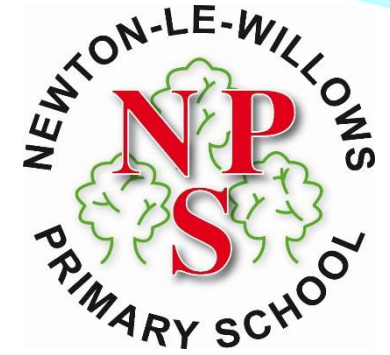


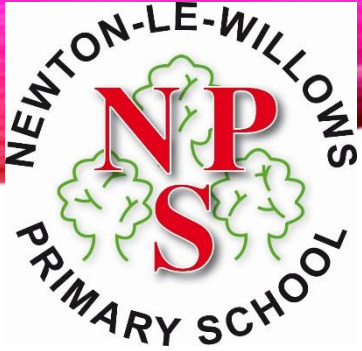


WELCOME TO YEAR 6

Teaching Staff – Mrs Houghton, Mr Evans and Mrs McLoughlin

Learning Support Assistants – Mrs Frame, Miss McClymont, Mrs Joughin and Mrs Cartwright

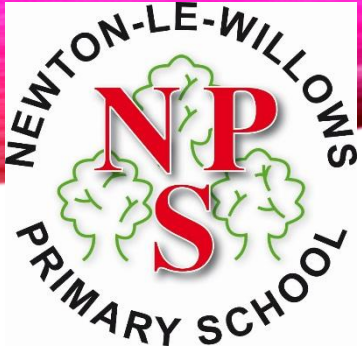




Nurture the Potential to Succeed

Our Vision Statement

- Our vision is clear in our motto - 'Nurture the Potential to Succeed.'
- Our aim is for Newton-le-Willows Primary School to be a happy, nurturing, safe school that is ambitious for all our pupils and staff, to enable all learners to fulfil their full potential and succeed through high-quality teaching that supports an engaging, diverse, broad and balanced curriculum. Through this our children will become resilient, motivated and independent learners and thinkers.



Nurture the Potential to Succeed

Our Values

- Underpinning our motto are our school values which we refer to as **STRIVE**. They are: Self-motivation, Teamwork, Resilience, Independence, Vision, Emotional Intelligence
- We believe these 6 values (**STRIVE**) help us to 'Nurture the Potential to Succeed' and help to develop the whole child into a well-rounded future citizen with a determination to improve the world in which we live. We promote our values throughout the school from Nursery and Reception through to Year 6.

**We strive to support and nurture each other. We strive to reach our potential.
We strive to succeed!**

Ready, Respectful and Safe

As a school, we believe that, by having three key rules which underpin our vision to 'nurture the potential to succeed', they will be memorable to the children.



Ready



Respectful



Safe

DAYS TO REMEMBER

- Children should wear their PE kit on their allocated PE day:
Monday- Y6E, Tuesday Y6M and Y6H (swimming)
- In Year 6 we encourage children to take ownership of their own reading books. Each class has a selection of books that they can choose from; they are also encouraged to read widely at home.
- Spellings will be sent out on a Friday to be tested on the Friday of the following week.
- Children are expected to log onto SATs Companion on a regular basis with work being set for Maths and SPaG weekly on a Friday that should be handed in by the following Friday.
- In the Spring Term, we will also set Reading homework on SATs Companion too.

DATA COLLECTION FORMS

It is essential that we have all the relevant data on our system for your child. We are not sending new forms home so if your details have changed, please pop into the office and let them know. **If the people who can collect your child/ren change, please inform the school office.**

If your child's medical information changes throughout the academic year, please inform the office as it is vital for us to be able to provide the best care for your child.

SCHOOL MONEY

As you will be aware, we use the **SchoolMoney** App for payments of dinner money, milk money, before and after school club, toast and music money.

This payment system benefits both us as a school and you as a parent. Not only will you be able to pay for items from the comfort of your own home but you will also be able to access your account at any time to see if there is anything you need to pay for. **SchoolMoney** will enable us to experience a more streamlined, cost-effective and efficient payment system in a secure and safe environment.

If you have not used the system yet, please let us know and we will generate a new Welcome message for your **SchoolMoney** account where you can pay for any items we have requested from you.

To log into **SchoolMoney**, for the first time, visit the website www.eduspot.co.uk and click on the sign in button in the top right hand corner. In the drop down, select the **SchoolMoney Parent Login** option and this will send you through to a page where you need to enter your mobile number, email address, the password we have sent to you, and your child's first name.

If for any reason you are struggling to log in, it may be because you have not provided us with the correct contact details. Please let us know immediately if either your mobile number or email address changes. Please email admin.newton@sthelens.org.uk to advise us of any changes or for further information.

FREE SCHOOL MEALS/PUPIL PREMIUM/

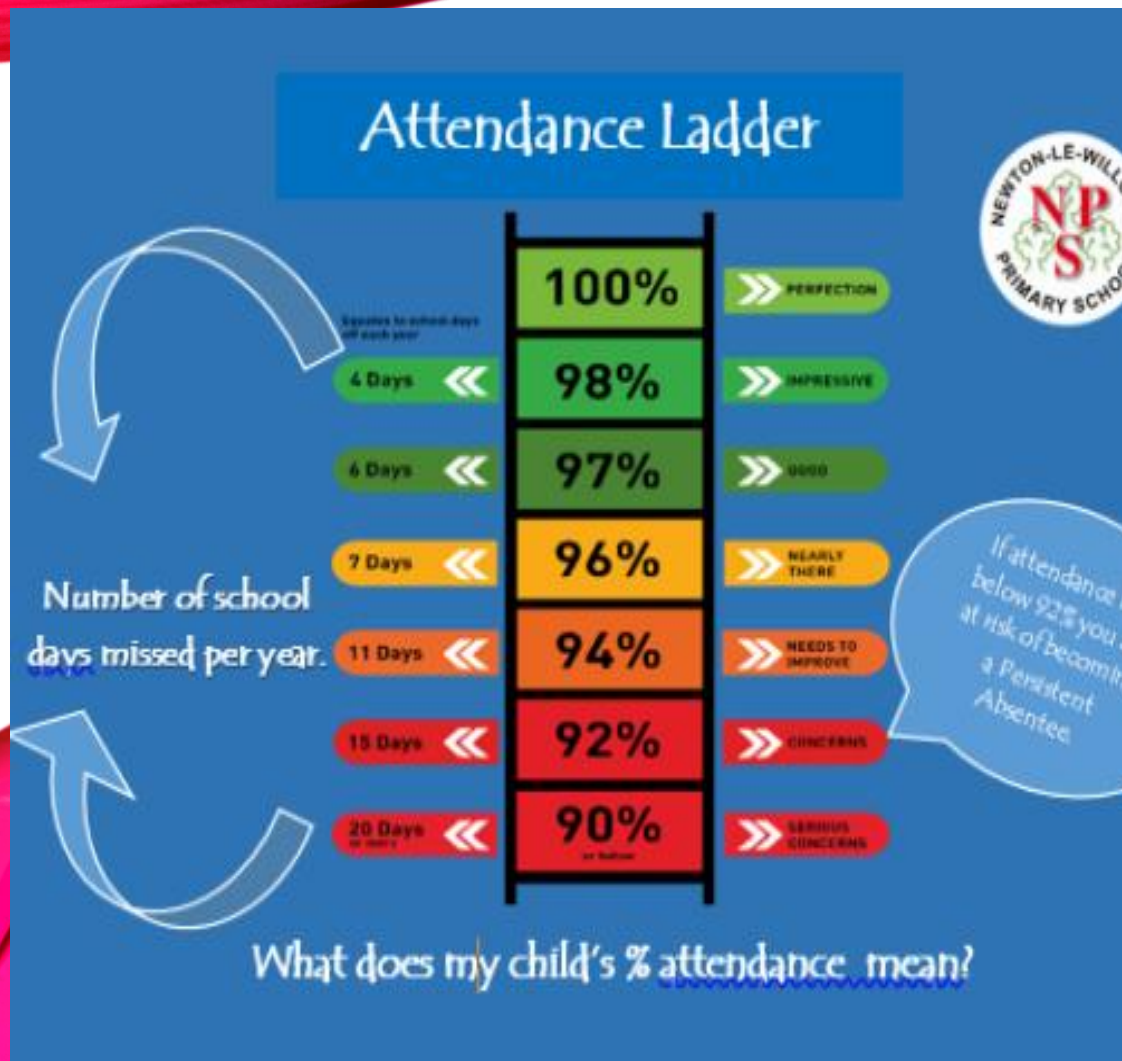
Families who receive certain benefits may be eligible for Free School meals. You may be eligible if you are in receipt of one of the following benefits:

- **Universal Credit with an annual net earned income of no more than £7,400**
- **Income Support**
- **Income-based Jobseekers Allowance**
- **Income-related Employment and Support Allowance; Support under Part 6 of the Immigration and Asylum Act 1999**
- **The guaranteed element of Pension Credit**
- **Working Tax Credit run on; Child Tax Credit (with no Working Tax Credit (with an annual income of no more than £16,190.**

If you are on any of the benefits below you can apply to St Helens council for Free School Meals. If your child is eligible for Free School Meals, **school will also receive an additional amount of £1,320 per year for your child.** This is called Pupil Premium. School can use this Pupil Premium funding to provide extra support in school for your child and also to help towards the costs of school trips, music lessons, Year 6 residential visits etc.

If you think you may be eligible you can contact the School Office or phone the office staff on 01744 678390 for further information.

ATTENDANCE MATTERS



- At Newton-le-Willows Primary School we believe that children can only learn effectively if they attend school regularly and they are punctual. Our aim is for **all** pupils to achieve at least 97% attendance.
- **Morning Routine – reminder**
 - All school doors are closed at 9.00am and class registers are closed.
 - Pupils arriving after 9.00am need to access school via the **school office and will be marked late.**
 - Children arriving **after 9.30am** will be marked in the register as **unauthorised absence.**
- **Reporting a school absence**
 - If your child is unable to attend school due to illness, please can you email, telephone or leave a message at the school office on the morning of illness **before 9.00am** to report the reason for absence. If we receive no reason for an absence a member of staff will contact parents/carers to gain a reason for absence. This may be via a text message, phone call or email. If we are not able to reach you, we will leave a message for you to call us back with information about the absence. If parents/carers do not return our call this may lead to other safeguarding protocols being implemented.

Team Around the Child

We work in partnership with children, parent/carers and other professionals to provide early help when it is most needed with the following team:

Pastoral Lead and Safeguarding Officer: Mrs Branch, **SENCo:** Miss Mercer

School Family Support/ SEMH support – Mrs Edwards

Special Educational Needs

Financial Difficulties

Bereavement or loss

Relationship Difficulties
including Domestic Abuse



Support Agencies

Support with managing routines,
boundaries and behaviour

Health concerns

Housing Issues

UNIFORM

It is great to see so many of our pupils looking smart on their return to school!

Please ensure:

- School shoes are worn at all times - trainers should not be worn unless there is a medical reason that school need to be made aware of beforehand.
- Hooded jackets are not able to be worn in place of a school jumper or a cardigan when the children are inside.
- Earrings should not be worn for PE but plasters may be used if necessary.
- Long hair is tied back.
- On PE days, children must wear school PE kit, **NOT** own clothes/football kits. On this day, children should come into school in their kit. Children do not need to get changed in school.
- All clothing **must** be clearly named.

ASSEMBLIES

'Get Together' Assembly

These take place on a Wednesday and focus on our school and British Values. Get Together assemblies are led by a member of the Senior Leadership Team in one of our school halls. Often, teachers may lead an assembly that relates to the curriculum area or area of school that they are responsible for.

Celebration Assembly

These take place on a Friday and focus on celebrating the week. In these assemblies, we announce our class VIPs, Midday STRIVE award, STRIVE café award, tidy award winners, happy lunchtime (Pom Pom) winners and attendance winners. Children may bring in awards they have achieved outside of school that week in these assemblies (e.g. Footballer/Dancer of the week trophies from outside clubs etc). Celebration assemblies are led by Year Group Leaders or a member of the Senior Leadership Team in one of the school halls.

READY, STEADY WRITE



Ready Steady Write is an evidence-based primary writing scheme for **EYFS**, **KS1** and **KS2**. Built around high-quality, language-rich literature, it provides a structured and sequenced approach that develops confident, independent writers across all year groups.

Our writing units are carefully mapped to the National Curriculum to ensure consistent progression from Early Years through to Year 6.

READY, STEADY SPELL



Ready Steady Spell is our spelling programme from Literacy Counts. It helps children become confident spellers by teaching them spelling patterns and rules in a fun, practical and easy-to-understand way. Rather than simply memorising lists of words, children explore *why* words are spelt the way they are and have lots of opportunities to practise and use their new skills. This helps them build confidence and become more independent when spelling in their everyday writing.

- Every **Friday**, your child will bring home a list of spellings to learn. These are to be practised at home, ready for a spelling test on the **Friday** of the following week.
- Your child will probably require some adult help with this, to check they understand the meaning of the word as well as the spelling.

READY, STEADY READ



Ready Steady Read Together is a structured, whole-class shared reading programme from **Year 2** to **Year 6**. Designed to develop comprehension skills and support strong reading outcomes, these daily, fully resourced lessons incorporate metacognitive strategies and feature high-quality, diverse texts by exceptional children's authors.

This inclusive reading scheme empowers teachers to deliver effective comprehension teaching across the primary reading curriculum, promoting consistency from year to year.

HOME READING

- Your child should be aiming to read at home at least three times per week (but preferably every night).
- The reading record should be signed by an adult to say they have read and feedback any difficulties or concerns within the week. Children are allowed and encouraged to read other books on their own at home. The wider the variety of reading material the children experience, the better.
- If you/your child lose a school reading book, please speak to your child's class teacher. These must be replaced at a cost of £4.

READY, STEADY HANDWRITE



Ready Steady Handwrite is a structured handwriting program designed to teach children how to develop clear, fluent, and increasingly automatic handwriting from Reception through to Year 6.

The program uses daily lessons, explicit teacher modelling, guided practice, and immediate feedback to build secure letter formation before progressing to joins and fluent writing.

It helps children focus less on forming letters and more on communicating their ideas across the curriculum. Words often link to the weekly spellings.

FIRST 4 MATHS



The First 4 Maths Academy inspire, empower and support teachers to deliver an effective and ambitious Mathematics curriculum.

First 4 Maths is a consistent and progressive approach, taught from **EYFS** up to **Year 6**. The purpose is to ensure that all teachers and children look forward to and enjoy their mathematics lessons. As a result of this effective engagement, children should make maximum progress and develop a love and understanding of mathematics and its purpose in the real world.

Times Tables

Times tables are a very important part of mathematical knowledge and pupils who have difficulty with them in primary school will likely fall behind when they begin secondary school.

Through knowing their times tables, pupils will start to notice patterns and will then be able to apply this knowledge to more advanced work. As an example, knowing that $2 \times 3 = 6$ will help children understand that $20 \times 30 = 600$, and $200 \times 300 = 60,000$.

Being able to recognise these connections will, in turn, speed up their thinking processes and mental arithmetic, meaning they do not rely on a calculator for assistance.

It is important that children can also recall the associated division facts for each multiplication fact. For example, if they know that $6 \times 3 = 18$, they should also know that $18 \div 6 = 3$, and $18 \div 3 = 6$.

By Year 4, children are expected to know all their multiplication facts up to 12×12 .

Expectations

Year 4 -

Recall and use multiplication and division facts for multiplication tables up to 12x12.

Year 5 - Revision of all times tables and division facts up to 12x12.

Year 6 - Revision of all times tables and division facts up to 12x12.



YEAR 4 MATHS



Year 6 Maths Long-Term Plan 2026-2027

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Autumn 1	Number & Place Value				Addition & Subtraction			Multiplication & Division
Autumn 2	Multiplication & Division			Fractions			Assessment Week	
Spring 1	Fractions	Decimals & Percentages				Ratio & Proportion		
Spring 2	Ratio & Proportion	Algebra		Measure	Assessment Week			
Summer 1	Measure		Measure Geometry Shape, Position & Direction	SATs Week	Statistics		Number, Geometry & Substantial Problem Solving	
Summer 2	Number, Geometry & Substantial Problem Solving							

YEAR 6 WRITING UNITS



Y6: Rose Blanche



Y6: A Story Like the Wind



Y6: On the Origin of Species



Y6: The Ways of the Wolf



Y6: Shackleton's Journey



Y6: Hansel & Gretel

We will teach a range of different genres across the year linked to these texts. Children will be assessed against the Year 6 outcomes twice per half term.

HOMework

- SPaG and Maths homework will be set on SATs Companion on Fridays and should be submitted online by the Friday of the following week.
- Your child will probably require some adult help with this, to check they understand the strategies that they need to use in order to answer a question.
- Videos to support both children, parents and carers are available on the site.
- Homework will be optional but will always be beneficial to your child's understanding.
- In Year 6, homework is a good routine to get into ready for high school.

TESTS



Activity

Monday 10 th May 2027	English grammar, punctuation and spelling papers 1 and 2
Tuesday 11 th May 2027	English reading
Wednesday 12 th May 2027	Mathematics papers 1 and 2
Thursday 13 th May 2027	Mathematics paper 3

- Statutory tests will be administered in the following subjects:
 - **Reading** (60 minutes)
 - **Spelling** (approximately 15 minutes)
 - **Punctuation, Vocabulary and Grammar** (45 minutes)

Mathematics

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)

- There are no tests to be administered in science this year.
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally.

SCALED SCORES

- **What is meant by 'scaled scores'?**
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
 - a raw score (number of raw marks awarded);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard.

READING TEST

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices, explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

READING TEST QUESTIONS

We do have full copies of past papers available to see at the end.

1 What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

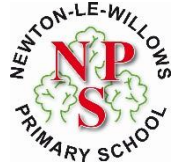
1. _____

2. _____

1 Look at the paragraph beginning: One of the victims...

What does the word **invaders** suggest about the humans arriving on Mauritius?

READING SUPPORT



- Listening to your child read can take many forms:
- First and foremost, focus on developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library

SPELLING, PUNCTUATION AND GRAMMAR

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes. A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice. Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

SPELLING, PUNCTUATION AND GRAMMAR QUESTIONS

1 Tick to show whether each sentence is **active** or **passive**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

We do have full copies of past papers available to see at the end.

1

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

am

☐

was

☐

were

☐

be

☐

WRITING

- Teacher assessment results at end of May.
- Reported as 'WTS' (Working towards), 'EXS' (Expected) and 'GDS' (Greater Depth).
- Schools may be moderated in June to review and confirm teacher assessments.
- Intra-school and inter-school moderation session held regularly.

SPELLING, GRAMMAR AND PUNCTUATION/ WRITING

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

MATHEMATICS

- The mathematics tests have undergone the biggest change in recent years. Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

MATHEMATICS QUESTIONS



1

6 pencils cost **£1.68**

3 pencils and 1 rubber cost **£1.09**

What is the cost of **1 rubber**?

Show your
method.

We do have full copies of past papers available to see at the end.

1.

$$3.005 + 6.12 =$$

MATHEMATICS SUPPORT

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

HOW YOU CAN HELP...

- Should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every day.

SCIENCE

CUSP Science			Year 6		
Autumn		Spring		Summer	
- Electricity - Animals, including humans (circulatory system)		- Light <i>Living things and their habitats</i> <i>Or Animals including humans</i> <i>(water transport)- check unit planning</i>		- Living things and their habitats continued - Evolution and inheritance	

HUMANITIES

CUSP Geography Physical processes		- Human and Physical Geography: Economic, settlement and trade links - UK, Europe and N America comparison study	- UK, Europe and N America comparison study - OS Maps and fieldwork (orienteering)
CUSP History - Beyond 1066 - Local History Study - how did conflict change our locality in World War 2?		Windrush generation	5 significant monarchs or Battle of Britain

ART AND DT

CUSP Art and Design - Drawing Block A - Painting and collage Block B	- Creative Response Block 2026 - Printmaking and textiles Block C	3D Block D - Painting Block E
CUSP Design and Technology - Food and Nutrition Block A <i>Writing – Discursive writing and speeches</i> - Mechanisms Block B	- Food and Nutrition Block C - Structures Block D	- Electrical systems Block E <i>Science – Electricity</i> - Textiles Block F

RE	Church – Is <u>life like</u> a journey?	Christianity God - How do Christians mark the 'turning points' on the journey of life?	Islam - Hajj journey	Christianity - Jesus - Why do Christians believe in Good Friday	Buddhism - What do we mean by a good life?	Hindu Dharma - Is there one journey or many
Music	Music and Technology	Developing Ensemble Skills	Creative Compositions	Musical Styles	Improvising with Confidence	Farewell Tour
Spanish	Everyday Life	Where I live, where you live	Playing and enjoying sport	At the funfair- my <u>favourite</u> things	Café culture and restaurants	Performance time

COMPUTING

Year 6

Information Technology Computer Science Digital Literacy

Unit Title	Blogging	Networks	Graphing	Data Detectives	Coding	3D Modelling	Spreadsheets (Microsoft, Apple & Google)	Introduction to Python
Lessons	4	4	4	4	6	4	6	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World								

PE

PE	Cricket Hockey	Gymnastics Orienteering	Dodgeball Dance	Handball Gymnastics	Tennis Netball	Football Athletics
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PATHS

Y6	Jumpstart	Unit 1- Getting Started	Unit 2-Study and Organisational Skills	Unit 3- Conflict Resolution	Unit 4A- Number the Stars (Novel by Lois Lowry)	Unit 4B- Respect	Unit 5- Endings and Transitioning
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PSHE

PSHE	Relationships Families & Friendships Safe Relationships Respecting ourselves and others	Living in the Wider World Belonging to a community Media and digital resilience Money and Work	Health and Well-being Physical Health and Mental Wellbeing Growing and Changing Keeping Safe
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EXPECTATIONS IN PE

- Children should wear their PE kit on their PE day. This should not be own clothes/football kit.
- If your child is not in the correct PE kit for two consecutive lessons, a verbal conversation with parents will take place.
- If your child is not in the correct PE kit for a third lesson, a letter will be sent home to parents. If lots of children do not wear the correct kit, we will instead return to children wearing school uniform everyday and bringing the PE kit to school with them.
- If you/your child forget it is PE day and they attend in their uniform, don't worry – we have spare kits in school.
- If there is a legitimate reason why your child cannot take part in PE, please write a message in your child's home/school diary or provide a written note for the attention of your child's class teacher.

SWIMMING (Y5-6 ONLY)

- In Year 5- Year 6, children attend swimming lessons. This is a compulsory part of the curriculum and children must attend unless there is a medical reason for them not to (evidence must be provided).
- The aim of the swimming curriculum is to teach all children how to swim front crawl, backstroke and breaststroke to at least a distance of 25 metres. In Year 6, children also learn safe-rescue skills which could help save their own or another person's life.
- All children are required to bring a towel to swimming and any child with long hair is required to tie their hair up (preferably in a swimming cap). Boys are required to wear tight above the knee shorts and girls are required to wear a one-piece swimming costume. Goggles are optional.



YEAR 6 ENRICHMENT

Autumn Term:

- PGL Residential Trip
- Visit from veterans

Summer Term:

- End of year trip to Scotsman's Flash
 - Graffiti workshop
 - Enterprise Week



FINALLY

We hope we can work together to make Year 6 a successful and enjoyable experience for your child. If you have any questions, please speak to your child's class teacher or email: newtonp@sthelens.org.uk