

# Welcome to Year 6



EMILY HARRINGTON (CHERRY M, TU AM, TH AM, F):

ASSISTANT HEADTEACHER (TEACHING AND LEARNING) AND ENGLISH LEAD

GINNY NEWMAN (CHERRY TU PM, W, TH PM): SENDCO

MATT WALTERS (WILLOW):

MFL, COMPUTING, PE AND LOWER SCHOOL BEHAVIOUR LEAD

# Meet the team!

## **Year 6 support**

Mr Chitsa

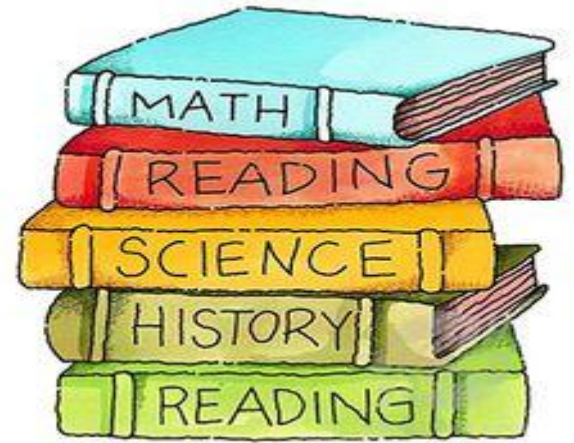
Miss Mayhew

Mrs McInnes

Mrs Royston-Hayes (RWI support)

Miss McMillan and Miss Thelwell

# Teaching



- ▶ Cherry class will be taught by Miss Harrington on Monday, Tuesday morning, Thursday morning and Friday, while Mrs Newman will be teaching Cherry Class on Tuesday afternoon, Wednesday and Thursday afternoon.
- ▶ Willow class will be taught by Mr Walters. Mr Chitsa will be teaching on a Wednesday afternoon. Miss Thelwell will teach Maths on a Wednesday to Mr Walters' group.
- ▶ For Maths and English this year, there are three teaching groups, taught by Miss Harrington, Mr Walters and Mr Chitsa.
- ▶ Our theme topic this term is called Monarchy through time.

# Equipment

- ▶ Children will need one named pencil case containing **essential school items** such as:
  - ❑ Pens (blue handwriting pens only and no biros)
  - ❑ Pencils
  - ❑ Ruler
  - ❑ Rubber
  - ❑ Whiteboard pen, whiteboard & whiteboard rubber
  - ❑ Glue stick
  - ❑ Scissors
  - ❑ Colouring pencils – please avoid Sharpies, highlighters and gel pens
- ▶ Children can buy **stationery items** from the **school stationery shop**.





## Core homework

Every evening, all children will be expected to:

- ▶ **Read (preferably to an adult)** for 15-20 minutes each day. This should be recorded in planners.
- ▶ **Practise their times tables or arithmetic skills**, using **MyMaths** and **Sumdog**.
- ▶ Practise **spellings**.

# Recommended reading list

## Year 6 Recommended Reads

### Adventure Stories

	The Last Whale By Hannah Gold and Levi Pinfold		The Mountain Rescue Dog By Juliette Forrest		Xanthe and the Ruby Crown By Jasbinder Bhan
	The Longest Night of Charlie Noon By Christopher Edge		The Shark Caller By Zilah Bethell		Emmy Levels Up By Helen Harvey
	Cogheart! By Peter Bunzl		Crook Haven: The School For Thieves By J. J. Aronjo		The Wolf Wilder By Katherine Rundell
	October, October By Kanya Balen and Angela Harding		Oranges in No Man's Land By Elizabeth Laird		Pax By Sara Pennypacker and Jan Eassey
	The 1,000-year-old Boy By Ross Welford		Where the World Turns Wild By Nicola Pentfold		Windrush Child By Benjamin Zephoriah
	Silverfin By Charlie Higson		The Wheel of Surya By Jamiq Gavin		When Secrets Set Sail By Sita Brahmachari

### Fantasy Stories

	Amari and the Night Brothers By BB Alston		Wildspark: A Ghost Machine Adventure By Vashli Hardy		Paper Dragons: The Fight for the Hidden Realm By Sibbott McDermott
	Skandar and the Unicorn Thief By A.F. Steadman		Artemis Fowl by Eoin Colfer		By Ash, Oak and Thorn By Melissa Harrison
	The Book of Stolen Dreams By David Farr		Floodland By Marcus Sedgwick		The Girl of Ink & Stars By Kiran Millwood Hargrave
	The Closest Thing to Flying By Gill Lewis		The House with Chicken Legs Sophie Anderson and Elsa Paganelli		Lightfall: The Girl & the Galdorian By Timothée de Fombelle

- ▶ Children should read a **wide range of materials**, including magazines, newspapers, non-fiction, fiction and poetry texts.
- ▶ A **recommended reading list** for Year 6, organised by genre, can be found on **pages 110-114** of planners.
- ▶ We now have a stock of these books in our **classroom libraries** so please encourage children to borrow books from school as needed.

# Reading homework

Week Beginning: 2nd September 2024

Monday	<b>Book</b> Page number/comments
Tuesday	<b>Book</b> Page number/comments
Wednesday	<b>Book</b> Page number/comments
Thursday	<b>Book</b> Page number/comments
Friday	<b>Book</b> Page number/comments
Weekend	<b>Book</b> Page number/comments

- Children are asked to record their **daily reading** in planners.
- They are asked to read for **at least 15 minutes** a day.
- Please try to **read with them** as often as possible.

## Reading Fluency Checklist



**Accuracy**

I read the words accurately



**Rate**

My reading rate is just right – not too fast and not too slow!



**Expression**

I read with expression –NOT like a robot!

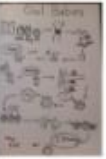


**Punctuation**

I read in phrases and show I understand the punctuation in the text.

# Weekend reading homework

At the weekend, children are asked to complete an additional reading activity, chosen from the suggested activities on page 8 of the planner

 <p><b>I am a skimmer</b> I can find the main facts and features in a text and write them down.</p> <p><b>Skimming and scanning</b> After reading a passage, make up 3-5 questions (or ask an adult to help you) which start with: Who? What? When? Where? How?</p> <p>For example: → How old is the main character? → What time of day is it? → Where are the characters heading to?</p> <p>Now, give yourself a time limit to answer each question, finding evidence in the text.</p>	 <p><b>I am a word wizard</b> I know what most English words probably mean in the text mean.</p> <p><b>Glossary creation</b> Find at least 3 words you are unfamiliar with from the text – if you can't find any, your book is probably not challenging enough.</p> <p>Can you predict what the word might mean from reading it in the sentence? Then, look the word up in a dictionary.</p> <p>Test yourself to see if you can remember the meaning of these words the next time you come to read.</p>	 <p><b>I am a detective</b> I can work things out based on clues in the text.</p> <p><b>Thought bubbles</b> Create a cartoon type image of a scene. Then add speech bubbles (detailing what each character is saying) and thought bubbles (detailing how each character might be feeling).</p>	<p><b>Sequence</b></p>  <p>Identify and recall the key events in the story/ chapter you have just read.</p>  <p>This could be done just using pictures.</p>
 <p><b>I am a summariser</b> I can find only the most important information in the text.</p> <p><b>Summarise in a nutshell</b> Summarise the events in the story or chapter you have just read. Think about reducing the number of words you write in your summary each time.</p> <p>For example: → Summarise the chapter in 50 words. → Summarise the chapter in 25 words. → Summarise the chapter in 10 words.</p> <p>You could even summarise events from the perspective of a character in your story.</p>	 <p><b>I am a fortune teller</b> I can use information from the text to predict what will happen next. I predict by skimming and scanning.</p> <p><b>Predictions</b> Before you start reading a story, predict what may happen in the book from just looking at the front cover and reading the blurb. Alternatively, after reading a chapter, predict what may happen next in the story.</p>	 <p><b>I am a detective</b> I can work things out based on clues in the text.</p> <p><b>Quote detective.</b> Find and copy down a quote in your book which tells you something about a character (this could be dialogue, action or description). Write down what impression this quote gives you of the character: i.e., 'He stomped down the steps, his face as red as a tomato.' This tells me the character is very angry because he is stomping and his face has turned red.</p>	 <p><b>I am a reviewer</b> I think about the information in the text and find something that I like and something that I don't like.</p> <p><b>Book review</b> Once you have finished reading, write a book review of the story. Consider the following questions: → Who are the main characters? → What happens in the story? → Who would you recommend this story to? → How does it compare to the last book you read? → What star rating would you give it out of 5? Why?</p>

Reading activities to complete at home

Reading activity number:

This activity should be completed in planners on the weekly page.

# Maths activities

## Sumdog and My Maths – login details in planners

### Ideas for supporting maths at home

#### Hands on maths game 2: The 24 Game

This is a very simple game that will help your child practice their arithmetic skills, and it is a game they can play with a group of friends.

##### What you need to play:

- A pack of playing cards (The number cards only)

##### How to play:

Step 1: Each player picks 4 number cards at random from the pile.

Step 2: They then need to find a way to manipulate the 4 digits using any of the 4 operations (+, -, x, ÷) so the end result is 24. For example, if they chose 4, 7, 8, 8, they could do  $(7 - (8 \div 8)) \times 4 = 24$

Step 3: If nobody is able to reach 24, you can make it closest wins!

#### Battleships

This is a KS2 maths game that most people will be familiar with, but it just so happens to be fantastic practice for coordinates.

##### What you need to play:

- Some sheets of paper
- Pens or pencils

##### How to play:

Step 1: Each player draws out a grid with A – J along the bottom and 1 – 10 up the side.

Step 2: They then plot ships of various sizes on the grid by colouring in the squares:

- One ship five squares long (the aircraft carrier)
- One ship four squares long (the battleship)
- Two ships three squares long (the cruiser and submarine)
- One ship two squares long (the destroyer)

#### Place Values and Rounding

This math games with dice is a great way to improve knowledge about place values.

##### How to play:

For this game, you will provide each student with a sheet of paper and a pencil. You can vary the number of dice according to place values you wish to work with. For example: For tens, you will use 2 dice and for hundreds, you will use 3 dice, and so on. Each player will roll the dice turn wise and arrange the numbers they get on the face value to form the largest possible number. The students will then round this number to the nearest 100's or 1000's. For example, 865 becomes 900, and 843 becomes 800. The student with the highest correctly rounded number wins the game.

##### Modification:

You can vary the number of dice to be rolled make this dice math game harder. You can also change the number of dice every round to make the game more challenging. For older kids, you can also use the numbers to practice decimal places like tenths, hundredths, and so on.

### Ideas for supporting maths at home

#### How many ways?

By year 5, children should be confident with all four written methods. This KS2 maths game is good for getting children to practise the four written methods, as well as bringing in other mathematical calculations, such as fractions.

##### What you will need to play:

- 2 or more players
- A dice

##### How to play:

- Throw the dice 4 times to generate a 4 digit number
- Players then have 3 minutes to make as many different calculations with the target numbers as an answer
- 1 point is given for each correct calculation, using an operation which hasn't been used before. For example, a point is given for an addition calculation, but if a second addition calculation is recorded, a 2nd point wouldn't be given
- If a 3, 2, 1 and 6 were thrown, this would give a target number of **3216**.
- The players could create an addition calculation, e.g.  $1568 + 1648 = 3216$ , or a subtraction calculation, e.g.  $4536 - 1320 = 3216$ . Another example would be a calculation involving fractions, e.g.  $\frac{1}{5}$  of  $6432 = 3216$ .

#### WEBSITES

BBC Bitesize – maths homework help online for children of all ages. **KS2 Maths - BBC Bitesize**

Hit the Button – excellent website and app to practise times tables and number bonds homework. **Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)**

NRICH – When the maths homework requires some support on problem solving! **Thinking Mathematically - Primary Students (maths.org)**

SUMDOG. **sumdog login - Search (bing.com)**

Times Table Songs. **Times tables games and songs 1-12 - BBC Bitesize**

**Maths home learning | Home learning | White Rose Education**

# Spelling homework

## Word List - Years 5 and 6

How many can you read and spell?

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

- Every **Friday**, children will be set **8 spelling words** to learn on **Seesaw**.
- On the Seesaw activity, they will have **different tasks** to complete **every day**
- Spelling practice should be completed in **homework books** and **handed in by Thursday**.
- Children will be **tested** on their spelling words **every Friday**.

By the end of Year 6, children are expected to be able to spell most of their Year 3/4 tricky words (p.18) and most of their Year 5/6 tricky words (p.19).

Any additional practice of these words would be beneficial!

# Supporting at home

- ▶ No optional homework
- ▶ **Curriculum maps** are available on the **school website**, detailing objectives that will be covered in each subject each term



## Theme Curriculum

### Autumn: Monarchy Through Time History Unit

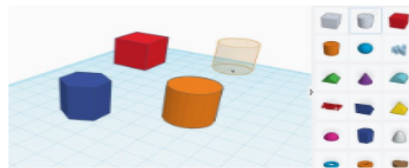
I can define the term monarchy.  
I can explain the feudal system that was used in medieval Britain.  
I can explain why King John was so unpopular and was forced to sign the Magna Carta.  
I can name three implications of signing the Magna Carta.  
I can identify reasons why Henry VIII chose to break away from the Roman Catholic Church as part of the English Reformation.  
I can identify the significance of the English Reformation and how this changed the feudal system.  
I can explain what caused the English Civil War.  
I can identify what happened as a result of Charles' defeat in the English Civil War.  
I can outline what caused the Glorious Revolution of 1688.  
I can discuss the significance of the Glorious Revolution and the English Bill of Rights.  
I can discuss the impact of the growth of the railways on Great Britain.  
I can describe how living and working conditions changed during the Industrial Revolution.  
I can explain how the British empire expanded during the Victorian times.



## Computing Curriculum

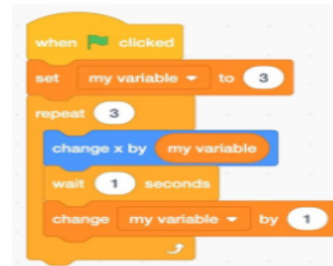
### Autumn Creating Media – 3D Modelling

I can use a computer to create and manipulate three-dimensional (3D) digital objects.  
I can compare working digitally with 2D and 3D graphics.  
I can construct a digital 3D model of a physical object.  
I can identify that physical objects can be broken down into a collection of 3D shapes.  
I can design a digital model by combining 3D objects.  
I can develop and improve a digital 3D model.



### Spring Programming – Variables in Games

I can define a 'variable' as something that is changeable.  
I can explain why a variable is used in a program.  
I can choose how to improve a game by using variables.  
I can design a project that builds on a given example.  
I can use my design to create a project.  
I can evaluate my project.



### Summer Data and Information – Spreadsheets

I can create a data set in a spreadsheet.  
I can build a data set in a spreadsheet.  
I can explain that formulas can be used to produce calculated data.

#### Creating Media – Web pages

I can explain the importance of internet addresses.  
I can recognise how data is transferred across the internet.  
I can explain how sharing information online can help people to work together.



## Year 6

# Communication



- ▶ Please ensure your child has their planner in school everyday.
- ▶ Please check your child's planner at least once a week and sign at the bottom of the page to let us know that any messages have been read.
- ▶ If you have any messages for us, please let us know by writing them in your child's planner. This will be our main form of communication between home and school.
- ▶ We will check and sign planners at least weekly and children are encouraged to show us their planner during registration if it contains a note.
- ▶ Please also look at and sign the home school agreement which can be found in the planner on page 2.

# Handwriting

- ▶ We are now using the handwriting programme 'Letter-Join' in school.
- ▶ If you would like your child to practise their handwriting at home, you can access using a desktop computer or an iPad or tablet. More information is on the school website.

## Pupil Log-in:

### Tablet log-in

User name: kh14904  
Swipe code: A capital 'L' shape starting at top left.

### PC log-in

User name: kh14904  
Account Password: home



# P.E. kits



- ▶ Cherry and Willow Class will have PE on a Wednesday.
- ▶ This half term children will be learning tag rugby and gymnastics.
- ▶ Please ensure they wear their school P.E. kit into school on this day (green shorts please)
- ▶ If they are unable to do P.E. for any reason, please let us know.
- ▶ We are planning to attend a Tag Rugby festival on Friday 21<sup>st</sup> November.

# Library

- ▶ Willow Class will visit the library every Thursday.
- ▶ Cherry Class will visit the library every Friday.
- ▶ It will also be open most lunchtimes.



# Important dates

- ▶ Thursday 13th November: Parents evening (4-7pm)
- ▶ Tuesday 18th November: Parents evening (4-7pm)
- ▶ Monday 17<sup>th</sup> November (provisional): Kings and Queens workshop
- ▶ Week beginning 1<sup>st</sup> December: Travelling book fair.
- ▶ Monday 8<sup>th</sup> December – Christmas Unwrapped
- ▶ Thursday 11<sup>th</sup> December: Christmas carol concert 6pm-6.45pm
- ▶ Week beginning 11<sup>th</sup> May: Year 6 SATS week
- ▶ Week beginning 22<sup>nd</sup> June: PGL residential (Liddington, Swindon)

# Contact us!

- ▶ If you have any problems or concerns, however minor, please come and speak to us!
- ▶ We will be outside after school most days, so feel free to speak to us then – ideally not on a Wednesday (staff meeting)
- ▶ Otherwise make an appointment to see one of us through the school office.





**Any  
questions?**