



Welcome To Year 6
Mr. Beaumont



Staff In Year 6



Miss
Moorcroft
Teaching
Assistant



Mrs Kalokhe
SSA

Typical Timetable



	08:30 - 08:45	08:45- 09:15	09:15- 10:15	10:15 - 10:30	10:30 - 10:45	10:45- 11:15	11:15-12:15	12:00- 13:00	13:00-13:15	13:15-14:30	14:30-15:15	
Mon	Registration/ Handwriting / Arithmetic	Whole School Liturgy	English	Spelling	Break	Guided Reading	Maths	Lunch	TTRS and reading	RE 1Hr 15 min	PE	
Tue		In-Class Liturgy	English				Maths		TTRS and reading	RE 1 Hr 15 Min	Geography	
Weds		KS Liturgy	English				Maths		TTRS and reading	Science	MFL/ picture news	
Thur		Sung Worship	English				Maths		TTRS and reading	DT	Music	DT
Fri		Awards & Thanksgiving	English				Arithmetic		TTRS and reading	Computing	Made for stage (Dance)	

Topics



Year 6 Curriculum Overview

	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 Voutilainen 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: Waistcoats		Structure: Playgrounds		Digital world: Navigating the world	
MFL	Spanish greetings with puppets	Spanish numbers and ages	Shapes and colours in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
Art		Drawing: Make my voice heard		Craft and design: Photo opportunity		Sculpture and 3D: Making memories
PSHE	Being a Good Citizen Lifecycles 4 lessons Weekly Picture News Session	Me, My Body, My Health 4 lessons Weekly Picture News Session Online safety	Emotional Wellbeing Lifecycles 6 lessons Weekly Picture News Session	Keeping Safe 3 lessons Weekly Picture News Session Online safety	Keeping Safe 1 lessons Weekly Picture News Session Online safety	Lifecycles Wider World Weekly Picture News Session Online safety

Topics



Year 6 Curriculum Overview

	Online safety Copyright and ownership	Privacy and security	Online safety Privacy and security	Privacy and security	Managing online information	Managing online information
Music	We've Got Rhythm – Rhythmic Devices and Structure	Musical Effects and Moods				Celebrating Songs
PE	Year 5/6 Athletics	Year 5/6 Net and Wall - Tennis	Year 6 Gymnastic Core Task 1	Year 5/6 OAA - Teamwork and Problem Solving 1	Dance - Dance through the ages	Year 5/6 Invasion Games - Football
	Year 5/6 Dance - Food, Glorious Food	Year 5/6 Dance - Seaside	Year 5/6 Dance - Heroes and Villains	Dance - World War 2	Year 5/6 Striking and Fielding - Cricket	Year 5/6 Dance - Earthlings
Computing	Unit 6.1 Coding	Unit 6.4 Blogging Unit 6.6 Networks	Unit 6.5 Text Adventures	Unit 6.7 Quizzing	Unit 6.8 Understanding Binary	Unit 6.9 Spreadsheets
Online Safety	Copyright and Ownership	Privacy and Security	Privacy and Security	Privacy and Security	Managing Online Information	Managing Online Information

MAKING TOMORROW A BETTER DAY

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. Monday and Fridays



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



Homework



Maths:

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



English:

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

Spelling practise.

Extra:

Purple Mash and Numbots are also available.



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.

SATS preparation



At the end of Key Stage 2, the children will be sitting their SATS examinations. In order to prepare the children for their assessments, we alter the homework arrangements for Year 6 children post Christmas.

We also arrange booster groups closer to the assessment date.

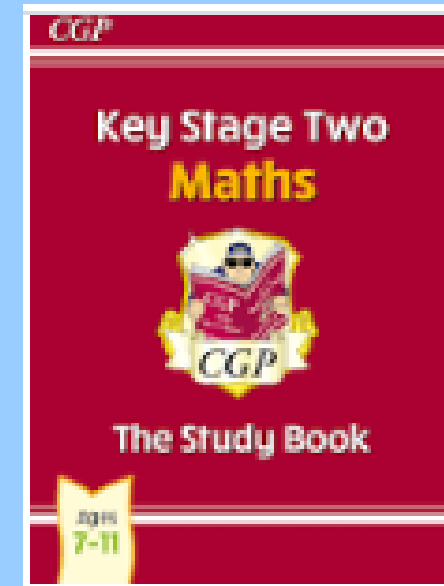
Homework



-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.

Could you be entitled to free school meals?

Your child will get free school meals if you receive the following support payments:

- Income Support (IS)
- Income Based Jobseekers Allowance
- An income-related employment and support allowance
- The guarantee element of State Pension Credit (PCGC) support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by Inland Revenue that does not exceed £16,190



If you are entitled school can also help with:

- Food parcels for your family
- Support with uniform
- Free book bag and water bottle for your child

Please speak to the school office and we can help you apply

Wrap around care

Please be reminded that we offer wraparound care from 8am—6pm 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 £2.50 per session and is open until 6pm. Children will be provided with a light meal (e.g. sandwiches).

The afterschool sports timetable is below but there is also gaming and crafts that will be running if children do not wish to participate in the sports.

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

Wrap around care timetable

Day	3:15AM - 4:15AM	4:30PM - 5:30PM	5:30PM - 6PM
Monday	Football	Hockey	Wellness Zone
Tuesday	Football	Kickboxing	
Wednesday	Boxing / Kickboxing	Benchball	
Thursday	Boxing / Kickboxing	Boccia	
Friday	Dodgeball	Multi-Sport	

Questions

