

Year 6 Handbook



Contents



	pa0Hge
Introduction	3
The School Day	4
School Uniform	5
Timetables	6
Curriculum	7
Homework & Key Words	10
Equipment	13
Reports and Parents' Evenings	14
Extra Curricular	15
Medical	16
Excursions	17
Food	17
Bus Service	18
Special Events	20
Exams	21
Contacting Us	22



Welcome to Year Six!

The purpose of this booklet is to provide you with information specific to Year Six. We hope you will find it useful.

Teachers:

Year 6O'S – Miss Elizabeth O'Sullivan

Miss O'Sullivan, Irish, is British trained, having qualified at L.S.U. College, University of Southampton. She obtained the Catholic Teacher's Certificate in Religious Studies and she also has a certificate in T.O.E.F.L. She taught in bi-lingual schools in France and Spain, before returning to the British educational system. She has over thirty years teaching experience.

Year 6O'R – Mr Gabriel O'Reilly

Mr O'Reilly is an Honours graduate in Economics from the University of Surrey and obtained a P.G.C.E. in Business Education from Manchester Metropolitan University. He taught for three years in Northern Ireland, in a Special Needs Unit for pupils with moderate learning difficulties, obtaining an Advanced Certificate in Special Educational Needs from Queens University, Belfast. He has taught at ISM for over eleven years.

Support Teacher:

Mr Christian Francke

Mr Francke has a degree in Hispanic, French and German Philology from the University of Potsdam, Germany and studied for the 'CAP' at the Universidad Complutense, Madrid. He has much experience of working with children of various nationalities in summer camps and has also worked as a language teacher in the Escuela Oficial de Idiomas and I.E.S. in Madrid. This is his fifth year at ISM. He teaches French to the Year 5 and 6 classes and also works as a support teacher.

The School Day



Term Dates

Autumn Term

Tuesday 13th September until Wednesday 21st December (inclusive)

Spring Term

Monday 9th January until Thursday 29th March (inclusive)

Summer Term

Tuesday 10th April until Friday 22nd June (inclusive)

School Hours

The school hours are 8.35 am until 4.00 pm.

Arrival at school

Children in Year 6 should enter the school via the Rosa Jardón gate between 8:25 am and 8:35 am. Only children who are brought by bus may use the other entrance.

On arrival, children in Year 6 should line up in the main playground. If it is raining they will be allowed to wait inside the hall. The bell will be rung at 8:35 am and the children will be taken up to class by their teacher. Any child who arrives after 8:35 am must make his/her own way up to class. Children in Year 6 must **not** be brought to class by their parents.

Classes begin promptly at 8:45 am. Anyone arriving after this time will be marked as late in the register.

Dismissal from school

School finishes at 4:00 pm. Children in Year 6 should be collected from the playground. Parents, carers and children must vacate the premises by 4:15 pm. Anyone who has not been collected by this time will be taken to the office.

School Uniform

The wearing of uniform is compulsory from 19th September 2011. It is available for purchase at "EL CORTE INGLÉS" (colegios): P^o Castellana and Sanchinarro

Summer Uniform:

Summer uniform should be worn from 19th September until 21st October and then again from 10th April until 22nd June.

- Short sleeved, turquoise polo shirt
- Navy blue I.S.M. sweat shirt
- Grey trousers, shorts or skirt
- School blazer should be worn instead of sweatshirt for assemblies on Mondays and for church services.

Winter Uniform:

Winter uniform should be worn from 24th October until 29th March.

- Navy blue blazer with school badge on pocket. (*In Year 6 this should be worn every day, except when tracksuit is worn, whilst in winter uniform.*)
- Grey v-necked pullover with embroidered letters I.S.M.
- Pale blue, long sleeved shirt.
- Striped pale red and grey tie
- Grey trousers, shorts or skirt
- Blue or white socks. Blue or white tights are allowed in winter.
- Blue or black shoes (no boots are allowed.)

Sports Uniform:

Children should wear their sports uniform on the days in which they have PE or swimming classes. Children in Year 6O'S should wear the sports uniform on Tuesdays, Thursdays and Fridays. Children in 6O'R on Tuesdays, Wednesdays and Thursdays.

- Dark blue I.S.M. track suit
- Dark blue I.S.M. shorts
- White I.S.M. t-shirt
- White socks
- White or black trainers (brightly coloured trainers are NOT allowed)

Please write children's names clearly in all items of clothing.



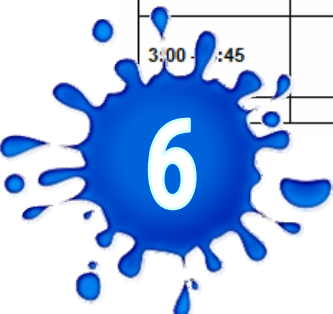
Timetables

Year 6O'S

2011/12 – Liz O'Sullivan – Year 6O'S					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:35 – 8:45	Registration	Registration	Registration	Registration	Registration
8:45 – 9:30	Assembly 8:50 – 9:30	Spanish 8:45 – 9:30	Science 8:45 – 10:00	Guided Reading 8:45 – 9:15	Spanish Music 8:50 – 9:30
9:30 – 11:00	Mathematics 9:30 – 10:30	English Music 9:30 – 10:10		Mathematics 10:00 – 11:00	Mathematics 9:15 – 10:15
	Guided Reading 10:30 – 11:00	Mathematics 10:10 – 11:00	Religion / Citizenship 10:15 – 11:00		Mathematics 10:10 – 11:00
11:00 – 11:15	Break	Break	Break	Break Duty	Break Duty
11:15 – 12:00	Spanish 11:15 – 12:00	Mental Maths 11:15 – 11:45	Spanish 11:15 – 12:00	PE (out) 11:15 – 11:55	Spanish 11:15 – 12:00
12:00 – 1:15	Spelling	Swimming / Sports 11:45 – 1:15	Guided Reading	Literacy 11:55 – 1:00	Spelling
	Literacy 12:15 – 1:15		Literacy 12:15 – 1:15		
1:15 – 2:15	Lunch 1:15 – 2:15	Lunch 1:15 – 2:15	Lunch	Lunch 1:15 – 2:15	Lunch 1:15 – 2:15
			Lunch Duty 1:45 – 2:15		
2:15 – 3:00	Science 2:15 – 3:00	Literacy 2:15 – 3:10	French 2:15 – 3:00	History / Geography 2:15 – 3:00	Art / DT 2:15 – 3:45
3:00 – 3:45	French 3:00 – 3:45		History / Geography 3:00 – 3:45		
3:45 – 4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2011/12 – Gabriel O'Reilly – Year 6R					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:35 – 8:45	Registration	Registration	Registration	Registration	Registration
8:45 – 10:00	Assembly 8:50 – 9:30	Mathematics 8:45 – 9:30	ICT 8:50 – 9:30	Religion / Citizenship 8:45 – 9:30	French 8:45 – 9:30
	Mathematics 9:30 – 10:30	Spanish 9:30 – 10:15	PE (in) 9:30 – 10:10	Literacy 9:30 – 10:30	Mathematics 9:30 – 10:30
10:00 – 11:00	Guided Reading 10:30 – 11:00	English Music 10:20 – 11:00	Mathematics 10:10 – 11:00		Mathematics 10:30 – 11:00
11:00 – 11:15	Break	Break	Break	Break	Break
11:15 – 12:30	Literacy 11:15 – 12:15	Mental Maths 11:15 – 11:45	Literacy 11:15 – 12:15	Mathematics cont. 11:15 – 11:55	Literacy 11:15 – 12:15
	Spelling	Swimming / Sports 11:45 – 1:15	Handwriting	PE (out) 11:55 – 12:35	Spelling
12:30 – 1:15	Spanish 12:30 – 1:15		Spanish 12:25 – 1:15	Spanish 12:35 – 1:15	Spanish 12:30 – 1:15
1:15 – 2:15	Lunch 1:15 – 2:15	Lunch 1:15 – 2:15	Lunch 1:15 – 2:15	Lunch 1:15 – 2:15	Lunch 1:15 – 2:15
2:15 – 3:00	History / Geography 2:15 – 3:05	Literacy 2:15 – 3:15	History / Geography 2:15 – 3:00	Science 2:15 – 3:45	Art / DT 2:15 – 3:45
3:00 – 3:45	Spanish Music 3:05 – 3:45	Guided Reading 3:15 – 3:45	French 3:00 – 3:45		
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Year 6O'R





We follow the English National Curriculum.
This can be found online at: <http://curriculum.qca.org.uk>

Literacy and Numeracy work is based around the Primary National Strategy.

Our topics are based on schemes of work produced by the Qualifications and Curriculum Authority (QCA).

The table below show what topics the children will be studying in Year 6. Online links to resources to support these topics can be found on the school website: <http://www.internationalschoolofmadrid.com/yearsix.htm>

LONG TERM TOPIC OVERVIEW – YEAR 6							
	Autumn		Spring			Summer	
Science	Interdependence and Adaptation	More About Dissolving	How we see Things	Micro-organisms	Reversible and Irreversible Changes	Forces	Circuits
History	The Victorians					Historical Figure from the 60's or 70's project	
Geography	Atlas and Mapping Skills		Rivers			Mountain Environment	
Art	Victorian Portraits		Venetian Masks			Artist Study: Kadinsky	
Design & Technology	Victorian Toys		Slippers			Cooking	



SPEAKING AND LISTENING

During Key Stage Two, pupils learn how to speak in a range of contexts, adapting what they say and how they say it, according to purpose and audience.

During Year 6 children will have opportunities to:

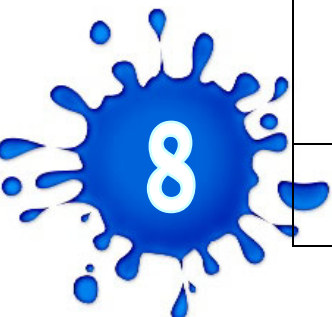
Speaking	<ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives • Participate in whole-class debate using the conventions and language of debate, including standard English • Use the techniques of dialogic talk to explore ideas, topics or issues
Listening and Responding	<ul style="list-style-type: none"> • Make notes when listening for a sustained period • Analyse and evaluate how speakers present points effectively through use of language and gesture • Listen for language variation in formal and informal contexts • Identify the ways spoken language varies according to differences in the context and purpose of its use
Group Discussion	<ul style="list-style-type: none"> • Consider examples of conflict and resolution, exploring the language used • Understand and use a variety of ways to criticise constructively and respond to criticism
Drama	<ul style="list-style-type: none"> • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires • Devise a performance considering how to adapt the performance for a specific audience • Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

WRITING

In KS2 children will have ample experience of different types of writing and for different purposes and audiences. Children will be encouraged to use their knowledge about language, applying word, sentence and text level knowledge. It is important that they begin to plan, proof-read and redraft their work, in order to become more independent in their writing.

By the end of Year 6 children should:

Phonics and spelling	<p>Use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivation of words; • using dictionaries and IT spell-checks;
Style	<ul style="list-style-type: none"> • Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language. • Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. • Write sentences in an appropriate and effective style, in relation to text type, audience and purpose. • Use conditional sentences and the passive voice.
Punctuation	<ul style="list-style-type: none"> • Demarcate sentences correctly. • Secure the use of the comma and begin to make use of other punctuation marks such as the semicolon.
Purpose and organisation	<ul style="list-style-type: none"> • Use pronouns and tenses accurately to establish textual cohesion and to avoid ambiguity. • Use a range of connecting words and phrases appropriately in different text types. • In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description and characters' responses. • In non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader. • Use paragraphs to distinguish the structure of different texts. • Relate events logically so that writing is coherent and provides good coverage of the main topic. • Use the range of different types of connectives to write coherently. • Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon or by providing persuasive reasons with examples.
Process	<ul style="list-style-type: none"> • Plan quickly and effectively, including the conclusion. • Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts.



READING

Throughout KS2, pupils will read a range of materials, using their knowledge of words, sentences and texts, to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently, reflecting on the meaning and analysing and discussing various aspects related to specific genre.

By the end of Year 6 children should:

Word recognition and phonic knowledge	<ul style="list-style-type: none"> Use knowledge of word derivations and word formation to construct the meaning of words in context
Grammatical Awareness	<ul style="list-style-type: none"> Apply grammatical knowledge when re-reading complex sentences with appropriate phrasing and intonation Read fluently, understanding and using more sophisticated punctuation marks: colon, semi-colon, parenthetical commas, dashes, brackets Understand the use of connectives as signposts to indicate a change of tone, voice, opinion – apply this to maintain understanding when reading specific types of text
Use of context	<ul style="list-style-type: none"> Identify the correct language conventions and features of different text types to sustain understanding when reading extended texts or from a range of sources Use bibliographical knowledge of non-fiction text types
Knowing how texts work	<ul style="list-style-type: none"> Identify and describe the styles of individual writers and poets Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading
Interpretation and Response	<ul style="list-style-type: none"> Distinguish between implicit and explicit points of view Comment on the success of texts and writers in evoking particular responses in the reader Analyse how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and deduction and making reference to the text Comment critically on the overall impact of poetry or prose with reference to use of language and development of themes Secure the skills of skimming, scanning and efficient reading so that research is fast and effective Appraise a text quickly and effectively and evaluate its value
Attitude	<ul style="list-style-type: none"> Declare personal preferences for writers and types of texts Decide on the quality/usefulness of a text by skim reading to gain an overall impression using bibliographical knowledge Articulate personal response to literature identifying how and why the text affects the reader

NUMERACY

The strands covered in Numeracy in Key Stage Two are: Using and applying mathematics; Counting and understanding number; Knowing and using number facts; Calculating; Understanding shape; Measuring; Handling data.

During Year 6 children should be able to:

- Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.
- Order a mixed set of numbers with up to three decimal places.
- Reduce a fraction to its simplest form by cancelling common factors.
- Use a fraction as an operator to find fractions of numbers or quantities (e.g. $\frac{5}{8}$ of 32, $\frac{7}{10}$ of 40, $\frac{9}{100}$ of 400 centimetres).
- Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities.
- Solve simple problems involving ratio and proportion.
- Carry out column addition and subtraction of numbers involving decimals.
- Derive quickly division facts corresponding to multiplication tables up to 10×10 .
- Carry out short multiplication and division of numbers involving decimals.
- Carry out long multiplication of a three-digit by a two-digit integer.
 - Use a protractor to measure acute and obtuse angles to the nearest degree.
 - Calculate the perimeter and area of simple compound shapes that can be split into rectangles.
 - Read and plot co-ordinates in all four quadrants.
 - Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning.
 - Solve a problem by extracting and interpreting information presented in tables, graphs and charts.

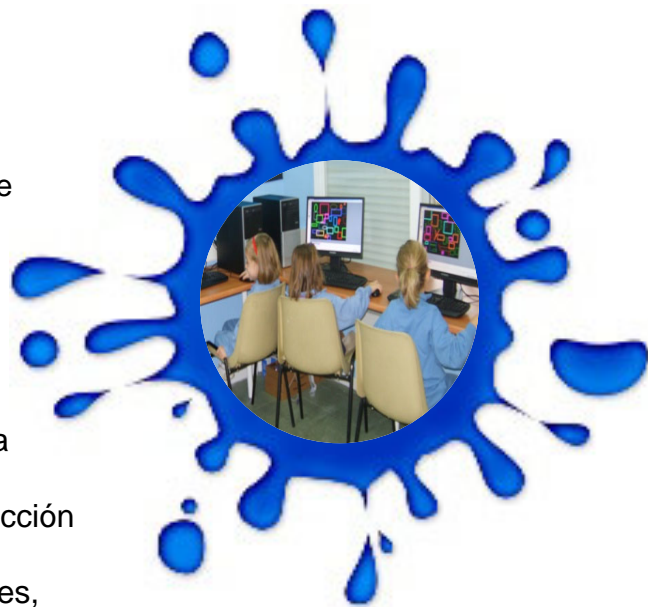


ESPAÑOL: Year 6 (5º de Educación Primaria)

En nuestras clases de Español se impartirán las áreas de **Lengua y Literatura** y de **Conocimiento del Medio**, que son las exigidas por el MEC para la convalidación de enseñanzas en los colegios extranjeros.

Objetivos:

- Dominio de la Gramática.
- Dominio de la lectura, condición indispensable para la asimilación de ideas.
- Dominio de la fraseología: recta y elegante construcción de las frases.
- Dominio del vocabulario, para que, en sus relaciones, sus lecturas etc. el niño obtenga la soltura que necesita para su formación superior.
- Dominio de la elocución, y no se trata aquí de recitar, sino de que el niño se acostumbre a hablar con propiedad.
- Dominio de la memoria, con textos escogidos.
- Dominio de la declamación, que, junto con la elocución, prepara al niño para hablar en público.
- Dominio de la ortografía, pues nada revela tanto el desorden y la incultura, como las faltas de ortografía.



Homework

Children in Year 6 should expect to have between 60 and 90 minutes homework per night.

English – 20-30 minutes

This will include reading, learning spellings for a weekly test and other Literacy tasks.

Mathematics – 20-30 minutes

Spanish or French – 20-30 minutes

Children will regularly be asked by the Spanish teacher to complete tasks from their Spanish textbook. Once a week children will be given French homework.

Other homework

Occasionally, instead of one of the above subjects, teachers may give homework or research tasks related to another topic, such as science or history. Children should always write down the homework in their homework diary. The teacher will always explain to the children what they have to do and when the homework should be done by. Children who do not complete homework will receive a letter home and may be asked to do a detention.













Homework Folders and Homework Diaries

Children in Year 6 should have a plastic envelope folder in which to keep their reading book, reading journal, spelling journal, homework diary and homework. Children should bring this folder to school every day. The homework diary is where pupils write down their homework each day. It may also be used as a means of communication between home and school. If the diary does contain a message from home, the child is expected to show this to the teacher themselves.

Equipment

Children in Year 6 should bring the following equipment to school on the first day.

A large school bag.	
A plastic cup with a handle.	
A pencil case, fully equipped with coloured pencils, crayons, rubber, sharpener, etc.	
A packet of 12 pencils for writing.	
4 glue sticks (40g)	
A recorder (flauta dulce) and an A4 plastic envelope folders to store music.	
An old T-shirt for painting.	
A packet of 4 whiteboard markers.	
A loose-leaf file with separators or a packet of 10 A4 plastic envelope folders.	
A fountain pen and spare cartridges.	

Reports and Parents' Evenings

We have three parents' evenings a year and we send home written reports twice a year for children in Nursery.

Friday 30th September

We have an open night where parents are invited to see the books and equipment their children will be using and hear what will be expected of the pupils during the coming year. Teachers will also give guidelines on how you can help to support your child.

November

We will send home a brief report about each child in Year 6 on Friday 4th November and then on Friday 11th parents and teachers meet on an individual basis to discuss how the child is settling in to the new class.

December

Children in Year 6 will have exams at the end of November/beginning of December. The results will be sent home to you in December.

February

Detailed reports about every child are sent home. Parents are again invited to attend parent / teacher conferences.

June

Detailed reports are written about each child and parents are asked to pick them up on the last day of June. Teachers are available to talk about the reports as desired.

Grades

In Key Stage Two effort grades that can be given are:
Excellent; Very good; Good; Satisfactory; Needs to Improve.

An attainment mark will also be given. This mark is out of 10. Someone who is scoring '7' out of 10 is achieving in line with expectations for a child of that age.

Levels		Approx. Report Grade
5b		10
5c		9
4a		8
4b	Expected level at the end of Y6	7
4c		6
3a		5
3b		4
3c		3



Extra Curricular Activities



Extra curricular activities begin on 3rd October.
The following activities are available for children in Year 6:

Chess – Mondays, 4:00 – 5:00pm

The chess classes are run by David Rodríguez.

Ballet – Mondays and Wednesdays, 4:10 – 5:05pm

The ballet teacher is Susanna Cortés-Breton.

Judo – Tuesdays and Thursdays, 4:00 – 5:00pm

The Judo teacher is Jesús Rivas, who has been in the school almost as long as Mrs. Mazón!

Computer Club – Tuesdays, Wednesdays and Thursdays, 4:00 - 5:00pm

During this time pupils will develop their ICT skills with Mr Stewart.

Modern Dance – Mondays, 5:10 – 6:05pm or Fridays 4:00 – 5:00pm with Mr Roberto.

Basketball – Tuesdays, 4:00 – 5:00pm with Mr Daniel.

Football – Wednesdays, 4:00 – 5:00pm with Mr Daniel.

Religion

Religion is an optional subject at ISM in which Christian morals and doctrine are taught. In Reception and Year 1 Christian stories are told but most of the emphasis is on correct behaviour, the reasons for the same and respect for others in one's society and environment. From Year 2 up there is more attention to doctrine, especially in Year 4 when pupils are prepared for First Communion. The lessons are taught within the school day by Mrs Mazón and Miss Martín. Pupils who do not attend RE lessons have Citizenship. **If you do not wish your child to attend Religion classes please let us know.**

Swimming and Sports

Swimming takes place during the school day. In Year 6 swimming is **compulsory** for all students and you will not be billed separately for this. Swimming for Year 6 will take place on Tuesday mornings during the Spring term. We use the swimming pool in the Hortaleza Polideportivo. Children should bring a swimming costume, towel, swimming hat and flip flops in a sports bag on swimming days. Children will only be excused from swimming classes if there is a genuine medical reason and this is conveyed to the class teacher in writing.

On Tuesday mornings during the Autumn term, children in Year 6 will visit the Pradillo sports centre for outdoor PE lessons.

Medical Check-up

All children receive a medical check up from a qualified doctor in the autumn term and the bill for this is included in the first term's bill.

Insurance

Pupils are covered by insurance for accidents. If an accident occurs during school hours, children are taken immediately to a local clinic. Parents are informed as soon as the accident occurs and are invited to accompany the child, if they think it appropriate.

Medicines

Please note that the school is only able to administer medicines that have been **prescribed** by a doctor. The medicine must be brought in its original container and handed to the teacher for safe keeping. **Written instructions** for administering the medicine must be provided (e.g. the dosage, the time it should be taken, etc.) We cannot administer any medicine without WRITTEN consent from the parent.

Head Lice

We sometimes have parents contact the school to voice their concerns about head lice. Please be aware, however, that the guidance we have states very clearly that we should not exclude children with head lice from school.

Please check your children's hair regularly for lice and be aware of the following:

- Head lice are tiny insects with six legs. They are just a few millimetres long. They live on, or very close to the scalp and don't wander far down the hair shafts for very long.
- **Nits are not the same thing as lice.** Lice are the insects that move around the head. Nits are egg cases laid by lice, stuck on to hair shafts. They are smaller than a pinhead and are pearly white.
- If you have nits it doesn't always mean that you have head lice. When you have got rid of all the lice, the nits will stay stuck to the hair until it grows out.
- **You only have head lice if you can find a living, moving louse (not a nit) on the scalp.**

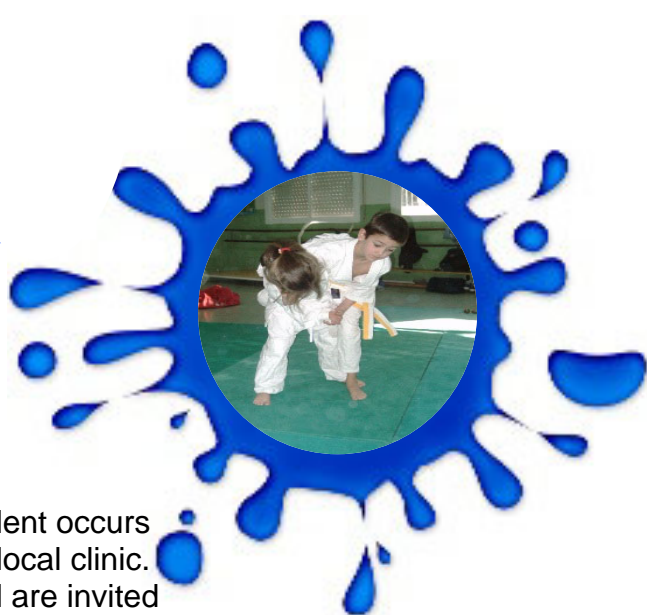
Head lice do not jump from head to head or indeed from head to objects. They are only transmitted by direct, prolonged (more than one minute) head to head contact. Therefore transmission of head lice in a classroom is relatively rare.

- At any one time **all** schools will have a few children who have active infection. This is usually between 0% to 5%, rarely more. The *perception* of parents is often that there is a serious "outbreak" with many children infected. This is hardly ever the case.
- Angry parents often suggest that routine head inspections should be reintroduced. However, they were never effective.
- If you catch one or two lice, they may breed and increase slowly in number. At this stage, most people don't have any symptoms and won't know they have lice unless they look very carefully for them.
- For the first two or three months, there is usually no itch, but then the scalp may start to itch badly. This is due to an allergy, not to the louse bites themselves.
- Most people only realise they have head lice when this itch starts. By then they've had lice on their head for two or three months without knowing it.

If you are sure you have found a living louse:

- Check the heads of all the people in your home.
- Only treat those who have **living, moving lice**.
- Treat them all at the same time with a head louse **lotion** (consult your **pharmacist**.)
- Remember, never use the lotions unless you are sure you have found living, moving head lice (**not** nits).

Try not to worry too much about head lice. They rarely do any harm other than causing an itchy scalp.



Excursions

All classes take one excursion a term and the school meets the cost of the *transport* for these trips within city limits. Entrance costs, etc. must be paid for separately.

During 2010/11 the children in Year 6 visited:
Autumn term: Plaza Mayor Christmas Market
Spring term: Teatro Sanpol
Summer Term: Royal Observatory

Occasionally children may go with their teachers and assistants on walks around the local area (for example, to the local park.)

If you object to your child going on local walks, please let us know in writing.



Food



All children are required to have school lunches. These are cooked on the premises by Aramark. We aim to provide a healthy and balanced diet and therefore a typical weekly menu will adhere to the following principles: rice - once per week; pasta - once per week; legumes – once or twice per week; potatoes - once or twice per week; eggs - once per week; meat – three times per week; fish – once per week; vegetables/salad – every day; fruit – four times per week.

Children in Year 6 have their lunch in the dining hall at 1:15 pm each day.

The children are also provided with a snack in the afternoon. The snack consists of items such as fruit, yoghurt, sandwiches, etc. When the children go on a school trip, Aramark provides the packed lunch.

Please inform the office of any special dietary requirements due to medical and/or religious reasons, if you haven't already done so.

Children should not bring food or sweets to school unless requested by the teacher. If a child has been ill and needs a special diet please let the class teacher know in writing.

The menu is sent home each month by Aramark or can be found on the school website.

Bus Service

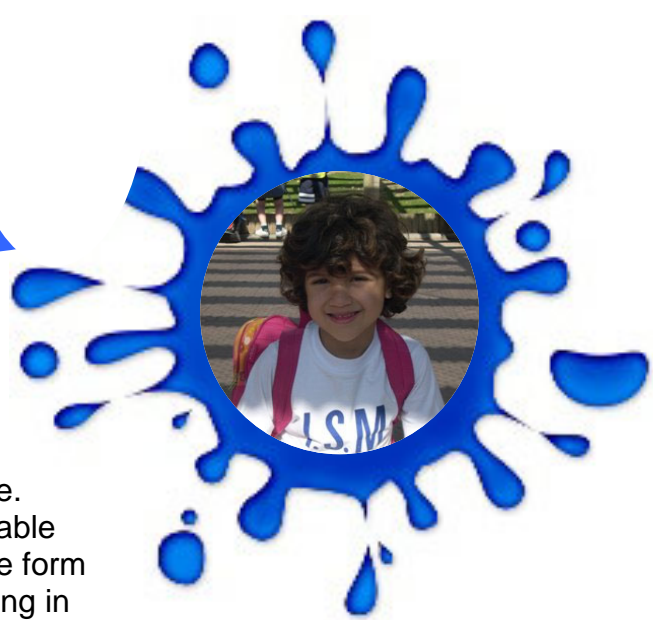
The school bus routes are organised by Marcelo.

Anyone who wants their child to go to and/or from school on the bus should fill in a form, available from the office, and return it directly to Marcelo or to the office. Only those who have done so by 6th September will be able to use the bus in the first weeks. Families who return the form later than this date will only be able to use the bus starting in October.

On the first day of the Autumn term the children should be brought to school. The bus service will start at midday on the first day of school. We ask you to be patient during the first few days as the drop off and pick up times will be tentative. It is very important that those picking up the children at the stops are there on time as it can be very difficult for the bus driver to wait around and the whole route is delayed. We also request that people are punctual in the mornings for the same reasons.

Because of limited space and the new traffic regulations, regular bus users cannot be allowed to invite guests to travel with them. Bus children who wish to invite a friend home, **MUST** be picked up at school.

If you ever need to make a temporary change to your child's bus routine, please inform the office **IN WRITING**. Forms are provided to help you to do this. Please only contact the office by telephone if you genuinely believe your child will not remember to pass on the message by hand.





International School of Madrid

Primary: C/ Rosa Jardón, 3 28016 Madrid T: 91 359 21 21 F: 91 359 07 22 E: primary@internationalschoolofmadrid.com
Secondary: C/ Serrano Galvache, 13 28033 Madrid T: 91 302 30 80 F: 91 302 66 53 E: secondary@internationalschoolofmadrid.com
Internet: www.internationalschoolofmadrid.com
Head teacher: Mrs. A. Mazón

NO BUS

Date: _____

Child's name: _____

Class: _____

IS NOT GOING ON THE BUS TODAY

Signed: _____



International School of Madrid

Primary: C/ Rosa Jardón, 3 28016 Madrid T: 91 359 21 21 F: 91 359 07 22 E: primary@internationalschoolofmadrid.com
Secondary: C/ Serrano Galvache, 13 28033 Madrid T: 91 302 30 80 F: 91 302 66 53 E: secondary@internationalschoolofmadrid.com
Internet: www.internationalschoolofmadrid.com
Head teacher: Mrs. A. Mazón

CHANGE OF BUS ROUTINE



Date: _____

Child's name: _____

Class: _____

Will today _____

Signed: _____

17

Special Events



Hallowe'en

We will celebrate this festival on Thursday 27th October. Children in Year 6 may come to school dressed in a costume related to Hallowe'en and will have a class party in the afternoon.

The Christmas Show

The Key Stage Two Christmas Show is likely to take place at the theatre of the *Cardinal Espinola* school in the last week of the Autumn term (13th December).

Valentine's Day

We celebrate this festival on or around 14th of February with parties and games. The children should come dressed in red, white or pink and bring things to make a card for their classmates.

Colour Shows

The children from Year 3 to Year 6 are in house groups –Reds, Blues, Greens and Yellows. They all have a day of celebration in the Spring term when they put on a variety show for the rest of the school and have a special menu at lunchtime. The children come dressed in clothes of their house colour when it is their special day.

Skiing Trip

The school offers a skiing holiday for children from Year 4 up in the Half-Term Week in February (13th – 17th). The children have usually gone to the Pyrenees.

Camping Trip

The children from Year 3 up have the chance to join our annual camping trip which takes place during April and lasts 6 days. They have visited many different parts of Spain and the trip offers the children a great opportunity to learn more about the country and about themselves. This is not a holiday week for non-campers.

Interschool Athletics Tournament

This is an annual event where the Madrid schools come together to compete on the athletics field in friendly rivalry. As many children as possible are involved from Year 4 to Year 6. This takes place in June.

Book Day

This takes place on World Book Day (23rd April). Children are invited to come to school dressed as their favourite book character and take part in a number of activities designed to promote a love of reading.

Musical Evening

There are two Musical Evenings each year. In the first, held in the school hall during the Spring term, children who play an instrument are invited to perform a piece of their choosing in front of an audience of their family and friends. The second is a performance in a local theatre.



Contacting Us



School Office

Telephone: 91 359 21 21
Tel/Fax: 91 359 07 22

Valerie deals with admissions, billing, extra-curricular activities, etc.
Her email address is:
primary@internationalschoolofmadrid.com

Chloé deals with attendance, buses, reports, etc. Her email address is:
secretary@internationalschoolofmadrid.com

School Management

Mrs Mazón can be contacted via the school office.
Mr Cook can be contacted via email: r.cook@internationalschoolofmadrid.com

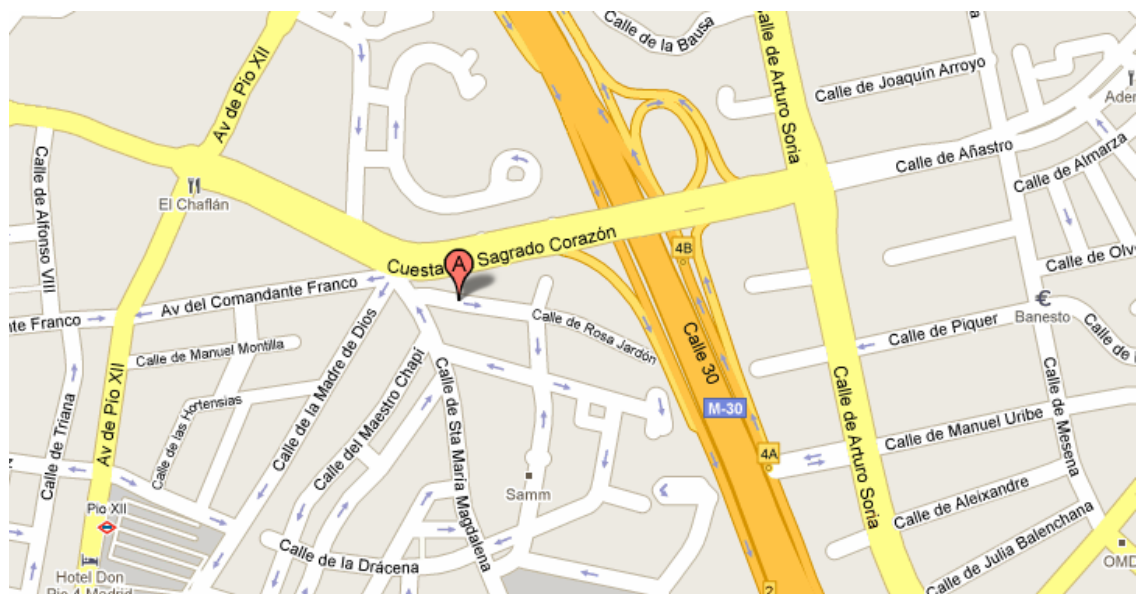
Class Teachers

Miss O'Sullivan's email address is: osullivan@ismprimary.com
Mr O'Reilly's email address is: oreilly@ismprimary.com

Sometimes the messages that we send to you are treated as spam by your email provider.
It is very important therefore that you set our email addresses as 'safe' addresses.

School Website

The school website is always kept up-to-date with the latest information.
<http://www.internationalschoolofmadrid.com/information.htm>
<http://www.internationalschoolofmadrid.com/yearsix.htm>
http://www.internationalschoolofmadrid.com/information_letters.htm





4



years