



*Flourishing through faith, hope and love*

## **Year 6 – Meet the Teacher**

# Staff

- Mrs Alana Rowlandson
- Miss Smith LSA
  
- Mr Max Johnson - PE



# Times of Day



- School opens at: 8:45am – Morning Activity (1 hour 15 mins per week)
- Morning break-time: 10:30am - 10:45am
- Lunch: 12:00pm – 1:00pm
- End of day: 3:15pm

# Uniform and Bags

## The school colours are: royal blue & white

- Royal blue sweatshirt (boys) or cardigan (girls) (with logo)
- White polo shirt (the logo is optional)
- Royal blue fleece (with logo) (not a compulsory item but may be worn as a jacket or as a outdoor top for PE)
- Grey pinafore, skirt or tailored trousers
- Royal Blue and white checked dress/playsuit (summer)
- White or grey socks (not trainer socks)/grey tights
- Flat heeled shoes (not trainers) in black or navy.
- Hairbands, bobbles or small ribbons/bows – blue or white. Hair bows should be no more than 8cm in length.
- Navy blue cap (with logo) which can be purchased via the school office only.

## Bags:

- Navy blue rucksack (with logo) – Years 3 and above



# PE



## PE Days

- Thursdays and Fridays

## PE kit




- Navy shorts, blue t-shirt (with logo), trainers (with velcro for children unable to do laces).
- Navy jogging bottoms or navy leggings to be worn in winter for outdoor PE (branding to be minimal) along with a navy blue hoodie (with logo)
- Navy blue PE bag (with logo)

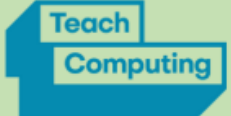




# Curriculum




## Year 6 Curriculum overview



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> 	<b>Revolting Rhymes by Roald Dahl</b> <ul style="list-style-type: none"> <li>Performance Poetry</li> </ul> <b>Goodnight Mr Tom by Michelle Magorian</b> <ul style="list-style-type: none"> <li>Diary entries</li> <li>letter writing</li> <li>character and setting descriptions and book/film comparisons</li> </ul>	<b>In Flanders Fields by John McCrae</b> <ul style="list-style-type: none"> <li>Imagery in poetry</li> <li>Setting descriptions of WW1 trenches</li> </ul> <b>Anne Frank</b> <ul style="list-style-type: none"> <li>Biographical writing</li> </ul> <b>VE Day</b> <ul style="list-style-type: none"> <li>Recount</li> </ul>	<b>Animal Texts (Natural Curriculum)</b> <ul style="list-style-type: none"> <li>Formal writing</li> <li>Informal writing</li> </ul>	<b>Just So Stories by Rudyard Kipling</b> <ul style="list-style-type: none"> <li>Original narrative writing</li> </ul> <b>Victorian School Day</b> <ul style="list-style-type: none"> <li>Recount</li> </ul>	<b>Alma (Literacy Shed)</b> <ul style="list-style-type: none"> <li>Creating suspense and atmosphere through narrative writing</li> </ul>	<b>Advertisement for New Gadget (Talk for Writing)</b> <ul style="list-style-type: none"> <li>Persuasive writing</li> </ul> <b>'How Pointe Shoes Came To Be' (KS2 Teacher Assessment Exemplification)</b> <ul style="list-style-type: none"> <li>Non Chronological Report</li> </ul> <b>Letter to Teacher</b> <ul style="list-style-type: none"> <li>Letter of thanks</li> </ul>
<b>Maths</b> 	<ul style="list-style-type: none"> <li>Place value within 10,000,000</li> <li>Four operations</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Geometry – position and direction</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Percentages</li> <li>Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Measure – imperial and metric measures</li> <li>Measure – perimeter, area and volume</li> <li>Ratio and proportion</li> </ul>	<ul style="list-style-type: none"> <li>Geometry – properties of shapes</li> <li>Problem Solving</li> <li>Statistics</li> <li>SATs Revision</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for Year 7 – Calculator Skills</li> <li>Natwest Money Sense</li> </ul>
<b>Science</b>	Circulatory system	Light	Classifying plants and animals	Evolution	Electricity	
<b>RE</b> 	<b>Christianity</b> What might the journey of life and death look like from a Christian perspective?	<b>Christianity</b> Should every Christian go on a pilgrimage?  <b>Christianity</b>	<b>Buddhism</b> What does it mean to be Buddhist?	<b>Christianity</b> What do the monastic traditions with Christianity show us about living in community?	<b>Christianity</b> How has the Christian message survived over 2000 years?	<b>General</b> Who decides?

		Christmas: How would Christians advertise Christmas to show what Christmas really means today?		<b>Christianity</b> Easter: How does the Christian festival of Easter offer hope?		
<b>Computing</b> 	Computing systems and networks – communication and collaboration	Creating media – 3D modelling	Creating media – webpage creation	Programming A – variables in games	Data and Information - spreadsheets	Programming B – sensing movement
<b>Art</b> 	<b>DT</b>	2D Drawing to 3D Making	Brave Colour	Activism	Shadow Puppets	
<b>DT</b>	WW2 Victory Gardens	<b>Art</b>	<b>Art</b>	<b>Art</b>	Wire Loop Game <i>Healthy Eating Week</i>	
<b>Geography</b>	<b>History</b>	<b>History</b>	<b>History</b>		Fly to El Salvador	
<b>History</b>	Battle of Britain - WW2	WW2	Victorians		<b>Geography</b>	
<b>French</b> 	Let's Visit a French Town	Let's Go Shopping	This is France	All in a Day	Review	
<b>PSHE</b> 	Being Me in My World <i>People around the world</i>	Celebrating Difference <i>Bullying</i>	Dreams and Goals <i>Challenging myself</i>	Healthy Me <i>Mental health</i>	Relationships <i>Safety</i>	Changing Me <i>Growing up</i>
<b>Music</b> 	Understanding structure and form	Developing melodic phrases	Respecting each other through composition	Exploring notation further	Using chords and structure	Gaining confidence through performance

<b>PE</b> 	1. Dance/ Athletics 2. Invasion games	1. Dance 2. Ball skills (rugby and handball)	1. Target games (Basketball, handball, dodgeball) 2. Ball skills/ net games (Football and volleyball)	1. Gymnastics 2. Ball skills (Hockey and possession games)	1. Outdoor adventurous activities 2. Striking and fielding (cricket and rounders)	1. Ball skills (Racket sports) 2. Athletics
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**Please note**

- Art and DT are taught interchangeably
- Each year group celebrates National **Healthy Eating Week** in Summer 2
- History and Geography are taught interchangeably as part of our Topic lessons



# Pencil Cases



We encourage Year 5 and 6 pupils to have their own simple pencil case

Useful equipment: pencils, rubber, ruler, pencil sharpener, purple biro, a selection of highlighters, scissors, glue stick, protractor (semi-circular) and colouring pencils

We will provide your child with a handwriting pen and anything else they may need

# Homework



**Each child will receive the following homework:**

- Reading (stage book) – 20mins per day (4/5 comments)
- Spellings (usually Mondays)
- Maths – Diagnostic Questions (weekly)
- English – blue folder (weekly)
- Times Table Rockstars






# Reading

Dear Parents,

Reading aloud to an adult every day is essential in helping children to develop and embed reading skills such as fluency, expression and comprehension. Please read at home with your child every day then sign and date their reading record.

Teachers will be monitoring reading records on a regular basis to check for evidence of reading at home and feeding back to parents using the key below:

	- 5+ comments. Great job! Lots of reading at home.
	- 1-4 comments. Some evidence of reading at home.
	- 0 comments. No evidence of reading at home. We will <u>not</u> be able to change your child's books this week.

Thank you for your support with this.



## Additional Information:

- Book Levels: chance to move up every half term
- Your child's day written in their homework diary
- Children can write their own comments – Year 6 expectation
- Please check homework has been completed and sign weekly – replicate secondary school

# Reading

## Year 6 Recommended Reading List:

A Boy Called Hope – Lara Williamson  
 The Nowhere Emporium – Ross Mackenzie  
 Time Travelling with a Hamster – Ross Welford  
 The Girl of Ink and Stars – Kiran Millwood Hargrave  
 Eren – Simon P Clark  
 Abomination – Robert Swindells  
 Floodland – Marcus Sedgewick  
 Journey to the River Sea – Eva Ibbotson  
 Wonder – R.J. Palacio  
 Hacker – Malorie Blackman  
 The Railway Children – E. Nesbit  
 Mortal Engines – Philip Reeve  
 Rooftoppers – Katherine Rundell  
 Who Let the Gods out? – Maz Evans  
 If You Find This – Matthew Baker  
 Pax – Sara Pennypacker  
 Wolf Brother – Michelle Paver  
 Wolves of Willoughby Chase – Joan Aiken  
 The Secret Garden – Frances Hodgson-Burnett  
 The Sally Lockhart Quartet – Philip Pullman  
 Cloud Busting – Malorie Blackman (Poetry)  
 The Explorer – Katherine Rundell  
 Malamander – Thomas Taylor  
 Make More Noise – Emma Carroll  
 Seaglass – Eloise Williams



## More Able Year 6 Readers

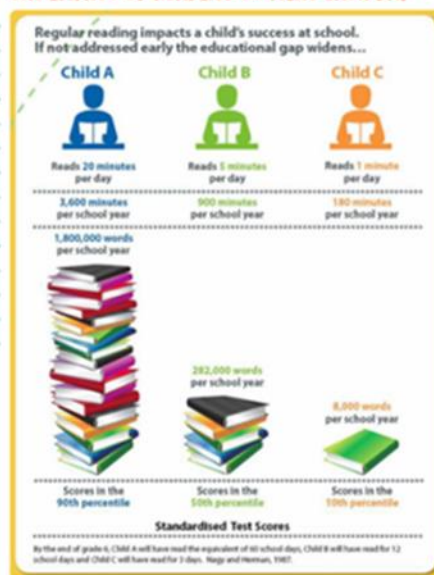
The Hobbit – JRR Tolkien  
 Truckers/Diggers/Wings – Terry Pratchett  
 Swallows and Amazons – Arthur Ransome  
 Watership Down – Richard Adams  
 Arthur: The Seeing Stone – Kevin Crossley-Holland  
 Minders – Diana Hendry  
 A Wrinkle in Time – Madeleine L'Engle  
 Northern Lights – Philip Pullman  
 The Adventures of Huckleberry Finn – Mark Twain  
 The Hunger Games – Suzanne Collins  
 The Boy in the Striped Pyjamas – John Boyne

## WW2 Themed Books (Autumn Term Theme)

Letters from the Lighthouse – Emma Carroll  
 The Lion and the Unicorn – Shirley Hughes  
 Carrie's War – Nina Bayden  
 Once – Morris Gleitzman  
 The Silver Sword – Ian Serraillier  
 Wave Me Goodbye – Jacqueline Wilson  
 The Emergency Zoo – Miriam Halahmy  
 When Hitler Stole Pink Rabbit – Judith Kerr



## THE IMPACT OF READING 20 MINS EACH DAY



## Picture Books/Graphic Novels

Illegal – Eoin Colfer  
 Hidden Figures – Margot Shetterly  
 The Island – Armen Greder  
 Snow White in New York – Fiona French  
 The Journey – Francesca Sanna  
 One Plastic Bag – Miranda Paul



## PSHE/Inclusive Books Great for Discussion

Bloom – Nicola Skinner (A Humorous Take on Puberty)  
 The Goldfish Boy – Lisa Thompson (OCD)  
 Running on Empty – S.E. Durrant (Down's Syndrome)  
 The London Eye Mystery – Siobhan Dowd (Autism)  
 The Boy at the Back of the Class – Onjali Rauf (Refugees)  
 Boy in the Tower – Polly Ho-Yen (Young Carer)  
 Wildspark – Vashti Hardy (Bereavement)  
 Brightstorm – Vashti Hardy (Loss of Limb)  
 Twister – Juliette Forrester (Anxiety)

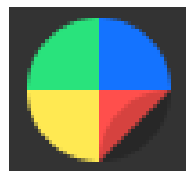


## Victorian Themed Books (Spring Term Theme)

Street Child – Bertie Doherty  
 Cogheart – Peter Bunzl  
 Dodger – Terry Pratchett  
 Twelve Minutes to Midnight – Christopher Edge  
 The Adventures of the New Cut Gang – Philip Pullman  
 Oliver Twist and Other Great Dickens Stories – Marcia Williams



# Maths Diagnostic Questions Homework



Which digit could complete the statement?

$$6, \_ 47,570 > 6,647,570$$



B, C and D

7

9

8



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A

B

C

D

<

4

10

>

Which digit could complete the statement?

$$6, \_ 47,570 > 6,647,570$$

I think this because... (your explanation will be seen by your teacher)

I am just guessing

A

B

C

D

<

4

10

>

Which of these fractions is not equivalent to 30%?



$$\frac{30}{100}$$

$$\frac{30}{70}$$

$$\frac{120}{400}$$

$$\frac{3}{10}$$

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A

B

C

D

○ ○ ○

○ ○ ○ ○

○ ○

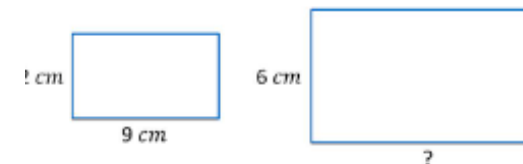
○ ○ ○

○ ○ ○ ○

○ ○ ○ ○

i think its B because percentages have to be out of 100 and the first one is out of 100 so its 30% and then question C is also 30% because 400 divided by 4 is 100 and 120 divided by 4 is 30 and D is also 30% because 10 times 10 is 100 and 3 times 10 is 30 and B is the only one that does not equal 30% so its 30/70

Here are two similar rectangles.



What is missing side length?



13

27

3

B

C

D

Because the enlargement of the rectangles is 3 so you multiply 9 by 3 and it is 27



# Spellings



- Half termly spelling list – Year 6 statement to achieve the EXS standard in writing in Year 6. These tests normally take place on the last Wednesday of every half term
- Weekly spelling lists. These tests will take place on Mondays (unless this says otherwise)
- Spelling tests can be differentiated depending on which curriculum level your child is working on in English

# Assessment

## Spelling Tests

- Weekly Spellings
- Half termly spelling words

## Power Maths

- End of unit 'mini quizzes'

## SATs Practice Papers

- Half termly

## SATs Week

- W/C 13<sup>th</sup> May 2024



# Assessment – SATs



Provides a snapshot of your child's attainment

The key stage 2 tests are timetabled from Monday 13th May to Thursday 16th May 2023

English Reading Paper

English Spelling, Punctuation & Grammar Paper

Maths Papers: Arithmetic and Reasoning 1 and 2

Children must attend school this week

English writing is teacher assessed

We do not expect children to revise

Your child's wellbeing



# Assessment – Teacher Assessed Writing

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# Trips, Immersive Days and Tournaments



- **Autumn 1:** Junior Citizen Trip (free) and PGL
- **Autumn 2:** Imperial War Museum (free), Swing Dance Workshop and VE Dress Up Day in the classroom (costume)
- **Spring 1:** Buddhist Temple TBC (free)
- **Spring 2:** Victorian School Day (costume)
- **Summer 2:** End of Year Production (costume)

**Year 6 – Ensuring every child has a ‘Moment to Shine’**



We aim to introduce a wide range of sports at a competitive level to a number of different children. We aim to build children's characters by teaching them resilience in challenging sporting environments and good team building.

# Secondary School Transition



- Transition work in the summer term (additional group for vulnerable/SEND pupils) – most secondary schools provide additional transition days too
- Some local schools visit pupils at their primary school
- Will ask for teacher assessments (can be set based on these or their own tests at the beginning of Year 7). SATs results will not affect your child's place at secondary school
- Making links with Bishop Wand
- 9 years experience in Year 6 in two different schools – do ask if you have any queries regarding transition

# Thank you



- Do you have any questions?

