



WELCOME

Years 5/6 Parent Meeting
Thursday 3rd September

Be Kind. Be brilliant. Have an I can attitude.

Our School Values

Our Oxley Values



Be
Kind.



Be
Brilliant.



Have an
I can
attitude.

At the heart of everything we do.



I can be polite
and show respect
to others.



I can
be a good
listener.



I can
show pride
in everything I do.



Be Kind, Be brilliant, Have an I can attitude.

The team



Our Year 5/6 team is made up of Mrs Woolcock, Miss Jackson, Mrs Walker, Mrs Shore, Mrs Taylor, Miss Rippin and Mrs Baddick. We work really closely as one team across all three classes, and the children will regularly spend time learning with different members of staff. This helps them get to know us all, builds their confidence with different teachers and is a great way to begin preparing them for the move to secondary school.



Miss Rippin, Mrs Baddick and Mrs Taylor also work across all three classes, giving children extra support when they need it. This might be through small-group interventions or 1:1 work, helping children to strengthen their understanding, fill any gaps and feel confident in their learning.

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We really value good communication between home and school. You can contact your child's class teacher through Arbor. Please remember to check your junk folder regularly too, just in case any messages from us find their way there!

Our office team are always happy to help and will make sure any messages are passed on to the right member of staff, with discretion and confidentiality.



If you would like to arrange a meeting with your child's class teacher, simply send us a message through Arbor or speak to Mrs Robinson or Miss Healey in the school office.

You'll also find members of the team on the doors at the beginning and end of the school day, so there are plenty of opportunities to have a quick word with us.



Parents' Evening

Our autumn Parents' Evenings will take place on Tuesday 13th October and Thursday 15th October. This is a chance to catch up with your child's teacher(s), hear how they are settling in and discuss their progress so far. We'll send out further information, including how to book your appointment, nearer the time.

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@oxley_primary



If you don't already follow us, please do! It's a great way to keep up with all the wonderful things happening at Oxley each day and see what our children have been getting up to.

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Registration

Registration for all children takes place at 8:45 am; however, our classroom doors open at 8:35 am to allow time for our children to organise their belongings before morning work begins.

School Gates will be locked promptly at 8:45 am. Children arriving after this time must be accompanied to the office, where they sign in and record their lunch requirements for the day.

Assemblies

Whole School assemblies take place at 10:15 am every day and are led by various staff members.

Lunch times

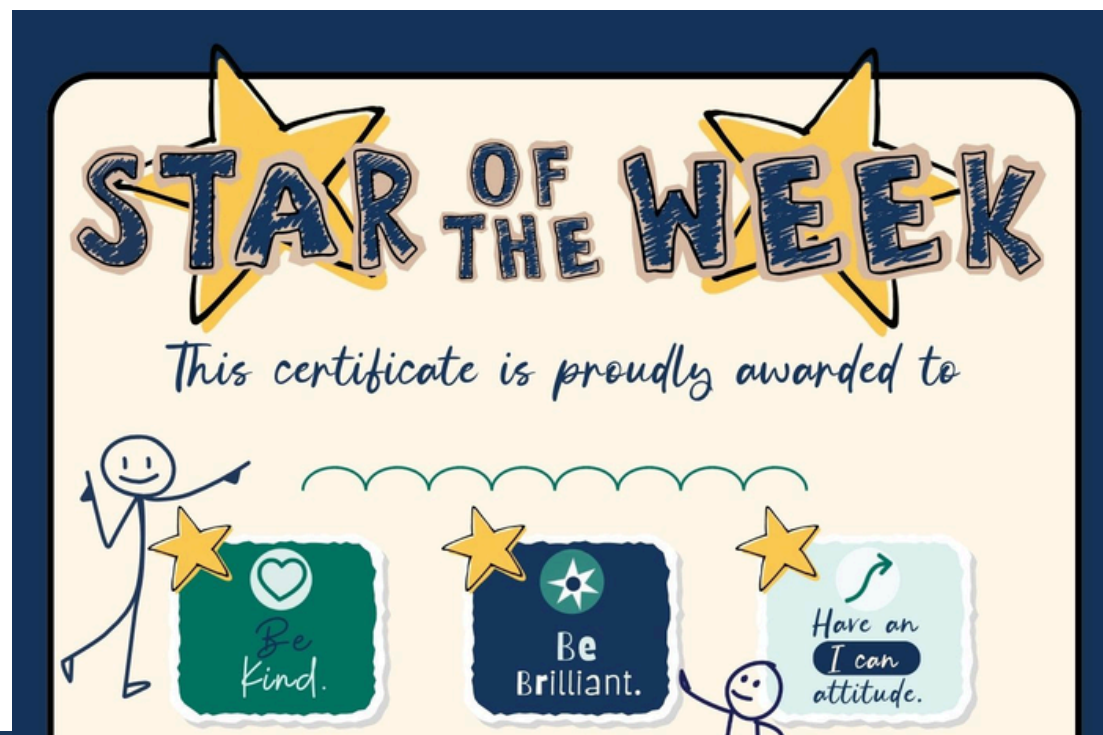
Reception: 12:00 pm

Everyone else from 12:15 pm – 1:15 pm

Lunchtime finishes at 1:15 pm

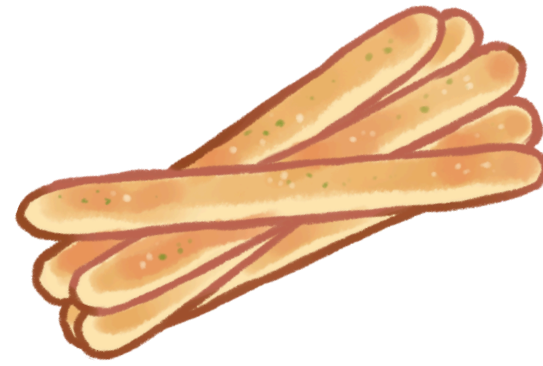
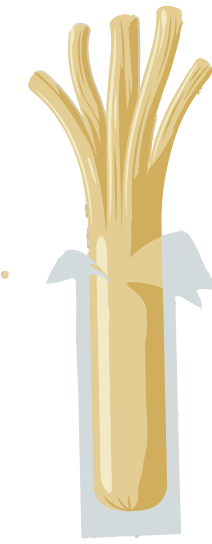


Other activities throughout the week:
badminton, tennis, golf, football & dodgeball.
There is also the Zen Den quiet available.



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Snacks



Following government guidance on healthy eating and to meet our Healthy School's award, we are asking that children only bring an item from the list below for their morning snack and try to vary choices across the week:

- Whole or sliced fruit
- Vegetable sticks, e.g. celery, carrot, pepper, cucumber etc
- Bag of plain popcorn
- Meat (i.e. Mini Peperami) / cheese snack
- Plain rice /corn cakes or breadsticks



Water bottles

- Please make sure that your child has a named water bottle in school everyday.
- Please do not send juice as water bottles have a habit of leaking.

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Oxley Rewards



Gold Tokens

Showing an “I can” attitude in lessons and around school.



Blue (Ocean) Tokens

Being **Brilliant** and **Kind** at lunchtimes.



Green Tokens

Green Cards & exceptional effort and behaviour.

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Oxley Houses



Every year, each house votes on a charity. They work together to create events to fund raise.



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Reading Matters

At Oxley, we ask that all children read at least three times each week. In Years 5 & 6, we encourage the children to take greater responsibility for their reading by completing their reading diary entries independently.

We'd still love you to be involved! Where possible, please spend some time listening to your child read, chatting with them about their book and signing their reading diary. Working together helps us to keep reading a regular and enjoyable part of their week.



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Children will be coming home wearing their PE kits on the days that they have PE:

- Orcas: Tuesday and Thursday
- Cobras: Tuesday and Thursday
- Hawks: Thursday and Friday

Please ensure that PE kits are returned to school ready for the next PE

	08:35 - 09:00	09:00 - 10:00	10:10 - 10:30	10:30 - 10:45	10:45 - 11:30	11:30 - 12:15	12:15 - 13:15	13:15 - 13:20	13:20 - 14:10	14:10 - 15:00		
Monday	Morning Work	Maths	Assembly	Break	Reading	English	Lunch	Registration	History		Arithmetic	
Tuesday		Maths	Assembly		Reading	English			Science		Staff Meeting	
Wednesday		Maths	Singing Assembly		Spelling test	English			Computing	Art		
Thursday		Maths	Assembly		Staff Briefing	Reading			English	RE	PE	Staff Meeting
Friday		Maths	SOTW			French			English	PE (with Matt)	PSHE	
								Sue's PPA				



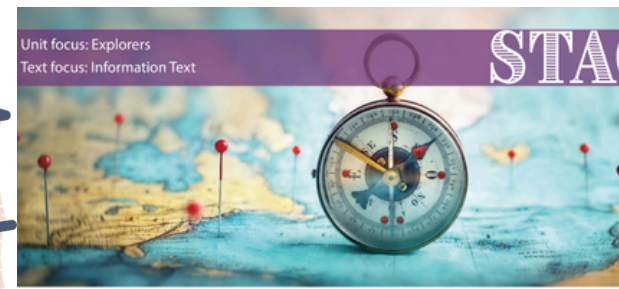
We learn through a variety of exciting projects and topic-based themes on a two-year cycle.

Throughout the subjects, we have tailored our curriculum to allow for creativity and ownership.

End-of-unit assessments may take various forms: essays, posters, stop-motion animations, presentations or quizzes.

Subject	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Science	Forces	Space	Global warming	Properties of materials	Animals including humans	Life Cycles	Plant reproduction	Reversible & irreversible changes	Plastic pollution	Plant reproduction		
History	Were the Vikings raiders, traders or something else?				What was life like in Tudor England?				What was the impact of World War 2 on the people of Britain?			
Geography	What is life like in the Alps?				Would you like to live in the desert?				Where does our energy come from?			
PHSE	Why are healthy relationships important?		How am I influenced by what I see online?		How can we be in control of our money?		How can we be in control of our money?		How do I feel about the things I see online?		Yr 5: How can I stay safe as I grow up?	
											Yr 6: How do people become parents and carers?	
Music	Rhythm			Pitch			Technology, Structure & Form			Pulse		
World Cultures & Beliefs	What does it mean if Christians believe God is holy and loving?			Why do Hindus want to be good?			What does it mean to be a Muslim in Britain today?			Creation and science: conflicting or complementary?		
French	The date		What is the weather like?		Clothes		Planets			At the Weekend		
Art	Typography & Maps				Mixed Media Land & Cityscapes				Architecture: Dream Big or Small?			
Product Design	Electrical systems: Wobble bots				Mechanical systems: Gears and pulleys				Structure: Bridges			
Computing	Programming BBC Micro: bit				Programming Exploring Python				Data handling Exploring spreadsheets			
PE	OAA		Swimming		Dance		Yoga		Gymnastics		Athletics	
	Football		Basketball		Fitness		Cricket		Rounders		Athletics	

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Modern Explorers

Felicity Aston

Felicity Aston is an English explorer. Felicity explores the polar regions. The regions are the North and South Poles. The North Pole is at the very top of The South Pole is at the very bottom. It is very cold in the polar regions.

In 2012, Felicity skied across Antarctica. She was the first woman to do it was the first ever person to do it without power. She just used her muscles. This was a world record!

VIPERS QUESTIONS

Which places are known as the polar regions?

What is the weather like in the polar regions?



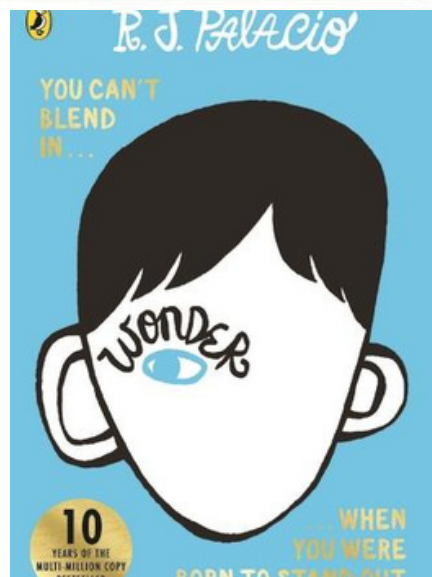
I Wandered Lonely as a Cloud
By William Wordsworth

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:*

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;*



Reading takes many forms:
poetry, novels, fiction and
non-fiction comprehensions,
films, song lyrics and
pictures.

The children learn a skill
throughout the week and
are given opportunities to
apply this skill to different
situations.

We begin every day with
reading. This may be visiting
the library, looking at an
extract or inferring thoughts
and feelings from a picture.
This creates a calming start
whilst developing skills.

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English: Reading

Types of questions vary. As a school, we use VIPERS and adapt our lessons to meet the children’s needs. For example: Year 5 may work on visualisation to comprehend the text and ‘draw what they see’ whilst Year 6 (who are consolidating this skill) may work on SATS-style questions.



1. What happened before this picture?
2. How did the house get on top the dragon? Who tied it onto the dragon’s back?
3. Is the dragon happy about this?
4. How do the girl and the dragon know one another?
5. Why is the girl sitting on top of the house and not inside it?
6. Is anyone else inside the house?



Story Information	How I Pictured the Scene

Put the following events from the story in the correct order by numbering them 1 to 6:

- ____ The girl climbed onto the slanted, blue-tiled roof of her house.
- ____ The dragon blinked his enormous amber eyes and let out a rumbling purr.
- ____ The colourful kites tugged playfully at their strings tied to the chimney.
- ____ The dragon began to stroll across the soft, grassy hills.
- ____ The wild wind whipped the girl’s messy brown hair around her face.
- ____ The girl giggled, wearing a bright purple dress and a cheeky grin.

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

4 When we left the park that day, Alice and I made a pact that we would save up our money...
What does **pact** mean in this sentence?

1 mark

5 Read the text through.
Complete the table below with **one** piece of evidence from the text to support each statement.

	Evidence
The man cares for the park.	
The man doesn't want people to visit the park.	

2 marks

English: Grammar

Grammar is taught every day at the start of an English lesson.

There are also discrete lessons to focus on certain aspects.

There are only a few concepts specific to Year 6; therefore, by drip-feeding these to Year 5 throughout the year, they have more opportunities to consolidate learning in Year 6.



Grammar Time!

 BE KIND
 BE BRILLIANT
 HAVE AN I CAN ATTITUDE

1 Which word is a possessive pronoun?

2 Underline the relative clause.

3 Where is the proper noun?

4 Which part is a fronted adverbial?

 Today's Investigation 
Every night Barney would sneak out to visit his patients who desperately needed his help even though it was dangerous.

5 Where could you include parentheses? What could you use?

6 Circle the model verb.


7 Which is the main clause?

8 How many clauses are there in total?

9 Where is there a comma missing?

 Great grammar helps us to express ourselves clearly and make our writing even better!

 FOCUS: **Clauses**

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English: Grammar

Types of questions vary. The children need to be able to identify grammatical aspects such as verbs, nouns, adjectives etc. However, they also need to be able to identify sentence types and missing punctuation.

Circle the correct verb form in each underlined pair to complete the passage below.

William Shakespeare, the famous writer, is / was born in Stratford-upon-Avon in 1564 and later will move / moved to London where he will become / became an actor. Even today, Shakespeare's plays are performed / performed around the world.

Which sentence contains a **relative clause**?

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

Tick one.

☐☐☐☐

NOW

FUTURE

PAST

Insert a **comma** and a **dash** in the correct places in the sentence below.

Before we leave school our class wants to start a vegetable garden the first in our school's history.

What is the **word class** of each underlined word?

Josef has beautiful writing. _____

Josef writes beautifully. _____

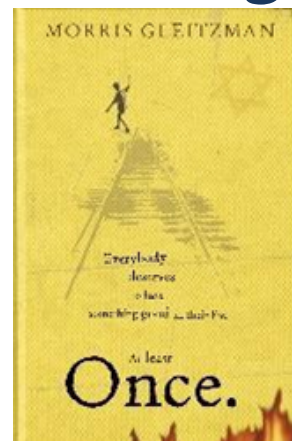
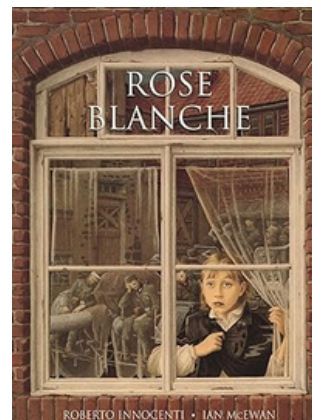
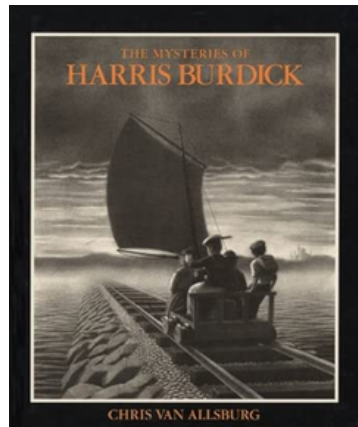


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English: Writing

Writing is taught through high-quality novels, bringing together writing, grammar and reading skills.

Children experience a range of fiction and non-fiction and are encouraged to become increasingly confident and independent writers. We focus particularly on audience and purpose – thinking about whom they are writing for, why they are writing and how this influences their vocabulary, grammar and level of formality.



Newspaper articles

Diary entries

How to guides

Non-chronological reports

Adverts

Stories

Setting/character descriptions

Letters home

Play scripts

Pitches

Poetry

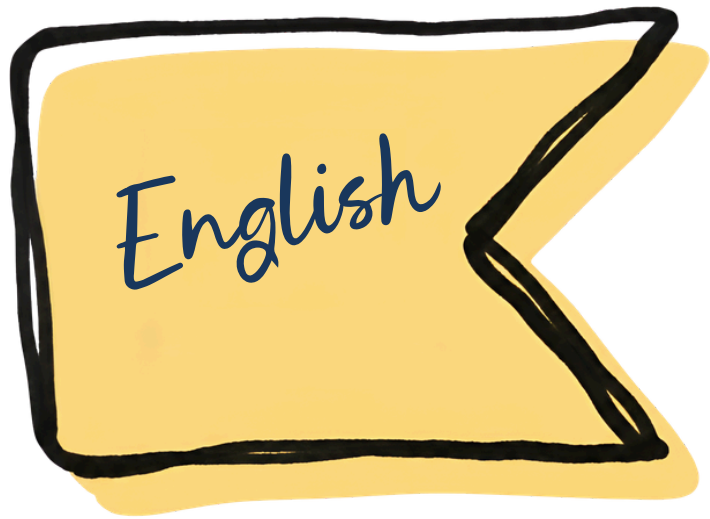
Letters of complaint

Biographies

Balanced arguments



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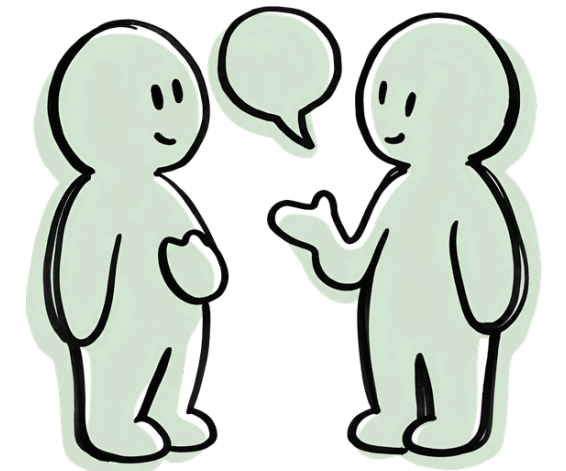


How can you help?

The most valuable thing you can do is read and talk together. Encourage your child to read regularly and chat about what they have read – their favourite characters, new vocabulary or what they think might happen next.

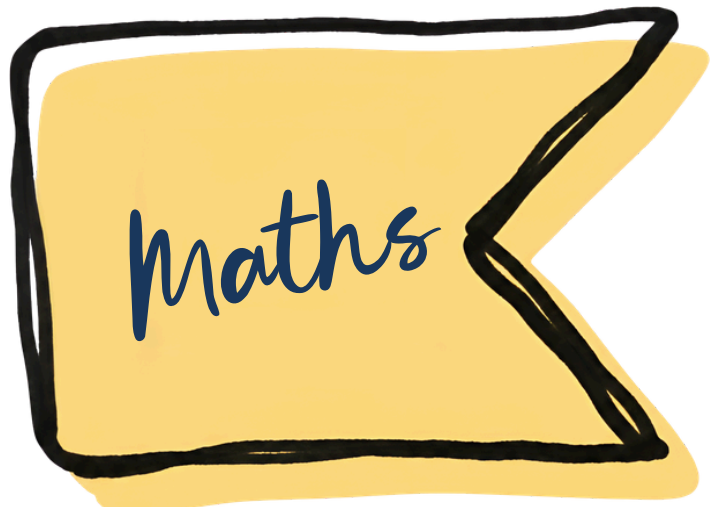
You can also help by:

- Encouraging them to read a variety of books, magazines and texts.
- Practising weekly spellings little and often.
- Talking about interesting new words and what they mean.
- Encouraging writing for real purposes – shopping lists, messages, reviews or stories.
- Helping them check their own writing for spelling, punctuation and whether it makes sense.



Most importantly, show an interest in what they are reading and writing. A quick conversation can make a big difference!

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Maths is taught every day.

Lessons are adapted to meet the needs of Year 5 and 6 by working on the same objective but having various levels of challenge.

Like grammar, some year 6 concepts may be introduced to Year 5 with careful consideration given so as not to confuse or create cognitive overload.

4782 + 382 =

6.003 + 5.21 =

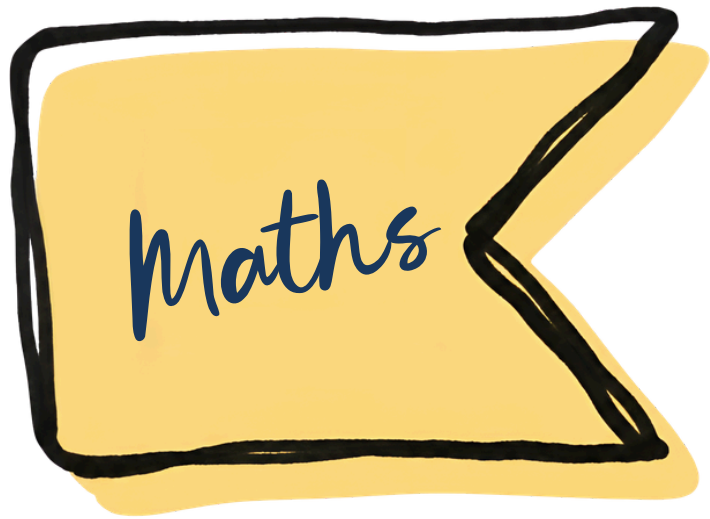
467 902 - 65 903 =

367 x 55 =

4571 ÷ 35 =

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number Place value VIEW Free trial			Number Addition and subtraction VIEW	Number Multiplication and division A VIEW	Number Fractions A VIEW			Number Multiplication and division B VIEW			
Number Multiplication and division B continued VIEW	Number Fractions B VIEW	Number Decimals A VIEW		Measurement Area, perimeter and volume VIEW	Number Decimals B VIEW			Number Fractions, decimals and percentages VIEW			
Ratio VIEW	Algebra VIEW	Geometry Shape VIEW			Geometry Position and direction VIEW	Statistics VIEW		Measurement Converting units VIEW			

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Types of questions vary. As a school we use WHITEROSE and adapt our lessons to meet the children’s needs. For example: Year 5 may work on reading and writing numbers to 100,000 whereas Year 6 will read and write numbers to 10,000,000.



Year 5 example

What number is represented on the place value chart?

Millions	Thousands			Ones		
O	H	T	O	H	T	O
	●● ●● ●● ●●		●● ●● ●● ●● ●		●● ●● ●	●● ●

Write the number in numerals.

Write the number in words.

Year 6 example

Write numerals in the place value charts to represent the number two million, three hundred and thirteen thousand, eight hundred and twenty-two.

Millions	Thousands			Ones		
O	H	T	O	H	T	O

M	HTh	TTh	Th	H	T	O

What is the same? What is different?

An example of a reasoning question so the children can apply their knowledge.

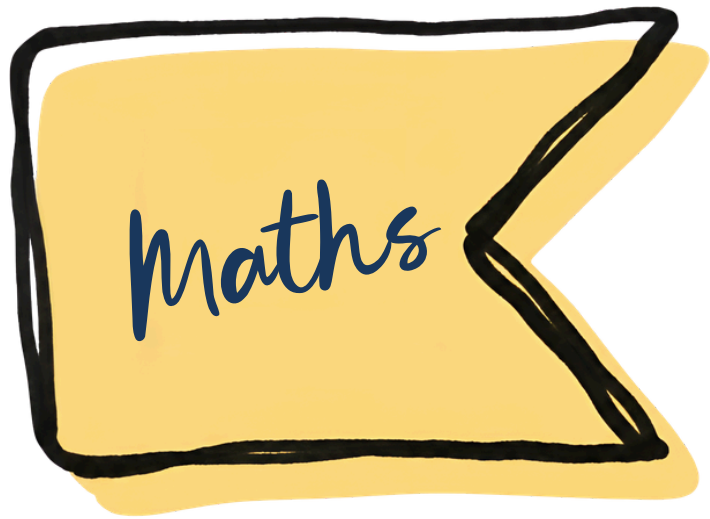
Tiny is writing the number 1,972,007 in words.



one million and
ninety seven thousand,
two thousand seven

a) What mistakes has Tiny made?





How can you help?

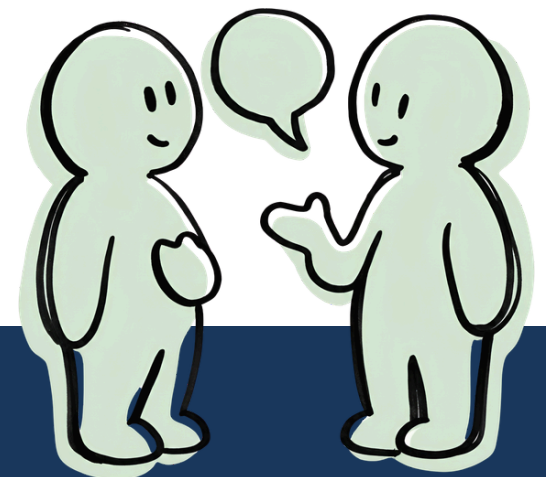
There are many ways you can help your child with their maths.

Mental arithmetic is a big focus in school. Whilst shopping, can they estimate the cost of the basket of items? Can they work out how much pocket money to save for something special?

Real-life conversations support their understanding that maths is not just 'something for school'. For example: buying wallpaper or new carpets involves area and perimeter skills.

Times Tables

13	$807 \times 8 =$		☐ 1 mark
14	$\begin{array}{r} 614 \\ \times 32 \\ \hline \end{array}$		☐ 2 marks
20	$1,004,235 - 52,346 =$		☐ 1 mark



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Homework

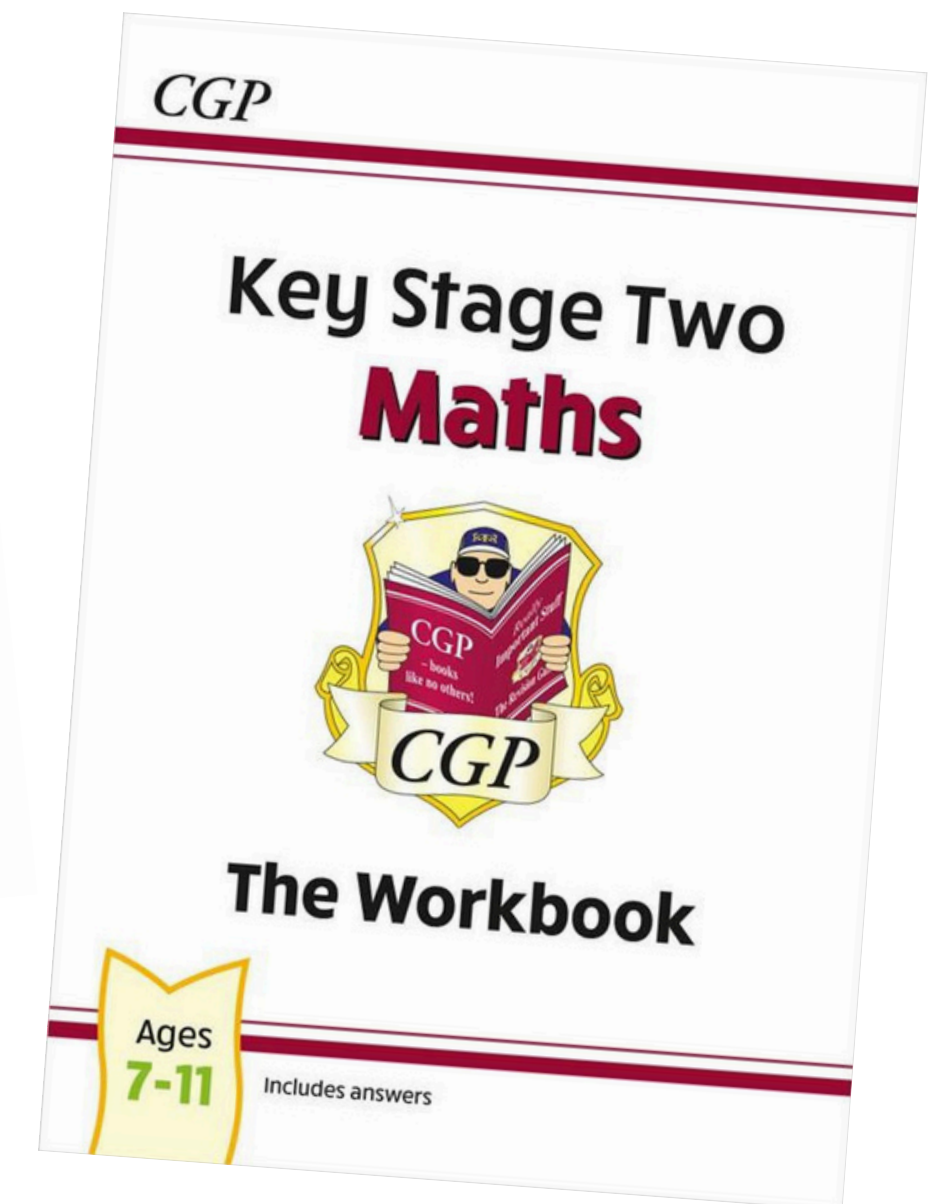
Spellings, reading and TTRS will start immediately. Year 5 and 6 will begin using CPG maths books to consolidate their learning after the October half-term. All work will be an opportunity to consolidate learning so they can do this independently at home.

Homework will be set on Thursdays and will be due the following Tuesday.

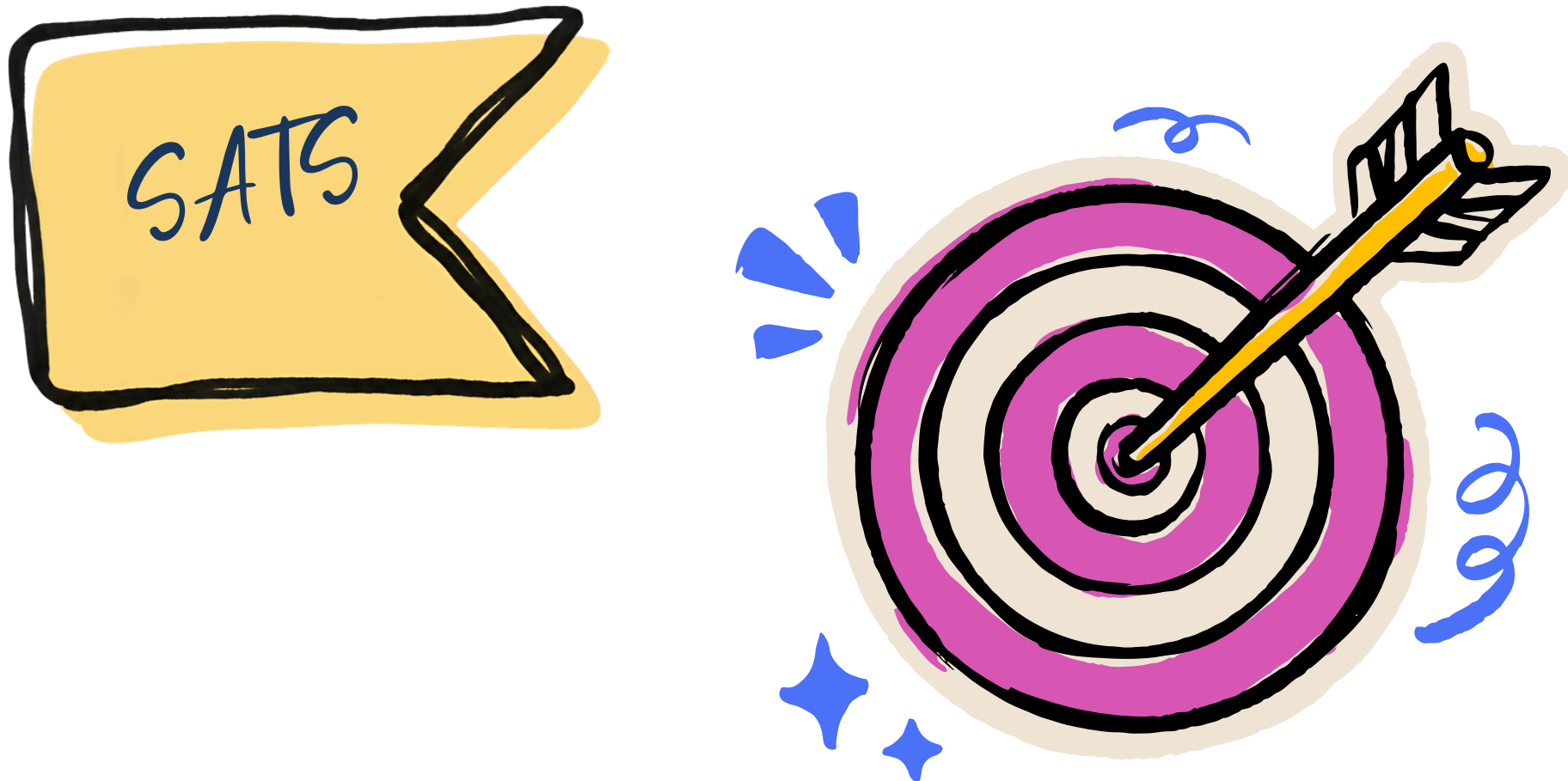
Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht



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The statutory KS2 tests are timetabled from Monday 10th May to Thursday 13th May 2027.

We'll arrange to discuss this in more detail in the spring term.

2027 KS2 YEAR 6		KS2 SATs A GUIDE FOR PARENTS & CARERS		
OFFICIAL TEST WEEK		10–13 MAY 2027		
	DATE	TEST	TIME	MARKS
ENGLISH	MONDAY 10 MAY	Grammar, punctuation & spelling — Paper 1 Questions	45 MINS	50
		Spelling — Paper 2 20 words read aloud	APPROX. 15 MINS	20
	TUESDAY 11 MAY	English reading Three texts and questions	60 MINS	50
MATHS	WEDNESDAY 12 MAY	Maths Paper 1 Arithmetic	30 MINS	40
		Maths Paper 2 Reasoning	40 MINS	35
	THURSDAY 13 MAY	Maths Paper 3 Reasoning	40 MINS	35
THE KEY THINGS TO KNOW - Six papers are completed across four days. - Writing is teacher-assessed using work from across the year. - Science is teacher-assessed rather than tested in SATs. - All test papers are marked externally.		THE WHOLE CHILD SATs are one snapshot in your child's learning journey. We value progress, effort and achievement.		
OXLEY PRIMARY SCHOOL • YEAR 6		Official dates: Department for Education 2027 KS2 SATs parent guide		

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