



V E N N

Y5 to Y6 Transition Meeting

Purpose of the meeting

- Class organisation and rational
- Staff Introductions
- Year 6 Curriculum
- SATs
- Routines
- Expectations of Year 6
- PGL
- Questions

Class organisation and rational

- COVID
- Year 6 is an important year, final chance to ensure the foundations are embedded and to become 'secondary ready'

Class 1	Class 2	Class 3
Mr Thomas (5 days)	Mrs Brady (4 days) and Mrs Levers (1 day)	Mrs Sanders (3 days) and Mr Farrand (2 days)
Mrs Stent to work across the three classes / interventions in the afternoon		

- AM – Reading, Writing, Maths – flexible groupings, grouped by specific needs/gaps, personalised curriculum
- PM – Foundation subjects – 'normal classes'

Positives

- Experienced team
- Good understanding of your child's needs – academically and other
- Tailored curriculum that address specific gaps
- Small class sizes = more teacher support
- Develops relationship with their peers
- Experience of different teaching styles

Staff Introductions

Mr Farrand (*Assistant Headteacher*)

- I have worked at Brooke Primary Academy for 15 years
- I have taught in Year 6 for the majority of my teaching career
- My favourite subject is English – I love words
- The children refer to me as Mr OCD – ‘everything has a place’
- When I’m not at school, I am daddy to a very 'angelic' little girl called Florence
- My job really is the best job in the world. The best thing about my job is seeing a child succeed!



Staff Introductions

Mrs Sanders (*Class teacher*)

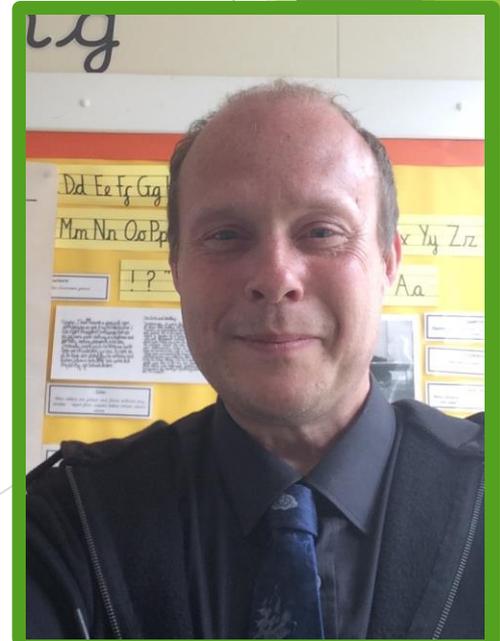
- I have worked at Brooke Primary Academy for a year but worked within the Thorne area for over 18 years.
- I have worked in years 1 to year 6 in my time as a teacher.
- My favourite subject is Art as I love being creative.
- I live with my husband, two year old son and step daughter who is also going into year 6 this year.
- In my spare time I like to bake, read, draw and have a go at any kind of craft.
- I love getting to know my students and seeing them grow, not only academically but also as they mature into young adults.



Staff Introductions

Mr Thomas (*Class teacher*)

- I have worked at Brooke Primary Academy for 6 years.
- This will be my fifteenth year teaching Year 6, with the rest being mostly spent with Year 5.
- I enjoy all subjects but have a special love for Writing as I am an amateur author. I also love Reading; my daughter claims that 'I could read for England!'
- My classes claim that my jokes make them laugh, but that they are often cringeworthy 'dad jokes'!
- Out of school, I enjoy writing, walking, table tennis, reading and socialising with friends and family.
- I passionately care about helping each and every child to reach their potential; it's the reason I teach!



Staff Introductions

Mrs Brady (*Class teacher*)

- I have worked in a variety of school throughout my career, including one for children with special educational needs.
- I have taught all year groups in KS2 from year 3 to year 6.
- My favourite subjects are maths and music (I play the flute).
- When I'm not in school I can be found walking my dog or reading books – I love reading.
- I'm not the sportiest of people but I do love swimming and dancing.
- As a teacher, I enjoy trying to make learning fun but challenging.



Staff Introductions

Mrs Levers (*Head of School*)

- I began my teaching career as a secondary teacher at Trinity Academy.
- I am passionate about Teaching and Education. I am determined to make Brooke a school where children receive the BEST educational experience in the area.
- I am learning to play the keyboard and love sport, especially netball (I play in the Chesterfield 1st division).
- No one can make a cup of tea as good as me :)
- My biggest achievement to date is my daughter Lily.



Staff Introductions

Mrs Stent (*Support Staff*)

- I have worked at Brooke Primary Academy for 24 years and I have loved every single second of it.
- I have worked in Year 6 for most of my career.
- I am extremely sporty and competitive.
- I am a grandma to four beautiful grand children.
- The best thing about my job is just being with the children and getting to witness that 'light bulb moment'.



Year 6 Curriculum

Autumn – We'll Meet Again

Class texts	Goodnight Mr Tom
English	Biography (WW2 Historical figure); Informal Letter; Narrative; Poetry (Imagery); Newspaper Report; and, Recount;
Maths	Integers and Decimals, Multiplication and division / Calculation problems, fractions, missing angles and length
Science	Light / Electricity
History	A study of an aspect of British History that extends pupil's chronological knowledge beyond 1066 (WWII)
Art and Design	Painting and Printing, Recreate a war scene painting, John Singer Sargent
DT	Cooking and nutrition, create meal using rations
PE	Travelling in WWII, Gymnastic / Teamwork, Striking and fielding, tennis and rounders
Music	Happy / Classroom Jazz
PSHE	Being Me in My World / Celebrating Difference
RE	What do religions say to us when life gets hard? Believing
Computing	Online safety, coding, text adventures
Geography	Finding out about the world, locating countries involved in WWII

Year 6 Curriculum

Spring – At The Heart Of It All

Class texts	Pig Heart Boy
English	Explanation; Argument/Debate; Narrative Playscript; Formal Letter; Narrative Diary; Discussion Text
Maths	Coordinates and shape, fractions, Decimals and measures / Percentages and statistics, proportion
Science	Animals including humans / Living things and their habitats
History	None in Spring Term
Art and Design	Drawing and sketching, self portraits, Escher
DT	Textiles, recycled fabric to create a shopping bag
PE	Competitive Invasion, netball and basketball / Dance style street dance
Music	A New Year Carol / Woman in Music
PSHE	Dreams and Goals / Healthy Me
RE	Is it better to express your religion in arts finding out about the world, and architecture or in charity and generosity? / What matters most to Christians and Humanists?
Computing	Online safety, Networks, Blogging
Geography	Finding out about the world, Natural resources and Trade links

Year 6 Curriculum

Summer – Who Let The Gods Out?

Class texts	Who Let the Gods Out?
English	Information Text; Narrative (Traditional Tales/Myths); Poetry appreciation; Narrative; Persuasive Text; Instructions
Maths	Consolidation and application of previous learnt topics
Science	Evolution and Inheritance / The science of sport
History	Ancient Greece - A study of Greek life and achievements and their influence on the western world
Art and Design	Sculpture, Greek Figurines
DT	Mechanical Systems, pulleys & Gears, design a fairground ride for the summer fair
PE	Finding success, Outdoor Adventure / Going for Gold, Athletics
Music	Music and Me / Reflect, Rewind and Replay
PSHE	Relationships / Changing Me
RE	What difference does it make to believe in Ahisma (harmlessness), Grace and Ummah (Community)?
Computing	Spreadsheets, Binary, Quizzing
Geography	Compare Greece with the UK
French	Food / School

SATS

- What are they?
- Why do we have SATs?
- When are they?
- How are SATs delivered?
- What impact will these have on my child's future?
- How does the school support my child during the lead up to SATs?
- What should I do if I have any concerns about my child?
- Special arrangements

Routines

- **Mobiles** – can be brought into school for those walking home – these are collected in the morning and locked away until the end of the day
- **Class timetables** – key dates (such as PE) will be communicated soon.
Early finish on a Thursday – 1:30
- **Home learning** – given out once a week (handed out on a Friday, handed in on a Wednesday)
- **Updates** – teachers will share messages and news at least once a week via text, Class Dojo and Twitter
- **Resolving issues** – class teacher – Mr Farrand (Assistant Headteacher) – Mrs Levers (Head of School). Communication within 48hours.
- **COVID** – at the moment, the risk assessment / restrictions remain the same – ie. Year 6 bubble

Routines

- **Attendance** – children must attend EVERY DAY
- **Punctuality** – 8:45 start, 3:15 finish
- **Walking to and from school** – children can walk to and from school but permission must be given in writing
- **Dropping off and collection** – children will be dropped off by parents directly outside the classroom door. Children will be collected from the car park gates.



Mr Thomas's
classroom



Mrs Brady's and
Mrs Levers
classroom



Mrs Sanders' and
Mr Farrand's
classroom



collection point

Expectations



We have three rules:

1. Be ready to always try your hardest
2. Be responsible for your own learning
3. Be kind and show respect

- Attendance – children must attend EVERYDAY
- Punctuality – 8:45 start
- Organisation – reading book & diary, home learning book, coat, water bottle
- Parental engagement – Class dojos, twitter, texts, phone calls

PGL

- It's good fun, helps develop confidence and independence along with team work, communication and co-operation.
- Leave school on Wednesday 15/9/21 (with a packed lunch in a named disposable bag) and return on 17/9/21
- A kit list will be sent home but the essentials are as follows:
 - Two pairs of trainers – minimum
 - Clothes suitable for the weather – **no jeans** – plus nightwear & underwear
 - 2 towels – one for showering, one for activities
 - Toiletries – no aerosols
 - Re-usable water bottle
 - No bedding required – PGL supply it

PGL

- Rooms are all en-suite
- Approximately 4 children will share a room
- **No electronic devices** can be taken (phone, iPad, tablet etc...)
- All adults on the trip can be contacted by school and parents/guardians should contact school in the event of an emergency
- On 15/9/21, children may arrive at school a little later than normal but must be in their classroom no later than 10am, ready for the bus to leave.
- Behaviour – it is the right of the school to withdraw a child from the trip at any time.

PGL

Any questions about PGL?



Thank you for attending.
Are there any questions?