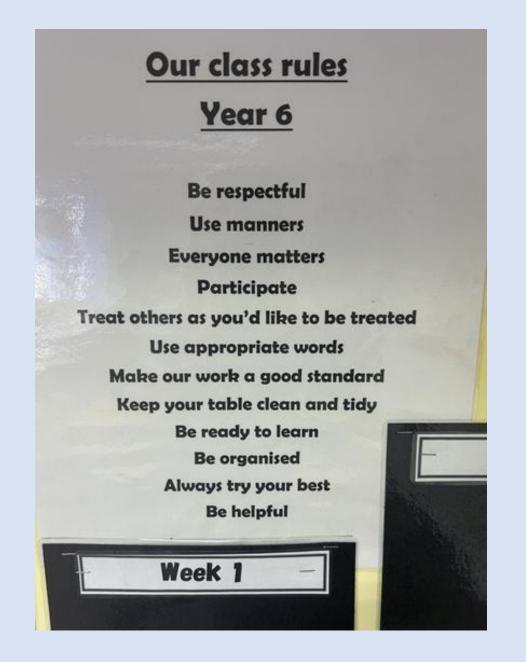
Welcome to Class Year 6

Mrs Clemitshaw
Mrs Mumford



Class Rules

- Raise our hand to answer questions.
- Ask before leaving our seat.
- No talking while others are talking.
- Always show good listening skills.
- Always work our hardest.
- ·Look after resources



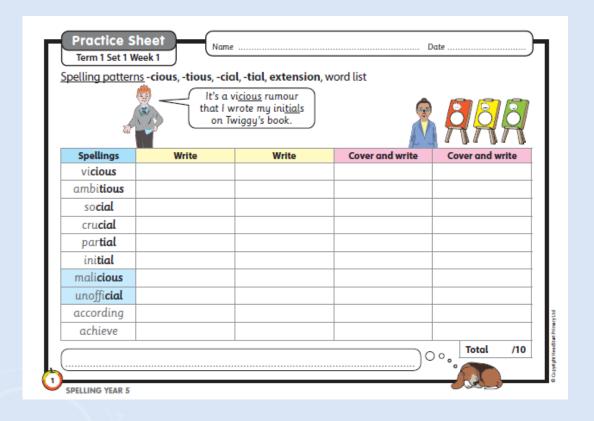
	8:40- 8:45	8:45 – 9:25	9:25- 10:25		10:40 – 11:40	11:40 - 12:15 PM		1:15PM – 2:15PM	2:15 – 2:50	2:50PM - 3:05PM	3:05 PM– 3:15pm
Monday	REGISTER	spellings READING	English Pathways to Write	В	Maths	My Happy Mind	L	History	PSHE		Class Reader
Tuesday	REGIST ER	spellings <mark>READING</mark>	English Pathways to Write	R	Maths	RE	U	RE	Computing		Class Reader
Wednesday	REGISTER	spellings <mark>READING</mark>	English Pathways to Write	E	Maths	RE	N	SCI	ENCE	ASSEMBLY	Class Reader
Thursday	REGISTER	spellings <mark>READING</mark>	English Pathways to Write	A	Maths	Music- Recorders	С		PA RT	ASS	Class Reader
Friday	REGISTER	Unseen Read	English Pathways to Write	К	Maths		Н	PE	PE		Class Reader

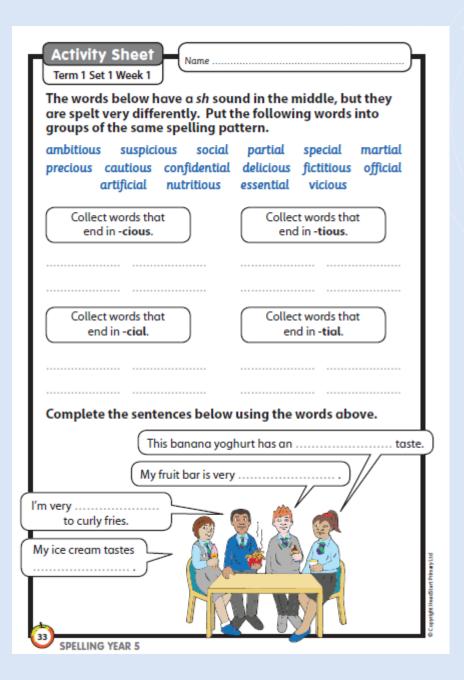
SPELLINGS

- One spelling lesson a week on a rule.
- Spellings learnt in sets.
- Spellings also sent home to learn..
- Spellings tested on each Friday.

Statutory requirements	Term 1							
SET 1	Week 1 Week 2		Week 3	Week 4				
Endings that could like (for / malt, store	atrocious	precocious	luscious	vivacious				
Endings that sound like /Jas/ spelt -cious	conscious	malicious	gracious	spacious				
Endings that sound like /Jas/ spelt -tious	fractious	scrumptious	repetitious	flirtatious				
F- 41	financial	sacrificial	multiracial	unofficial				
Endings which sound like /fal/ spelt -cial	beneficial	prejudicial	commercial	superficial				
Endings which sound like /ʃəl/ spelt -tial	impartial	residential	potential	substantial				
F. d d	infectious	pretentious	conscientious	superstitiou				
Extension	sequential	preferential	influential	torrential				
	accommodate	amateur	appreciate	cemetery				
Word list	accompany	apparent	category	committee				
SET 2	Week 5	Week 6	Week 7	Week 8				
	observe	expect	hesitate	dominate				
Words ending in -ant, -ance,	observation	expectation	hesitation	domination				
-ancy	observant	expectant	hesitant	dominant				
(-ation endings are often a clue)	observance	expectancy	hesitancy	dominance				
Words ending in -ent, -ence,	patient	efficient	transparent	frequent				
-ency	patience	efficiency	transparency	frequency				
	assistant	obedient	independent	consistent				
Extension	assistance	obedience independence		consistency				
	communicate	conscience	convenience	criticise				

SPELLINGS ACTIVITIES





Year 5/6 list of words to learn for homework. Must be used in writing.



Reading Skills

Year 6 SATs reading tests assess comprehension by testing skills like retrieving and recording information, making and justifying inferences, predicting future events, explaining word meanings in context, and summarising main ideas.

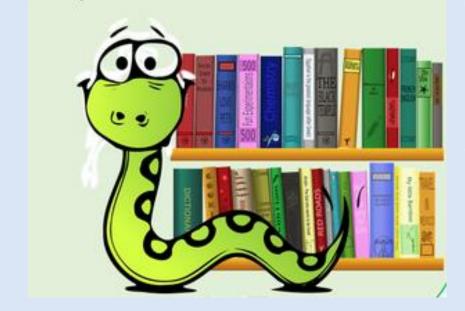
Children read a mix of fiction, non-fiction, and poetry and answer questions that target these specific abilities to demonstrate their understanding of the texts.

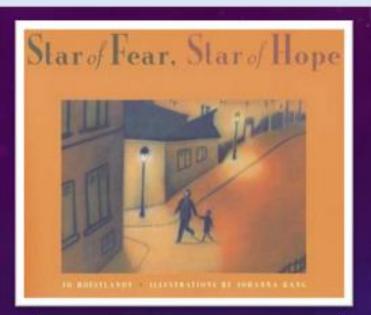
Homework – independent reading should be carried out regularly at home (10/15mins a night). They can still be read to. Please encourage a mix of genres and discuss books with your child.

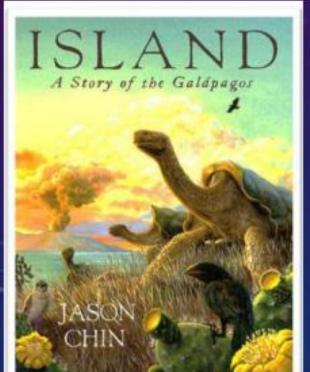
Reading Vipers

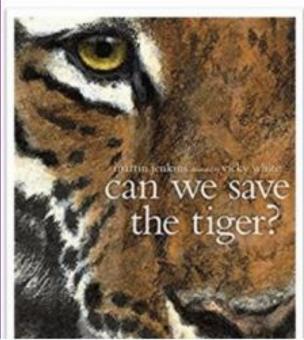
Vocabulary
Infer
Predict
Explain
Retrieve

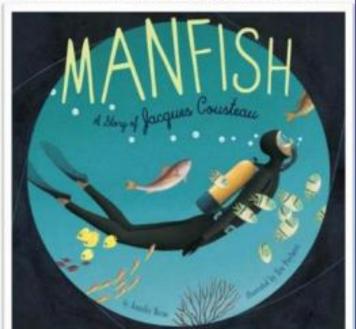
Sequence or Summarise

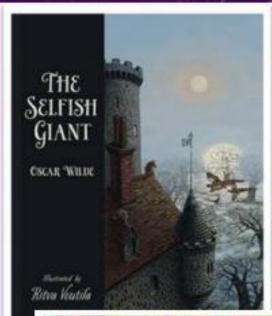


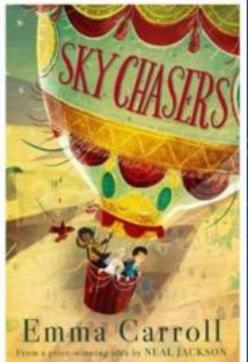
















Will have a world of imagination & creativity opened to them Children who read for 20 minutes a day...

Will be exposed to 1.8 million words a year



Will have better general knowledge



Will improve critical thinking skills

Will improve their communication skills



Will have a broad vocabulary



Will learn how to develop empathy



Will improve their test results

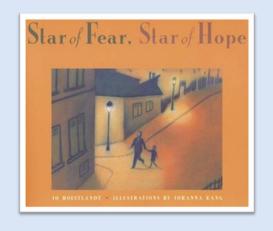


Will have reduced stress levels

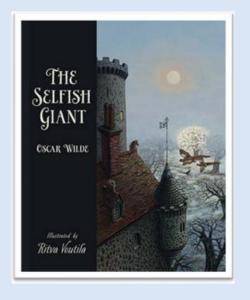


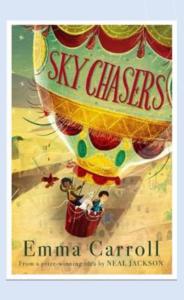
WRITING

Writing – Lots of writing based on a novel study. We use Pathways to Write









- Writing is teacher assessed over a number of pieces- usually from January onwards.
- Grammar is built into the writing process, but some stand alone sessions in preparation for SATs.
- · High level of writing expected across the curriculum.

B—___ Pathways to Write keys

Gateway keys

(non-negotiables/basic skills)

- Use devices to build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number
- Use of inverted commas and other punctuation to punctuate direct speech
- Use Y5 standard punctuation
- Use consistent and correct tense

(year group national curriculum expectations)

- Use expanded noun phrases to convey complicated information concisely
- Use passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices
- Integrate dialogue to convey character and advance the action

For suggested information text at the end of the unit:

- Use a colon to introduce a list
- Punctuate bullet points consistently

Feature keys

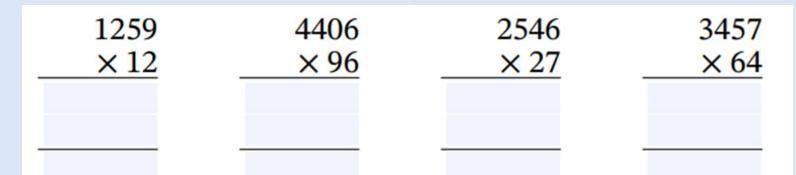
(vocabulary, manipulating sentences and tense, structure)

- Use small details for characters to amuse, entertain or create drama
- Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language
- Manipulate tense and verb forms
- Manipulate structure using a flashback
- Use paragraphs to vary pace and emphasis

MATHS



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn		r: Place lue			ition, Subtraction, on and Division		Number: Fractions				Geometry: Position and Direction	Consolidation
Spring		nber: mals	Num Percer		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		r: Ratio	Consolidation	
Summer	Proper	netry: rties of ape	Prol	blem Sol	ving Statis		stics		Investi	gations		Consolidation



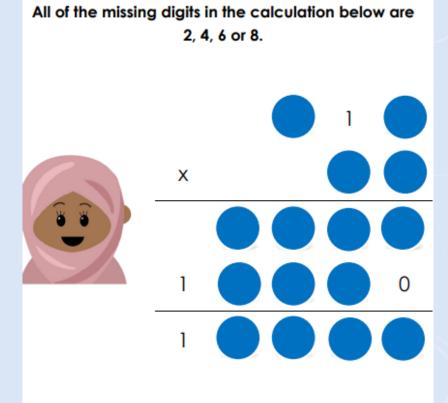
FLUENCY

Ranjit's journey to school is 1,345m.

He walks to school every week day?

How far does he walk in 5 weeks?

PROBLEM SOLVING



Help Asha calculate the missing digits.

REASONING

1.
$$3509 \div 11 =$$

FLUENCY

2A

There are 467 pupils at Caleb's school.

Maths books come in packs of 14, how many packs will need to be ordered for each pupil to have one maths book?

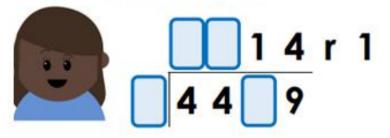
<u>2B</u>

Year 6 are going on a school trip. There are 117 pupils and 11 members of staff.

Each bus holds 36 people. How many buses are needed?



Anita says, "Each of the missing digits in this calculation are the same".



Is she correct? Explain why/why not.

PROBLEM SOLVING

REASONING

Year 6



Module 1 Classification of living things	Module 2 Evolution and inheritance	Module 3 What light does	Module 4 Human circulation	Module 5 Electricity: changing circuits	Module 6 Body health
1: How can we sort the mess?	1: How are living things different?	1: How does light travel?	1: What is blood made of?	1: How do we light the lamp?	1: How can we make healthy food choices?
2: What plants are there other than flowering plants?	2: How is an organism adapted to live in its habitat?	2: What can we change about a shadow?	2: What is the circulatory system and what does it do?	2: How can we change a circuit?	2: What can happen if you don't eat a balanced diet?
3: How can we classify animals?	3: How do an animal's adaptations help it to survive?	3: What might affect the size of a shadow?	3: What is the heart and what does it do?	3: How can we change the brightness of a lamp?	3: How does physical activity affect heart rate?
4: What else is living besides animals and plants?	4: What can fossils tell us?	4: What affects the size of a shadow?	4: What are blood vessels and what do they do?	4: How can we change how other components work?	4: How do smoking or vaping affect your lung capacity?
5: How can we identify living things?	5: How does evolution happen?	5: How is light reflected?	5: What did William Harvey find out about the circulatory system?	5: How can we predict which circuit will have the brighter lamp?	
6: What lives here?	6: How did Wallace and Darwin come up with the	6: How do we see objects?			

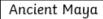
7: Where do these organisms fit in my key? idea of natural selection?

History

World War 11

What was all the fighting for?



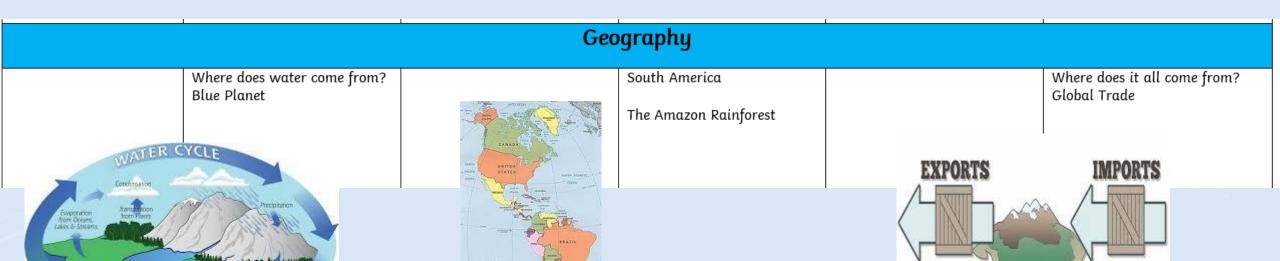


Where did it all begin?









Art

Painting- Reflections/distortions
This unit builds on colour development skills in different paint
media, composition_and_creativity.





Printing- Lino cut, mono prints

The children will build on their knowledge of printing with found objects (FS1), creating collographs in relief (Y3), to explore further printing techniques in mono, relief with foam and lino.





Sculpture-Soft sculpture

This unit builds on architecture in 3D box modelling in Y1, to figurative sculpture using clay, wire, papier mache, salt dough in Y4. The children will now be working in a soft medium to produce still life objects inspired by pop and contemporary art movements.



Design and Technology

Digital world: Navigating the world

Structures: Playgrounds

Cooking and nutrition: Come dine with me Electrical systems: Steady hand game

RE

Theme/Concept: Beliefs and practices

Religion: Islam

Key Enquiry Question: What is the best way for a Muslim to show commitment to God? Theme: Christmas

Concept: Incarnation

Religion: Christianity

Key enquiry Question: Was Jesus the Messiah?

5

Theme/Concept: Beliefs and

practices

Theme; Belief and meaning

Concept: Salvation

Religion: Christianity

Key Enquiry Question: Is anything ever eternal?

5

Theme: Easter

Concept: Salvation

Religion: Christianity

Key enquiry Question What difference does the resurrection make to Christians?

5

Theme/Concept: Beliefs and

practices

Theme/Concept: Beliefs and

moral values

Religion: Islam

lives?- PART 1

Key Enquiry Question: Is anything ever eternal?

Does belief in Akhirah (life after death) help Muslims lead better Theme/Concept: Beliefs and

practices

Theme/Concept: Beliefs and

moral values

Religion: Islam

Key Enquiry Question: Is anything ever eternal?

Does belief in Akhirah (life after death) help Muslims lead better lives?- PART 2

		Cor	nputing			
N	etworks	Data De	tectives	Introduction to Python		
G	raphing	Coding		Python		
В	logging			3D Modelling		
*On Line Safety	throughout the year					
			Music			
Music and Technology	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands	
		Physica	l Education			
Gymnastics	Fitness	Football	OAA	Athletics	Tennis	
Tag Rugby	Dance	Cricket	Handball	Netball	Rounders	
		MFL-	FRENCH			
Phonetics 4	Traditions and celebrations	At the weekend (P) Songs-	At school (P) Songs- stage	Around town (P)	World War II (P)	
Habitats (I)	(I) Extra – Key stage 2	stage 4 At the weekend	4 At school			
Extra – Key stage 2	Merry Christmas lesson 4					
Cultural lesson 5-						
Armistice						
Songs- stage 3						
Habitats						

Relationships- Friends

Understand what stereotypes are

Develop skills to avoid conflict and reconcile differences

Critique media and identify stereotypes in the world around them



Living In The Wider World- Online Safety

Understand the pressures that come with social media

Understand personal information can lead to physical and emotional damage

Recognise some signs of online danger

Identify common manipulation tactics



Physical Health & Wellbeing- Physical Health

Understand that some drugs help us and some do not

Know where to find accurate sources of health information

Identify common hazards

Know basic first aid techniques

Identify the ways to avoid damage caused by the sun



Economic/ Financial Education

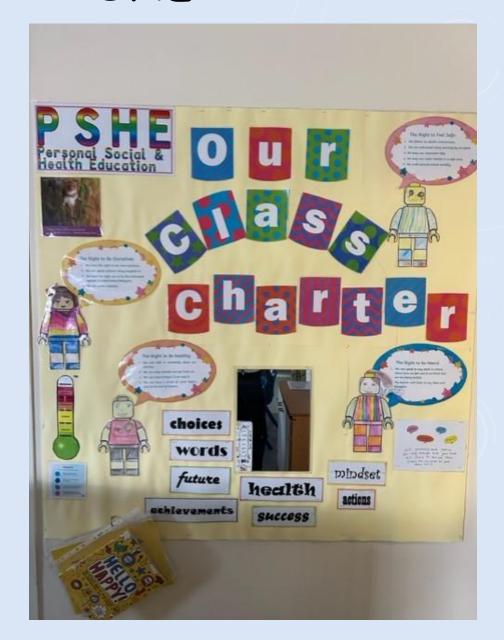
Explain why budgeting can be helpful and how a budget can be made

Identify the impact money can have on emotional wellbeing

Explain the impact spending has on the environment



PSHE



Meet Your Brain

This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.

Berty and Betty Team H-A-P

Celebrate

This Module is all focussed on building children's self-esteem. Children will learn about 5 Character Strengths that make them unique and special and will spot these in themselves and others.





This Module is all focused on

children setting Big Dream Goals. They

will learn the 3 steps of how to set a goal

and how this will support their happiness

and achievements. This module builds

the skills of perseverance.





This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see things from a different perspective.



This Module is all about children showing grafitude and how this can make us feel amazing!





Rose

PE- FRIDAYS

		Physica	l Education		
Gymnastics	Fitness	Football	OAA	Athletics	Tennis
Tag Rugby	Dance	Cricket	Handball	Netball	Rounders

<u>Indoors</u>

- •Navy/Black shorts
- •White polo shirt or t-shirt (N.B. This should be a different polo shirt to any worn as part of the school uniform)
- •(for gymnastics, a black leotard may also be worn).

Outdoors

Tracksuits will be allowed for outdoor games in cold weather; these should not be in team colours/fashion brands.

Trainers should be worn which are robust, sturdy and intended for exercise and not fashion.

Y6 TRIPS & EVENTS

- Monday October 6th School Photographs, Individual & Siblings
- 16th October Crucial Crew
- 5th-7th November PGL
- Tuesday 11th November Remembrance service (y6 to lead) 10:45am
- March/April Y6 trip to crucial crew
- W/C 11th May 2026- SATs week
- Hungerhill Transition days TBC July 2026

PGL meeting - Monday Sept 29th 3:15pm

SATs meeting - Monday 17th November

TRIPS





HOMEWORK

Current weekly expectation:

- 1) Weekly maths Set Monday, due in by Friday.
- 2) $5 \times \text{reading}$ diaries and books brought daily, class check on Thursday
- 3) Spellings- Set Monday, tested on Friday.

It is intended to increase homework expectation to include English grammar after Christmas. SATS packs will be used for homework. These will be discussed at the SATS meeting.

SATS W/C 11TH MAY- THIS WILL BE DISCUSSED IN MORE DETAIL AT THE SATS MEETING

Date	Exam
Monday 11 May 2026	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 12 May 2026	English Reading
Wednesday 13 May 2026	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 14 May 2026	Maths Paper 3 (Reasoning)

Please avoid using past papers as home revision

Writing - portfolio of writing across a range of purposes

Celebrating work

Writer of the Month

- ✓One child is chosen for their efforts in writing each half term.
- ✓ Work is displayed in the hall for all to read.
- ✓The children are awarded with an age-appropriate reading book of their choice.

NUMBOTs

Children will receive a certificate when they reach specific levels presented to them in our Let Your Light Shine assemblies.

Reader of the Month

- ✓One child is chosen from all the golden readers that month.
- ✓ Their name is displayed in the hall for all to see.
- ✓ The children are awarded with an age-appropriate reading book of their choice.

Let Your Light Shine assembly

- √Two children will be chosen for a
 wide range of reasons such as:
- ✓ Having a positive attitude to their learning, resilience, teamwork, following school rules, being a good role model, presentation of work, being a good friend, upholding the school's vision statement etc



It's good to talk

It's important that we feel able to open up and talk to others about how we're feeling. However, sometimes it hard to describe, especially if we are feeling a mixture of different emotions all at the same time.

Activity 1

Watch this video, in which Michael Rosen, Dr Radha and 14-year-old Josh explain why it's important to talk to others about how we're feeling. With a partner, discuss the following questions

- Why does Michael Rosen say 'some feelings are a bit like a ping pong ball'?
- According to the people in the video, how can sharing our feelings and experiences help us to feel better?

Activity 2

Choose one person from the Blob Tree on the left:

- What do you notice them doing?
- How do you think they are feeling?

Thinking about school at the moment:

- Which blob person (or people) do you feel most like?
- Why do they best show how you're feeling at the moment?
- Which blob people might show how your classmates, teachers or family might be feeling at the moment?

You might want to use some of the following adjectives in your answer:

Anxious Excited Energised

Hopeful Cautious Nervous

Supported