



Welcome
Year 6 Parents



MISSION STATEMENT

God made us all to be different and unique, this is what makes us special. God created us to be part of his family.

We live our school vision 'let our light shine' in all that we do, we follow the example of Jesus as he is the light of the world.



Jesus Christ said, "Your light must shine before people, so that they will see the good things you do and praise your Father in heaven." (Matt.5:16)

Revised 2024



Our School Values and Mission statement

Gospel values and RE in our school

- Opportunities to develop faith in God.
- Opportunities for Spiritual, intellectual, physical and moral development.
- Value all children as unique
- To create a community of love, care and concern, tolerance, forgiveness and respect.
- Equality of opportunity to all.
- Work closely with parents, our parish and local community.
- Prayer, worship and liturgy is a real educational experiences
- To help the children to be strong and tolerant in appreciating other Christians and differing faiths.

We use a Positive Behaviour policy

Expectations:



Rewards:

	We listen House points We are kind	We respect
Ruby		
Gold		
Sapphire		
Emerald		

gentle Our Gospel values helpful
We are...
humble faithful united forgiving

Sanctions:








The focus is on praising the behaviour we want to see. Where sanctions are needed steps are taken with care and consideration, taking individual needs into account where necessary. We use a child-centred approach to discipline. What works for one child, may not work for another.

Your first point of call would be to speak to me or another member of Year 6 team in person or by telephone. Please call the school office at the earliest opportunity to arrange a telephone conversation or F2F meeting. If you prefer, please email me at sspp.year6@taw.org.uk




Year 6 Weekly Timetable

	8:50am	9am (75 mins)	10:15am	10:30 am	10:45am (75 mins)	12- 12:10pm	12.10 - 1 pm	1pm	1:20pm	2:20pm	3:20pm (10)	
Monday	Registration & SODA - Spelling focus	Maths	Gospel Assembly	BREAK	English	Daily Mile	LUNCHTIME	RE (80 mins)		Mini Adventure	Drop Everything And Read	
Tuesday		English	LFL assembly KS2 Hall		English			ERIC	PE	Maths		
Wednesday		Spanish	L4L		Singing Assembly KS2 Hall			Art/DT	ERIC	English		Maths
Thursday		Science (90mins)			Maths			Prayer and Liturgy in class	Computing	PE		
Friday		Maths (60)	10am - Hymn Practice Good Mentions Assembly		English			ERIC	RE (70 mins)	Music (50 mins)		



Year 6 Overview

Term	2024-25 Yearly Overview: Year 6													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Title	How does my region and the USA compare? 							How does How did WWII change the landscape of Britain? 						
Autumn Term Subject foci:	Geography – mountains, terrain and rivers <ul style="list-style-type: none"> Describe key aspects of physical geography (North America) locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America 							History – British history since 1066 <ul style="list-style-type: none"> How did WWII change the landscape and lives in Britain? 'The bomb that nearly destroyed Newport' 						
Science	Animals and humans - Grouping and classifying							Materials						
English focus	 The Place Value of Punctuation and Grammar			King of the Cloud Forest Survivors				Goodnight Mr Tom Letters to the lighthouse						
Title	What is the economic activity of the UK, and how sustainable is it? 							Does the punishment fit the crime? (Week 1 and 2 – Whole school book focus) 						
Spring Term Subject foci:	Geography To understand the local, regional and international links the UK has Know that the UK is interconnected with other countries and continents How the USA and UK use different trade routes and agreements to sustain economic harmony D&T How do electrical cars move? Make a prototype of an electrically powered car							History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Art Drawing and sketchbooks Drawing justice – the art of the courtroom - portraits						
Science	Electricity							The circulatory system/ diet, drugs and lifestyle.						
English focus	If... David Smith The story of money- Martin Jenkins and Satoshi Kitamura							The Highway Man – narrative poetry Stormbreaker						
Summer Term	How have key historical events shaped our world now? 							How has life evolved? (Week 6 – Science week) 						
	History – changes since 1066 and the impact and significance on life today <ul style="list-style-type: none"> The first railways women's suffrage movement To consider ways in which the creation of the NHS improved the lives of people living in Britain. To understand the abolition of the slave trade and slavery in Britain. - Windrush 							Geography Galápagos Islands A study of physical geography, including climate zones and biomes. Science How have we evolved over time? Geological time, different geological periods and how old the earth is. A study of dinosaurs, their various characteristics, and how they are both similar to, and different from, reptiles we see today.						
Science	Light							Variations, adaptations and fossils						
English focus	The 1,000-Year-Old Boy Summer-water Sonnet Gillian Clarke Lines Upon Westminster Bridge by William Wordsworth							Skellig Charles Darwin: On the Origin Of Species						



Autumn Term 2024

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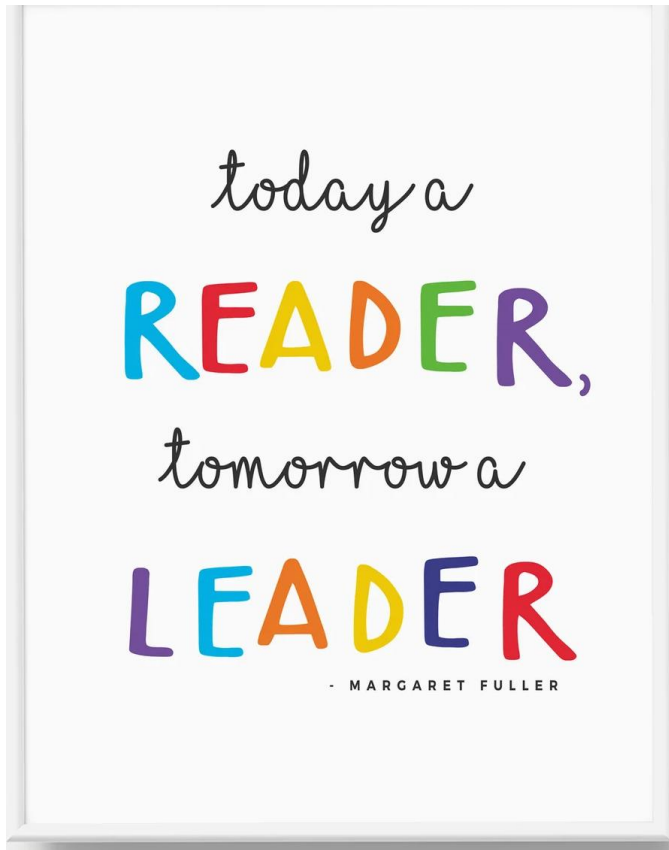
Spring Term 2025

Term	2024-25 Yearly Overview: Year 6															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
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Summer Term 2025

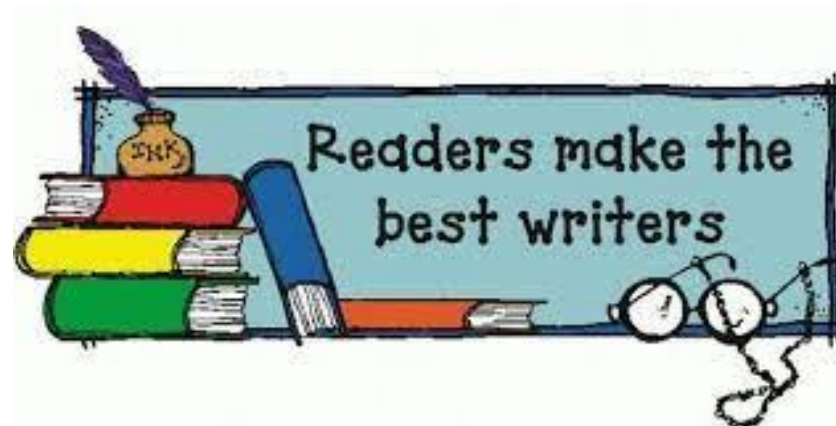
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English focus	The 1,000-Year-Old Boy Summer-water Sonnet Gillian Clarke Lines Upon Westminster Bridge by William Wordsworth					Skellig Charles Darwin: On the Origin Of Species								

Reading in school and at home



Please sign the reading record if you hear (witness) your child read!

Please where possible hear your child read and talk to them about it to aid comprehension of any new vocabulary and the text as a whole.



The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



Homework

Spellings each week- spelling rule for the year group + spelling gaps

Children will be tested in school each week- these will then be recorded in their reading logs

Maths – KIRFS – Key recall facts for year 6 – different ones each half term.

Year 6 will get an additional piece of Maths or English each week.

Hoping to trial Century Tech in Year 6 which can also be used at home.

Assessment – formative and summative

Assessment in class:

Live marking/feedback

Reading assessments

Spelling

Times tables

Kahoot quizzes

NFER end of term assessments

Specific external assessment -

Year 6 SATs

Retrieval grids in most subjects to:

Check prior learning

Is the learning embedded? Can the children recall/remember knowledge and skills?

Revisit key concepts periodically throughout the year

Deal with misconceptions

Use them as a learning tool – explore why an answer might seem correct and why it isn't.

Identify who needs targeted intervention and provide additional support

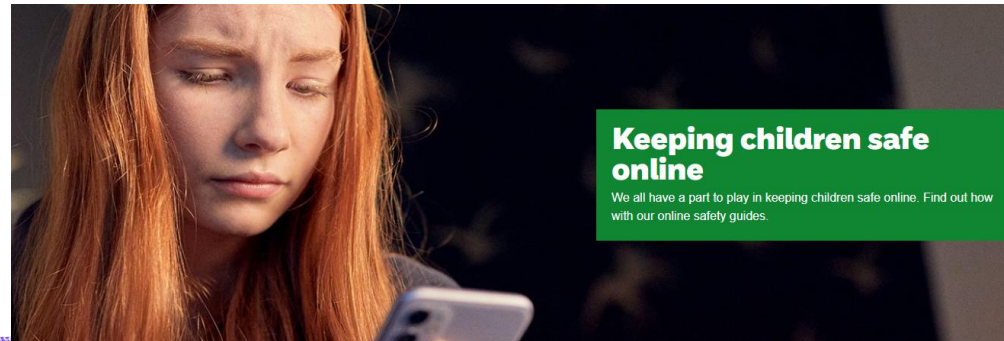
Assessment

Important things that tests can't measure...



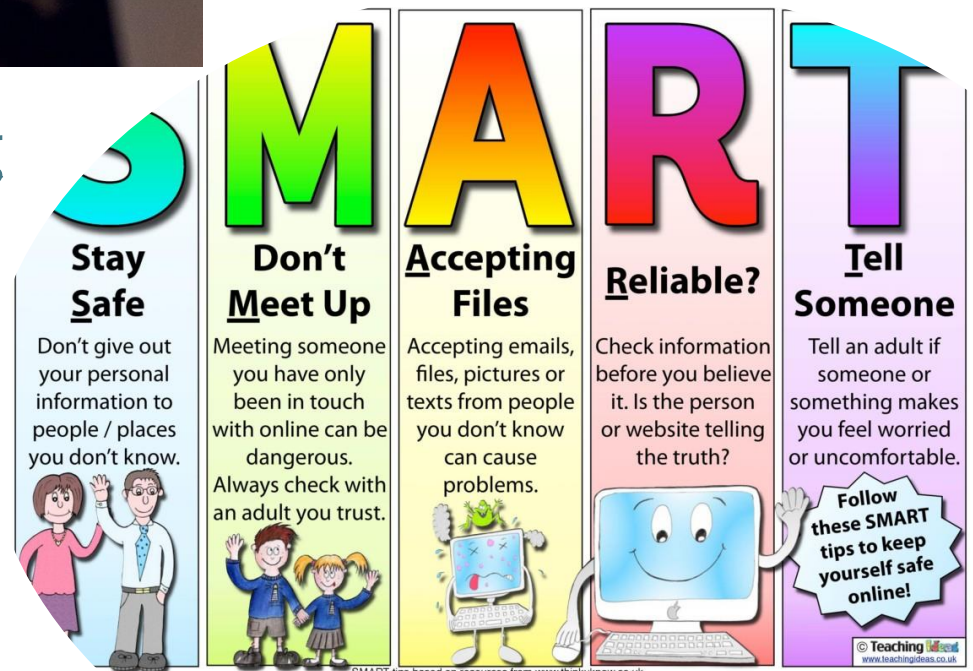
creativity self-control
wisdom motivation
intuition affection loyalty
peacefulness perspective
rhythm faithfulness
honesty determination kindness
courage patience
perseverance spirituality
gentleness joy thoroughness
thoughtfulness generosity
helpfulness flexibility
discernment love character
friendliness compassion
sensitivity confidence

E-safety, online usage and devices



- 1 MONITOR VIEWING HABITS**
Whilst most apps have moderation tools, inappropriate content can still slip through the net.
- 2 CHECK ONLINE CONTENT**
Understand what's being shared or what seems to be 'trending' at the moment.
- 3 CHECK AGE-RATINGS**
Make sure they are old enough to use the app and meet the recommended age-limit.
- 4 CHANGE PRIVACY SETTINGS**
Make accounts private and set content filters and parental controls where possible.
- 5 SPEND TIME ON THE APP**
Get used to how apps work, what content is available and what your child likes to watch.
- 6 LET CHILDREN KNOW YOU'RE THERE**
Ensure they know that there is support and advice available to them if they need it.
- 7**
- 8 LEARN HOW TO REPORT & BLOCK**
Always make sure that children know how to use the reporting tools on social media apps.
- 9**

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>



S Stay Safe
Don't give out your personal information to people / places you don't know.

M Don't Meet Up
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

A Accepting Files
Accepting emails, files, pictures or texts from people you don't know can cause problems.

R Reliable?
Check information before you believe it. Is the person or website telling the truth?

T Tell Someone
Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!

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SMART tips based on resources from www.thinkuknow.co.uk

Suggested Trips for this year...

Autumn 2: RAF Cosford or visiting workshop – WWII link



Spring 1: Stafford College Lego Innovation Centre – DT & Science Link



Spring 2: 3rd – 7th March 2025 ARTHOG Outdoor Education Centre

Spring 2: West Midlands Police Museum – Crime and Punishment link

Summer 2: Whole school trip – Possible destinations include Thinktank/BLM/National Memorial Arboretum

And of Course.....Year 6 Post SATs leavers treat!

