



Year 6 Expecta-

www.spsl.towerhamlets.sch.uk



Welcome to Year 6

At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Year 6 children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward
to a successful year of working in partnership with you.

Useful Contacts

| | | |
|--|--|--|
| Farhana Begum Year 6 Class Teacher | | |
| Tomas Hall Head of School | Dan French Assistant Headteacher (SENDSCO) | Mark Ali Assistant Headteacher Fahima Begum Assistant Headteacher |
| Asma Bibi School Business Manager | Demi Flaxton and Madeha Khalique Administrative Team | |
| <i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email admin@spsl.towerhamlets.sch.uk</i> | | |

Our Mission and Vision

Jesus said:

'Love one another as I have loved you'. (John 15:12)

We are the branch,
our children the blossom,
We nurture all in our community,
We grow with love, learn,
and flourish.

Our Mission:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

Our Vision:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.

Our Values

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



CARING & RESPECTFUL

Some of our values are about how we treat each other.



CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.

End of Year Expectations: Reading

Reading and Spelling

- I can use the words and word parts that I can read and understand already to think about what new words mean and sound like.

Guided Reading

- I can present or debate on topics I have read about, using notes if needed.
- I am able to justify my views.
- I can retrieve, record and present information from non-fiction.
- I can ask questions about what I have read to further improve my understanding.
- From my reading, I can predict what may happen in a story from details given and suggested in the text.
- I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
- I can show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
- I can distinguish between statements of fact and opinion.
- I can show how language, structure and presentation all contribute to meaning in texts I read.
- I can check my understanding of books I have read through discussion and exploring the meaning of words.

Speaking and Listening

- I know authors use particular language which will have impact on me, the reader.
- I can participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
- I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
- I like to recommend books I have read to my friends.
- I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.

End of Year Expectations: Writing



The Pupil Can Write for a Range of Purposes and Audiences

- Using paragraphs to organise ideas.
- Describing settings and characters.
- Using some cohesive devices within and across sentences and paragraphs.
- Using different verb forms mostly accurately.
- Using co-ordinating and subordinating conjunctions.
 - Using mostly correctly:
 - Capital letters
 - Full stops
 - Question marks
 - Exclamation marks
 - Commas for lists
 - Apostrophes for contraction
- Spelling most words correctly (Year 3 and 4).
- Spelling some words correctly (Years 5 and 6).
- Producing legible joined handwriting.

Log on to
Bug Club, our
online reading resource,
at:
www.activelearnprimary.co.uk

Year 6

Grammar Glossary

| Grammar term | What does it mean? |
|--------------|--|
| Active | When a sentence is in the active voice, the pattern is subject-verb-object. The <u>subject</u> of the verb is more important. • <u>James</u> broke the window. • <u>The PTA</u> painted the playground. |
| Antonym | Antonyms are words with opposite meanings. • young – old, straight – bendy, full - empty |
| Object | The object is the person, noun phrase, pronoun or thing which usually comes directly after the verb. It shows what the verb is acting on. • Wednesday is <u>my favourite day</u> . • Cheryl's mum is picking <u>me</u> up today. • Are you coming to <u>the sleepover</u> ? |
| Passive | When a sentence is in the passive voice, the pattern is usually object-verb-(subject). The object of the verb is more important. • <u>The window</u> has been broken. • <u>The playground</u> was painted (by the PTA). |
| Subject | The subject is the person, noun phrase, pronoun or thing which does the verb in a clause. • <u>Wednesday</u> is my favourite day. • <u>Cheryl's mum</u> is picking me up today. • Are <u>you</u> coming to the |
| Synonym | A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a thesaurus. • talk = speak = mention • sleep = doze = kip |

Expected Spelling Words For Years 5 and 6



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

End of Year Expectations: Mathematics

| |
|--|
| Number, Place Value, Approximation and Estimation/Rounding |
| I can read, write, order and compare numbers up to 10,000,000. |
| I can determine the value of each digit in numbers up to 10,000,000. |
| I can round any whole number. |
| I can use negative numbers in context, and calculate intervals across zero. |
| I can solve number problems and practical problems with the above. |
| Calculations |
| I can use estimation to check answers to calculations. |
| I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. |
| I can identify common factors, common multiples and prime numbers. |
| I can perform mental calculations, including mixed operations and large numbers. |
| I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication. |
| I can divide numbers up to 4 digits by a 2 digit whole number using the formal written long method, and interpret remainders according to the context. |
| I can divide no's up to 4 digits by a 2 digit no. using the formal written short method, interpreting remainders according to context. |
| I can solve problems involving addition, subtraction, multiplication and division. |
| I can use my knowledge of the order of operations to carry out calculations involving the four operations. |
| Fractions, Decimals and Percentages |
| I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination. |
| I can compare and order fractions, including fractions >1 . |
| I can add and subtract fractions with different denominators and mixed numbers. |
| I can multiply simple proper fractions, writing the answer in the simplest form. |
| I can divide proper fractions by whole numbers. |
| I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction. |
| I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places. |
| I can multiply 1-digit numbers with up to 2 decimal places by whole numbers. |
| I can use written division methods in cases where the answer has up to 2 d.p. |
| I can solve problems which require answers to be rounded. |
| I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts |

End of Year Expectations: Mathematics



| |
|---|
| Ratio and proportion |
| I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts. |
| I can solve problems involving the calculation of percentages. |
| I can solve problems involving similar shapes where the scale factor is known or to be found. |
| I can solve problems involving unequal sharing and grouping. |
| Algebra |
| I can express missing number problems algebraically. |
| I can use a simple formula. |
| I can generate and describe linear number sequences. |
| I can find pairs of numbers that satisfy an equation with two unknowns. |
| I can enumerate possibilities of combinations of two variables. |
| Measurement |
| I can use, read, write and convert between standard units, converting measurements. |
| I can convert between miles and kilometres. |
| I can recognise that shapes with the same areas can have different perimeters and vice versa. |
| I can calculate the area of parallelograms and triangles. |
| I can recognise when it is possible to use the formulae for the area of shapes. |
| I can calculate, estimate and compare volume of cubes/cuboids, using standard units. |
| I can recognise when it is possible to use the formulae for the volume of shapes. |
| I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. |
| Geometry - Properties of Shape |
| I can compare and classify geometric shapes based on the properties and sizes. |
| I can describe simple 3D shapes. |
| I can draw 2D shapes given dimensions and angles. |
| I can recognise and build simple 3D shapes, including making nets. |
| I can find unknown angles in any triangles, quadrilaterals and regular polygons. |
| I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. |
| I can illustrate and name parts of circles (radius, diameter and circumference). |
| I can know the diameter is twice the radius. |
| Geometry - Position and Direction |
| I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes. |
| I can describe positions on the full co-ordinate grid (all four quadrants). |
| Statistics |
| I can interpret and construct pie charts and line graphs and use these to solve problems |
| I can calculate and interpret the mean as an average. |

Addition and Subtraction

Addition

Year 6 Add several numbers of increasing complexity

$$\begin{array}{r} 23.361 \\ 9.08 \\ 59.77 \\ + 1.3 \\ \hline 93.511 \end{array}$$

Adding several numbers with different numbers of decimal places (including money and measures):

- Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.
- Zeros could be added into any empty decimal places, to show there is no value to add.

Empty decimal places can be filled with zero to show the place value in each column.

$$\begin{array}{r} 81,059 \\ 3,668 \\ 15,301 \\ + 20,551 \\ \hline 120,579 \end{array}$$

Adding several numbers with more than 4 digits.

Subtraction

Year 6 Subtracting with increasingly large and more complex numbers and decimal values.

$$\begin{array}{r} \cancel{7}^9 \cancel{8}^9 \cancel{1}^9, 699 \\ - 89,949 \\ \hline 60,750 \end{array}$$

Using the compact column method to subtract more complex integers

$$\begin{array}{r} \cancel{7}^9 \cancel{1}^9 5. \cancel{4}^9 19 \text{ kg} \\ - 36.08 \text{ kg} \\ \hline 69.339 \text{ kg} \end{array}$$

Using the compact column method to subtract money and measures, including decimals with different numbers of decimal places.

Empty decimal places can be filled with zero to show the place value in each column.

Multiplication And Division

Multiplication

Year 6 Short and long multiplication as in Y5, and multiply decimals with up to 2d.p by a single digit.

$$\begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \end{array}$$

Line up the decimal points in the question and the answer.

Remind children that the single digit belongs in the units column.

This works well for multiplying money (E.p) and other measures.

Children will be able to:

- Use rounding and place value to make approximations before calculating and use these to check answers against.
- Use **short multiplication** (see Y5) to multiply numbers with more than 4-digits by a single digit; to multiply money and measures, and to multiply decimals with up to 2d.p. by a single digit.
- Use **long multiplication** (see Y5) to multiply numbers with at least 4 digits by a 2-digit number.

Approximate,
Calculate.

Division

Year 6 Divide at least 4 digits by both single-digit and 2-digit numbers (including decimal numbers and quantities)

Short division, for dividing by a single digit: e.g. $6497 \div 8$

$$\begin{array}{r} 812.125 \\ 8 \overline{) 6497.000} \end{array}$$

Short division **with remainders**: Pupils should continue to use this method, but with numbers to at least 4 digits, and understand how to express remainders as fractions, decimals, whole number remainders, or rounded numbers. Real life problem solving contexts need to be the starting point, where pupils have to consider the most appropriate way to express the remainder.

Calculating a **decimal remainder**: In this example, rather than expressing the remainder as $\frac{1}{8}$, a decimal point is added after the units because there is still a remainder, and the one remainder is carried onto zeros after the decimal point (to show there was no decimal value in the original number). Keep dividing to an appropriate degree of accuracy for the problem being solved.

Introduce long division by chunking for dividing by 2 digits.

$$\begin{array}{r} 27 \\ 36 \overline{) 972} \\ \underline{- 720} \\ 252 \\ \underline{- 252} \\ 0 \end{array}$$

Answer :

20x
7x
↓
27

- Find out 'How many 36s are in 972?' by subtracting 'chunks' of 36, until zero is reached (or until there is a remainder). Teach pupils to write a useful **list** first at the side that will help them decide what chunks to use, e.g.:

Useful list:
1x = 36
10x = 360
100x = 3600

- Introduce the method in a simple way by limiting the choice of chunks to 'Can we use 10 lots? Can we use 100 lots? As children become confident with the process, encourage more efficient chunks to get to the answer more quickly (e.g. 20x, 5x), and expand on their 'useful' lists.

Where remainders occur, pupils should express them as fractions, decimals or use rounding, depending upon the problem.

Approximate,
Calculate.

Times Tables

| 2 x | |
|----------|----|
| 1 x 2 = | 2 |
| 2 x 2 = | 4 |
| 3 x 2 = | 6 |
| 4 x 2 = | 8 |
| 5 x 2 = | 10 |
| 6 x 2 = | 12 |
| 7 x 2 = | 14 |
| 8 x 2 = | 16 |
| 9 x 2 = | 18 |
| 10 x 2 = | 20 |
| 11 x 2 = | 22 |
| 12 x 2 = | 24 |

| 5 x | |
|----------|----|
| 1 x 5 = | 5 |
| 2 x 5 = | 10 |
| 3 x 5 = | 15 |
| 4 x 5 = | 20 |
| 5 x 5 = | 25 |
| 6 x 5 = | 30 |
| 7 x 5 = | 35 |
| 8 x 5 = | 40 |
| 9 x 5 = | 45 |
| 10 x 5 = | 50 |
| 11 x 5 = | 55 |
| 12 x 5 = | 60 |

| 10 x | |
|-----------|-----|
| 1 x 10 = | 10 |
| 2 x 10 = | 20 |
| 3 x 10 = | 30 |
| 4 x 10 = | 40 |
| 5 x 10 = | 50 |
| 6 x 10 = | 60 |
| 7 x 10 = | 70 |
| 8 x 10 = | 80 |
| 9 x 10 = | 90 |
| 10 x 10 = | 100 |
| 11 x 10 = | 110 |
| 12 x 10 = | 120 |

| 4 x | |
|----------|----|
| 1 x 4 = | 4 |
| 2 x 4 = | 8 |
| 3 x 4 = | 12 |
| 4 x 4 = | 16 |
| 5 x 4 = | 20 |
| 6 x 4 = | 24 |
| 7 x 4 = | 28 |
| 8 x 4 = | 32 |
| 9 x 4 = | 36 |
| 10 x 4 = | 40 |
| 11 x 4 = | 44 |
| 12 x 4 = | 48 |

Times Tables

| 3 x | 8 x | 6 x | 9 x | 7 x |
|-------------|-------------|-------------|--------------|-------------|
| 1 x 3 = 3 | 1 x 8 = 8 | 1 x 6 = 6 | 1 x 9 = 9 | 1 x 7 = 7 |
| 2 x 3 = 6 | 2 x 8 = 16 | 2 x 6 = 12 | 2 x 9 = 18 | 2 x 7 = 14 |
| 3 x 3 = 9 | 3 x 8 = 24 | 3 x 6 = 18 | 3 x 9 = 27 | 3 x 7 = 21 |
| 4 x 3 = 12 | 4 x 8 = 32 | 4 x 6 = 24 | 4 x 9 = 36 | 4 x 7 = 28 |
| 5 x 3 = 15 | 5 x 8 = 40 | 5 x 6 = 30 | 5 x 9 = 45 | 5 x 7 = 35 |
| 6 x 3 = 18 | 6 x 8 = 48 | 6 x 6 = 36 | 6 x 9 = 54 | 6 x 7 = 42 |
| 7 x 3 = 21 | 7 x 8 = 56 | 7 x 6 = 42 | 7 x 9 = 63 | 7 x 7 = 49 |
| 8 x 3 = 24 | 8 x 8 = 64 | 8 x 6 = 48 | 8 x 9 = 72 | 8 x 7 = 56 |
| 9 x 3 = 27 | 9 x 8 = 72 | 9 x 6 = 54 | 9 x 9 = 81 | 9 x 7 = 63 |
| 10 x 3 = 30 | 10 x 8 = 80 | 10 x 6 = 60 | 10 x 9 = 90 | 10 x 7 = 70 |
| 11 x 3 = 33 | 11 x 8 = 88 | 11 x 6 = 66 | 11 x 9 = 99 | 11 x 7 = 77 |
| 12 x 3 = 36 | 12 x 8 = 96 | 12 x 6 = 72 | 12 x 9 = 108 | 12 x 7 = 84 |

Log on to TT Rock Stars,
our online times tables
resource, at:
www.ttrockstars.com

Working Scientifically

- **Can ask meaningful scientific questions.**
- Can use their scientific experiences to raise different kinds of questions.
- Can use their scientific experiences to select and plan the most appropriate line of enquiry to answer scientific questions. (research, observing over time, sorting and classifying, fair testing, pattern seeking).
- Can talk about how scientific ideas have developed over time.
- **Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.**
- Can recognise when and how to set up fair tests and explain which variables need to be controlled and why.
- Can use and then develop scientific keys and information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.
- Can recognise which secondary sources will be most useful to research ideas and begin to separate opinion from fact.
- Can make predictions and hypotheses.
- **Can take measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeated readings where appropriate.**
- **Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.**

- Can make decisions about what observations to make.
- Can make decisions about what measurements to make and how long to make them for and whether to repeat them.
- Can make decisions about what equipment to use to measure.
- Can explain how to use measuring equipment accurately.
- Can make decisions about how to record data and information.
- **Can report and present findings from enquiries, including conclusion, causal relationships & explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations.**
- **Can use test results to make predictions to set up further comparative and fair tests.**
- **Can identify scientific evidence that has been used to support or refute ideas or arguments.**
- Can look for different causal relationships in data and identify evidence that refutes or supports ideas.
- Can identify anomalies in results.
- Can use results from relevant enquiries (including research) to write conclusions and explanations.
- Can identify when further comparative tests and observations might be needed.
- Can use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.

Supporting Your Child

Ensuring Children Do Their Best in Meeting Their Year Group Expectations, They Need To:

- Read for at least ten minutes every day, tell stories.
- Practice mathematical calculations in everyday life, telling the time, counting money, playing board games and figuring out fractions when sharing and puzzles.
- Be punctual and attend daily unless seriously ill. If learning is missed it cannot be caught up so cannot be met.
- Complete home learning projects, spellings and tasks.
- Ensure enough sleep, water and breakfast.

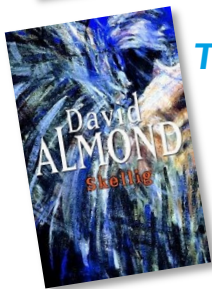
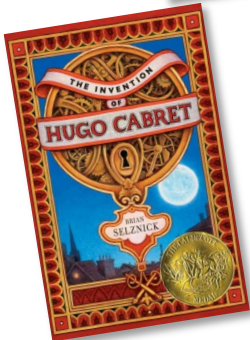
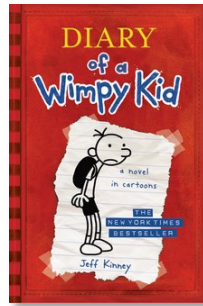
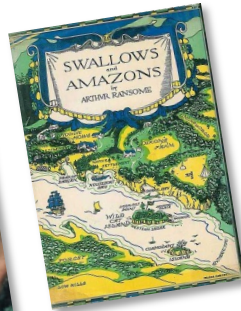
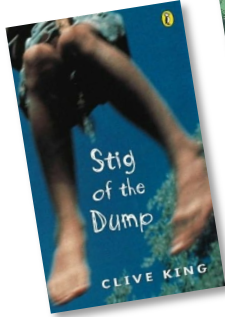
Places to Visit:

- Museum of Docklands - www.museumoflondon.org.uk/museum-london-docklands
- Museum of London - www.museumoflondon.org.uk
- The Science Museum - www.sciencemuseum.org.uk
- The Natural History Museum - www.nhm.ac.uk
- Tower of London - www.hrp.org.uk/tower-of-london
- Royal Museums Greenwich - www.rmg.co.uk
- V&A Museum of Childhood, Bethnal Green - www.vam.ac.uk/moc
- Art galleries, such as:
 - The National Gallery - www.nationalgallery.org.uk
 - National Portrait Gallery - www.npg.org.uk
 - The Tate Galleries - www.tate.org.uk

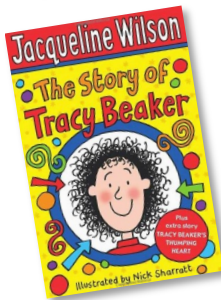
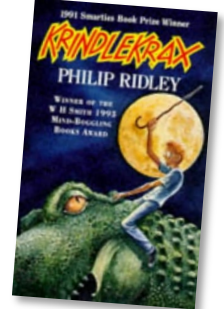
Year 6 Authors (These are only

- | | |
|-----------------------|---------------------|
| • Mallorie Blackman | • Charles Dickens |
| • Chris Riddell | • Catherine Johnson |
| • Phillip Pullman | • Michael Rosen |
| • William Shakespeare | • Michael Morpurgo |

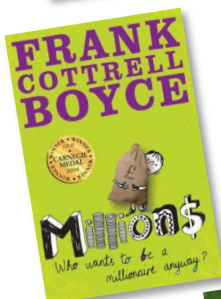
Suggested Books to Read



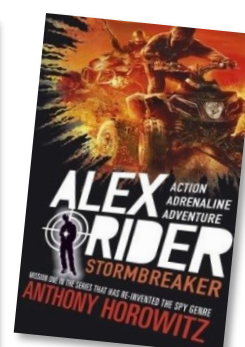
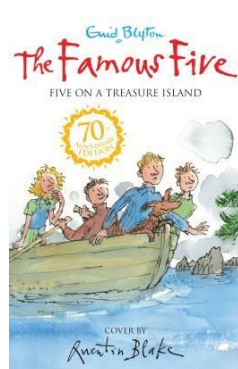
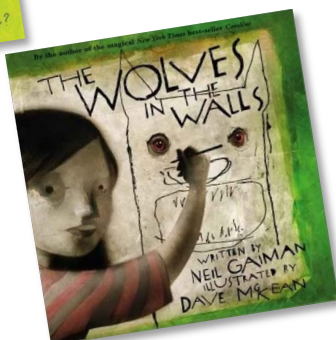
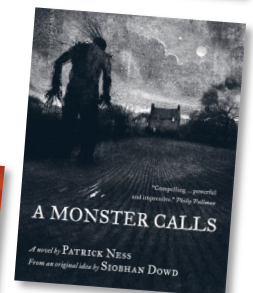
Charlotte's Web by E B White
Five on a Treasure Island by Enid Blyton
The Diary of Wimpy Kid by Jeff Kinney
Krindlekrax by Philip Pullman
The Adventures of Tin Tin by Hergé
Wolves in the Walls by Dave McKean
The Story of Tracy Beaker by Jacqueline Wilson
Flour Babies by Anne Fine
A Monster Calls by Patrick Ness
Harry Potter and the Philosopher's Stone by J K Rowling
The Spiderwick Chronicles by Holly Black and Tony DiTerlizzi



The Arrival by Shaun Tan
The Invention Of Hugo Cabret by Brian Selznick
The Graveyard Book by Chris Riddell
Stig of the Dump by Clive King
Skellig by David Almond
Truckers: The First Book of Gnomes by Terry Pratchett
Wonder by R J Palacio



The Witches by Roald Dahl
Swallows and Amazons by Arthur Ransome
The Hobbit by J R Tolkien
The Borrowers by Mary Norton
Tom's Midnight Garden by Philippa Pearce
Millions by Frank Cottrell Boyce
Alex Rider Stormbreaker by Anthony Horowitz
Goodnight Mr Tom by Michelle Magorian
Holes by Louis Sachar
Private Peaceful by Michael Murgporgo









Executive Functions

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:






- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)

Executive functioning skill development by age

| |  PLANNING |  TIME MANAGEMENT |  TASK INITIATION |  ORGANIZATION |  PROBLEM SOLVING |  FLEXIBILITY |
|-------------------------------------|--|---|--|--|--|--|
| INFANT (0-24 MONTHS) | <ul style="list-style-type: none"> • focusing for objects • pointing & grabbing | | | <ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills | <ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills | <ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games |
| TODDLER (2-4 YEARS) | <ul style="list-style-type: none"> • understands simple instructions and can run simple errands | <ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. | <ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes | <ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance | <ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving | <ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset. |
| EARLY LEARNER 5-12 YEARS | <ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. | <ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. | <ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes | <ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders | <ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. | <ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust. |

These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children's use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children's educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

|  WORKING MEMORY |  EMOTIONAL CONTROL |  IMPULSE CONTROL |  ATTENTIONAL CONTROL |  SELF MONITORING |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs | | | <ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge | |
| <ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. | <ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. | <ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. | <ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. | <ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas. |
| <ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. | <ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. | <ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around | <ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. | <ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes. |

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

Behavioural Expectations and Understanding Self

Can include children being able to:

Hold Information in Mind



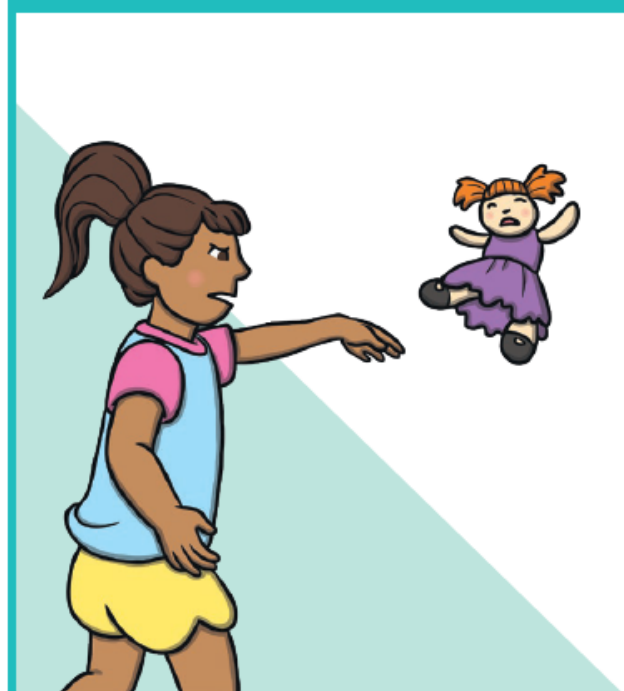
Focus Their Attention



Think Flexibly



Inhibit Impulsive Behaviour



Executive Function Support at Home

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.



Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy



Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary

Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.



Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



Working Memory Boosters

At a glance

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

1. Work on Visualisation Skills

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

2. Have Your Child Teach You

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. Suggest Games That Use Visual Memory

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. Play Cards

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and

Working Memory Boosters

which ones other people have played.

5. Encourage Active Reading

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. Chunk Information into Smaller Bites

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. Make it Multisensory

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

8. Help Make Connections

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

Key Takeaways

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.

Well-Being Top-Tips

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

1

**Think of a way
you can be
active every day
this month.**

2

**Find a quite
spot and read
a book.**

3

**Help
someone.**

4

**Visit a
museum
with a trusted
adult.**

5

**Give a
loved one
a hug.**

6

**Take a quiet
moment to sit
outside.
Look around and
name each thing
you can see.**

7

**Take five
minutes
to just sit still
and breathe.**

8

**Think of four
things that
make you feel
happy. Focus on
how this feels.**

9

**Do something
that makes you
laugh.**

10

**Get up early
to enjoy
the sunrise.**

11

**Cook a
delicious meal
for your family.**

12

**Go on a mindful
walk. Really
notice what you
see and hear.**

Well-Being Top-Tips

13

Breathe in slowly and deeply. As you breathe out, list something that is special about you. Repeat this.

14

Reflect on something you are really proud of.

15

Listen to some music that makes you feel good.

16

Have a screen-free day.

17

Watch one of your favourite films or a brand new one!

18

Look up at the sky. Take time to really focus on what it is like.

19

Go to the park and play on your favourite equipment.

20

Find a leaf. Slowly trace your finger around the edge and notice how this feels.

21

If possible, lie on your back on some grass. Notice how your body feels.

22

Keep a sleep diary over the course of a week to check if you're getting enough sleep each night.

23

Focus on the sounds you can hear around you. List what they are and describe them in your mind.

24

Visit the park.

25

Go for a walk with a friend or family member. Explore somewhere you haven't been before.

Child Protection And Safeguarding

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

www.spsl.towerhamlets.sch.uk/policies

Designated Safeguarding Staff

**Designated
Safeguarding Lead:**

Mark Ali

**Deputy Designated
Safeguarding Leads:**

Tomas Hall

Fahima Begum

Dan French

SENDCo:

Dan French

What Should You Do if you are Concerned

If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

Tower Hamlets Multi-Agency Safeguarding Hub (MASH)

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: mash@towerhamlets.gov.uk

Emergency Duty Team (EDT) –

Out of hours service

(After 5pm and at weekends)

Tel: 020 7364 4079

**If a child is in immediate danger,
please call the police on 999.**

If you need support,
contact the Early Help Hub on
020 7364 5006
(Option 2).



Attendance and Punctuality

High attendance is essential for a child to reach their full potential

It is very important that your child arrives at school on time and ready to learn - the doors open at **8:30am** in order for pupils to get a settled start to their learning.

In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time.

If your normal collection arrangements fail, please telephone before the end of school to let us know.

*It is vital that you keep us informed
of any changes of address or telephone numbers.*

Other Ways You Can Help Your Child Succeed

There are lots of ways parents and caregivers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set.
- Visit the library regularly.

Ideally parents/caregivers should read with or listen to their children daily to help them to develop fluency, confidence and a love for reading.

We ask parents/caregivers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school of how well their child is reading.

If parents/caregivers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.

Online Resources

The following resources are used to support your child's learning at home.

- **Reading:** Bug Club online at www.activelearnprimary.co.uk
- **Times Tables:** Times Table Rock Stars www.ttrockstars.com
- **Google Classroom**

All children have been given log in details for these online resources.

For further assistance, please speak with the class teacher.







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 St Paul with St Luke CE Primary School

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