



Welcome to Year 6 Curriculum Evening

Miss Wiblin

Mrs Limer

How is Y6 going to feel to your child?

- Let's take a look!
- <https://www.youtube.com/watch?v=JHy6bBKu0j4>

What we expect...



A first-class attitude (respect to all members of staff and to each other).

An understanding that they know to ask for help when needed.

Good organisation skills – homework, reading records, spelling books etc.

They always try their best.

Happy, confident children ready for September 27!

The Daily Routine



9.00am	Registration
9.00am – 9.30am	Daily Task/ Whole school collective worship/ Hymn Practice/
9.30am - 10.30am	1st session Maths
10.30am – 10.45	1 ST BREAK
10.45am - 12.15pm	2nd session English/Handwriting/Spelling/Grammar
12.00pm – 1.00pm	LUNCH Meditation
1.15pm – 1:30pm 1:30 – 2:25 pm 2:25pm – 2:35pm	Teacher led reading/Meditation/Stepping Stones 3 rd session Foundation Subjects Daily Mile
2.35pm - 3.30pm	4th session Foundation Subjects
3.30pm	HOMETIME

Homework in Year 6



- Homework is generally linked to the activities your child has been working on in class, for consolidation of their skills.

Day given	Subject	To be handed in
Tuesday	Maths written homework English written homework	Monday

Homework is marked on a Monday evening.

Homework may also be online homework – using maths.co.uk or spag.com – depending on what the task may be.

Spelling homework – goes out on a Thursday – to be handed back the following Tuesday. Spellings to be consolidated on Spelling Frame.

Daily Tasks in Year 6



This consists of:

- Guided Reading (led by Miss Wiblin);
- SPAG.com
- Maths.co.uk/Mathletics/TTRS
- Spelling – Spelling Frame

Parents evenings



24th & 25th November

Year 6 Rewards



- House points
- Good to be Green
- Star of the week
- SHINE student of the week.

**WIBS
WEEKLY
WINNERS**



Name: _____

Good to be Green

Good to be green all week name goes in the prize draw on a Friday

What is Good to be Green behaviour?

Follow our Class Rules

Be kind to others

Kind words

Kind actions

Being helpful

Being polite and well mannered

Being responsible for your own work and behaviour

Showing responsibility and leadership

Taking pride in your work both inside and outside the classroom

Your behaviour = Your choice

What behaviour might lead to a warning card?

Not changing behaviour after a stop and think

Not following our school rules

Choosing to talk at the wrong time

Walking off without asking

Spoiling other children's chance to learn

Answering back to an adult

Continuing to rock on chair when asked not to

Continuing to ignore instructions

Continuing to have poor body language

REMEMBER, if you are given a warning card

Then you are given the chance to correct
your behaviour. Don't let it progress to red!

Make the right choice

Your behaviour = Your choice

What behaviour might lead to a red card?

Threatening to hurt another child or adult

Hurting other children or adults - by hitting, kicking, pushing, biting or with words

Bullying

Being defiant e.g. ignoring a direct instruction from an adult

Deliberately damaging school property

Inappropriate lunch behaviour e.g. throwing food, being disrespectful or rude to lunch staff

Stealing

Play fighting

Using bad language

What happens if I get a red card?

Reflection time during playtimes

Speak to parents

Meeting with Mrs Alderson

Year 6 Curriculum

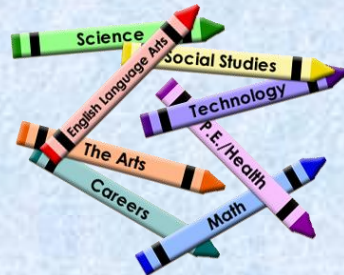


* Core Subjects

- English
- Maths
- Science
- Computing
- RE

* Foundation Subjects

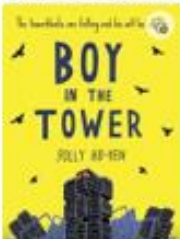
- History
- Geography
- Art
- Design & Technology
- Music
- French
- PE
- PSHCE/RSE

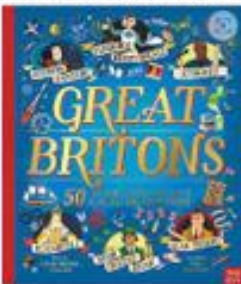
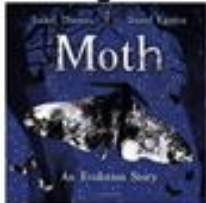


English Curriculum



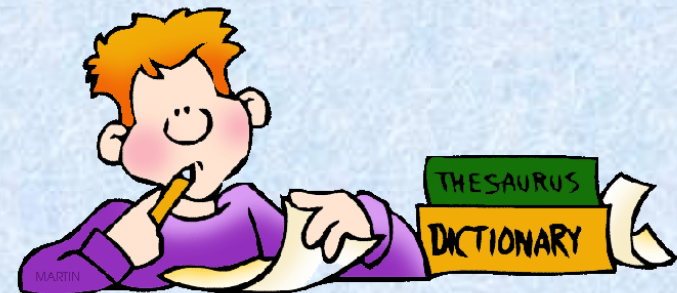
Curriculum Overview 2026/27 – Year 6

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Boy in the Tower  GR – variety of texts – SATS practice) Vocabulary skills, inference, prediction, explanation, retrieval, sequencing and summarising		When the Sky falls  (GR Variety of genres – SATS practice) Vocabulary skills, inference, prediction, explanation, retrieval, sequencing and summarising/SAT practice		Holes  (GR - Variety of genres – SATS practice) Revision Y7 Transition work	

Writing	Non-Fiction Information Texts -  Fiction writing – journey 	Newspaper reports (Writing a report on the emergence of the <u>Bulchers</u>) Independent – write their own. Fiction Stories with a flashback (The Piano)  Poetry: 	Biographies (Writing the biography of a historical figure. Independent – write their own  Fiction Story of Survival 	Fiction Diary writing (Anne Frank) Poetry Dreams  Explanation – why have animals become endangered?  Linked to Science – Adaptation.	Fiction: Story of Mystery  Discussion - Letter writing – Stanley describing what life at Camp Green Lake is like.	Y7 Transition Work (St Joseph's Transition project)
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Writing Focus

- **Vocabulary** – adjectives, similes, descriptive phrases, interesting and ambitious words, powerful, verbs and adverbs
- **Connectives** – despite, although, consequently, on the one hand, on the other hand, nevertheless, even though, in addition, moreover, finally, subsequently.
- **Openings** – using connectives, ly, ing and ed openers, using clauses and adjectives.
- **Varying sentence types** – using a variety of sentence types to control the pace of their writing: simple, short, 2a, de:de, dialogue, long, compound, complex.
- **Punctuation** - . , ! , ? “ ” ‘ ::
- **Spelling & Grammar**



TROPICAL

RAINFOREST

What is a biome?

A biome is a type of environment which is defined by a particular climate and wildlife that have adapted to live in that climate. The climate in these biomes are greatly affected by where they are located. For example, Biomes nearer to the equator are often warmer and ones further north are colder.

What are tropical rainforests?

Tropical rainforests are hot and rainy and are mostly located near the Equator. They can be found in Central America, South America, South Asia, Central Africa and North Australia. They cover 7% of the earth's surface most of which is in Brazil. You may have heard of the Amazon and Congo rainforest but how much do you know about them? Venture through the depths of the rainforest and discover the secrets hidden within.

What Flora can you find?

Did you know that most species of flora and fauna live in rainforests? The diverse variety of plants ranges from glow-in-the-dark mushrooms to flowers that grow roots in the air. It even has strangler figs which grow around trees eventually killing them. You may also find rubber trees which of course produce rubber.

What Fauna can you find?

Since the rainforest is home to ^{predators} ~~many~~ it is important that the parents take care of their offspring in order to keep them safe. Did you know that baby sloths spend 6-9 months in their mother's stomach while male Darwin frogs carry their babies in their mouth? Many animals also have different ways to impress their ~~males~~ females. Some birds, for example, build nests to impress. As well as that, some frogs compete with each other by croaking to impress. Grey woolly monkeys have ~~also~~ adapted a clever way to hold trees - using their tails! As you can see, lots of different animals have adapted to life in the rainforest but unfortunately a lot of them are endangered. Monkeys, humming birds and gorillas are all endangered.

Layers of the rainforest

The first layer is the forest floor. It is made of dead plants and leaves. It is very moist and only 2% of sunlight reaches it. This makes a perfect home for fungi and insects. Next comes the understory which is hot and dark. Leaves here grow large so they can soak up as much sun as possible. This is home to snakes, frogs and birds. Thirdly, there is the canopy where most creatures live as there is enough sunlight in rainforest. Finally, there is the emergent. This is the highest and windiest layer with trees as tall as 60m.

People

Yes, ~~there~~ ^{there} are people in the rainforest like the Iyambara people. They live in villages with 40 to 150 people in them in huts made of branches and leaves. Huts form a circle around the village and in the middle there is an open space for cooking. Some of things that they do for a living are: repairing, working and hunting. Sling shot and bows and arrows are used for hunting.



Presentation



SPAG (spelling, punctuation and grammar).

Grammar:

Word classes – nouns, verbs, adverbs, adjectives

41

Put one letter in each box to show the word class.

noun A	adverb B	adjective C	verb D
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The lazy lion snored noisily.

↑ □	↑ □	↑ □	↑ □
--------	--------	--------	--------

1 mark

Grammar examples

- Word Classes
- Tenses
- Connectives/ conjunctives
- Types of sentences- statements, commands, questions
- Phrases and clauses- main, relative and subordinate
- Articles
- Prepositions
- Pronouns
- Punctuation
- Choosing words with similar meanings.
- Prefixes/Suffixes
- Active/passive

6

Put a tick in each row to show whether the word is an adverb or a verb.

	Verb	Adverb
am	☒	☒
too	☒	☒
owe	☒	☒
quickly	☒	☒

1 mark

9 Click and underline **three** sentences below that are statements.

Is the cat fluffy? The cat is not fluffy.

Get my coat. My coat is red.

My favourite dinner is burger and chips. What is your favourite dinner?

1 mark

19 Tick two boxes to show where the apostrophes for contraction should go.

Its unfair that weve got to finish our work," said Carys.

☐

☐

☐

☐

1 mark

Boosters

It is difficult for some to remember all of the terminology used in the Grammar curriculum.

Boosters will be available after Christmas for the Grammar curriculum.

Spelling

We have 3 spelling sessions per week.

Tuesday – Start with a test. Then do some investigation work on that weeks spelling rule.

Thursday – more work on the spelling rule.
Spelling books then go home to finish tasks and the book is to be handed in on the following Tuesday.

Friday – a 15 minute session on spelling frame.
All children have access to this at home.

The website was down for most of Sunday. Our hosts had a hardware failure that affected hundreds of websites. We are very sorry.

[Home](#)[About](#)[Contact](#)[Site Colours](#)

Choose a spelling rule then choose to either practise the spelling or take a test with those words. All words are read aloud (make sure your sound is turned up) and provided within a sentence for context.

High Frequency Words

[SpellingFrame](#)

Year 1

Year 2

Year 3 and 4

The end of year spelling test comes from the whole of Key Stage 2 –(years 3-6) So some weeks, your child might be revisiting a spelling pattern from years 3 and 4 – please don't be alarmed by this.

Year 6 Spelling:

- Endings which sound like /ʃəs/ spelt –cious or –tious
- Endings which sound like –tial, -cial
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
- Words ending in –able and –ible Words ending in –ably and –ibly
- Adding suffixes beginning with vowel letters to words ending in –fer
- Use of the hyphen
- Words with the /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused
- Homophones and other words that are often confused (continued)

Word list for years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee

communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic +
ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass

environment
equip (-ped, -
ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)

individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical

prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier

stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Reading – we can not stress the importance
of regular reading enough
- we appreciate it can be a battle!

Our approach in Year 6:

1) Whole class reading sessions – 3 x 30 mins per week
This will always focus on work around our class novel at the time.
At the moment it is Greenwild. In these sessions, we will follow
VIPERS – which is:

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise

2) A 30 minute reading session in small groups – depending on ability.
Working with Miss Wiblin.

These sessions will focus on looking at stand alone texts and we will work on developing their ability to answer SAT style questions. The focus will vary on each group and the level of text will also vary.

These sessions allow me to build up confidence with your child at their level. This is the day they hand their reading folder in.

3) Silent reading time

The children should always have their reading books on their desks each day.

This could be a reading book from school or a book they are currently reading from home – but it must be available for them at all times.

It is this book that they will write their reading folder about.

New style reading comment

4) Teacher led story time
most days.



Independent Reading



All children are given free choice – with either a book from school or a book from home. They are encouraged to pick a range of fiction and non-fiction texts.

They should be aiming to be able to read this fluently but with some challenging words.

EVERY NIGHT (10 minutes!!)

Not necessary to hear every word but please encourage children to talk about what they have read. One detailed reading comment summarising what they have read that week should be recorded prior to their reading day and handed in.

In addition to their reading record comment, the children will sometimes be asked to complete a weekly comprehension, to help them develop the skills needed for their end of year assessment. This will always be due in on their following reading day.

They also have their reading challenge 100 square in their folders. This can be ticked off each time they read on an evening.

Different milestones = different prizes!

100 Books To Try And Read Before You Leave Year 6



Matilda
Roald Dahl



Kensuke's
Kingdom
Michael Morpurgo



The Crossover
Kwame Alexander



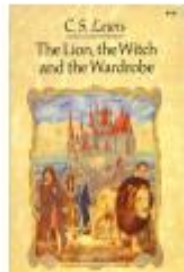
Phoenix
S F Said



Charlotte's Web
E B White



Alice's Adventures in
Wonderland
Lewis Carroll



The Lion, the Witch
and the Wardrobe
C S Lewis



Stick Of The Dump
Clive King



Artemis Fowl
Eoin Colfer



Diary Of A Wimpy
Kid
Jeff Kinney



Five Children and
It
E Nesbit



Beetle Boy
M G Leonard



Clockwork
Phillip Pullman



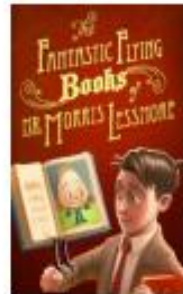
The Secret Garden
Frances Hodgson
Burnett



Wonder
R J Palacio



The Borrowers
Mary Norton



The Fantastic Flying
Books of Mr Morris
Lessmore



Skellig
David Almond



A Series of Unfortunate
Events
Lemony Snicket



The Girl of Ink and
Stars
Kerin Hobbard



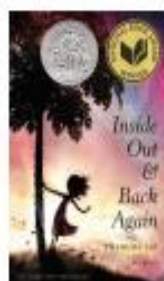
Holes
Louis Sachar



Demon Dentist
David Williams



Goodnight Mister Tom
Michelle Magorian



Inside Out & Back Again
Thanhha Lai



The Suitcase Kid
Jacqueline Wilson



The Boy in the Striped Pajamas
John Boyne



Firegirl
Tony Abbott



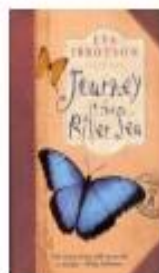
The Many Worlds of Abbie Bright
Christopher Edge



Percy Jackson and the Lightning Thief
Rick Riordan



Coraline
Neil Gaiman



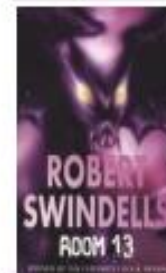
Journey to the River Sea
Eva Ibbotson



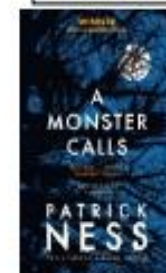
Five On A Treasure Island
Enid Blyton



Time Travelling With a Hamster
Ross Welford



Room 13
Robert



A Monster Calls
Patrick Ness



Millions
Frank Cottrell-Boyce



Street Child
Berlie Doherty



Cogheart
Peter Bunzl



Cloud Busting
Malorie Blackman



Trash
Andy Mulligan



Harry Potter and the Philosopher's Stone
JK Rowling



The Imaginary
A F Harrold

Handwriting – Letter Formation



Children will have regular handwriting sessions at the start of each English lesson. Aim is for a neat, joined, consistent style of handwriting

Pride in their presentation

We are using a new online programme so this should help improve the overall standard within the class.

Letter join

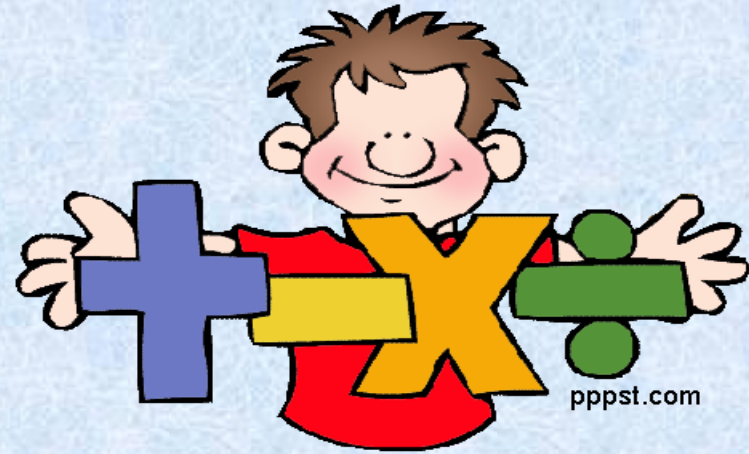
Maths



Throughout the year the children will cover the 7 strands of mathematics ;

- Using and applying mathematics
- Counting and understanding number
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data

These 7 strands are taught each term.



Year 6

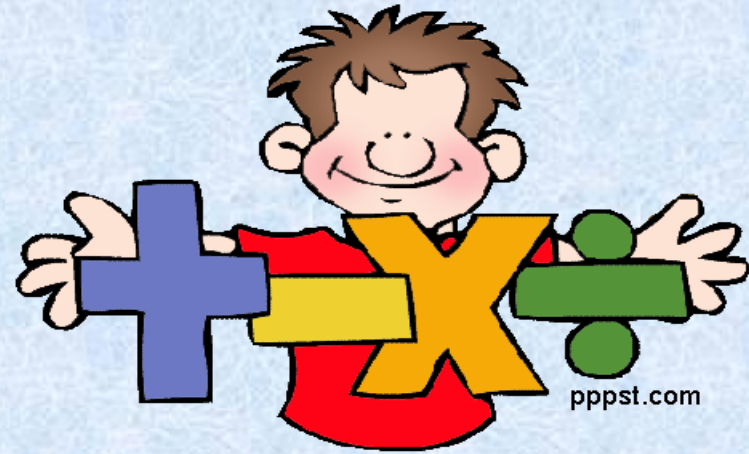
Click into the relevant block below to access the resources

	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	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions			Geometry: Position and Direction	
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
Summer	Statistics		Geometry: Properties of Shape		Consolidation and themed projects							

Maths Curriculum



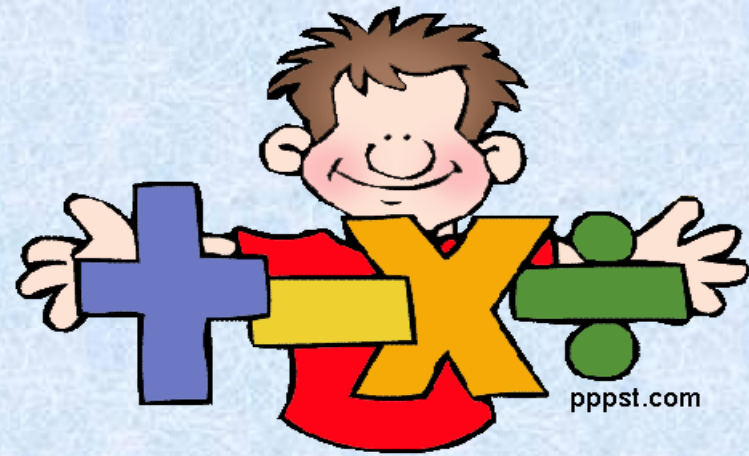
- There will be a greater emphasis on arithmetic/mental skills.
- The promotion of efficient written methods of long multiplication and division.
- More demanding content in fractions, decimals and percentages.



Key Maths Skills for Year 6



- Tables facts and division facts to 12×12
- Knowledge of place value (numbers to 1,000,000)
- Multiply and divide by 10, 100, 1000
- Written methods of calculation for all four operations
- Problem solving and application of skills



Addition Written Methods

$$\begin{array}{r} 164 \\ +125 \\ \hline 289 \end{array}$$

$$\begin{array}{r} 5486 \\ +1225 \\ \hline 6711 \\ 11 \end{array}$$

Subtraction

$$165 - 34 =$$

$$\begin{array}{r} 165 \\ - 34 \\ \hline 131 \end{array}$$

$$174 - 46 =$$

$$\begin{array}{r} \overset{6}{1} \overset{1}{\cancel{7}} 4 \\ - 46 \\ \hline 128 \end{array}$$

Check with inverse – $128 +$

$$\begin{array}{r} 46 \\ \hline 174 \\ \hline 1 \end{array}$$

Calculation Strategies

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 11 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 - 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

932 - 457 becomes

$$\begin{array}{r} 1 \quad 1 \\ 932 \\ - 457 \\ \hline 5 \quad 6 \\ 475 \end{array}$$

Answer: 475

Short Multiplication

$$\begin{array}{r} 34 \\ \times 6 \\ \hline 204 \\ \hline \end{array}$$

2

Short Multiplication – Using larger numbers

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline 2 \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline 2 1 \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \hline 4 2 \end{array}$$

Answer: 16 446

Long Multiplication –

124 × 26 becomes

$$\begin{array}{r} \begin{array}{cc} 1 & 2 \\ \mathbf{1} & \mathbf{2} & \mathbf{4} \end{array} \\ \times \quad \begin{array}{cc} & \mathbf{2} & \mathbf{6} \end{array} \\ \hline \begin{array}{ccc} \mathbf{7} & \mathbf{4} & \mathbf{4} \end{array} \\ \mathbf{2} & \mathbf{4} & \mathbf{8} & \mathbf{0} \\ \hline \mathbf{3} & \mathbf{2} & \mathbf{2} & \mathbf{4} \\ \hline \begin{array}{cc} 1 & 1 \end{array} \end{array}$$

Answer: 3224

Division – Using multiplication facts

$$3 \times 4 = 12$$

$$12 \div 4 = 3$$

So

$$30 \times 4 = 120$$

So

$$120 \div 4 = 3$$

$$3 \times 40 = 120$$

$$120 \div 40 = 3$$

$$300 \times 4 = 1200$$

$$1200 \div 400 = 3$$

$$0.4 \times 3 = 1.2$$

$$1.2 \div 4 = 0.3$$

$$0.004 \times 0.003 = 0.000012$$

Short Division

$$68 \div 4 =$$

$$\begin{array}{r} 17 \\ \hline 4 \overline{) 68} \end{array}$$

Short Division

Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

Long Division

Long division

432 ÷ 15 becomes

$$\begin{array}{r}
 \overline{432} \quad \text{r } 12 \\
 15 \overline{) 432} \\
 \underline{300} \\
 132 \\
 \underline{120} \\
 12
 \end{array}$$

432 ÷ 15 becomes

$$\begin{array}{r}
 \overline{432} \\
 15 \overline{) 432} \\
 \underline{300} \quad 15 \times 20 \\
 132 \\
 \underline{120} \quad 15 \times 8 \\
 12
 \end{array}$$

$$\frac{\cancel{12}}{\cancel{15}} = \frac{4}{5}$$

432 ÷ 15 becomes

$$\begin{array}{r}
 \overline{432.8} \\
 15 \overline{) 432.8} \\
 \underline{300} \\
 132 \\
 \underline{120} \\
 120 \\
 \underline{120} \\
 0
 \end{array}$$

Weekly arithmetic practice

Key stage 2 tests: 2024

mathematics test materials -

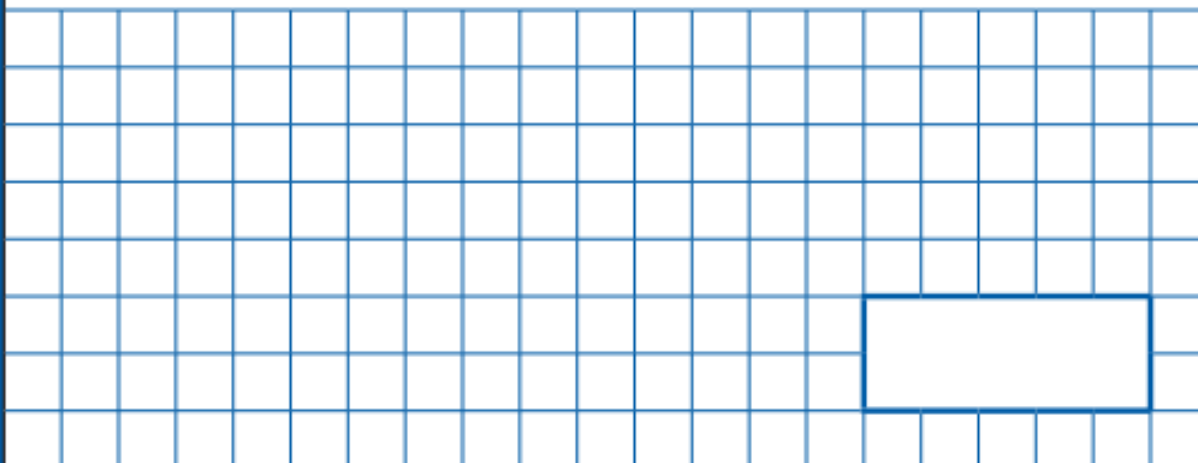
GOV.UK

Early morning work

One test per week on a Friday
after February half-term.

1

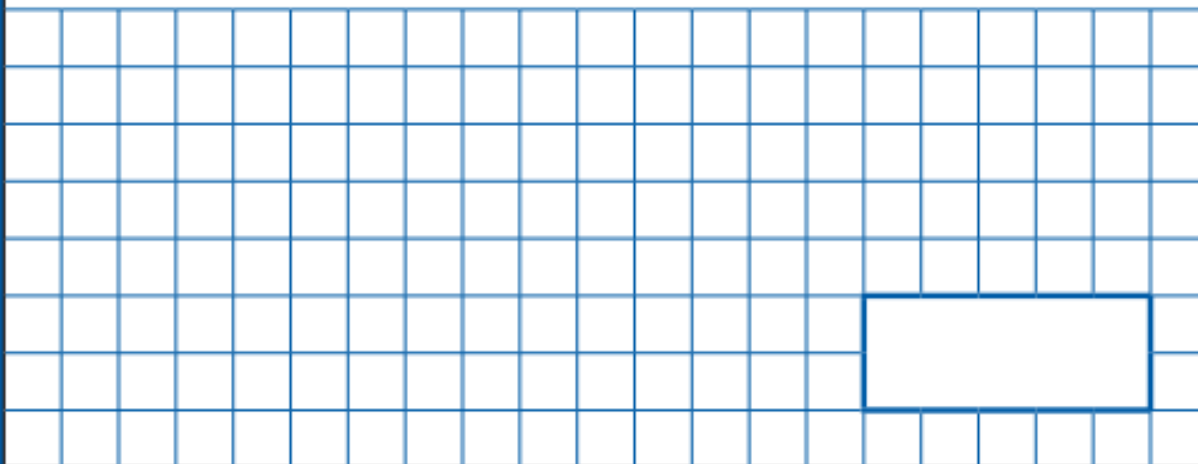
$$979 + 100 =$$



1 mark

2

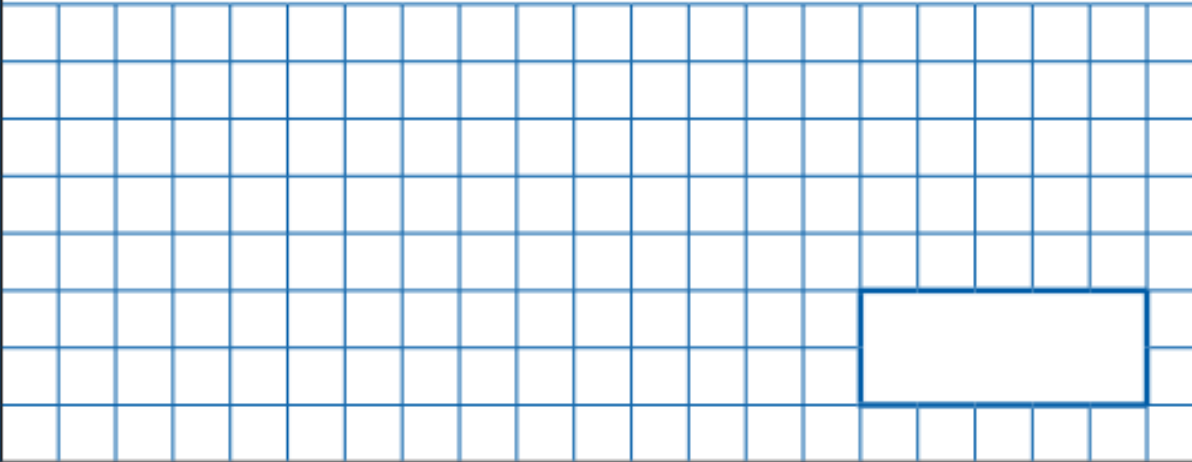
$$123 \times 2 =$$



1 mark

27

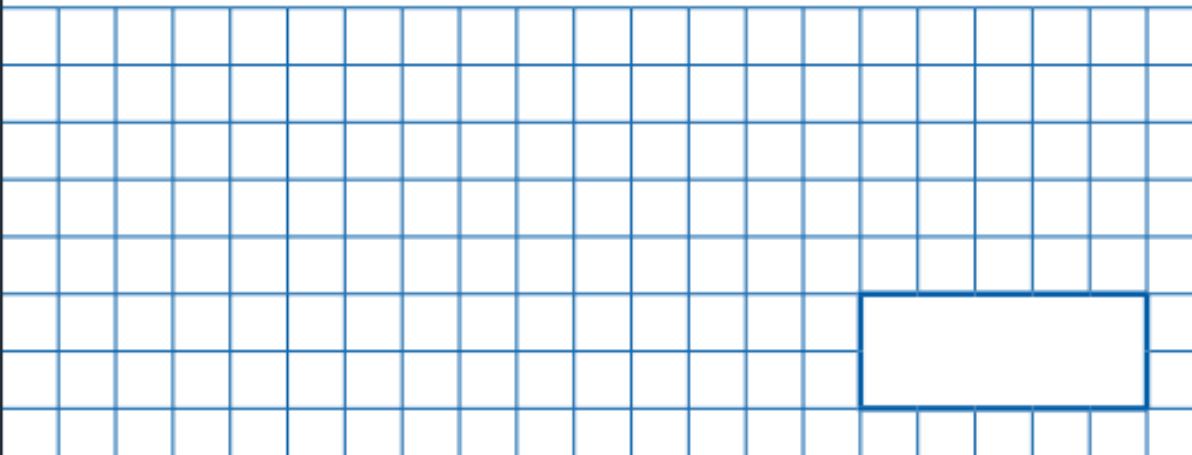
95% of 240 =



1 mark

28

234,897 - 45,996 =



1 mark

Morning work



Mental Arithmetic

Monday:

1 $342 + 200 =$

1 mark

[illegible]

3	$7.2 + 0.6 =$	

1 mark

4	$71 \times 2 =$	

1 mark

5	$1,232 + 756 =$										

1 mark

[illegible]

7 $365 - 8 =$

Friday:

[illegible]

[illegible]

[illegible]

31	$14 \times 1\frac{1}{2} =$										1 mark

[illegible]

33 $30 - 3 \times 4 =$

1 mark

[illegible]

[illegible]

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL
	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	90 %
	✗	✓	✓	✓	✗	✓	✓	✗	✓	✓	70 %
	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	90 %
	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	90 %
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100 %
	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	80 %
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100 %
	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	90 %
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100 %
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100 %
	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	90 %
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100 %

10 OF 10 QUESTIONS

10 OF 10 QUESTIONS

Maths.co.uk – weekly online test on content from the previous week.

Building Resilience!

1.

$$\begin{array}{r} A \\ A \\ + A \\ \hline BA \end{array}$$

2.

$$\begin{array}{r} BB \\ + A \\ \hline ACC \end{array}$$

3.

$$\begin{array}{r} AB \\ + A \\ \hline BCC \end{array}$$

4.

$$\begin{array}{r} AB \\ + A \\ \hline CDC \end{array}$$

5.

$$\begin{array}{r} AB \\ + BC \\ \hline BCB \end{array}$$

6.

$$\begin{array}{r} AB \\ + CB \\ \hline BA \end{array}$$

7.

$$\begin{array}{r} AB \\ + CB \\ \hline BBA \end{array}$$

8.

$$\begin{array}{r} AB \\ AB \\ AB \\ + AB \\ \hline CA \end{array}$$

Booster Work

All children will be monitored closely throughout the year.

Additional opportunities to work with members of staff to improve the level they are working at if needed.

Maths - Offers of additional support will be given earlier in the year to those children we feel could do with a confidence booster in this area of the curriculum.

Opportunities of additional support will also be offered to children, where Maths is a particular strength, after February half-term.

English Booster Work

Reading intervention – this will take place during curriculum time and will start immediately. It is so important that all children continue to read from a wide variety of texts on a regular basis.

SPAG intervention – this will take place in a 8 week block after February half-term for those children still working towards the expected standard.

Writing intervention – this will take place during curriculum time and will focus on a child's individual action plan.

National Curriculum Tests (SAT's) – **10th -13th May 2027**

- Working towards, Working at expected, Working at greater depth (exceeding).
- Raw scores → scaled scores.
- Target of 100 on the scale score.
- Higher than 110 (Highest possible is 120) → Working at greater depth.
- Results will still be sent back to us at the start of July.
- Discussed more at meeting in January.

Science



- Living things and their habitats.
- Animals including humans
- Evolution and inheritance
- Light
- Electricity



Computing

The children have one computing lesson a week in the computing room.

- E Safety – Safety online, Reporting issues, Social Media
- Communication – the use of the internet/web design
- Data handling – spreadsheets
- Programming and coding
- Game creation

Religious Education



Autumn Term

Branch 1 Creation and Covenant

Branch 2 Prophecy and Promise

Spring Term

Branch 2 Prophecy and Promise

Branch 3 - Galilee to Jerusalem

Summer Term

Branch 4 Desert to Garden

Branch 5 – To the ends of the Earth

Branch 6 – Dialogue to Encounter

PSE –

Week	Autumn		Spring		Summer	
	1	2	1	2	1	2
1	New term welcome week	Module 1, Unit 3 Session 1 Body Image	Module 1, Unit 4 Session 1 Making Babies (Part 1)	Module 1, Unit 4 Session 5 Coping With Change And Classroom Shorts	Module 2, Unit 2 Session 4 Confidence vs Control	Module 2, Unit 4 Session 4 Giving Assistance
2	Module 1, Unit 1 Story Sessions Calming the Storm 5 sessions over 5 days	Module 1, Unit 3 Session 2 Peculiar Feelings	Module 1, Unit 4 Session 2 Making Babies (Part 2) May be omitted or set as homework	Module 2, Unit 1 Session 1 God is Calling You	Module 2, Unit 2 Session 5 Build Others up And Classroom Shorts	Module 3, Unit 1 Session 1 The Holy Trinity
3	Module 1, Unit 2 Session 1 Gifts and Talents	16 th -20 th Nov- Anti-Bullying Week 20 th Nov- Children in Need	Module 1, Unit 4 Session 3 Menstruation	Module 2, Unit 2 Session 1 Under Pressure	Module 2, Unit 3 Session 1 Sharing isn't Always Caring	Module 3, Unit 1 Session 2 Catholic Social Teaching
4	Module 1, Unit 2 Session 2 Girls' Bodies (January school nurse)	23 rd -29 th Nov Parliament Week	Module 1, Unit 4 Session 4 Hope Beyond Death	Module 2 Unit 2 Session 2 Do You Want A Piece of Cake?	Module 2, Unit 3 Session 2 Cyberbullying And Classroom Shorts	Module 3, Unit 2 Session 1 Reaching Out
5	Module 1, Unit 2 Session 3 Boys' Bodies January school nurse	Module 1, Unit 3 Session 3 Emotional Changes	1 st -7 th Feb- Children's Mental Health Week	Module 2, Unit 2 Session 3 Self-Talk	Module 2, Unit 4 Session 1 Types of Abuse And Classroom Shorts	Module 3, Unit 2 Session 2 The World of Work And Classroom Shorts
6	9 th -Oct- Wear Yellow- Mental Health	Module 1, Unit 3 Session 4 Seeing Stuff Online	10 th Feb- Safer Internet		Module 2, Unit 4 Session 2 Impacted Lifestyles And Classroom Shorts	Module 3, Unit 2 Session 3 Money and Me And Classroom Shorts
7	Module 1, Unit 2 Session 4 Spots and Sleep				Module 2, Unit 4 Session 3 Making Good Choices	

History & Geography



Geography units:

Biomes

North America

History units

Conflict through time

Crime and Punishment throughout the ages

PE

Lessons take place on a Monday PM for 1 hour (1st half term)
and on Thursday PM for 1 hour

- Y6 children also get the opportunity throughout the year for some additional coaching and events – Football, Cricket, Hockey, Athletics etc.



- **Autumn Term**

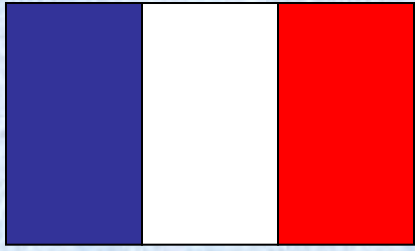
- Games – Football /Multi-skills/ Netball
- Sportshall Athletics/Cross country
- Outdoor Pursuits (Thurston)

- **Spring Term**

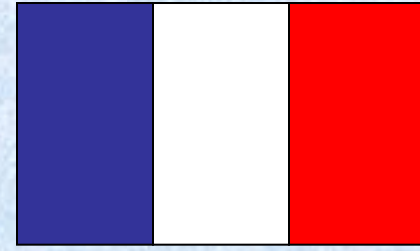
- Invasion Games- Rugby/Hockey/Dodgeball
- Gymnastics
- Dance

- **Summer Term**

- Games (Cricket, Rounders)
- Athletics



French



This year the children will be learning about:

Unit 1 – House description

Unit 2 – Home town – Where it is

Unit 3 – Out and about – Things to do in a town

Music

- The children have a music lesson with Mr McNally every second Wednesday.
- Their scheme of work includes:
- Independently perform 2/4 3/4 4/4 at varied tempos (Solo and in ensemble)
- Performing on beat and syncopated rhythms within 2/4, 3/4 and 4/4 time signatures.
- Perform 4 bar phrases - Crochet, quavers, minin dotted crotchet and equivalent rests.



- To perform using an octave fluently
- Singing musically within an octave and include extended harmony.
- Respond to the performance direction of the piece e.g. phrasing

Ukulele

- Mr Boudeic will possibly start ukulele lessons with Y6 later this term on a Wednesday afternoon. Instruments will be provided...but could be a possible Christmas present!



Art and DT

TERM	TITLE
AUTUMN	Art – Propaganda posters
AUTUMN	DT – Design a pencil case/phone case
SPRING	Art – Sculpture
SPRING	SATs
SUMMER	Art – Mixed Media
SUMMER	DT – Make a traditional curry

Y6 responsibilities

Junior Leadership Team

- RE ambassadors

Mini Vinnies

- School Council
- Eco Warriors
- Playground leaders
- Buddies



St Matthew's Mission Statement

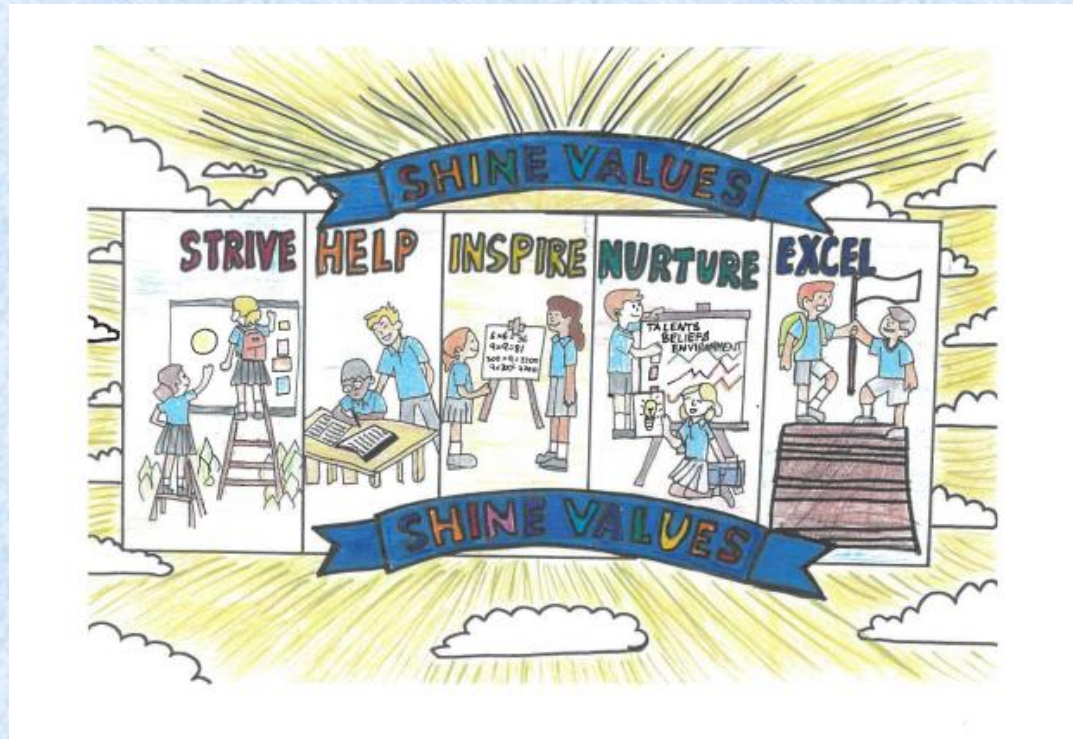


Mission Statement:

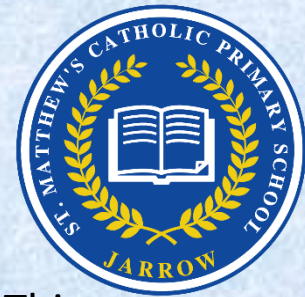
“Welcome to our happy school, where everyone is valued and given the opportunity to ‘let their light shine.’ With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment.”



Our SHINE Values



Strive, Help, Inspire, Nurture, Excel –
together, we SHINE!



Communication

We understand the importance of respectful and timely communication. This year, we have a new Communication Policy for Parents.

If you have a matter you would like to discuss, please contact the office to make an appointment with myself as Class Teacher.

For all email queries, please email the office on TMAOffice@stmatthewsjarrow.co.uk and this will be triaged to the relevant member of staff.

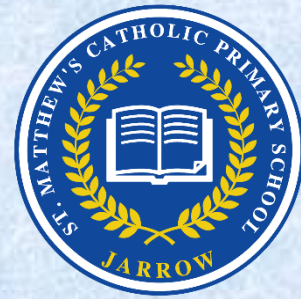
For any safeguarding concerns, please call the office and ask to speak to a Designated Safeguarding Lead (DSLs). Mrs Alderson, Miss Wiblin and Miss Shawcross are our DSLs.

For any SEND queries, please make an appointment with Miss Shawcross, our SENDCo. Miss Shawcross is available during her SEND time on Tuesday afternoons.

Please note that all queries will be responded to within our working hours and within 72 hours of receiving them.



Social Media



Using Facebook, Twitter, WhatsApp and other social networking sites is not the correct forum to raise any issues or concerns about the school, staff, other parents or students. Please always contact us directly if you have any concerns.

Any negative remarks on these sites can be seen as defamation of character, harassment or slander. This means that you could be prosecuted by the police.

Before posting about school matters or events, we ask you to pause and consider: *Is this respectful? Is this necessary? Is this safe?*

Please never post any photos of any other pupils on social media for safeguarding purposes.

And remember...

- The joint aim is to get them here by July...

