

Meet and Greet September 2023

Year 6



Park House
English School

6P

Mrs Avari



6H

Mr Milne



6E

Mr O'Hare



6S

Ms Mayer

Head of Year 6



Mrs Clifton



Mrs Mary



Our school follows English National Curriculum and EYFS curriculum, which is taught throughout the school. We study the subjects below:

- Maths
- English
- Phonics
- IPC (Global Citizenship, Art, Science, History and Geography)
- Music
- Computing through all subjects
- PE
- Languages- Arabic, French and Spanish
- Qatar History
- PSHE
- Islamic for Muslim students



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Year 6 - Medium Term Curriculum Map - Term 1.1 2023-2024



<p>ENTRY POINT</p> <p>Brainwave – The children will teach someone a chosen knowledge or skill.</p> <p>Establish an agreed set of criteria for ‘What makes a good learner’ and ‘What makes a good teacher’.</p>	<p>IPC</p> <p>Brainwave Learning Goals:</p> <ul style="list-style-type: none"> • Know about some of the recent evidence and research into the brain and learning • Know about some of the different areas of the brain and their function • Understand the different ways that they can learn • Understand how they can improve their learning and their attitudes to learning 	<p>ENGLISH</p> <p>RECOUNTS</p> <p>Spoken Language:</p> <ul style="list-style-type: none"> • Consider and evaluate different viewpoints. <p>Writing:</p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing. • Evaluate and edit assessing the effectiveness of their own and others writing. <p>Comprehension:</p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books. • Predicting what might happen from details stated and implied. <p>Writing - Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely. • Punctuating bullet points consistently.
<p>MATHEMATICS</p> <p>Place Value:</p> <ul style="list-style-type: none"> • Investigating and using numbers up to 10,000,000 • Investigating Powers of 10 • Using negative numbers in context and calculating intervals across 0 • Rounding any whole number to a required degree of accuracy 	<p>BRAINWAVE (2 weeks)</p>	
<p>PSHE / PERSONAL LEARNING GOALS</p> <ul style="list-style-type: none"> • Year 6 orientation and expectations. • Applying for Student Leader roles. • Winning gracefully and failing well. 	<p>TRIPS</p> <p>N/A</p>	<p>EXIT POINT</p> <p>The children will set up their own learning seminar, to share learning from the topic with other members of the school community.</p>



Year 6 - PHES Medium Term Curriculum Map - Term 1.2 2023-2024



ENTRY POINT

Oil Spill!

The children are going to take on the role of government officials charged with cleaning up an imaginary oil spill in the local area.

They will investigate the difference between cleaning and drying a feather that has been in water, and one that has been in oil and water.

MATHEMATICS

Addition, Subtraction, Multiplication & Division:

- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Solve problems involving addition, subtraction, multiplication, and division.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Use knowledge of the order of operations to carry out calculations involving the 4 operations.
- Identify common factors, common multiples and prime numbers.
- Perform mental calculations, including with mixed operations and large numbers.
- 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
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

IPC

Geography:

- Collecting and recording evidence to answer geographical questions
- Identifying geographical patterns and to using their knowledge and understanding to explain them.
- Using appropriate geographical vocabulary to describe and interpret their surroundings
- Using appropriate techniques to gather information
- Making plans and maps in a variety of scales using symbols and keys
- Using and interpreting globes and maps in a variety of scales
- Explaining how physical and human processes lead to similarities and differences between places
- Explaining how places are linked through movement of goods and people

Science:

- Conducting scientific investigations posing scientific questions
- Choosing an appropriate way to investigate a scientific issue
- Making systematic and accurate measurements from their observations
- Explaining and justifying their predictions, investigations, findings and conclusions
- Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions.

International

- Explaining how the lives of people in one country or group are affected by the activities of other countries or groups.
- Identifying ways in which people work together for mutual benefit.

BLACK GOLD (6 weeks)

PSHE / PERSONAL LEARNING GOALS

Being me in my world

- Identifying goals for the year
- Global citizenship
- Children's universal rights
- Feeling welcome and valued choices, consequences, and rewards
- Group dynamics - democracy, having a voice, anti-social behaviour, role-modelling

TRIPS/EVENTS

Guest Speaker from the oil and gas industry.

ENGLISH

Non-Chronological Reports Newspaper reports

Spoken Language:

- Speaking audibly and fluently with an increasing command of Standard English.
- Selecting and using appropriate registers for effective communication.

Comprehension:

Understanding what they read by:

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.
- Distinguishing between statements of fact and opinion.

Writing:

- Planning and writing by noting and developing initial ideas, drawing on reading.
- Evaluating, editing and proposing changes to vocabulary, grammar and punctuation.
- Retrieving, recording and presenting information from non-fiction.

Writing - Vocabulary, Grammar and Punctuation:

- Recognising vocabulary and structures that are appropriate for formal speech and writing.
- Planning and writing by noting and developing initial ideas, drawing on reading.
- Evaluating, editing and proposing changes to vocabulary, grammar and punctuation.
- Retrieving, recording and presenting information from non-fiction.
- Recognising vocabulary and structures that are appropriate for formal speech and writing.
- Using and understanding the grammatical terminology correctly.

EXIT POINT

The children will plan an awareness day, to share some of the issues we have explored during the topic. They will present their work with other members of the school and the local community.



Year 6 - PHES Medium Term Curriculum Map - Term 1.3 2023-2024



ENTRY POINT

Pupils create a collage representing a country. Pupils will have to work out how to represent, terrain, rivers, mountains etc. They will also have to represent the population, architectural buildings and native species.

MATHEMATICS

Fractions:

- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solving problems which require answers to be rounded to specified degrees of accuracy.
- Using written division methods in cases where the answer has up to 2 decimal places.
- Multiplying one-digit numbers with up to 2 decimal places by whole numbers.
- Multiplying fractions by integers.
- Multiplying fractions by fractions.
- Dividing fractions by integers.
- Calculating mixed questions with fractions.
- Calculating fractions of an amount.

Measurements, converting units:

- Calculating with metric measures
- Converting metric measures
- Converting between miles and kilometres
- Using imperial measures

IPC

Geography:

- Using and interpreting globes, images and maps, including digital maps.
- Interpreting data in order to draw conclusions Naming and describing geographical features of the earth.

History:

- Analysing the viewpoint and resulting bias in historical source
- Classifying and organising events and societies both chronologically and regionally
- Inferring reasons for historical events, situations and change.
- Explaining results/consequences of historical events, situations

International:

- Understand that there are outside influences on our rights and responsibilities
- International organisations
- Understanding some of the different forms of government

ENGLISH

Stories from other cultures and stories with familiar settings

Spoken Language:

- Listening to and responding appropriately to adults and their peers
- Asking relevant questions to extend their understanding and knowledge
- Selecting and using appropriate registers for effective communication

Writing:

- Planning and writing narratives, considering how authors have developed characters.
- Drafting and writing by using a wide range of devices to build cohesion with and across paragraphs.
- Performing their own compositions, using appropriate intonation, volume and movement.

Comprehension:

- Checking that a book makes sense by discussing our understanding and exploring the meaning of words in context.
- Drawing inferences, such as inferring characters.
- Predicting what might happen from details stated and implied.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using relative clauses beginning with who, which, where, when, whose.
- Using commas to clarify meaning or avoid ambiguity in writing.

HERE AND NOW, THEN AND THERE (6 weeks)

PSHE / PERSONAL LEARNING GOALS

- Celebrating Difference
- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict
- Empathy

TRIPS/EVENTS

Visit Zubara Fort to investigate historical and geographical features of the location.

EXIT POINT

Children will create their own interactive museum by planning and creating a country exhibition together. They will formulate questions and answers for their visitors to celebrate the end of the topic.



Park House
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PRIDE

Perseverance



Responsibility



Independence



Dedication



Engagement



PRIDE:

At Park House English School, we take PRIDE in all aspects of our learning and development: PRIDE in our studies, PRIDE in our behaviour, PRIDE in our uniform, PRIDE in our environment, PRIDE in our relationships with others and PRIDE in our school.

What does PRIDE stand for?

PERSEVERANCE: Being resilient, even when faced with difficult or challenging circumstances.

RESPONSIBILITY: Taking responsibility for my learning, my attitude, my progress and my behaviour. Becoming a global citizen and being kind, caring and respectful in all I do.

INDEPENDENCE: Becoming a confident and independent learner. Always giving my best and taking ownership for overcoming my own difficulties and challenges.

DEDICATION: Knowing that developing knowledge, skills and understanding requires determination, effort and commitment to be truly successful.

ENGAGEMENT: Having enthusiasm, passion and a love for learning, both inside and outside of the classroom.



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Uniform Guidance

Park House English School uniform listed and illustrated below;

Girls

1. Girls Short Sleeve Blouse
2. Senior Girls Skirt (Should be minimum of 5 cm above the knee)
3. Senior Girls Trouser
4. Cardigan
5. Polar Fleece (Optional)
6. Black socks

(Girls can wear trousers or skirts)

Boys

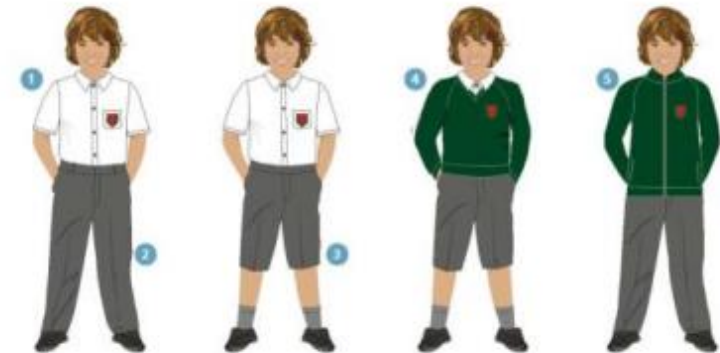
1. Boys Short Sleeve Shirt
2. Boys Shorts (primary only)
3. Senior Boys Trousers
4. Jumper
5. Polar Fleece (Optional)
6. Black Socks

(NB: Boys wear trousers from Year 7 upwards)

Early Years to Year 6 Girls



Early Years to Year 6 Boys



We recommend always having a fleece or jumper in school.

Boys can wear belts.

School uniform

Children who wear shoes with laces, must be able to tie them independently.

Tucking them inside the shoe is not safe or good for their feet.

Children must wear all black shoes with their uniform and non-marking trainers with their PE kit.



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Personal Hygiene

Please encourage your child to be mindful of their personal hygiene, particularly during PE days and the warmer weather.

Children can bring a small roll on deodorant and wet wipes in their bags to freshen up after their lesson, if they wish to do so.

Swimming day – Children can now wear their P.E kits on swimming days and change before the lesson.

ECA – Children to wear normal uniform unless they have a PE lesson on the same day and can change before going to the ECA at 2:10pm.



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Attendance and punctuality

Children should be in class by 7:30 for registration. Any time after this they are considered late.

The front school gate opens at 7:00 for a staggered drop off. Children cannot arrive before then as staff are not on duty. The side gate for EYFS and KS1 opens at 7:10. (EYFS and KS1 can come into the front gate at 7am.) During the cooler months, they will only be allowed in the building at 7:20am.

Pick up is at 14:10 and parents/guardians/carers **must** be prompt.

ECA collection is 15:00 and again, parents/guardians/carers **must** be prompt.



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Use of TEAMS

- Messages about the year group as well as pictures are posted via TEAMS.
- Homework is sent via TEAMS.
- Children should submit all homework through TEAMS.
- Children should not be in communication with each other socially via TEAMS.

Homework

Homework in Year 6 goes live, via Teams, every Thursday at 1430 and is open until the following Thursday at 1530.

There is an English, Maths and IPC task each week as well as reading.



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Reading in Year 6

Children have been given a planner and the expectation is they should be reading daily for 20 minutes.

Parents and students should be recording their reading in the planner daily adding a comment and when they are in school this will be stamped by the teacher.



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Week Beginning 28.09.22			
Date	Name of Book	Comment	Signature
28th	Crash Catastrophe Book Pirates	Well done!	[Signature]
29th	OHU - Book Pirates Guided Reading - George's Marvellous Medicine	Well done!	[Signature]
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.			
30th	OHU - Book Pirates	Good finish!	[Signature]

Date	Name of Book	Comment	Signature
31st	Skating Sensation Book of Pirates	Book One etc	[Signature]
1st Sept	Skating Sensation		[Signature]

Notes

Homework 28.08.22 to 01.09.22

English - video recount

Maths - place value

IPC - poster

Parent Signature: [Signature]

Teacher Signature: Ms Mary

Week Beginning 03.09.23			
Date	Name of Book	Comment	Signature
3rd Sun	Rivers NF p4-12	I enjoyed this book I learnt lots of new jobs N.V. hydrologists landforms turbulence glacial plains	
4th Mon	Rivers NF p15	There is lots of vocabulary I want to understand and explore further Tracing samples pollutants micro-organisms	
5th Tues	Charlie Bone and the Castle of Mirrors	This is an interesting book so far ferocious Contentious cautiously	

Date	Name of Book	Comment	Signature
6th Wed	CB and the Castle of Mirrors	I can't stop reading this book! Caravan leant squinted.	
7th Thurs	" "	Mr Omniscious is brilliant. You must read this book! delicate passionately congenial	

Notes

* Homework

English - video recount

Maths - place value

IPC - Research

Parent Signature: _____

Teacher Signature: _____

Read Write Inc.

Spelling

- Spelling programme for Years 2-6
- Builds on what the children have learnt in Phonics at Key Stage 1
- Children learn the spelling rules and practice spellings weekly in context
- Children work from a spelling book with a variety of teacher led activities, paired work and independent activities
- Children will have a spelling log where they can record the words that they find difficult to spell and can practise these at home with an adult
- The programme teaches a variety of strategies to support the children to spell
- In-class assessment built into spelling activities and teacher led

Assessments

We are always assessing the children through AfL but below outlines year group expectations. Arabic, Islamic and Qatar History exams have schedules that are sent out before any testing – this is dictated by the ministry.

Key Stage	Year	End of year assessments	Age
EYFS	Nursery	Internal school moderation, Baseline testing	3 - 4
	Reception		4 - 5
KS1	Year 1		Internal school assessments, GL Assessments (Maths and English)
	Year 2	6 - 7	
KS2	Year 3	7 - 8	
	Year 4	8 - 9	
	Year 5	9 - 10	
	Year 6	10 - 11	



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Reporting

Meet the Teacher evening (September)

Three reports per year (December/February/June)

1st report simple settling report

2nd report in depth report with targets

3rd report summary simple report

Three parent evenings (December/March/June) all completed online



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Your children's learning.

- Entry and Exit points – Parents are invited in
- Open afternoons
- Trips and visitors



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Inclusion Department



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- **Accessing Learning Challenges:**

- Despite class support, some students face difficulties in class.
- Inclusion Teams step in for additional assessments and support.

- **Collaborative Approach:**

- Parental support and collaboration are integral to student success.
- We value parents as key partners in their child's educational journey.

- **Transparent Communication:**

- Regular updates on student progress are provided.
- Parents are invited to participate in review meetings to discuss their child's development and next steps.



Reminders

No mobile phones, iPads, iWatches
or other electronic or expensive items.

We may ask you to bring items in at times
but we will keep them safe!



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Reminders

Please ensure that your child has a **refillable water bottle**. Glass bottles and cans are not suitable. Sensible food should be provided – no chocolate or sweets. All lunch boxes should be clearly marked.

We have a **NO NUT** policy at school so please ensure all items are nut free including cereal bars. This also includes Nutella.



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Celebrations

We wish to share birthdays with our children. However, we do have a number of children with severe food allergies.

No food will be given out by teachers.

Party bags can be sent in, but these must be individually packed.



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Wednesday
11th October via
Teams.

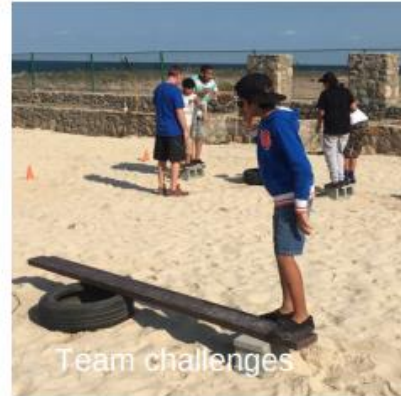
18:00.

PARK HOUSE SCHOOL - EDVENTURE CAMP

Activities:



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Class Representative

Every class has or will have a class rep, who sets up a WhatsApp group and communicates with the teachers about whole class matters.

This is not for individual child concerns.

For individual concerns you must email the class teacher.



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Communication

First point of contact is the class teacher through email not via TEAMS:

Firstname.surname@parkhouseschool.com

info@parkhouseschool.com

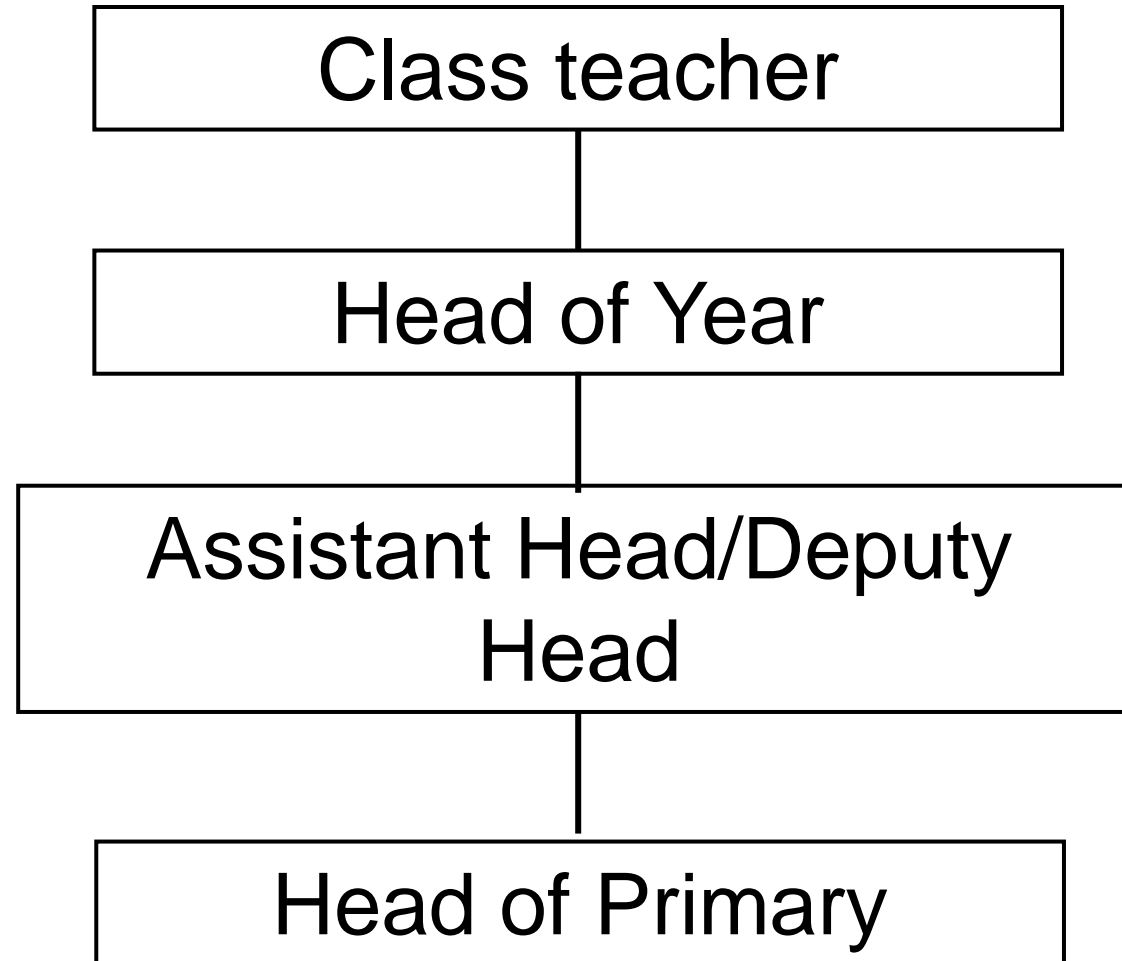
We do not give out telephone numbers and staff are not to engage in WhatsApp groups this includes with the class reps. You can email teachers in the same way. Mrs Hilton is holding a meeting with class reps about these expectations.

Teachers respond within 48 hours. No emails will be checked or sent over weekends or after 3pm.



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Communication



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Communication

Social media platforms at Park House:

Facebook

Twitter

Instagram

Our school website has information on everything school related.



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New Primary Handbook with all info here.



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PHES Designated Safeguard Leads and Deputy Safeguard Leads

SAFEGUARDING AT PARK HOUSE

WE ARE HERE TO HELP.

WE ARE HERE TO LISTEN.

Natasha Hilton
Head of Primary

Rebecca Saunders
Head of Secondary

The people in these pictures are here to help you. If you have a worry or concern about anything, be it about yourself, a friend or something at home, they are here to listen.

Anna Stuart
Primary Deputy Head

Claire Sharkey
EA to Principal

Caroline Awad
MoEHE Coordinator

Michael MacDonald
Secondary Assistant Head

Olivia Mason
Secondary Assistant Head

Kerry Walton
Secondary Assistant Head

SAFEGUARDING AT PARK HOUSE

WE ARE HERE TO HELP.

WE ARE HERE TO LISTEN.



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**Training
for
parents
will take
place
soon!**

**For any concerns please contact:
safeguarding@parkhouseschool.com or you can
complete a written sheet you can obtain from
Caroline at the reception desk.**



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Questions?