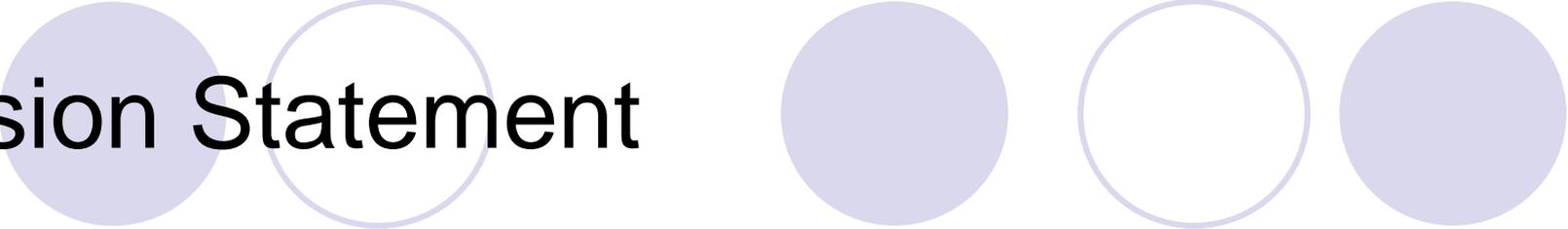
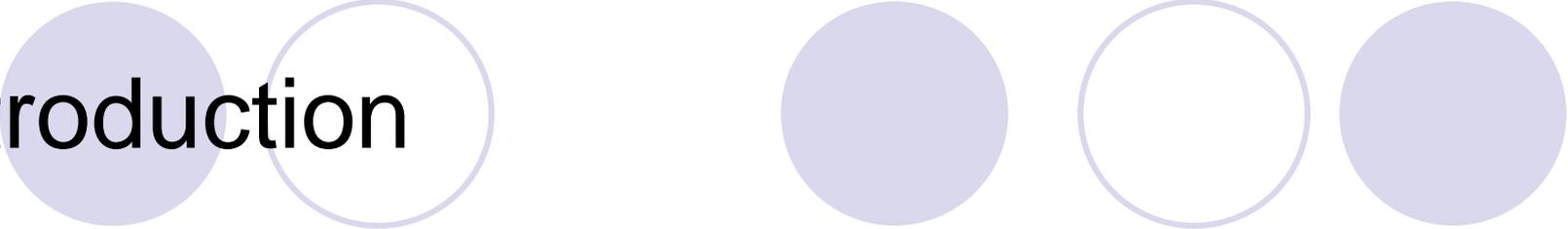


Vision Statement

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- At Purley Oaks we firmly believe that every child will be supported, valued and challenged. We are ambitious for our children and their families and are driven by our moral purpose to ensure that everything we do has a positive impact on the children's lives. We are determined that our children will take pride in their learning and themselves and that they will strive for excellence.
- By working closely together and continuously improving our practice, there is no limit to what can be achieved.

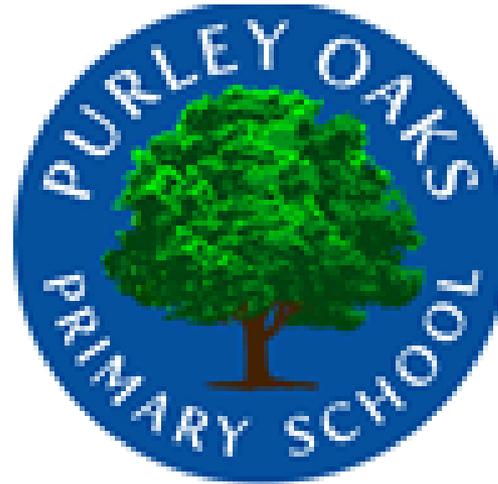


Introduction

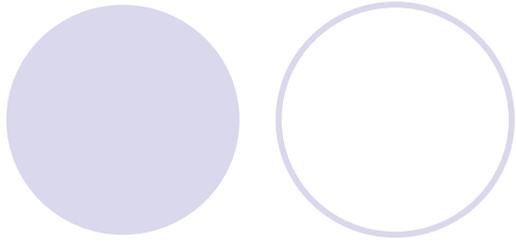
- Who are we?
- Mrs Hardgrave – Year 6 Leader
- Mrs Hayter – Assistant Head Teacher
Maths
- Mr Young - Assistant Head Teacher
English

Pride in Excellence

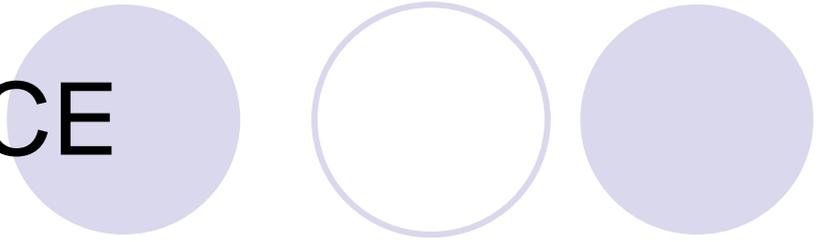
- Learning (ARACE)
- Caring
- Sharing
- Listening
- Ourselves



PRIDE IN EXCELLENCE



ARACE

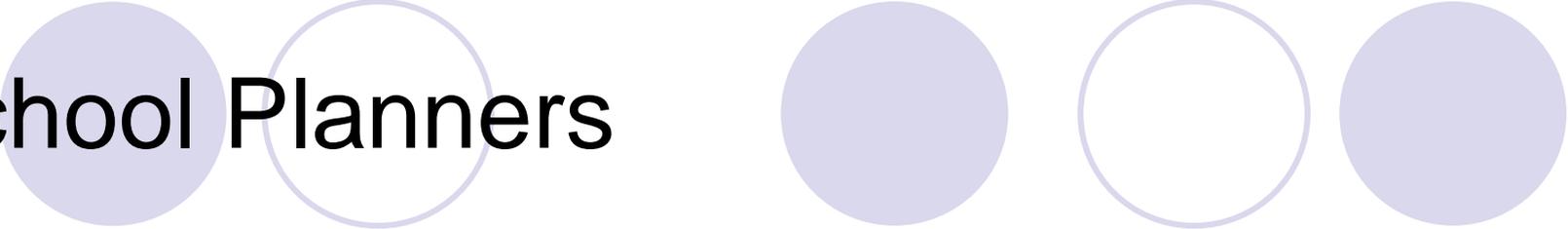


- Autonomous
- Resilient
- Aspirational
- Collaborative
- Enquiring

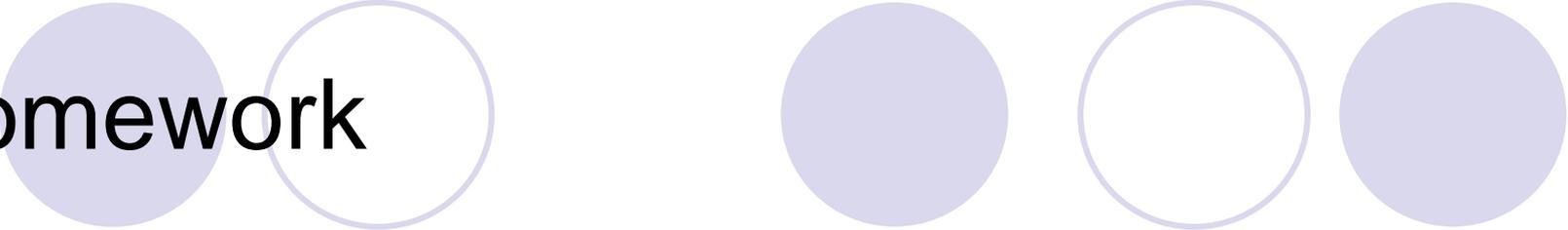
Year 6 Learning Challenges

- Grand Designs: What would your perfect house look like?
- Lost: Could you survive on a desert island?
- Carnival: Where would you live in Brazil?
- A whole new world: What can you discover about Bagdad?
- Smashing Plates: Can you make a Greek meal?
- Eureka : Where would your odyssey take you?

School Planners

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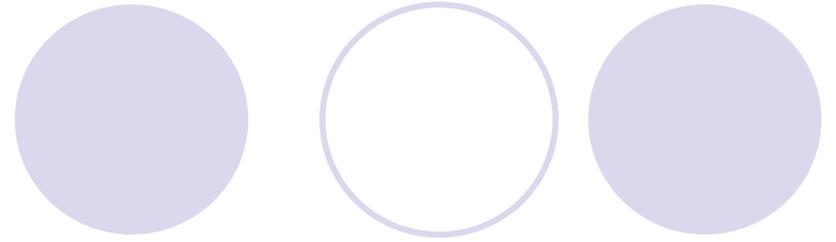
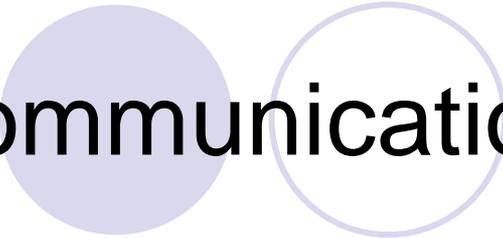
- Read daily with children – planners must be signed and will be checked every couple of days.
- Spelling tests
 - 10 words will be sent home every week



Homework

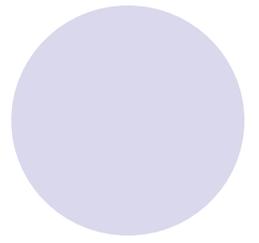
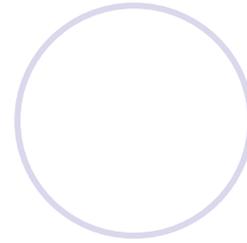
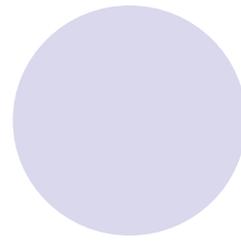
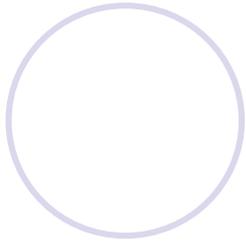
- Reading and mental maths skills daily
- Weekly practice of arithmetic and reasoning skills
- Weekly practice of grammar and punctuation
- One D.T. project per year (more details to follow).
- Homework over the summer holidays.

Communication



- It's good to talk...

Website



<http://www.purleyoaks.croydon.sch.uk/>

Writing Expectations

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

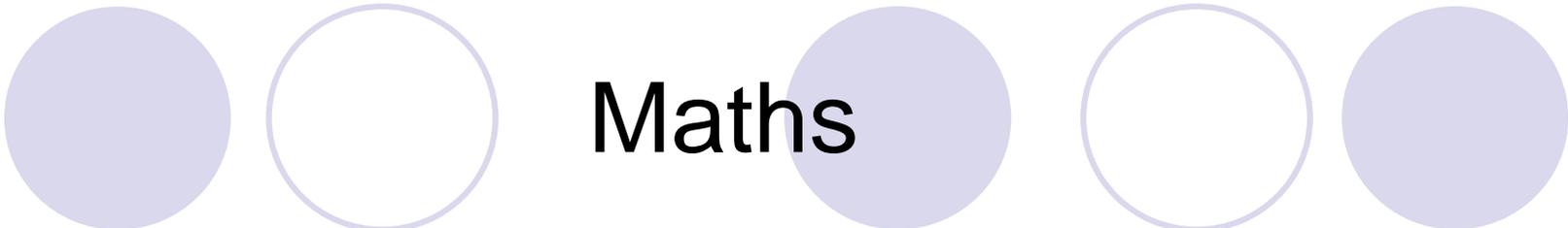
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)	How <i>and</i> can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)	Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as <i>-ness, -er</i>	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and <i>-est</i> to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i>	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with <i>who, which, where, why, or whose</i>	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)	Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)	Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken</i>)	Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and elision .	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)	Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence</i> is over there, or <i>the fact that it was raining</i> meant the end of sports day)		Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man eating shark, or recover</i> versus <i>re-cover</i>)	

All terms in **bold** should be understood with the meanings set out in the glossary.

Key:

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	





Maths

The pupil can demonstrate a n understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9 / ?$; $28.13 = 28 + ? + 0.03$).

The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).

The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).

The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake).

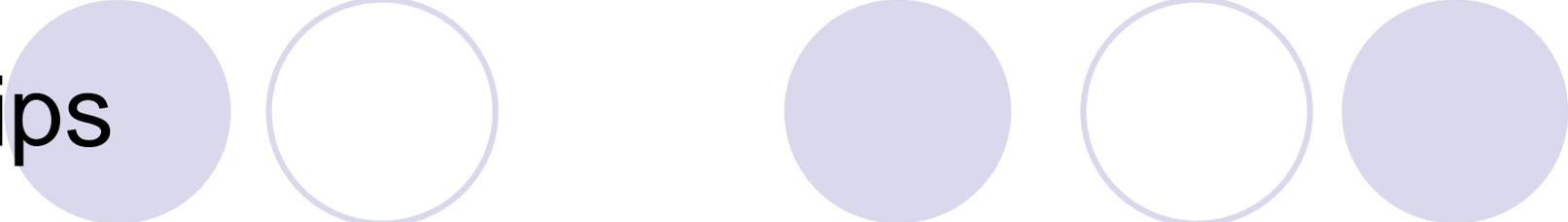
The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7 / 21$ and that this is equal to $1/3$; 15% of 60; $1 \frac{1}{2} + 3 / 4$; $7 / 9$ of 108; 0.8×70).

The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).

The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).

The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Trips



- Sing a Portrait Workshops at the National Portrait Gallery – 19th and 21st September 2017 and 21st May 2019
- Theatre Trip Aladdin - February
- Kingswood – June 2019
- YCS – June 2019

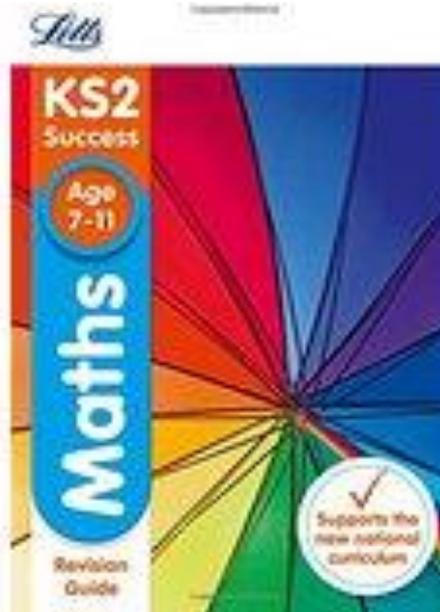
The Kingswood Experience

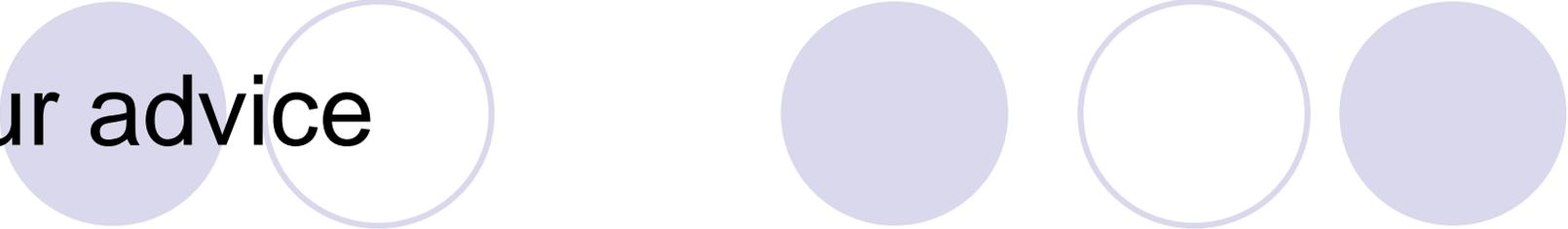
Young people get so much more out of a visit to Kingswood than just having a lot of fun. The benefits gained are immense, and most will develop new life-skills without even realising they're learning.

- Increasing confidence in themselves and their own abilities
- Developing new friendships and strengthening existing ones
- Trying new activities and igniting interest in new hobbies
- Experiencing the camaraderie of an overnight stay and an experience shared
- Development of a healthy sense of self awareness and empathy for others and their environment
- Increasing concentration, listening skills and attention span
- Greater respect for those – both teachers and peers alike – who have shared the same journey
- Accepting challenges and overcoming fears



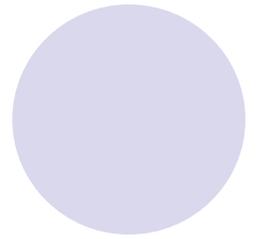
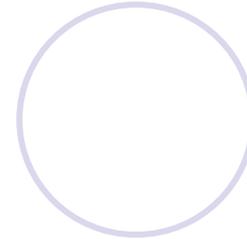
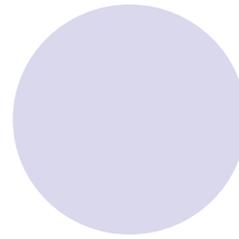
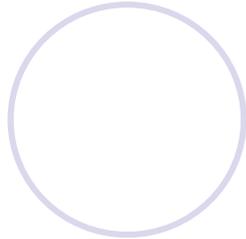
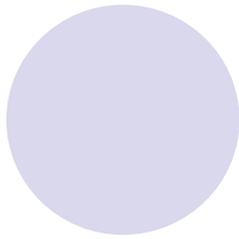
Revision guides





Our advice

- Visit, visit, visit! The open days/evenings are just starting
- Be prepared for your visits – what matters to you and your child?
Write down your key questions
- Look at the schools' websites
- Be realistic; be certain of your order of preference (do not try to second guess)
- You can express 6 preferences, but be sure you and your child will be happy with all the schools you put down. You don't have to put down 6 BUT we strongly recommend at least 4 preferences.
- **Meet the deadline**



- <https://www.croydon.gov.uk/education/schools-new/school-admissions/how-to-apply/school-place-home>
- <https://www.croydon.gov.uk/sites/default/files/articles/downloads/Secondary%20School%20Admissions.pdf>