



Following the example of Jesus, together we learn,
love and respect one another to be the best that
we can be.

Welcome to Year 6!

Mrs Fullalove

Year 6 Aim

- * We aim to prepare children for life at secondary school and also to conclude their journey in Primary Education.
- * We believe children should have FUN!
- * Children leave Year 6 as happy, independent learners who are ready to take on the challenge of a new setting and a new school.



Our Class Timetable

	8.45 – 9.20	9:20-9:50	9.50-10:50		11:05-12:05	12:05-12:15		1:15-1:30	1:30-2:10	2:10-3:30
Monday	Daily Maths Registration Whole school Celebration of the Word	Guided Reading	Maths	Break 10:50-11:05	English	SPAG	Lunch Time 12:15-1:15	Daily Prayer	Geography	RE
Tuesday	Daily Maths Registration Class Worship		Maths		English				Science	
Wednesday	Daily Maths Registration Assembly (Hymns)		Maths		English				French Music	
Thursday	Daily Maths Registration Child Led Worship		Maths		English				Computing	RE
Friday	Daily Maths Registration Celebration Assembly		Maths Arithmetic practice and test		English				Spelling Test	PE

Mathematics

We will aim to develop our mathematical skills by learning about:

- **Number and place value (Numbers up to 10 million)**
- **Addition and subtraction (formal written methods along with problem solving in different context).**
- **Multiplication and division (including the formal written methods).**

Science

To start off with, we will be looking at 'working scientifically'. This will include how a successful scientist works and how to plan, do and review an experiment effectively.

For the rest of the half term and beyond, we will move onto 'Evolution and Adaptation'. Some of the key questions we will try to answer are the following:

- What is evolution and where is the evidence?
- What do fossils tell us about evolution?
- What is inheritance?
- What will offspring look like?
- What is selective breeding?

French

In French, we will be learning to ask what the date is and say the date in French; we will learn how to ask someone when their birthday is and respond to that question; and we will be developing our French phonics too.

PSHE

In PSHE, we will be learning about **relationships** and will spend some time discussing pressure in certain situations. We will also be talking about opinions and topical issues.

English

In English, our learning will be based around a book called "**The Nowhere Emporium**" written by Ross MacKenzie. We will be learning about:

- Different word classes and how to improve our writing further building on skills in Year 5
- Creating and punctuating a range of different sentences.
- Explain the meaning of new vocabulary.
- Blend action, dialogue and description in and between paragraphs.

Our end outcome will be to write a scene from the book in our own words.

Computing

In computing this half term, we will be enhancing our knowledge of **coding** on Purple Mash. Our key objective will be to design a playable game with a timer and variables.

Religious Education (RE)

In R.E this half term, we will begin by looking at the key theme of 'love'.

Our big question is: Do you have to earn love?

The unit will be split up into three strands:

- The love and care of people – **Explore**
- God's love is unconditional and never ending – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

We will also zoom in on the religion of **Judaism** for the latter part of the half term.

DT

In DT this half term, we will be looking at structures building on our learning from previous years. We will design, make, test and evaluate flood proof houses.

Geography

In Geography this half term, we will be learning about **hurricanes and flooding**.

Our key enquiry question will be: 'What are the effects of a hurricane on a particular area?'

During this unit, we will look at what a hurricane is, how it occurs and where they occur.

Autumn 1 2024



Music

In Music this half term, we will continue to develop our listening, appraising and performing skills with a focus on the song Happy by Pharrell Williams.

P.E

Gymnastics with a focus on balances and counter balances will be one of our units for this half term. Our other unit will be 'Creative Games'. In this unit, we will be adapting invasion games by thinking about different tactics to outwit an opponent.

KS2 SATs

(Standard Assessment Tests)
12 May – 15th May 2025

- * The dreaded word!
- * Assessments during the week including:
 - A reading paper
 - Three maths papers (1 arithmetic and 2 reasoning)
 - Two SPAG papers (1 spelling and 1 grammar/vocabulary)
- * Nothing to worry about for the children and we will be preparing them for this throughout Year 6 by doing practice papers.
- * A separate meeting will take place closer to the time where we will advise you about the preparation needed etc.



Reading

- * Reading is a gateway to all areas of school and remains a top priority.
- * We have regular guided reading sessions with a range of activities.
- * We are committed to develop a love of reading for children.

Home Reading:

- * Your child will bring home a school reading book suited to their reading ability. Please encourage them to read as much as they can and discuss what they are reading with them.
- * Please write a short comment in their reading record after reading.
- * The children have the opportunity to change their books daily.

Writing

New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	naivance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

- * Although the children don't have a writing SAT, they will still need to work extremely.
- * Strong emphasis on cohesion and extra punctuation in Year 6.
- * Basic punctuation remains important.
- * There will be a focus on choice and effect, as children continue to develop and refine their 'author's voice'.

End of KS2 Writing Assessment Framework

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[^] (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.²

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]



Maths



- * WE ARE A MASTERY APPROACH SCHOOL.
- * Children are taught skills progressively.
- * We promote an enquiry based approach which helps our children build key mathematical skills such as investigation, problem solving and reasoning.

Key skills in the 1st Autumn term :

- * Place Value- Representing numbers to 10,000,000.
- * Addition and Subtraction – including problem solving in context.
- * Multiplication and Division – including formal written methods
- * (Multiplication – 4 digit x 2 digit and Division – Long division by chunking)

Our Year 6 Long Term Maths Plan

	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 term	Number Place value FREE TRIAL VIEW		Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW	
Spring term	Number Ratio VIEW		Number Algebra VIEW		Number Decimals VIEW		Number Fractions decimals and percentages VIEW		Measurement Area, perimeter and volume VIEW		Statistics VIEW	
Summer term	Geometry Shape		Geometry Position and direction		Themed projects, consolidation and problem solving							



What level should children be at?

- * Under the National Curriculum, levels no longer exist.
- * Children will be assessed according to whether they have achieved all objectives 'expected' for their school year.
- * Working below age related expectations
- * Working towards age related expectations
- * Working at age related expectations
- * Working above age related expectations (Greater Depth).

Knowledge Organisers

Sticky Knowledge (I can...)

- Explain what a hurricane is and how they form.
- Where hurricanes occur.
- Why some areas are more prone to extreme weather than others.
- What a developing country is and why hurricanes/floods can affect them more.
- Explain the effect of climate change on hurricanes and floods.
- Explain the social, economic and environmental effects of a hurricane/flood.
- Discuss the potential future of natural disasters.

What is a Hurricane?

- A hurricane is a huge, rapidly rotating storm.
- When winds reach 74 miles per hour, a hurricane is officially born.
- Hurricanes can be up to 600 miles across and have strong winds of up to 200 mph.
- Each hurricane usually lasts for over a week, moving 10-20 miles per hour over the ocean.
- Hurricanes form close to the equator.
- Hurricanes rotate around the centre of the storm or "eye"; this is the calmest part.



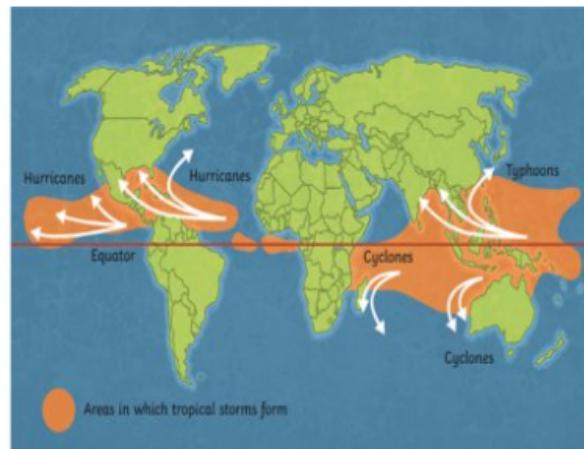
YEAR 6
KNOWLEDGE
ORGANISER
Geography

We will learn about
**Hurricanes and
floods.**

Key Vocabulary

Floodplain – an area of low-lying land next to a river.
densely populated – an area where lots of people live.
hurricanes/cyclones/ typhoons – a huge, rapidly rotating storm. They are the same but called a different name depending on where you live.
social factor – effects on people
economic factor – effects on money and businesses
environmental factor – effects on the environment
climate change - the lower atmosphere of our planet is becoming warmer. This is a result of greenhouse gases which are a product of the activities of human beings.
fossil fuels – coal, oil and gas (natural fuels)
surface run-off – water moves across the surface of the earth becoming a stream or river.

Key enquiry question:
**What are the impacts of hurricanes/
flooding on a particular area?**
Areas where they occur



What causes a Hurricane?

- Hurricanes form over really warm, ocean water.
- Hurricanes gather heat and energy through contact with warm ocean waters.
- The wind must be blowing in the same direction and at the same speed to force the cool air upward from the ocean.
- As a hurricane's winds spiral around the storm, they push water into the storm's centre. When the storm reaches land, this water causes flooding.
- Rising air and water temperatures worldwide are creating more frequent and severe hurricanes.

What should I already know?

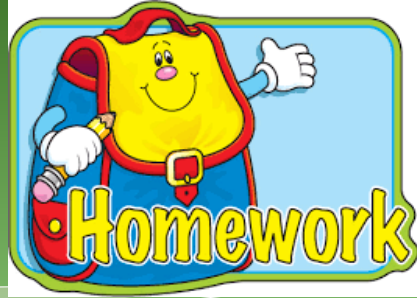
This builds on Year 5 where children learnt about **Physical and Human Geography**. Children talked about place and also climate zones, vegetation belts and biomes.



P.E.



- * P.E. will take place every **Wednesday** (taught by Burnly Football club) and **Friday** (taught by Mrs Fullalove).
- * Children need to come to school dressed in their P.E kits and trainers each Wednesday and Friday.
 - * Please ensure all items of clothes are labelled.
 - * If children wear earrings, these need taking out or covering with plasters for the P.E. lesson.



Homework is set on a Friday and due in the following Friday.

Homework includes:

- * Reading daily
- * Regular practice of TTRS
- * Maths (Century)
- * English (Century)
- * Spellings weekly (hard copy)

Year 6 Residential

- * Always a highlight for Y6 children and staff!
- * We will have a meeting closer to the time to explain about arrangements and logistics.



Walking Home and Mobile Phones

- * For permission to walk home independently, please ask the office for a form to complete. If this was completed for Year5, then this is still valid.
- * For a child to have a mobile phone in school, a written request must be made via email to the school office (office@ssmj.lancs.sch.uk).

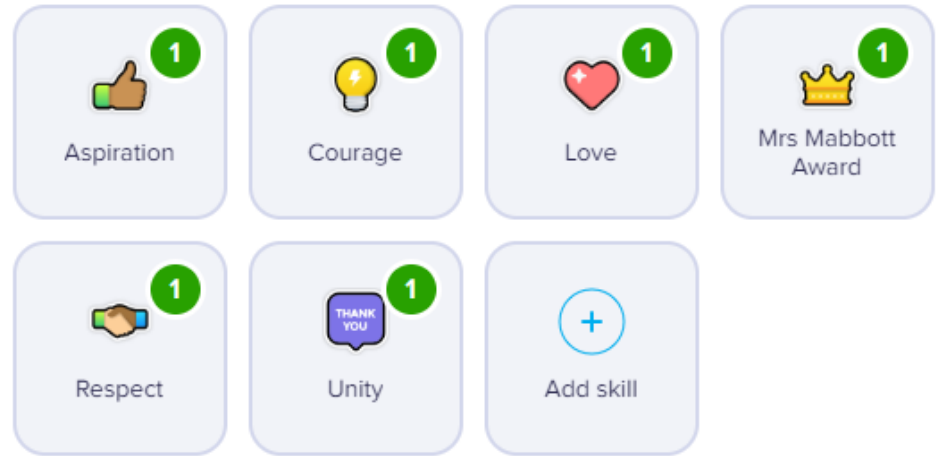


Parents can help by...

- * Taking an interest in your child's learning and home learning.
- * Giving lots of positive encouragement. 😊
- * Attending all meetings and parents evenings – Tuesday 15th (3:40-6:30pm) and Wednesday 16th (3:40-5:00pm)
- * Accessing websites: Century, TTRS, School Website
- * Not putting children under too much pressure.
- * Ensuring children arrive at school:
 - At the correct time to start each day.
 - Having had breakfast.
 - Having gone to bed at a reasonable time.
 - With a coat, book bag and labelled water bottle etc.
- * Please collect children on time and phone ahead if you are late.

Behaviour, attitude to learning and rewards

- * Independence
- * Respect for self, others and property
- * Dojos (badges)
- * Zones of regulation
- * Think sheets
- * House Points
- * Jar of Joy
- * Celebration Assembly



Communication

I will communicate via:

- * The Year 6 page of the website (overviews / pictures)
- * Dojo (pictures / reminders / changes to timetables) – this will be one-way communication and messages may not be responded to

Please communicate with me by:

- * Catching me on the yard at the end of the school day.
- * Phone: 01200 422560
- * Email: office@ssmj.lancs.sch.uk



