



Welcome To Year 6

Miss Lee



Staff In Year 6



Miss Moorcroft
Teaching
Assistant



Mrs Carus
Teaching
Assistant



Miss
Ruminska



Miss
Coghlan



Mrs Lord
SSA



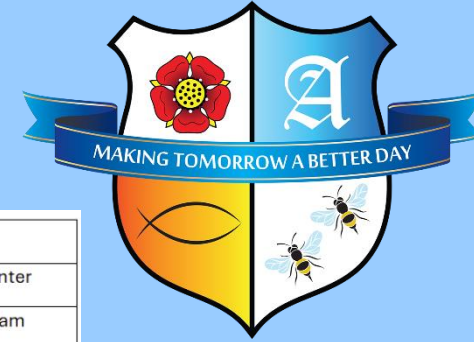
Mrs Harrison
SSA

Typical Timetable



	08:30-08:45	08:45-09:15	09:15-10:10	10:10-10:30	10:30-10:45	10:45-11:15	11:15-12:15	12:15-13:00	13:00-13:15	13:15-14:15	14:15-15:15
Mon	Registration and Home Reading Books	Whole School Liturgy	English	Spelling	Break	Guided Reading	Maths	Lunch	Picture News	RE	History/Geography
Tue		Handwriting	English			Guided Reading	Maths		Class Novel	Computing	PE
Weds		Handwriting	English			Guided Reading	Music		Picture News	MFS	RE
Thurs		Sung Worship	English			Guided Reading	Maths		Class Novel	DT/Art	Spanish/Arithmetic
Fri		Awards & Thanksgiving	English			Guided Reading / Handwriting	Maths		Picture News	Science	PSHE

Topics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Writing	King Kong by Anthony Browne, King Kong (1933 film) Outcomes Fiction: write an action-packed story ending Poetry unit Blitz	Can We Save the Tiger? by Martin Jenkins Outcomes Information/explanation: hybrid text A Tiger in the Zoo Poetry	The Selfish Giant by Oscar Wilde & Ritva Voutila Outcomes Fiction: write a classic narrative Guarding secrets poetry	The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann Outcomes Persuasion: write a letter to raise awareness The Sea Poetry	Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys Outcomes Non-Fiction: write a biography For Forest Poetry	Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister Outcomes Fiction: write a sonnet Sonnet Written at the close of Spring
Maths	- Place Value - Addition, Subtraction, Multiplication and Division	- Addition, Subtraction, Multiplication and Division - Fractions A - Fractions B - Converting Units	- Ratio - Algebra - Decimals	- Fractions, Decimals and Percentages - Area, Perimeter and Volume - Statistics	- Shape - Position and Direction - Themed Projects and Problem Solving	Themed Projects and Problem Solving
Science	Classifying big and small	Evolution and inheritance	Light and reflection	Circulation and health	Circuits, batteries and switches	Are some sunglasses safer than others?
History		British History 6: What was the impact of World War II on the people of Britain?		What does the census tell us about our local area?		The Sikh Empire
Geography	Why does population change?		Where does our energy come from?		Can I carry out and independent fieldwork enquiry?	
Design technology	Textiles: Bags		Cooking and nutrition: Come dine with me		Digital world: Navigating the world	
MFL	Dates in Spanish	Pets in Spanish	Weather in Spanish	In a Spanish Cafe	Spanish Celebrations	The Amazon Rainforest
Art		Craft and Design: Photo Opportunity		Drawing: Expressing Ideas		Sculpture and 3D: Making memories
PSHE	Me, My Body, My Health Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online? Cyber Bullying	Personal Relationships Confidence vs Control Build Others Up	Lifecycles Making Babies	Staying safe: How can I stay safe as I grow up? Transition Day

Topics



Music	We've Got Rhythm – Rhythmic Devices and Structure		Musical Effects and Moods		Celebrating Songs	
PE	Dance – Made for Stage	Dance – Made for Stage	Dance – Made for Stage	Dance – Made for Stage	Dance – Made for Stage	Dance – Made for Stage
	Athletics	Net and Wall - Tennis	Gymnastics 1	Gymnastics 2	Striking and Fielding - Cricket	Invasion Games - Football
Computing	Computing systems and networks: Bletchley Park and the history of computers	Computing systems and networks: Exploring AI	Data handling 1: Big Data 1	Programming: Exploring Python	Data handling 2: Big Data 2	Skills showcase: Inventing a product
Online Safety	Life Online	Sharing Online	Creating a Positive Online Reputation	Capturing Evidence	Password Protection	Think Before You Click

Key learning in maths

Number - number and place value

Pupils should be taught to:

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

Number - multiplication and division

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number - addition and subtraction

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Number - fractions (including decimals and percentages)

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Key learning in Writing

Year 6							
Y6 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader						
Tense	- Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs) - Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty - Use passive voice, where appropriate, to affect how information is presented	✓	✓	✓	✓		
Appropriate vocabulary and grammatical structures	- Recognise structures for formal speech and writing, including subjunctive forms - Distinguish between the language of speech and writing and choose the appropriate register - Make appropriate choices of vocabulary and grammar to enhance meaning - Use relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas		✓	✓	✓	✓	✓
Level of detail	- Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail - Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel - Integrate dialogue in narratives to convey character and advance the action	✓		✓			
Cohesive devices	- Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions) - Use of appropriate choice of tense to support whole text cohesion and coherence	✓			✓	✓	
Text structure and organisation	- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth - Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader				✓		
Punctuation	- Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech - Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points	✓	✓	✓	✓	✓	✓
Transcription	- The full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 are applied mostly accurately - Spell correctly most words from the Year 5/Year 6 spelling list - Use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Edit and Evaluate	Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register						
Proof-read	Proof-read for spelling and punctuation errors						

P.E. Tuesdays and Wednesday



Kit needed:
Pumps/ trainers
Blue Shorts
House T-shirt
Trainers
Tracksuit Bottoms



Homework



Maths:

CGP – 10 Minute Booster once a week

TTRS – two '3 minute' garage sessions (6 minutes a day).

English:

CGP – 10 Minute Booster once a week

Read for 15 minutes at least 3 times a week – please discuss the text and ask questions.

Spelling practise – Spelling Shed.



Uniform Reminders



Jewellery:

Children may wear a small, simple watch. (If a digital watch is causing distraction, staff will ask a child to remove it.) One pair of plain stud earrings may be worn in the lower lobe of the ear. No earrings may be worn for PE- if a child cannot remove and replace their own earrings, they must not be worn on a day that a child has a P.E. lesson. Please only take children for ear piercing at the start of the six-week Summer holidays so that ears have time to heal. If a child has their ears pierced during school time, they would have to miss six weeks of P.E. as we do not permit children to do P.E. with plasters covering earrings. No other jewellery of any sort is permitted. If children attend school wearing jewellery, the jewellery will be removed and parents will be required to collect it from the school office. Any requests to wear jewellery based on religious beliefs must be discussed with the Headteacher.

Presentation:

Make-up, nail polish, false tan, false lashes and any form of false fingernails are not permitted. Hairstyles that are extreme in terms of cut or colour are not permitted in school. Hair must be one natural colour. Pupils with hair longer than shoulder length must tie their hair back. Children must not have patterns shaved into hair whilst razor shaves on the back and sides should be no shorter than a "2" in grade.

Please label your child's uniform (including PE kit). Initials are fine and better than nothing.

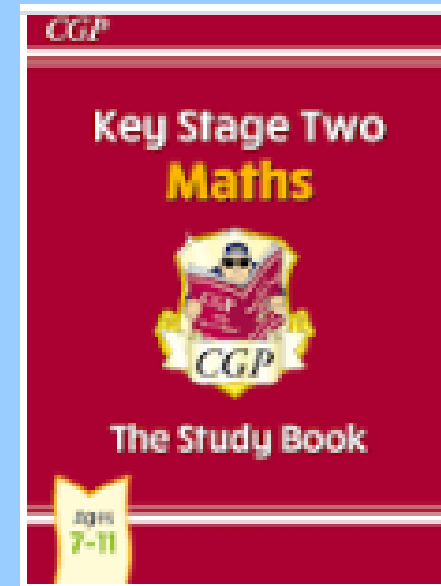
Homework



-CPG Books

-Run Friday to Friday

-Very important your child uses this for revision!



SATS information



We will be holding a SATS information evening closer to the assessments dates to address any issues. This will give you any necessary information that you may require.

Also on this evening, you will be given any last minute tips to help your child with their upcoming assessments.

My Child At School App

We communicate to our parents and carers using an app system called My Child at School (MCAS). This app securely allows you to;

- Update your contact details and emergency contacts
- View reports, term dates, and attendance
- Book parent evening slots
- Make secure online payments for trips, clubs and dinner money
- Receive notifications for announcements and important updates

If you are struggling to access the app please use the guide on the website before contacting the school office for support.



Free school meals

Could your child be entitled to a

FREE school meal?

If you are in receipt of benefits, your child could be entitled to a free school meal and you could save up to **£440** per year.

School meals provide a healthy, nutritious and tasty meal and a school lunch has shown to improve levels of concentration.



Please apply online before
25th September



Wrap around care

Please be reminded that we offer wraparound care from 8am—5pm in school between Monday—Friday.

Breakfast club is charged at £2 per session and starts at 8am. Children will be offered a selection of healthy breakfast items.

Afterschool club is now £3 per session and is open until 5pm.

You do not need to book, you will be charged via the App.

Questions

