

WELCOME TO YEAR 6 MEET THE TEACHER



Year 6

Year 6 is a tricky but exciting year. It is filled with lots of firsts and lasts. We are all really looking forward to this year and the opportunities that it will bring.

Here is lots of information all about our year ahead and what it involves. However, we all know this may change and the year is completely adaptive and flexible, based on what we need.

Hello,

I'm Miss Stockwell and I will be your child's class teacher this year. I have taught year 6 for a number of years now and really enjoy the challenges and rewards it brings. I particularly enjoy seeing the children grow and thrive throughout the opportunities in year 6.

My main goal each year is to ensure the children develop into caring, responsible and well-rounded young people. Mutual respect and a shared vision ensures that, as a class, we all grow and learn together. As a school family, and an even closer class family, I hope to work together with all of you to support and help your children and families. We are always there to support and listen.

Every child in year 6 matures and develops throughout the year. It is an absolute pleasure to see these children become responsible and kind young people who are ready for their next step at high school.

I look forward to everything the year brings,

Miss Stockwell

Year 6 Expectations

- ✖ We take responsibility for ourselves and our actions. We try to use our Christian Values in everything we do.
- ✖ We will take on extra responsibilities around school and will become monitors and leaders.
- ✖ We are now the oldest in the school, we will set a brilliant example to everybody in school.
- ✖ We will be going to high school next year. It is important we begin to prepare for this next step through organisation, taking responsibility and problem-solving.
- ✖ We will need to apply ourselves and work really hard to achieve our goals in year 6.

Independence



- As we move to year 6 we can sometimes find the level of responsibility and independence difficult.
- It is really important that we are doing things for ourselves. We will try to solve our own problems, by making mature decisions.
- As we become more independent at home and at school, we really benefit from this academically and socially.
- We should begin to take responsibility for our own learning and behaviour. Resolving conflicts maturely and reasonably.

Our Curriculum

Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY	Trash	Trash	Macbeth	Wonder	The 1000 Year Old Boy	Tales from Arabian Nights
NUMERACY	Number Place Value Number + - x /	Number Fractions Measurement – converting units	Ratio Algebra Fractions, decimals and percentages	Area, perimeter and volume Ratio Statistics	Geometry Prop of shape Position and direction Revision of all topics	Investigations
SCIENCE	Living things and their habitats Plant Detectives	Atlantic Oceans – as habitats <i>Sylvia Earle – Marine Biologist</i> <i>Plant cacti indoors</i>	Electricity	Evolution and inheritance <i>Rosalind Frankland</i> <i>Plant broccoli indoors</i>	Animals inc humans (exercise, health and the circulatory system)	Light <i>Climate Change Unit</i>
RE	Life as a Journey	How do Christians prepare for Christmas	Eucharist Exodus	Easter- who was Jesus?	Ideas about God	People of Faith
ART	Painting and mixed media: Artist Study <i>Lubina Himid</i>		/	Craft and design: photo opportunity <i>Derek O Boateng</i>	/	Sculpture and 3D: making memories <i>Louisa Nevelson</i>
DT	Structure: Playgrounds <i>Technical Knowledge</i> Food: Come dine with me		Electrical system: Steady Hand Game – <i>electrical and mechanical components</i> <i>Technical Knowledge</i>	/	Mechanical Systems: Automata toys <i>Measuring, cutting and designing</i>	/
GEOGRAPHY	Why has Brazil got one of the world's fastest growing economies? (Region of South America, Trade Links) <i>Investigating World Trade</i> Place Knowledge Human Geography		/	What can we find out about our town? (Geog. Enquiry) <i>Investigating Our Town</i> Wales: A Beach Study Human & Physical geography	I'm a Year 6 pupil, get me out of here! (Geography skills and knowledge) Human and physical geography	/
HISTORY	Who were the Mayans and what did we learn from them? <i>DC-Historical Significance.</i> <i>SC-Civilisations.</i>		Shakespeare/ Elizabethan? <i>DC-Hierarchy</i>			Why was the Islamic Civilisation known as the Golden Age? <i>Genghis Khan</i>

Our Curriculum

PE	Invasion Games – Netball Applying simple tactics for attacking and defending In a game Gymnastic To create a sequence of gymnastic actions in unison	Acrodance To combine flexibility, balance, strength and coordination Outdoor and Adventurous Activities To trust and work with others to solve problems as part of a team.	Hip Hop To make creative decisions about the structure of their dance. Creative Games To apply knowledge of attacking and defending games whilst adapting them to solve tactical problems	Rugby To apply simple attacking and defending tactics in a rugby-type game. Gymnastics To create and perform a group sequence using apparatus.	Striking & Fielding – rounders To apply tactics to a game which allows them to work efficiently as a team. Athletics To apply characters of self-motivation and determination to goals	Tennis To apply a simple tactic in a net and wall game. Outdoor and Adventurous Activities To apply skills and tactics to achieve group outcomes.
PSHE GLOBAL NEIGHBOURS	Caring Friendships/Respectful Relationships UNICEF Mental Health and Wellbeing/Physical Health		Internet Safety and harms Online Relationships	Being Safe Families and People who care for me	Health Education	Living in the Wider World Job Junction
ICT	Coding Algorithms + Programs	Blogging Communicating	Spreadsheets Data retrieving + organising	Data Detectives Data retrieving + organising	3D Modelling Designing + programming	Binary (Plus MS PowerPoint presentations) Algorithms + Programs
MFL	Le Weekend Speaking, listening + writing	Les Vetements Speaking, listening + writing	Ma Journee Speaking, listening + writing	Les Transports Speaking, listening + writing	Le Sport Speaking, listening + writing	On va faire la fete Speaking, listening + writing
MUSIC	/	Melody and Structure within Christmas Nativity – singing Performing + Appraising	Global Challenges – performance Miriam Makeba – styles and standing out	/	/	Leavers service and Worship – performance DJ Kool Herc – music for rap

The Timetable

Our weekly timetable is just a guide. We often do completely different things each week and this will change based on other activities.

Some weeks we may have a Welly Wednesday, theme day or a treat afternoon.

Weekly Timetable									
	8.45-9.00	9.00-10.00	10.00-10.35	10.35-10.50	10.50-11.00	11.00-12.00	12.00-1.00	Lesson 3	Lesson 4
M	Spellings	English	Guided Reading	Break	Mental maths	Maths	Lunch	PE	Science
T								Topic	Music
W								PE	French/PSHE
T								RE - OS PPA	
F								ICT	Art/ DT

School Uniform



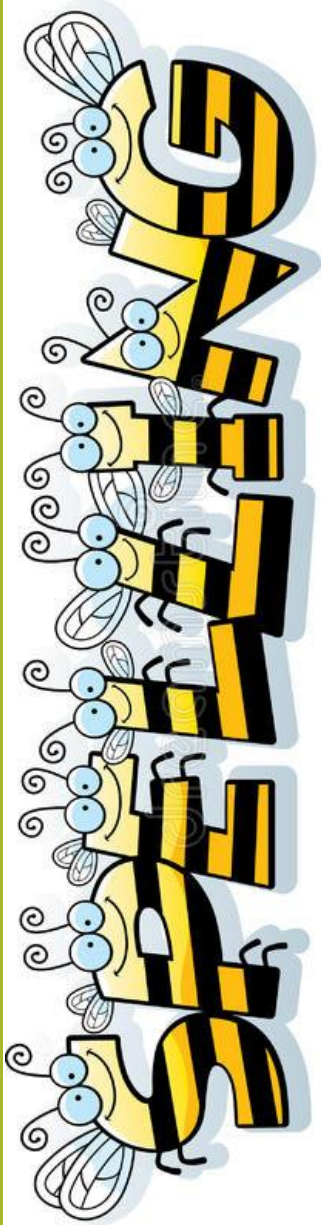
- I should always be in the correct school uniform with my name in each item of clothing.
- My shoes should be plain black and weatherproof, they should not be trainers.
- Girls shouldn't be wearing earrings or nail varnish and hair bobbles should be in school colours.
- I should always have a waterproof coat for playtimes and outdoor learning, I can bring wellies as well depending on the time of year.
- On our PE days, which are Monday and Wednesday we should come in the correct PE kit.
- Navy or black shorts, tracksuit bottoms or leggings. A white t-shirt or polo, my blue school jumper and trainers. None of this should be branded.

Homework



- We should be reading each night, we will bring a book home from school which needs to be read so that we can progress through the reading scheme at school. Homework diaries should be signed each time I have read.
- We will complete mad minutes each Friday – we should use Timestable Rockstars to practice this.
- Homework and spellings will be uploaded to the webpage by the end of the day each Thursday. We will be tested on our spellings the following Friday.
- Homework should be returned each Thursday. It is really important we complete this as it may be revision which is needed for the following lesson. If it is not completed we may have to stay in at break time.

Spelling

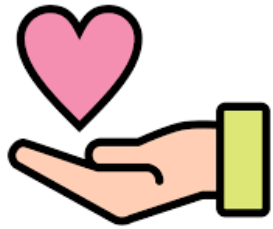


- Spelling lists are out on the webpage by the end of the day on a Thursday - we will be tested on these the following Friday. This gives us a week and a day to practice each set of spellings!
- We will also write them in our homework diary.
- We will be tested on spellings from the current week as well as previous weeks.
- I will find out my spelling score and if you want to practice any of them again with me, I will find out which ones I didn't get correct.
- The lists for the statutory spellings for KS2 can be found on the year 6 webpage.

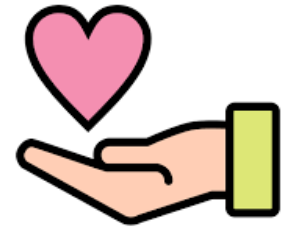
Revision



- As we are all aware we have some important quizzes at the end of the year – SATS.
- Ourselves and our families will be updated with information throughout the year as and when it is appropriate.
- We will begin revising work and recapping our topic, as well as learning new concepts, from our first day.
- Anything we are doing at home is a super addition to our knowledge. There are lots of exercise and revision books available online to help us.
- It is also important for us to have some time to relax at home and still take part in our favourite hobbies.
- There are additional activities if we want to complete them on the year 6 webpage.



Rewards



- Work on the 'writing express'
- Pasta / jar of joy
- House Points, House Point Certificates
- Privilege prize
- Headteacher's Good Work Awards
- Mad Hatter Tea Party
- WOW walk with Rae
- Golden book
- Terrific texts
- Recognition board



Consequences

- Warnings
- Sent to work in another class
- Work to be completed at playtime
- Miss Moran (KS leader) involved
- Mr Klee (Deputy Head) involved
- Mrs Healey and parents involved

PPA Arrangements

- On a Thursday afternoon Mrs Healey will teach us RE during Miss Stockwell's PPA time.



Emergency Contact Information



- You should let school know of any changes as they arise, eg. work / mobile numbers.
- If someone is picking us up who is not on the list, school should be notified before pick up time.

Examples of end of year 6 targets – Literacy.

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Draft and write by:
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.

Examples of end of year 6 targets – Numeracy.

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{4}{1} \times \frac{2}{1} = \frac{8}{1}$]
- Divide proper fractions by whole numbers [for example, $\frac{3}{1} \div 2 = \frac{6}{1}$]