



# Welcome to Year 5 and Year 6

Miss Williamson (Chestnut Class) and Mrs Bentall (Hazel)



*Love Courage Respect*

# The Year 5/6 Team

**Phase Leader Key Stage 2:** Miss Williamson (Chestnut Class)

**Teachers:** Mrs Bentall (Hazel), Miss Williamson (Chestnut)

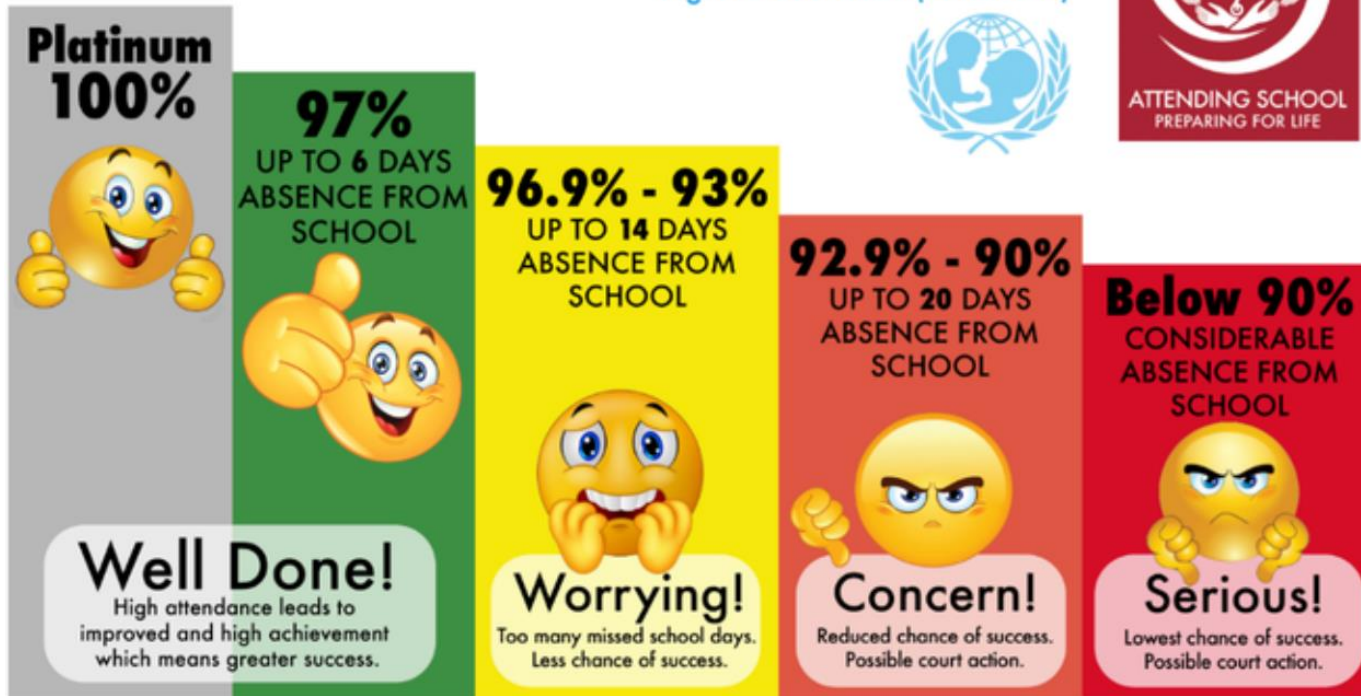
**Teaching Assistants (TAs):** Mrs Carr, Miss Taylor and Mrs Wyles

**Emotional Learning Support and Therapeutic Active Listening Assistant – Mrs Lawson**

# Attendance

## WHAT IS **YOUR** ATTENDANCE?

Right to education (Article 28)



There are 175 non school days a year.  
That's plenty of time to go on visits, holidays, shopping and other appointments.

# Attendance and Attainment

- If your child is feeling unwell in school we will contact you if they are unable to continue with learning and other school activities
- If your child feels better during the school day, please bring them in
- We can administer medication and Calpol with your permission if this is needed or helps your child to attend school
- If there is anything we can do to support a health concern, please let us know
- Please arrive at school 08:45 – 08:55. Registers are completed and sent to the office by 08:55, after this they will be marked as late.
- At 08.45 we collect the children from the playground and walk them round where a morning task is ready for them.

## positive effect on academic attainment



**School attendance has a positive effect on academic attainment** <sup>1</sup> <sup>2</sup> <sup>3</sup>.

Students with the highest attendance throughout their time in school gain the best GCSE and A Level results <sup>1</sup>. Pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well <sup>1</sup>. Missing out on important parts of the curriculum due to lower attendance may result in poorer performance in school exams, increased risk of dropout, and a lower likelihood of progressing to higher education <sup>2</sup>. The higher the absence rate, the lower the likely level of attainment <sup>3</sup>.

Learn more: [1. educationhub.blog.gov.uk](https://educationhub.blog.gov.uk) [2. strath.ac.uk](https://strath.ac.uk) [+1 more](#)



# Year 5 and 6 Timetable

Year 5 and 6 Timetable



	8:45 – 9:05	9:05 – 10:00	10:00 – 10:30		10:45 – 11:05	11:05– 12:00		1:00 – 1:20	1:20 – 1:30	1:30 – 2:25	2:25 – 3:15
Monday		My Happy Mind (40 mins)	Maths	K	Spelling	English	L	Daily maths	Music	Outdoor PE Chestnut then Hazel	Collective Worship
Tuesday -		Maths	Shared Reading	A	Spelling	English	U	Class Collective worship	Enquiry		Singing Worship
Wednesday -		Maths	Shared Reading	E	Spelling	English	N	Daily Maths	French	Computing	Class Worship
Thursday -		Maths	Shared Reading	R	Spelling	English	C	Indoor PE Chestnut then Hazel		Science	Collective Worship
Friday -		Maths	Shared Reading	B	Spelling	English	H	Daily Maths	RE/ DT		Celebration Worship

# Dates for Autumn term



**Friday 19<sup>th</sup> September:** INSET

**Monday 22<sup>nd</sup> September:** Teacher's clubs start

**24<sup>th</sup> September:** Book Fair

**21<sup>st</sup> – 22<sup>nd</sup> October:** Year 6 Bikeability

**Friday 3<sup>rd</sup> October:** Harvest Festival at St Mary's Church, 9:30am

**6<sup>th</sup> October:** Flu immunisations

**Friday 24<sup>th</sup> :** INSET then Half Term week

**Thursday 20<sup>th</sup> November and Thursday 27<sup>th</sup> November:** Parent's Consultation

**8<sup>th</sup> December:** Last week of clubs

**Friday 19<sup>th</sup> December:** Last day of term

**All information can be found on Reach More Parents (Weduc):**

*Newsfeed section*

*Notices*

*Weduc emails - Newsletter*

*Forms*

*Calendar*





# Open door policy

Please contact us if you have any questions or need to talk anything through so we can work in partnership to support your children.

## Ways to contact us:

- ▶ Send an email to [adminoffice@kingsclere.hants.sch.uk](mailto:adminoffice@kingsclere.hants.sch.uk)
- ▶ Call the office: **01635 298583**
- ▶ Send a message through 'Reach More Parents' to make an appointment
- ▶ Talk to us on the playground after school
- ▶ For small notices, we are around first thing in the morning and when collecting the children





# The Kingsclere Way



# Kingsclere CE Primary School Values

Love



Courage



Respect



Heart



Head



Hand

Activate Windows

Go to Settings to activate Windows.

# The Kingsclere Way

## Our School Code of Conduct

We show *love, courage* and *respect* in all we do by;

Listening to and following instructions



Showing kindness and respect to others



Keeping ourselves and others safe



# Routines

## Sitting In Collective Worship



1. Stand with your feet apart
2. Stand until your adult asks you to sit
3. Sit with legs crossed, hands in lap
4. Face the front
5. Voices off

## Coming to the carpet

Focus/ Attention

1. Stand behind your chair
2. Walk to your spot
3. Sit quietly



## Lining up

1. Line up in class order
2. Hands by your side
3. Face the front
4. Voices off

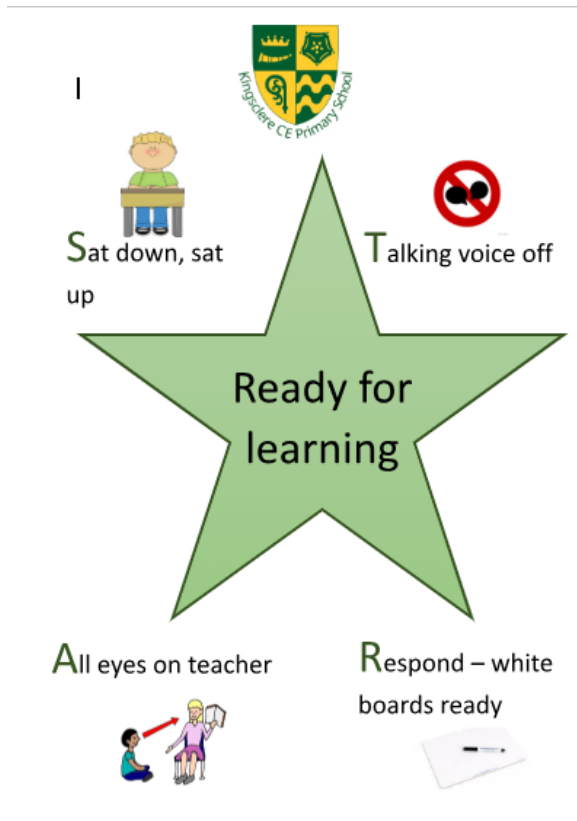


## Lining Up at Break and Lunch

1. **1st whistle** - Stop activity, hands by side, look at adult
2. **2nd whistle** - Walk to class position and line up in class order.
3. **Stand silently**, face the front and listen to the teacher

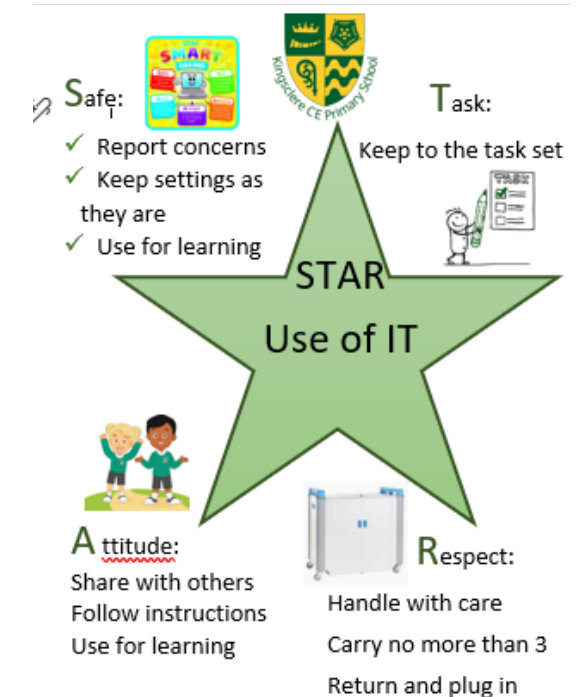


# Our Expectations



# New for 2025

## Expectations











# 5 Star Work

## 5 Star Maths



	Short date every session	05.09.22				
	1 digit per square	<table border="1"><tr><td>2</td><td>4</td></tr></table>	2	4		
2	4					
	Number formation	1 2 3 4 5 6 7 8 9 0				
	Purple pen corrections	<table border="1"><tr><td>3</td><td>2</td><td>3</td><td>3</td></tr></table>	3	2	3	3
3	2	3	3			
	Rulers for straight lines					

## 5 Star Writing



	Punctuation	. ? ! . : ; - ( )
	Sentence Structure	<p>What a compound sentence should look like:</p>
	Spelling	
	Paragraphing	<p><b>TiP ToP</b></p> <p>Time • Place • Topic • Person</p>
	Effect	

## 5 Star Spelling



	Say it in a spelling voice	
	Clap the syllables	Spe/lling
	Say the sounds (phonemes)	S-p-e-ll-i-ng
	Write the code	Spelling
	Check for patterns	Spell + ing

# Rewards and Responsibilities



- ▶ Super Star Reading Rewards
- ▶ Reading trophy
- ▶ House points
- ▶ Celebration Friday
- ▶ Star Awards each Half Term
- ▶ Tidiest Classroom Trophy
- ▶ Courageous Advocacy Trophy

▶ **Year 5 and 6 Responsibilities:** Librarians, School Council, JRSO

▶ **Year 6 responsibilities:** House Captains, School Leaders and Play Leaders, Digital Leads



# Learning

# Curriculum Map

5/ 6

Is there enough in our world for everyone – where do our resources come from and how does this impact others?

**Geography**

Art

Science

**Enquiry skill:** to consider and debate

**Link:** Children learnt about the concept of 'natural resources' through the enquiry about the North Wessex Downs. They will have learnt about chalk being a natural resource. Link to Neolithic

What did the Egyptians value in life and death?

**History**

DT

**Enquiry skill:** to draw conclusions from different sources

**Link:** back to and make comparisons to other Ancient Civilisations

Natural Disaster: What makes it a disaster?

**Geography**

Art

**Enquiry skill:** to evaluate, listen and respond to facts and opinions

**Link:** Make links to mountains (Cycle A, Summer 1). Mountains created by volcanoes. Link back to KS1 knowledge of continents and oceans to identify where the location

Why do we need to protect the world's rainforests (a particular focus on South America)

**Geography**

DT

PSHE

English

**Enquiry skill:** to wonder, question and draw a conclusion

**Link:** Make links back to work on Pandora in Spring 1 this year, natural resources in Autumn 1 this year (accounting for deforestation). Link to the study of the Ancient Mayans in

What are the greatest inventions that have influenced life in Britain?

**History**

DT and Art

Science

**Enquiry skill:** to assimilate and compare knowledge and then debate

**Link:** DT and Science. Link to Science and the study of materials in Cycle A. Link back to the study of railways in Year 3/4 Cycle A, Autumn 1. Use all prior history knowledge to look at the timeline for particular discoveries and inventions and what was happening in the world/ Britain at this time e.g. tanks first used in 1915

# Supporting Your Child's Learning

*We will be using **scaffolds**, **cut away groups** and **interventions** to support children's learning*

**Interventions might include:-**

- Beat Dyslexia
- Priority Readers
- Weekly surgery / Booster Groups
- Maths: SHINE
- IDL
- ACE dictionaries
- Barrington Stoke and other reading schemes
- Early Morning work
- Use of IT
- Scaffolds such as word banks, reminders, visual representations



# Reading Diaries

- Online 'Book Club' on Seesaw
- Children post onto the club when they finish a book with a book review and recommendation
- Children are expected to read a minimum of 4 times a week – building reading stamina to 15 – 20 minute reads x4 weekly
- Children record their reads on the class reading record sheet each morning
- All reading counts!
- Each half term, there will 'Book Club Bonuses'

# Reading



Using Sora What is Sora? Sora allows children access to the Hampshire School Library Service collection of books, graphic novels, audiobooks and magazines via the Sora app or the website. How does my child log in to Sora? You can download the Sora app or explore it in a browser <https://soraapp.com> Sora can also be accessed on any device/browser at <https://soraapp.com/library/hampshiresls>

<https://www.booksfortopics.com/booklists/recommended-reads/>

# Super Star Readers

**Super Star  
Readers**



Reading Chart will be checked on **Fridays**

For every day there is a reading experience = 1 HP  
This means they can get up to **7HP in one week!**

If they have **4 reading experiences** = name in the **prize draw!**

**Reward Token for** \_\_\_\_\_

To have lunch with my teacher and a friend.



**Reward Token for** \_\_\_\_\_

To sit in the teacher's chair for one lesson.



**Reward Token for** \_\_\_\_\_

To choose a friend to stay indoors with at playtime.



**Reward Token for** \_\_\_\_\_

To have 15 minutes free time on the iPad.



**Reward Token for** \_\_\_\_\_

To do a colouring instead of EMW



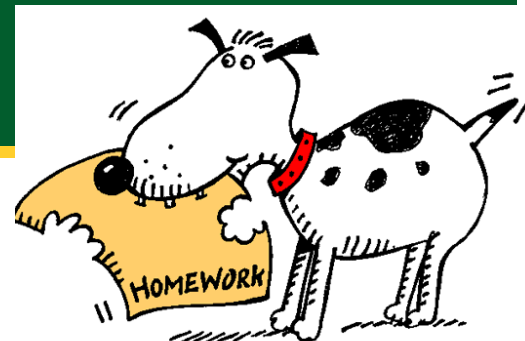
**Reward Token for** \_\_\_\_\_

To draw a picture on the class whiteboard in Holly Hub



- Reading a book on your own
- Reading with an adult
- Having someone else read to you
- Reading an e-book
- Listening to an audio book
- Watching videos of someone reading a book
- Reading a magazine
- Reading a newspaper
- Reading a comic
- Reading a graphic novel

# Home Learning



## Take Your Pick Home Learning:

Year 5/6 Autumn Term

### Where is the best place for a UK staycation?

Remember children should complete one task every two weeks, so three tasks by half term (17<sup>th</sup> October). Presentation is a high priority and pupils should choose whether to return a paper presentation or post the learning on Seesaw. They can be as creative as they choose with their responses but should invest about an hour for each task. Our last Collective Worship of each half term will reward the most creative submission for each class.

Research a popular UK holiday destination and write 5 questions relating to this.	Present a photograph from a holiday you, or someone you know, has taken. Annotate around it with activities or quotes from people who were there.	Research Thomas Cooke. Include at least three paragraphs of information and 2 illustrations. You could do this by hand or using a computer.	Plan a train journey to your favourite seaside destination. Can you compare it with another form of transport – eg which takes longer, is more convenient etc?	Create a questionnaire to investigate what types of UK holidays your friends and family have taken. Present as a graph with a summary of the results.
Date:	Date:	Date:	Date:	Date:
Ask a family member about their favourite UK holiday. What did they enjoy most about it and why? What was the worst part of the holiday	Make a bingo card/spy game of coastal features someone could use on a day trip.	Create a menu for a seaside cafe. Include a price list and any dietary considerations. What would your family order?	Can you think of a famous book with a staycation in it? Summarise the story in 50 words.	Investigate the Box Brownie – what was so special about them?
Date:	Date:	Date:	Date:	Date:
Create a set of key vocabulary words related to holiday destinations in the UK. Make a word search using the vocabulary.	Invent a gadget to prevent seagulls from stealing your chips.	In science we are exploring forces – gravity, friction, air and water resistance. Using BBC iPlayer as a starting point, create a factsheet to show the important facts of one force.	Make a model to show something you have learned about coasts – it could be out of anything you choose – eg soil, clay, junk or even cake!	Draw a portrait of Isaac Newton.
Date:	Date:	Date:	Date:	Date:
Take one picture linked to accommodation you might rent for a staycation eg tent, hotel, cottage etc. Write a poem to accompany it.	Make up a song or a jingle to advertise a seaside town.	Using one of the PE lessons from this term, design a poster to explain the rules of a game you played or skill you developed. Include sections for safety and equipment.	What is the closest coast to Kingsclere in the UK? Which coast is the furthest away without crossing any sea? How far away are they in time and distance? Explain how you know.	In science we are exploring forces – gravity, friction, air and water resistance. Can you plan an experiment for one of these forces, which you could safely conduct at home?
Date:	Date:	Date:	Date:	Date:

Parent/carer: Home learning is an important part of your child's academic learning. Please support your child with their homework by talking to them about what they have been learning and making sure they are managing their time well to complete the tasks effectively. If there are any problems please contact the teacher in good time so provision can be made to support your child.

Year 5/6 Home Learning – Friday 9 <sup>th</sup> September – Friday 16 <sup>th</sup> September 2022	
<b>Daily Reading</b> Please continue to read with your child. All children who record their reading 5 times per week or more will be celebrated.  Please continue to send your child's reading diary and books to school each day.	<b>Spellings</b> <div>EdShed</div> Please encourage your child to practise spelling words using Spelling Shed or on paper. <b>Year 5/6 Key Words</b> average, awkward, category cemetery, controversy  Try writing these words in sentences.
Please complete the maths task set on the Deepening Understanding website.	<b>Take Your Pick</b> Please complete one activity each fortnight from the Take Your Pick menu linked to our enquiry "Where is the best place for a UK staycation?"
<b>Reminders:</b> <ul style="list-style-type: none"> <li>Children should wear P.E kits to school On Tuesdays and Thursdays</li> <li>We will be visiting the school library next week so children may bring home a reading for pleasure book</li> </ul>	
<b>Times Tables</b> Children should continue to practise the tables sent home with them each Friday please.	
<b>Our Sticky Question for the week is:</b> If we moved the school building to the other side of town, but left everything and everyone here, where would the school be?	



## Home Learning

- Take your pick grid for the enquiry journey
- Reading 4 times a week
- Weekly spelling focus
- Weekly Book Club Challenge
- Times Tables Rockstars
- A maths focus that can be practised with your child at home or independently for Year 5 and 6 e.g., telling the time

# Home Learning

- All children will have a folder to keep any paper tasks in, their 'Take your pick grid', log on codes for spelling, Seesaw and times tables rock stars
- Home Learning is given out and collected in on Fridays
- All children have a Seesaw account with a 'Home Learning' folder so that children can share more creative responses to home learning
- Reading books can be changed in school
- Library books can be changed weekly
- Home work club will run once a week if you feel this will be helpful



# Online platforms

Program/App	Purpose
<b>Reach More Parents (Weduc)</b>	All information for parents and carers about school trips, meals, events, activities, daily organisation, school newsletter.
<b>School Website:</b> <a href="#">  Kingsclere CE Primary School</a>	The school website has lots of information for parents and carers from curriculum information, lunch menu, handwriting font, calendar, wrap around care etc.
<b>Seesaw (Year 1 – 6)</b> <b>Tapestry Year R only)</b>	Shows children's learning – for staff evidence and also to enable children to record their learning through different ways, e.g., not just always writing but videos, photos.
<b>TT Rock Stars</b>	Times tables practice
<b>Spelling Shed</b>	Phonics or Spelling practice
<b>SORA – Reading</b>	Stories online – audio and to read

# See Saw



- All children will have a unique log on to Seesaw. This will be stuck in their home learning folder
- Seesaw - has our electronic exercise books – there is a folder for each subject
- We use Seesaw to record and capture non-book-based learning e.g. videos, group work, photographs of activities
- There is a Home Learning Folder where we will occasionally upload a game or revision. This is optional and will be mentioned on the home learning letter that is sent home on a Friday

Seesaw provides a window into our curriculum

# Trips planned so far:

## Autumn Term:

Local field work study

## Spring Term:

Winchester Science Centre

## Summer Term:

Residential to Calshot



# PE - when, what etc.



Children will need to wear their PE Kit into school on:

- Long hair tied back
- All jewellery removed (including watches)
- Bare feet in the hall (plasters to cover verrucas)
- Correct school PE uniform

## Mondays and Thursday

Monday: Gymnastics

Thursday: Fitness and Wellbeing

# PE Uniform Reminder

## P.E – EYFS, KS1 and KS2

Item	Colour
Polo shirt or T-shirt	Gold
Shorts or skirt	Green
Gym shoes or light trainers	Black or white
Jogging bottoms for outdoor P. E	Black
Sweatshirt for outdoor P.E. (a different sweatshirt from ordinary uniform)	Black

Please note that branded items of clothing are not part of our school uniform for P.E. and therefore all jogging bottoms and jumpers or hoodies must be plain black.





# Safeguarding



# Our safeguarding team



**Designated Safeguarding Lead (DSL), Prevent Lead, Attendance Champion**

Jo Messenger

Contact details: [adminoffice@kingsclere.hants.sch.uk](mailto:adminoffice@kingsclere.hants.sch.uk)



Phase Leader Year R and Key Stage 1  
**Deputy DSL and Senior Mental Health Lead: Lindsey Bowden**



School Finance Officer  
**Deputy DSL:  
Lesley Dudman**



SENCO and Safeguarding Officer  
**-Deputy DSL:  
Attiya Khawaja**



Phase Leader: Key Stage 2  
**Deputy DSL  
Caroline Williamson**

# Safeguarding

## School Site:

- safety **access codes**
- **visitors** only access via the front entrance – sign in
- **CCTV** around the school
- If **driving** on the school site, please **do not exceed the speed limit**, take care at the crossing to observe pedestrians and no tail gating out or in the gate please

## Staff Training:

- annual **safeguarding training** and set agenda on all Staff Meetings
- report any concerns to a member of staff – DSL – and DDSL and who they are

## Children:

- **Curriculum focus** through PSHE, SMSC, RSHE and Collective Worship focus

# How you can help us keep our school safe!

## **Reading up on Safeguarding:**

- visitor induction materials to read – re. safeguarding
- be aware of any procedures and protocols - fire, lockdown etc. if in school helping
- confidentiality of pupils

## **DBS Check for all adults who help**

## **Parking:**

- very busy – please be vigilant
- adhere to road markings and signs please

# Weekends, holidays or evenings safeguarding concerns:

**Please contact the police on either 101 or 999 or Children's Services for out of hours incidents linked to children in the community if you have any concerns:**

**[Contact Children's Services | Children and Families | Hampshire County Council](#)**

# Safeguarding Updates – Mobile Phone Policy

New mobile phone policy in place and if you are in school with a phone when pupils are present, we request the following please:



- Please keep phones on silent or vibrate.
- Use your phone away from pupils (e.g., at reception).
- Don't take photos or videos of pupils or staff without consent.
- Help keep everyone safe – tell a member of staff if you see a breach.

# WHAT CHANGES ARE BASINGSTOKE & DEANE SCHOOLS MAKING?

In most schools, pupils are currently allowed to bring in phones from Year 5 and 6. They are handed in at the beginning of the day and given out at the end.

Pupils in Years R-4 typically aren't allowed to bring in mobile phones; this will remain the same.

From September 2025, **only pupils in Year 6** will be allowed to bring in Smartphones (and hand in at the classroom door). Year 5 pupils must not bring in a smartphone at all. Simple/Brick/Feature phones can be brought in by those in Year 5.

From September 2026, **no pupils** will be allowed to bring in smartphones at all (not even to hand in at the door). Simple/Brick/Feature phones can be brought in by those in Years 5 and 6.

	Year 5	Year 6
September 2025	Only brick phones	Brick phones preferred but smartphones allowed
September 2026	Only brick phones	Only brick phones
Onwards	Only brick phones	Only brick phones

See the link below:

Smartphone Free Basingstoke:  
<https://www.smartphonefreebasingstoke.org/>

Many schools, including local schools, have signed up to banning smart phones from school premises. These schools are only allowing brick phones on school grounds.

Kingsclere CE Primary are not signing the pact but would like parents to help support children's safe use of phones out of school.



# Mobile Phones – School Responsibilities

We accept and appreciate that as your child becomes more independent, a mobile phone can give that added layer of security and peace of mind. This is what we do in school to teach and protect children with regards to mobile phone use:

- ✓ Teach the children about cyber bullying, online safety, reporting concerns and the responsibilities they need to ensure they have when using a mobile phones
- ✓ Phones are collected in at the start of the day – they must be off
- ✓ Children collect their phone as they leave for the day
- ✓ We work with parents and carers if there are concerns

# Safeguarding Updates – Mobile phones guidance for pupils in Year 5 and 6 please talking to your child about:

- Making sure their phones are switched off once entering the school premises
- Only bringing a phone to school if they travel alone, are a young carer, or need it for medical reasons.
- Remind your child that they will give their phone to the teacher at the very start of the day and collect it when leaving the classroom at home time.
- Smart watches that can call or message are not allowed at school.





## Kids & smartphones – what's the big deal?

When children first started getting smartphones a decade ago, there was no research about their impact. Now there is, and it's overwhelming.



### HARMFUL CONTENT

Smartphones act as a gateway to pornography, violent and extreme content. Often kids don't seek them out but are exposed to them via algorithms and messaging apps. Once seen, these things can never be unseen. 90% of girls and 50% of boys say they're sent explicit content they didn't want to see.



### ADDICTION

Tech companies intentionally make apps addictive, because the more time we spend, the more data they harvest, the more money they make. By leveraging dopamine circuits, they trigger brain responses akin to slot machine gambling. 1 in 4 young adults show signs of behavioural addiction to smartphones.



### ACADEMIC DISTRACTION

The average teen receives 237 smartphone notifications a day – one every few minutes – making focusing on schoolwork hard. Studies show that excessive smartphone use has negative impacts on academic performance. Children at schools with effective smartphone bans get GCSE's 1-2 grades higher.



### GROOMING

Sites like TikTok, Snapchat and Roblox are used by sexual predators to target children with their first smartphones, blackmailing them into sharing sexual content. Sextortion is now the fastest growing crime against teens. Since 2022, there has been a 66% rise in 'self generated' sexual abuse imagery of children under 10.



## CYBERBULLYING

Disagreements between pupils used to stop at the school gate, now they follow kids wherever they go, 24/7. Young people who experience cyberbullying are twice as likely to attempt suicide and self-harm. One in six teens report being cyberbullied in the past month, according to the World Health Organisation.



## MENTAL ILLNESS

Rates of depression, anxiety and suicide in young people have spiked globally since 2010, when children first began getting smartphones. The first generation to grow up with smartphones are now adults – data shows that the younger they got their first smartphone, the worse their mental health today.



## OPPORTUNITY COST

Underpinning all these harms is one that is potentially the most significant of all. For the first time in human history, children are spending more time on devices than they are playing – an activity crucial to our healthy development. Smartphones are experience blockers, distracting children from engaging in the real world. The average UK 12-year-old now spends 29 hours a week – equivalent to a part-time job – on their smartphone. This leaves little time for the real world activities and relationships that enable us to learn the essential life skills we need to transition into adulthood. The average daily time that teens spend with friends has plummeted by 65% since 2010.

Join the grassroots parents movement to protect childhood from Big Tech

[www.smartphonefreechildhood.co.uk/join](http://www.smartphonefreechildhood.co.uk/join)

For all links to stats references see [www.smartphonefreechildhood.co.uk/the-problem](http://www.smartphonefreechildhood.co.uk/the-problem)



# Online Safety– Parent/ Carer Responsibilities

- For older children, monitor groups and conversations through social media
- Know age limits
- Teach your child about their device
- Set up any controls

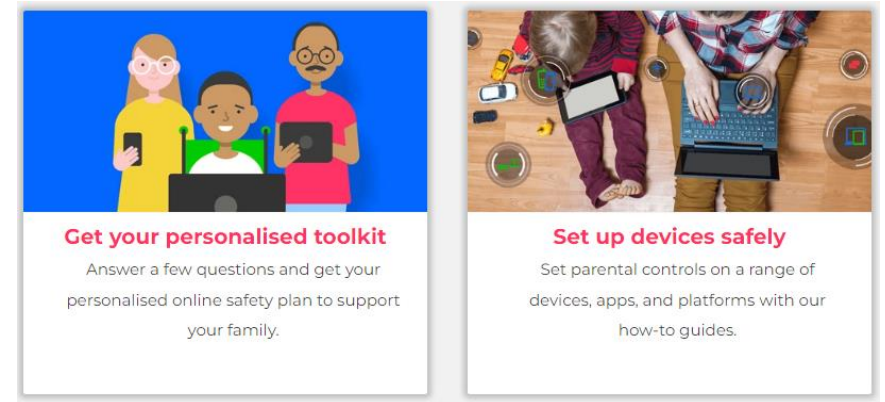
Helpful Resources and Links:

[www.ceop.police.uk](http://www.ceop.police.uk).

<https://www.childnet.com/help-and-advice/how-to-make-a-report/>

<https://www.internetmatters.org/>

<https://www.openvieweducation.co.uk/internet-safety-guides/>



# Mobile Phones – at home



## **Talk with your child about responsible use of their phone**

Discuss what is okay and not okay to use their phone for. Talk about time limits and expectations of where the device can and cannot be used, this could include things like the phone being charged outside their bedroom overnight.



## **Discuss what to do if something upsetting or worrying happens**

Give them the strategies they need in case something concerning happens whilst they are using their device. This could be to lock the screen and tell an adult, to make a report to the platform they are using, or to block the user.



## **Explore parental controls**

Take a look at the controls available both on the phone itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.



# Age Limits

## APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik		
 YouNow	 Yubo		
 House Party	 Monkey	 Sarahah	 MeetMe
		 YOLO	 LiveMe

# Artificial Intelligence (AI) Policy

- **Staff will begin to use AI to enhance teaching, reduce workload, and support personalised learning.** All AI outputs must be fact-checked, sense-checked, and remain the professional responsibility of the staff member. **Decisions are human based NOT AI.**
- **The school is only using approved AI tools:** this includes so far Copilot, Chat GPT, Key GPT, Canva, Google translate, Google Gemini, Teach Mate
- **No personal, sensitive, or identifiable** data will be entered into AI tools
- **AI must not be used to generate offensive, discriminatory, or harmful content, nor to impersonate others.**

# AI Policy

- **Safeguarding is a priority: any AI-related concerns must be reported immediately.**
- **Staff will guide pupils to understand both the benefits and risks of AI, encouraging critical thinking.**
- **Pupils will use AI only under supervision for learning support or research at school. It can be used at home for research, but not for completing home learning please.**



# SATs in Year 6

# Y6 SATs

- These are national, end of Key Stage Two tests that take place in May
- The tests are taken by all Year 6 children across the country and will test the children on English and maths that has been taught across Key Stage Two

## How to support at home:

- Regularly at home to build reading stamina
- Making sure times tables knowledge is secure and fluent
- CPG/ bite size/ WH Smith SATs guides and revision
- Attendance if invited to booster groups
- Home learning

- **Monday 11th May:** English Grammar, Punctuation, and Spelling (Papers 1 and 2)
- **Tuesday 12th May:** English Reading (Paper 1)
- **Wednesday 13th May:** Mathematics (Papers 1 and 2)
- **Thursday 14th May:** Mathematics (Paper 3)

# SATs

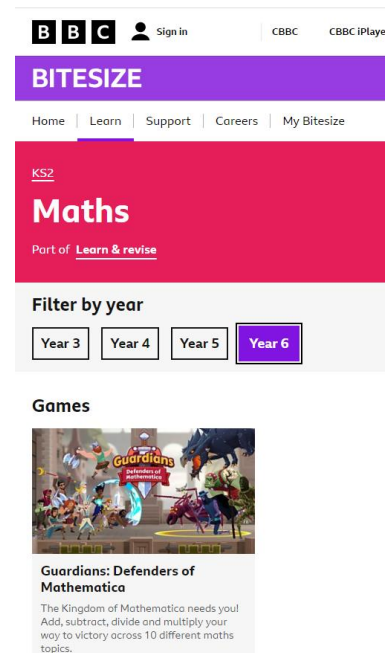
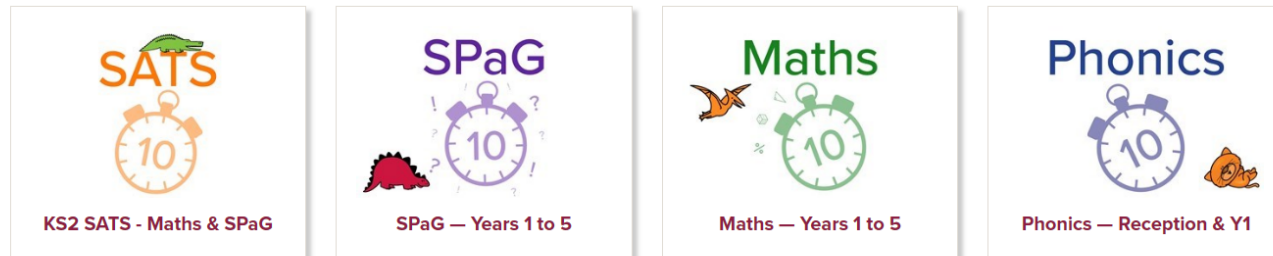


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## CGP's Free Online 10-Minute Tests

Try our **Primary**, **11+**, **KS3**, **GCSE** and **Functional Skills** 10-Minute Tests — they're perfect for practice on the move! Plus we have plenty of 10-Minute Test books — [check them out](#).

### Primary



## Weekly Workouts for Year 1 to Year 6



# Sustainability and Environment

**Parents should be informed about the DfE's New Sustainability Guidance: Climate Action Plans are required in every school** to reduce carbon emissions, enhance energy efficiency, and promote sustainability within the school community. At Kingsclere we:

## **Integrate Climate Education into the curriculum:**

Schools are encouraged to incorporate climate change education into the curriculum, teaching students about environmental issues, sustainability practices, and the importance of taking action to address climate change. In our year group we teach pupils about:

In Year 5 and 6, links to this include: **Geography** and the use of natural resources V fossil fuels, natural disasters, rainforests **Shared reading:** The Boy who Harnessed the Wind, **PSHE:** our roles as global citizens

# Sustainability and Environment

## 2. Role of Parents and Carers

Parents and carers play a crucial role in supporting school sustainability initiatives by engaging with school leaders, participating in sustainability programs, and encouraging environmentally friendly practices at home, e.g., walk to school week.

## 3. Decarbonisation Efforts

Schools are encouraged to take steps to reduce carbon emissions by becoming more energy efficient, such as upgrading heating systems and improving insulation. Our new roof will support with energy efficiency.

## 4. Eradication of Single-Use Plastics

The DfE aims to eradicate single-use plastics in schools and encourage the use of reusable and recyclable materials, promoting a culture of sustainability within the school community. We presently use recycled card for take away food options, we are setting up a more robust recycling for unavoidable plastics, we encourage staff and pupil use of reusable water bottles.

# Other Bits!

## Healthy Snacks

Please send your child in with a healthy snack such as a bread based snack, fruit or vegetables.

## Water bottles

Only water to be drunk in class please

Please make sure water bottles are named





Thank you for coming.  
Any questions?