

The background is a light blue gradient. It is decorated with several realistic water bubbles of various sizes. Some bubbles are at the top left, some at the top right, and a cluster of bubbles is at the bottom right. The bubbles have highlights and shadows, giving them a 3D appearance.

WELCOME MEETING

Year 6

OUR STAFF TEAM

Gannet's Class Teacher: Kinjal Shah

Wren's Class Teacher: Balbir Dasanjh

Year 6 Teaching Assistant: Jaina Mistry

Headteacher: Mrs Jasbir Mann

Deputy Headteacher: Ms Katie Young

Assistant Headteachers: Mrs Gayatri Vaz, Mrs Hannah Ford

OUR OFFICE TEAM

HERE TO HELP



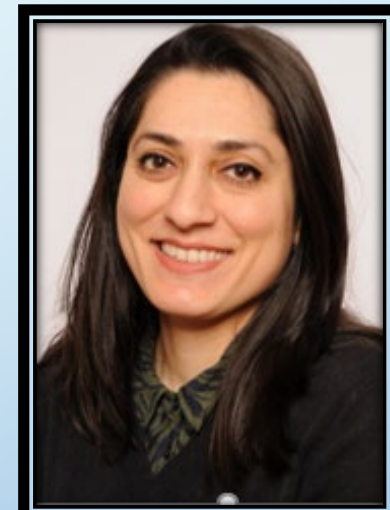
Kam P



Dajinder



Geeta



Kam G

UNIFORM

All children are expected to wear full school uniform. Please ensure it is labelled with their name and class.

At Falcons, the uniform is:

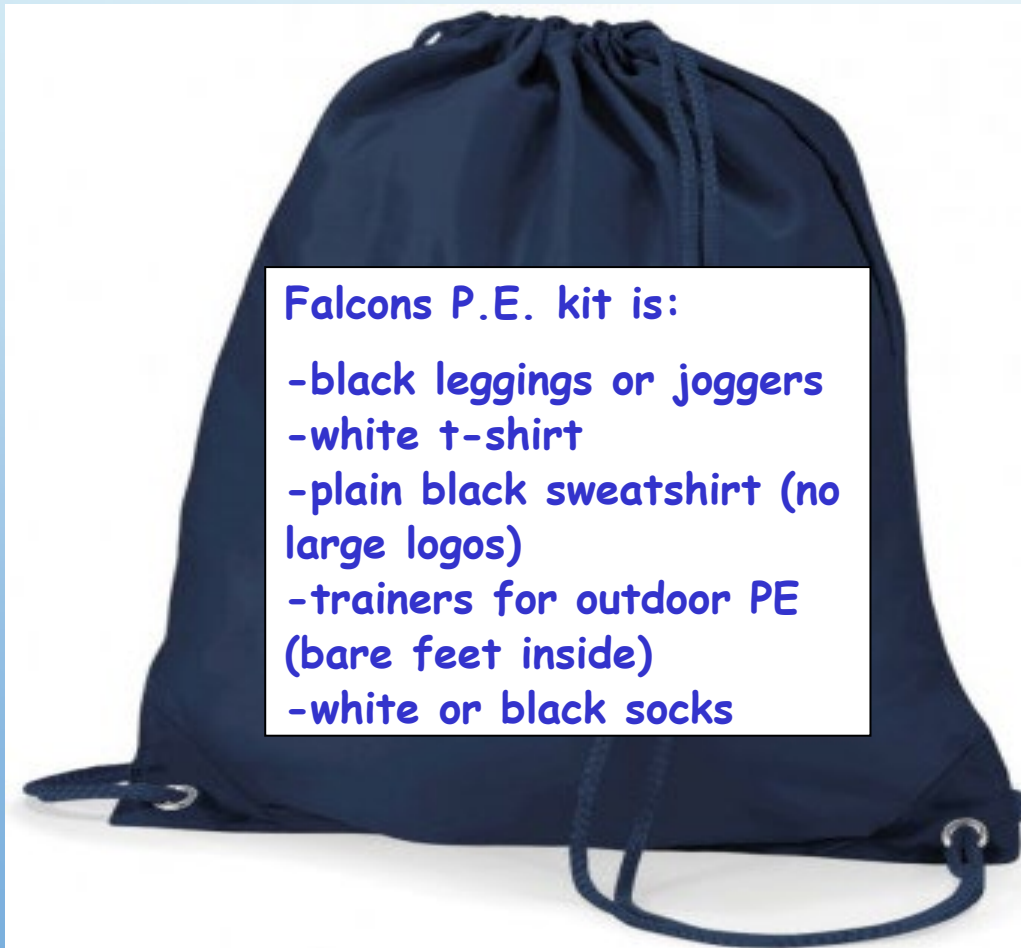
- black school shoes
- grey or white socks
- grey trousers or
- grey or navy skirt/ pinafore with navy tights or leggings
- white polo shirt (Reception only)
- white school shirt (Year 1 +)
- tie (Year 1 +)
- navy cardigan/ jumper/ sweatshirt
- blazer (optional)

Additional items which may be worn:

- plain, navy blue head coverings or hair accessories
- simple stud earrings
- religious items

P.E - THURSDAYS AND FRIDAYS

Your child must come into school wearing their P.E kit. If your child does not have PE kit in school for their PE lesson, you will be contacted and required to bring it in before the lesson.



Falcons P.E. kit is:

- black leggings or joggers
- white t-shirt
- plain black sweatshirt (no large logos)
- trainers for outdoor PE (bare feet inside)
- white or black socks

Please use a drawstring bag, NOT a rucksack.

Falcons PE bags can be purchased from Uniform Direct.

www.uniform-direct.com

WHAT ELSE DOES YOUR CHILD NEED TO BRING TO SCHOOL?

All pupils from reception to Year 6 need to bring a book bag to school each day.

They need to carry books and homework to and from school in a way that keeps the books flat and in good condition. No large bags or rucksacks please. Falcons book bags can be purchased from Uniform Direct (www.uniform-direct.com).

If your child has packed lunch, please send it in a suitable **NAMED** packed lunch bag similar to the one shown. Again, no large bags please.

Your child does not need to bring their own pencil case or equipment as this can lead to upset when things get lost. We provide all equipment needed in school.



CHECK OUT OUR NEW DINNER MENU!

PLEASE ENSURE YOU BOOK YOUR CHILD'S DINNER BY THURSDAY

Autumn/Winter 2026-27		Allergens: (D) Dairy (G) Gluten (S) Soya (Mu) Mustard (Ce) Celery (Su) Sulphur	
Week 1		Week 2	
MAIN OPTION	DESSERT	MAIN OPTION	DESSERT
R Wholemeal Vegetable Rainbow Pasta (G, D) G Dal Fry & Mixed Rice (Mu) Y Jacket Potato with Beans & Cheese (D)	Peach Yoghurt (D)	R Mixed Bean Salad Wrap with Wedges (G) G Black Eye Beans & Mixed Rice (Mu) C. Y Jacket Potato with Beans & Cheese (D)	Strawberry Yoghurt (D)
R Wholegrain Bean Burritos & Dip (G, S) G Dum Aloo & Naan (G, Mu) Y Jacket Potato & Bolognese	Banana & Date Cake (G)	R Bombay Sandwich & Roast Veg (G, Su, Mu) G Cauliflower & Peas Sabji & Wholemeal Wrap (G, Mu) Y Jacket Potato & Bolognese	Pineapple Cake (G)
R Vegetable Pastry & Beans (G, Su) B. Rajma & Wholegrain Rice (Mu) Y Jacket Potato & Mixed Bean Chilli	Autumn/Winter Fruit Salad	R Vegetable Macaroni Cheese (G, D) B. G Vegetable Sambhar & Wholegrain Rice (Mu, Su) Y Jacket Potato & Mixed Bean Chilli	Autumn/Winter Fruit Salad
R Protein Tikka Panini & Broccoli (G) B. G Potato & Peas Sabji and Wholemeal Tortilla (G, Mu) Y Jacket Potato & Chickpea Tuna (Su)	Dry Fruit Rice Pudding (D)	R Potato Waffle, Beans & Roasted Vegetables (G) G Chana Masala & Naan (G, Mu) Y Jacket Potato & Chickpea Tuna (Su)	Fruity Custard (D)
R Margarita Pizza (G, D) G Spinach & Corn Pulav with Yoghurt (D, Su) Y Jacket Potato & Sweetcorn (Su)	Fruit Yoghurt Ice Cream (D)	R Corn Pizza & Chips (G, D) G Vegetable Biryani & Raita (Mu, D, Su) Y Jacket Potato & Sweetcorn (Su)	Vanilla Yoghurt Ice Cream (D)
Week 3		Week 4	
MAIN OPTION	DESSERT	MAIN OPTION	DESSERT
R Vegetable Nuggets & Roasted Vegetables (G) G Green Mung Dal & Wholegrain Rice (Mu) Y Jacket Potato with Beans & Cheese (D)	Raspberry Yoghurt (D)	R Spaghetti Bolognese (G) G Matar Paneer & Naan (G, Mu, D) C. Y Jacket Potato & Bolognese	Mango Cake (G, D)
R Quesadilla in a Wholemeal Wrap with Corn-on-the-Cob (G, Su) G Dal Makhani & Rice (D, Mu) Y Jacket Potato & Mixed Bean Chilli	Autumn/Winter Fruit Salad	R Mash with Beans & Cheese (D) B. G Pav Bhaji (G, Mu, Su) Y Jacket Potato & Chickpea Tuna (Su)	Mixed Fruit Custard (D)
R Pepper Pizza & Chips (G, D) G Potato & Peas Pulav with Wholegrain Rice & Raita (Mu, D) Y Jacket Potato & Sweetcorn (Su)	Yoghurt Ice Cream (D)		

BREAD, FRESH SALAD BAR, FRUITS AND GREENS ARE AVAILABLE DAILY with a Meal

Week 1:
24/8, 14/9, 5/10, 2/11, 23/11, 14/12

Week 2:
31/8, 21/9, 12/10, 9/11, 30/11

Week 3:
7/9, 28/9, 26/10, 16/11, 7/12

Did you know... technically...pizzas has fruit on it!

The school dinners are healthy and delicious!

All parents of pupils from Reception to Year 6 must book their child's meal choices for the following week by the end of Thursday. For example:

Choose your child's menu options and book on School Money.

COST

Reception, Year 1 and Year 2: FREE

Years 3-6: £2.60/ day

Pupils in receipt of Pupil Premium funding: FREE

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

FOR THIS WEEK

**BOOK
NOW**

HEALTHY BIRTHDAYS

We ask parents who wish to celebrate their child's birthday with their class to ensure any treats brought in are healthy. **No cakes, crisps or sweets please.**

You may wish to donate a class book or a range of books for children to enjoy.



BIRTHDAYS

As part of our commitment to healthy eating at school, we kindly ask that families **do not send sweets or unhealthy snacks** to celebrate birthdays.

Instead, we encourage a meaningful alternative: **donate a book** to the classroom or school library in honour of your child's birthday!



HOME- SCHOOL PARTNERSHIP

We value parents and believe that children achieve best when parents and school work together.

Class Dojo is used to:

- celebrate children's achievements.
- keep parents informed about learning.
- share information about class activities, e.g. PE, trips.
- send out important messages and information.

Parents/ Carers should:

- check Dojo throughout the week.
- respond to posts by liking or commenting to show interest.
- only post positive messages on Class Story.
- contact the teacher privately through Class Dojo messaging with concerns, sensitive information, or with anything about their own child or another pupil.



ALL URGENT MESSAGES AND REPORTING OF ABSENCES MUST STILL BE DONE THROUGH THE SCHOOL OFFICE.

HOME- SCHOOL PARTNERSHIP

Our Falcons Newsletter celebrates achievement and school news as well as giving important information. It is sent out electronically, several times each half term, but we are also happy to provide families with paper copies.

Please **let the office or class teacher know** if you would like a paper copy of the Newsletter sent home with your child.



PARKING

This is a tricky issue at almost all city primary schools and we are no exception. Please park safely with consideration for neighbouring residents, other road users, and our own families who are trying to walk safely to school.



PLEASE DO NOT:

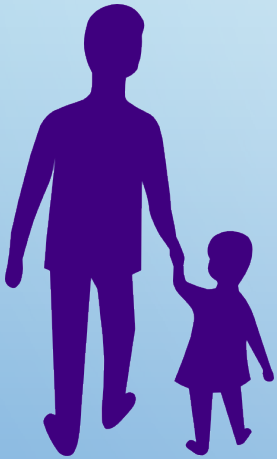
- park on double yellow lines or zigzags.
- park, even partly, over residents' drives.
- park on the pavement.
- park on Highwood Drive (the small road up to the main entrance) at all.

PLEASE DO:

- walk to school if possible.
- park at The Emerald Centre or Humberstone Heights golf course.
- find an alternative place to park a few streets away from Falcons and walk the rest of the way.

KEEPING YOUR CHILD SAFE

At Falcons, we take our duty of care towards your child very seriously. Like all other schools in the UK, we are required to have robust safeguarding procedures and all our staff are trained to follow these.



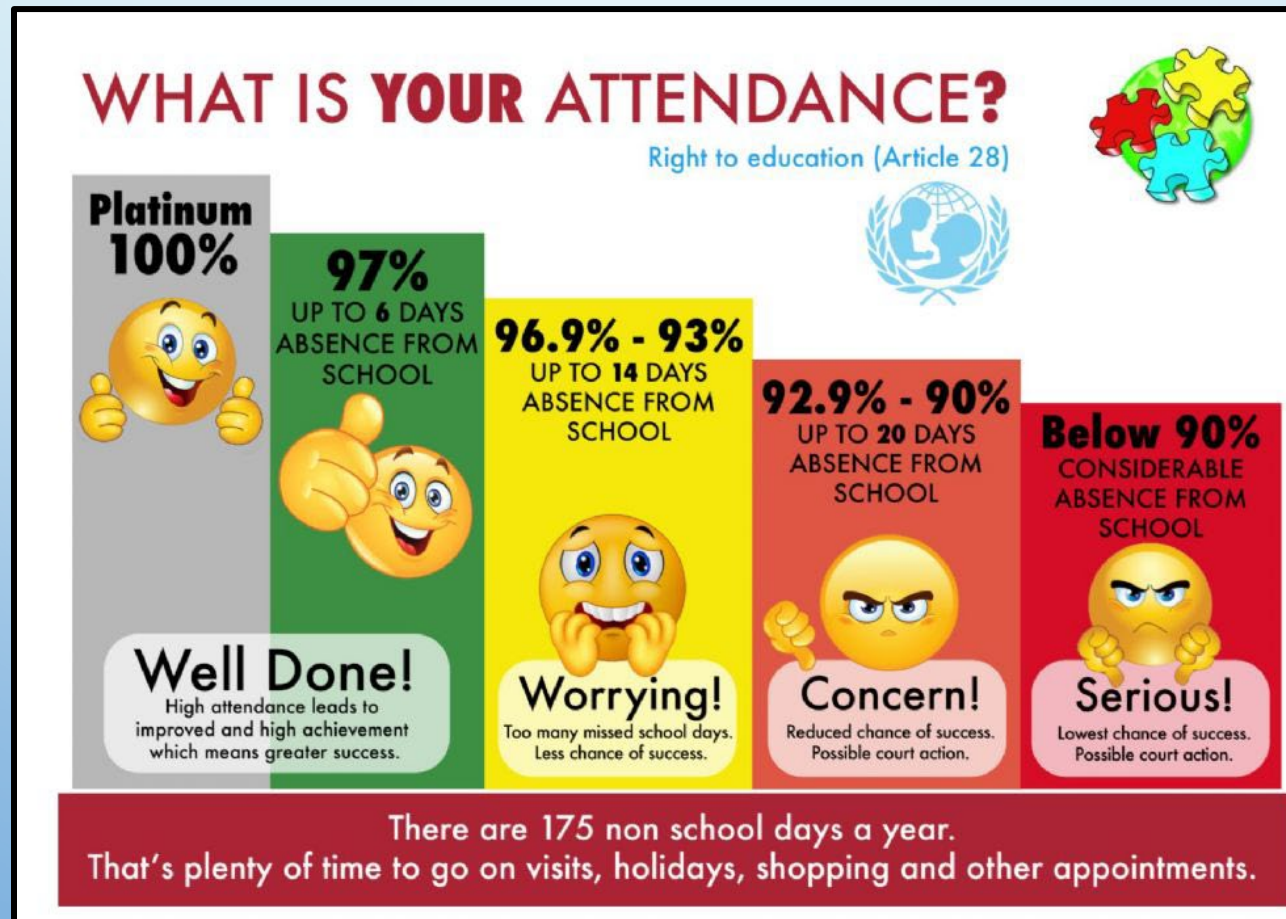
From time to time, we may have concerns about your child's health or well-being. This might be because of something we have observed or something they have told us in school, and the class teacher, Mrs Mann (our safeguarding lead) or Mrs Young (our deputy safeguarding lead) may ask to speak to you privately about it.

This is normal and is not something you should feel worried or annoyed about. We speak to a lot of parents about things like this! It is just part of our commitment to keeping your child safe and happy.

ATTENDANCE

Please bring your child to school every day that they are well enough to come. Holidays must not be taken during term time as they have a huge impact on achievement and will not be authorized.

If your child is ill, please report their absence to the school office before 9.30am each day of their absence.



Persistent lateness also affects achievement. If your child arrives late more than twice in a 2 week period, we will meet with you to discuss the issue.

GET THE SCHOOL YEAR OFF TO A GREAT START!

- Make sure that your child gets enough sleep. Children in Year 6 should have 9 - 12 hours sleep a night.
- Do not allow use of phones or other screens after bedtime.



- Keep your child safe online by talking to them about what games and sites they are using.
- Supervise your child's use of online devices in a shared area, not their bedroom.
- Use appropriate privacy settings and parental controls.
- Attend online safety workshops which will be held in school and read any e-safety advice that we send you.

CLASS TIMETABLE

	8.30 8.35	8.35-9.00	9.05- 9.30	9.30-10.30	10.30- 10.35	10.35 - 10.50	10.50-12.00	12.00 - 12.57	1.00- 1.20	1.20- 2.40		2.40- 3.00
Monday	Reg	Spelling/ Phonics	Values Assembly	Maths	Milk and Fruit/Story	Break time	Literacy Reading	Lunchtime	ERIC	Topic		Class novel
Tuesday	Reg	Spelling/ Phonics	Sikh Assembly	Maths			Literacy Writing (including handwriting)		ERIC	Topic		Class novel
Wednesday	Reg	RE/ Sikh Studies		Maths			Literacy Writing (including handwriting)		ERIC	PE 1 hour	Show and Tell/ <u>Oracy</u> 40 minutes	
Thursday	Reg	Spelling/ Phonics	Singing Assembly	Maths			Literacy Writing (including handwriting)		ERIC	Jigsaw 40 minutes	Science	
Friday	Reg	MFL <u>Oracy</u>	Special Mentions Assembly	Swimming			Swimming		Topic		Music	Class novel

OUR TOPICS THIS YEAR

History Topics:

The Victorians

Ancient Greeks

Geography Topics:

Deserts

Fieldwork

Science Topics

Light

Animals including humans

Evolution and inheritance

Living things and their Habitats

Electricity

SCHOOL TRIPS AND WOW EXPERIENCES

Term	History	Geography	Art	DT	RE/Sikh studies
Autumn 1	Visit to Beaumanor Hall			Making an automata toy	
Autumn 2		Making a model of the Mojave Desert	Create a painting in the style of an artist - on canvas		Guru Nanak Dev Ji's Gurpurab
Spring 1	Make an Ancient Greek Pot			Design and make a steady hand game	
Spring 2				Come Dine with Me experience	
Summer 1		Fieldwork	Create a sculpture		Vaisakhi
Summer 2					Visit to the Gurdwara

Trip to Gulliver's Land in the Summer Term

SIKH STUDIES/R.E.

Autumn 1 Sikh Studies	Lesson 1: I can understand the importance of the 3 Sikh principles in Sikhism and how they can be applied in everyday life.
	Lesson 2: I can discuss the meaning of <u>Raj Karega Khalsa</u> .
	Lesson 3: I can discuss the reasons why people join the Khalsa.
	Lesson 4: To discuss what the <u>Sarbat Khalsa</u> is in Sikhism.
	Lesson 5: I can explain the importance of the <u>Sikh Rehat Maryada</u> .
	Lesson 6: I can say why the <u>Pani Pyare</u> were good leaders.
Autumn 2 Believing Why do some people believe God exists? What do religions say to us when life gets hard?	Lesson 1: To be able to recap what Sikhs, Hindus, Muslims, Christians and Jews believe about God.
	Lesson 2: To find out how many people in our local are believe/do not believe about God. To learn the words theist, agnostic and atheist.
	Lesson 3: To be able to understand and explore reasons why people do/do not believe in God.
	Lesson 4: To discuss benefits and challenges of believing or not believing in God in Britain today.
	Lesson 5: To explore how religions help people when times are tough.
	Lesson 6: To discuss how some 'big questions' do not have easy answers, and how people offer different answers to questions about life, death and suffering.
Spring 1 Sikh Studies -	Lesson 1: Visit to the Gurdwara
	Lesson 2: To design a Gurdwara for the future.
	Lesson 3: I can learn about the life of Baba Banda Singh Bahadur.
	Lesson 4: To understand why the <u>Guru Granth Sahib Ji</u> is seen as the living Guru.
	Lesson 5: I can discuss how the <u>Guru Granth Sahib Ji</u> was compiled.

Pick a Bani: Upset- Mitr Pyare Nu Weak- Joap Sahib Lonely- Tu mera rakhia Sinned- Ardas Worried- Anand Sahib Anxious- Salok Mahalla 9 Unhappy- Sukhmani Sahib In danger- Chaupai Sahib Depressed- Asa Di Vaar Lack of faith- Sidh Goshit Need courage- Zafarnama Need direction- Japji Sahib	Lesson 6: I can understand the different times prayers are recited from the <u>Guru Granth Sahib Ji</u> . (e.g. weddings, birthdays, celebrations, celebrating happiness and sadness etc).
Spring 2 Expressing - If God is everywhere, why go to a place of worship? Is it better to express your religion in arts and architecture or in charity and generosity?	Lesson 1: To discuss places where people might feel God is more present.
	Lesson 2: To compare three religious places of worship and explain some similarities and differences between the sacred buildings.
	Lesson 3: To learn about the different ways people may worship.
	Lesson 4: To find out about some religious art and discuss how it might be used in different religions.
	Lesson 5: To understand the importance of being generous and charitable across three different religions.
	Lesson 6: To discuss why some religious communities believe that giving money away is important.
Summer 1 Sikh studies	Lesson 1: I can understand the importance of <u>Guru Gobind Singh Ji</u> and the great sacrifices and contributions made to <u>Sikhi</u> .
	Lesson 2: I can research and conduct an in-depth study about a Sikh Guru.
	Lesson 3: I can research and conduct an in-depth study about a Sikh Guru.
	Lesson 4: I can showcase my understanding and in-depth study about one of the <u>Gurus</u> . (Children to present their presentations - this could take over a couple of lessons. Children can be split up and sent to different year groups to present too)
Summer 2 Living - What matters most to followers of specific religions?	Lesson 1: To discover the meaning of some key ideas in three religions.
	Lesson 2: To compare similarities and differences between three religions.
	Lesson 3: I can conduct an independent project comparing the key ideas/beliefs/values and practices of three religious or non-religious groups. (This may take over 2/3 lessons).

VALUES

Month	Value
September	Resilience
October	Integrity
November	Bravery
December	Peace
January	Gratitude
February	Respect
March	Responsibility
April	Empathy
May	Compassion
June	Honesty
July	Fairness

Falcons Behaviour Ladder

Behaviour: always following school and class behaviour expectations

Consequences: green dots, house points, certificates, rewards and feeling proud!

Behaviour: briefly forgetting to follow expectations.

Consequences: verbal reminder

Behaviour: disrupting learning; distracting others; not listening/ following instructions; minor unkind comments or behaviour; not stopping/ lining up quietly outside.

Consequences: blue card

Behaviour: continuing poor behaviour after blue card; name calling/ being unkind; hurting physically (minor); intentionally causing slight damage to equipment or the school environment; lack of effort in work despite prompts/ support; lying about own behaviour/ incident.

Consequences: yellow card, guidance from adult

Behaviour: continuing any of the above behaviours after yellow card; answering back/ disrespecting any adult in school; aggressive behaviour (hitting, punching, etc.); swearing or any verbal abuse; bullying/ selective friendships/ deliberate exclusion of others; stealing; lying about other children/ adults.

Consequences: red card, involvement of Mrs Mann or Mrs Young, parents/ carers informed, missing lunchtime in 'Reset Room'.

Behaviour: more serious than red level

Consequences: above, parent/ carer meeting with Mrs Mann/ Mrs Young, sanctions in line with school policies; added to pupil record.

READING EXPECTATIONS IN YEAR

We expect the children to read at least four times a week.

- **IT IS VERY IMPORTANT TO NOT ONLY LISTEN TO YOUR CHILD READ, BUT MORE IMPORTANTLY TO QUESTION WHAT THEY HAVE READ.**
- **ENCOURAGE YOUR CHILD TO READ OUT ALOUD AS OFTEN AS YOU CAN**
- **CHILDREN IN YEAR 6 SHOULD READ LOTS OF DIFFERENT TYPES OF TEXTS (JOIN YOUR LOCAL LIBRARY) TO WIDEN THEIR VOCABULARY.**

READING DIARIES

Children are to fill in their own reading diary- but must get an adult to initial.

The image shows a blank reading diary form. It is divided into two main sections. The top section is a table with two columns: 'Date, book and page number' and 'Comments'. The bottom section is titled 'Tricky words, or words with unusual spellings, e.g. school' and contains a table with four columns and three rows.

Date, book and page number		Comments	

Tricky words, or words with unusual spellings, e.g. school			

OTHER HOMEWORK EXPECTATIONS IN YEAR

- Homework is given out weekly and is marked the following week.
- Homework consists of:
- Reading
- Comprehension
- Maths (reflects what the children have been learning in class that week)
- Grammar/arithmetic sheet.
- Children are encouraged to speak to their teacher if they find any of the work given too difficult.

MATHS LEARNING AT HOME



As a school, we subscribe to two online platforms that your child can go on at home to build their Maths skills. Please encourage them to use **Times Tables Rockstars** regularly at home and to take part in competitions that will run throughout the year.

Children's logins for both **Times Tables Rockstars** have been stuck in the front of their homework books.



Exciting New Maths Family Scrapbooks!

One fun family maths activity every month!

- Every pupil will receive a Maths Family Scrapbook
- Inside will be an engaging maths activity for the whole family
- Activities can be adapted to suit your family
- Use photos, drawings, calculations or diagrams
- Pupils will have one month to complete each activity
- The aim is to make maths fun and develop a further love of maths!

Coming Soon



Family Maths Workshop

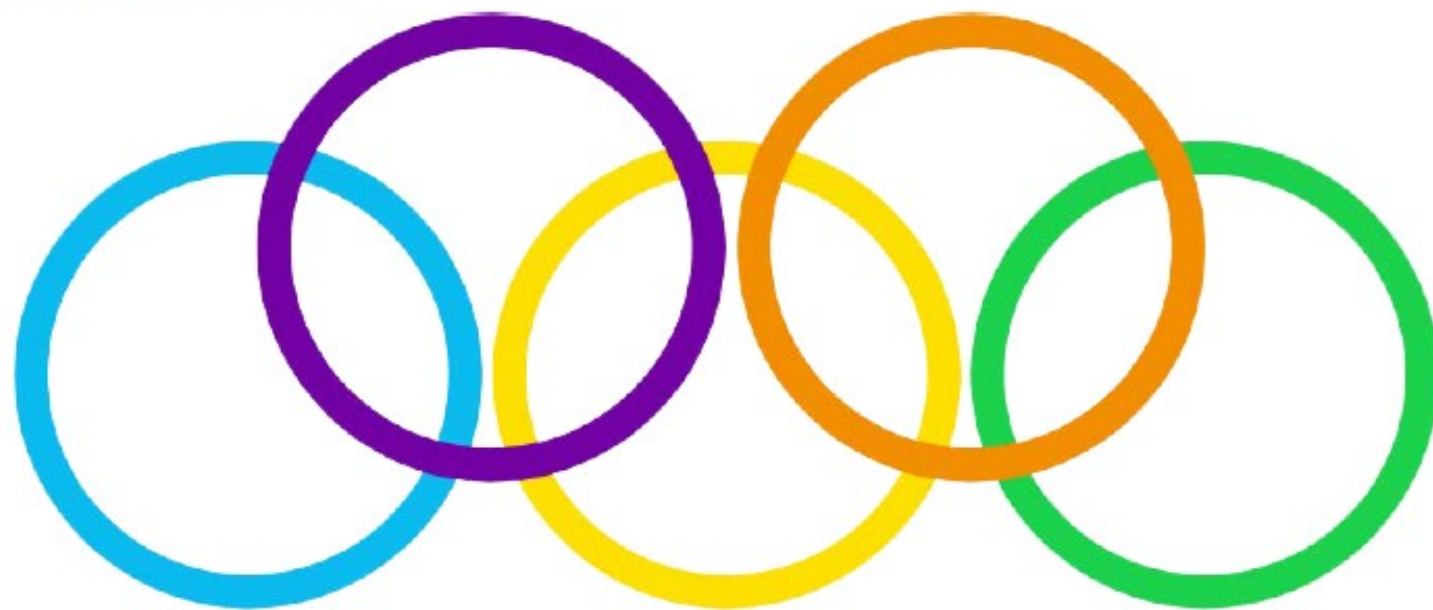


Parent Questionnaire

A circus clown has a set of five juggling rings in different colours. Before he starts his act he lays them out so they overlap.

This creates 9 separate areas within the rings. Can you place all the numbers from 2-10 in each of these areas so that each complete circle adds up to an even number?

There is more than one answer so challenge all your family!



Curriculum Link

Use mental calculations to solve problems; working systematically.

SATS PREPARATION

- We prepare the children in year 6 for their sats through the homework we give them and assessments. To ensure the results of these assessments are accurate we do ask parents not to download past sats papers for children to complete at home.

APPLYING FOR SECONDARY SCHOOL

- Please ensure that you fill in your application correctly and that you have entered the correct number of school choices on the form.

The background is a light blue gradient. In the top-left corner, there are several water droplets of varying sizes, some overlapping. In the top-right corner, there are a few more droplets. In the bottom-right corner, there is a cluster of droplets, including a large one. In the bottom-center, there are a few small droplets.

ANY QUESTIONS?