learnt. At Blacklow Brow we enable deeper learning by:

- Mastering the content of lessons. This is done by linking work with prior knowledge, rooting work in real life problems and linking concepts by mapping facts.
- Thinking critically and solving complex problems.
- Working collaboratively.
- Communicating effectively.
- Encouraging pupils to initiate their own learning and reflect on their own progress and turn setbacks into opportunities for growth.
- Developing persistence and resilience.

DEEPER LEARNING – MAPPING ATTAINMENT

Emerging	Expected	Exceeding					
A small group of children will be classified in this section	The vast majority of children will be working in one of these inline bands whilst in a particular National curriculum Year of Study	A few children will be classified in this section as working above					
Below (NAME) % %	WT1 (NAME) % %	WT2 (NAME) % %	WT3 (NAME) % %	IL (NAME) % %	IL+ % %	IL++ % %	AE

Assessment

Teachers formally assess children in the 2nd half of each term using the following assessment materials:

Autumn Term 2	Spring Term 2	Summer Term 2
NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6

Reports on pupil progress are shared with parents at the end of each assessment window. The reports to parents will show the objects that children have been taught and the extent to which they have understood them (see the example below showing the reporting of objectives covered in Reading and your child's understanding)

Reading	Aut End	Spr End	Sum End
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.			
I can distinguish between statements of fact and opinion.			
I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.			
I can predict what might happen from details stated and implied.			
I can provide reasoned justifications for my views on what I have read.			
I can recommend books that I have read to peers, giving reasons for choices.			
I can retrieve record and present information from non-fiction.			
I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.			
I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.			
I can ask questions to improve understanding.			
I can check that the book makes sense, discussing understanding and exploring the meaning of words in context.			
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			
I can explain and discuss understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.			
I can identify and discuss themes and conventions in and across a wide range of writing.			
I can identify how language, structure and presentation contribute to meaning.			
I can make comparisons within and across books.			
I can participate in discussions about books that have been read to me and books that I have read for myself building on my own and other's ideas and challenging views courteously.			
I can read fluently, using punctuation to inform meaning.			
I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.			
I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.			
I can continue to read and discuss an increasing wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.			
I can learn a wider range of poetry by heart.			
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is made clear to the audience.			
I can read books that are structured in different ways and can read them for a range of purposes.			

Key

Purple = Mastered Green = Achieved Amber = Some Understanding Red = Not achieved Grey = Not taught yet

Testing and Reporting

The children in Year 1 to Year 6 take part in SWST (Single Word Spelling Test) assessments and either NTS tests or practice SATs tests depending on the year group. The results from these tests provide staff with valuable information to Teachers carefully plan teaching and learning. These assessment tools allow staff to tailor the curriculum and develop interventions to support and challenge those children with low reading/spelling ages and low maths scores. It also allows staff to develop teaching strategies to challenge those children with high scores so they can continue to achieve a high standard.

Autumn term Report

Name: _____

Year: _____

Attendance	Number of Lates

%	
Red = 94% below Orange = 95-96% Green = 97%+	□

	Autumn Term	Spring Term	Summer Term
Reading			
Writing			
Maths			

Red = Working below Orange = Working towards Green = At expected Purple = Greater Depth

	Autumn term	Spring term	Summer term
Homework			
Uniform			
Reading at home			
Behaviour			
PE kit			
Engagement in lessons			

Red = Unsatisfactory Orange = Satisfactory Green = Good

Comment from class teacher

This will be repeated for the Spring and Summer Term also.

How can you help your child at home?

Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

Maths

- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.

Tips for good Homework Habits

- Find a quiet place at home to use as a homework area. It needs to have a flat surface, a good light source and the right equipment, eg, pen, pencil, ruler, scissors, glue etc.
- Be aware of modern teaching methods, eg, long division.
- Plan a homework timetable and agree on when your child will do their homework.
- Allow your child to have something nutritional to eat before starting on homework.
- Discuss any homework tasks with your child and how it connects with what they are studying at school.
- Turn off the TV – but you could have music on in the background if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in the dictionary.
- Don't teach your child methods you used at school as this may confuse them.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.

Home Reading

Reading at home should be done daily and is a critical part of a child's development. Please encourage your child to read a range of books so that they can apply the skills they have learnt in school. Parents can help by questioning the children on what they have read and should encourage their children to read both fiction and non-fiction in order to enhance their learning experience.

Other Useful information:

Year 6 Reading List:



For more primary school book lists, visit booksfortopics.com

Blacklow Brow School Term Dates



Term Dates 2021/2022

Autumn Term

Thursday 2 nd September 2021	Friday 22 nd October 2021	37 days
Monday 1 st November 2021	Friday 17 th December 2021	35 days

Spring Term

Wednesday 5 th January 2022	Friday 18 th February 2022	33 days
Monday 28 th February 2022	Thursday 7 th April 2022	29 days

Summer Term

Monday 25 th April 2022	Friday 27 th May 2022	24 days
Monday 6 th June 2022	Wednesday 20 th July 2022	32 days

Total: 190 days

Inset Days

Wednesday 1st September 2021
Friday 8th April 2022
Friday 24th June 2022
2 days from Twilights

Bank Holidays

Monday 27th December 2021
Monday 3rd January 2022
Friday 15th April 2022 Good Friday
Monday 18th April 2022 Easter Monday
Monday 2nd May 2022 Early May Bank Holiday
Monday 30th May 2022 Summer Bank Holiday

*If you require any further information in relation to transition at Blacklow Brow Primary School, please contact Mr D Kenny, Executive Headteacher, on 0151 477 8010
Email: office@blacklowbrowschool.co.uk*