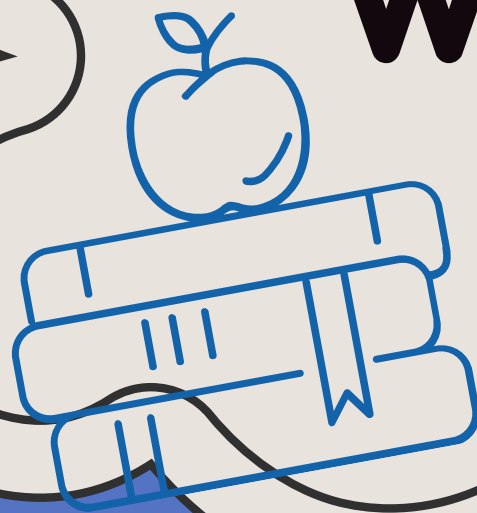




YEAR 6

WELCOME MEETING



MEET THE TEAM



Mrs Watson



Mrs Kitchen



Miss Wildig



Mrs Cunningham

Mrs Brassey



Mrs McNeil



Mrs Morris



Mrs Chipchase

WHAT WILL MY CHILD BE LEARNING?

In Year 26 we have 3 themes split equally over the academic year:

- Autumn Term - The Battle of Britain
- Spring Term - Chocolate Makers (Maya)
- Summer Term - Explorers

More detailed curriculum planning is available on our website on:
<https://www.vernonprimaryschool.com/class/year-6>

	Autumn The Battle of Britain	Spring Maya Civilisation	Summer Awesome Adventurers
English	Narrative: Older/Classic Literature, Stories set in familiar places, Narrative diaries, Stories of adventure, Stories containing historical characters/events Non-fiction: Journalistic writing, Biographies, Recounts Persuasive writing, Letters, Non-chronological reports Poetry: Poems that convey an image	Narrative: Stories that contain magical, mythical or legendary characters or events, Stories set in imaginary places, Stories of adventure, Playscripts Non-fiction: Letters, Recounts, Instructions, Balanced arguments, Explanations	Narrative: PHS transition units – Stories of adventure, Fictional biographies Non-fiction: Persuasive writing, Instructions, Explanations Poetry: Learn and perform a poem by heart
Maths	Number – Place value Number – Addition, Subtraction, Multiplication and Division Number – Fractions A and B Measurement – Converting Units	Number – Ratio, Algebra, Decimals Number – Fractions, Decimals and percentages Measurement – Area, Perimeter and Volume Statistics	Geometry – Shape Geometry – Position and Direction Themed projects, consolidation, transition work and problem solving
Science	Light: explain that we see things because light travels from light sources to our eyes or to objects and then to our eyes Electricity: for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	Living things and their habitats: describe how living things are classified based on similarities and differences, including micro-organisms, plants and animals. Evolution and inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Animals including humans: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Enquiry Unit/PHS transition unit.
Computing	Computing systems and networks – Communication and collaboration Creating media – 3D modelling (including DT computing objectives)	Creating media – Webpage creation Data and information - Spreadsheets	Programming A – Variables in games Programming B – Sensing
History	Focus area: The Battle of Britain – a study of a significant turning point in British History	Focus area: The Mayan Civilization – a non-European society that contrasts with British History.	Focus area: The Golden Age of Exploration – a study of an aspect or theme in British history.
Geography	Focus area: Why does population change? – global population distribution, factors and case studies, as well as social, economic and environmental push and pull factors. Fieldwork: local urban area, data collection, atlases	Focus area: Where does our energy come from? – time zones, natural resources and energy found in the US and UK, renewable energy sources and their impact. Fieldwork: school grounds analysis for solar panel	Focus area: Can I carry out an independent fieldwork enquiry? – exploring an issue in the local area, designing data collection methods, recording, analysing and presenting findings. Fieldwork: local area data collection
Art and Design	Focus area: Textiles – Using stitching to enhance an image Artist: Enid Marx and Rob Wilson (local artist)	Focus area: Painting - Mayan Landscapes and vibrant colours Artist: Leonid Afremov and Derek Lerner	Focus area: Drawing and Sculpture – Wire Figures and animals Artists: Antony Gormley, Alberto Giacometti and Paul Taveron (local artist)
Design and Technology	Focus area: Textiles - Make do and mend – recycled materials quilts (computing objectives covered within Computing unit) Designer/Architect: Lucienne Day and Maria Mahler	Focus area: Materials - Mayan masks and carvings Designer/Architect: Julie Taymor	Focus area: Construction - Enterprise Project Designer/Architect: Local Businesses
Physical Education	Athletics Dance – World War 2 Basketball Health-related Fitness	Gymnastics – Group sequencing Yoga Netball QAA (Outdoor Adventurous Activities)	Tennis Cricket Rounders Volleyball
Languages	Phonics Lesson 4 'A l'école' – Discussing what subjects you like and dislike 'La Seconde Guerre Mondiale' – The Second World War	'Manger et Bouger' – exploring healthy lifestyles linked to food and physical activity. 'Moi Dans la Monde' Cultural Focus (French speaking countries): Senegal, Canada and Haiti.	'Les Vikings' - Describing self and discussing daily routine Multilingual Unit – Spanish or German linked to Year 7 languages.
Music	Singing songs of World War II and notating a melody Whole class instrumental lessons – South America	Understanding sounds and scores to compose film Music Whole class instrumental lessons - India	Composing a leavers song. Performance techniques – learning songs with control and accuracy and performing to an audience
Religious Education	Threads: God, World, Self How have beliefs about God changed? Threads: Authority, life's journey. How religious/ non-religious people explain suffering?	Threads: Personal Belief How does personal belief affect the way life is lived? Threads: Authority, Personal Belief What difference does resurrection make for Christians?	Threads: God the world self, Personal Belief, RWV in wider world. What does it mean to be human? How do beliefs shape a person's identity?
PSHE	Relationships: Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	Living in the Wider World Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind

English Narrative – Letters, diary entries and story writing Non-Fiction – Non-Chronological Reports - Newspaper reports about Britain entering into war with Germany. Persuasive writing linked to evacuation and propaganda. Poetry – World Remembrance poetry. Texts and Authors: 'Soundlight Master Year' by Michelle Magorian, 'Wave Me Goodbye' by Jacqueline Wilson, 'The Second World War' by Conrad Mason, War Poems by various, 'Tessie' 1905 by Alan Graft	Maths Number / Place Value / All four operations and fractions. Continuous work on arithmetic and reasoning: style questions.	Science Electricity for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Light explain that we see things because light travels from light sources to our eyes or to objects and then to our eyes
Physical Education Football Basketball Dance – developing a 30-60 count motif based on World War II	Geography Focus area: Why does population change? – global population distribution, factors and case studies, as well as social, economic and environmental push and pull factors. Fieldwork: local urban area, data collection, using atlases.	Computing Systems and networks – Communication and collaboration Creating media – 3D modelling (including DT computing objectives)
Art and Design Focus area: Textiles – using stitching to enhance an image Artist: Enid Marx and Rob Wilson (local artist)	The Battle of Britain	History Focus area (Knowledge): The battle of Britain key skills: Discussing significant turning point in British history, debating causes of changes/continuity, propaganda, looking at different sources.
Design and Technology 'Make Do and Mend' - creating presents using recycled material and different stitching techniques for finishing, as in World War II. Studying the work of Lucienne Day and Marian Mahler	Languages 'A l'école' – Discussing what subjects you like and dislike 'La Seconde Guerre Mondiale' – The Second World War	Religious Education Threads: God, World and Self. How have beliefs about God changed? Threads: Authority, life's journey. How religious/ non religious people explain suffering?
	Music Singing songs of World War II and notating a melody. Composing and notate advanced rhythms.	PSHE Relationships: Families and friendships. Safe relationships Respecting ourselves and others.
Curriculum Values Co-operation & Respect – co-operation and respect people, we all... Independence – co-operation people, we all... Creative & Curiosity – co-operation and respect people, we all...		

English Narrative – To include recitals based upon Charles Darwin and his expeditions, changes of perspective and stories of adventure. Non-Fiction – Formal non-fiction letters Texts: The Explorer, Darwin and the Beagle Adventure	Maths We will be exploring a range of Number topics including decimals, percentages, algebra and ratio. We will also be looking at measurement to include time, converting units, perimeter, area, and volume. Continued work on arithmetic and reasoning: style questions.	Science Living things and their habitats: describe how living things are classified based on similarities and differences, including micro-organisms, plants and animals. Evolution and inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Physical Education PE sessions will see us mastering the skills involved in Netball and Orienteering. Whilst our indoor sessions, will be focused on Gymnastics and Yoga.	Geography Where energy comes from. Looking at where energy comes from: natural resources, time zones, the comparison between the UK and the United States, renewable energy and its impact. Alongside fieldwork in our school grounds looking at the placement of solar panels.	Computing We will learn about how to create media (webpage creation using Google Sites) and sharing of data and information through spreadsheets (using Google Sheets). We will also focus on keeping safe using the internet during Safer Internet Day. Our Project Enquiry focus for Spring 1 will be Online Reputation and for Spring 2 will be looking at Online Bullying .
Art and Design Investigation of art from the Maya time period with a particular focus on Leonid Afremov's work. We will use the qualities of acrylic paints to create abstract art focusing on the fundamental elements of art.	Year 6 Spring Term Chocolate Makers	History We will be exploring 'The Maya Civilization' and developing our key skills in the analysis of cultural & religious changes, critical analysis of sources, and comparing contrasting with British History.
Design and Technology We will be investigating materials and sculptures and create Maya inspired sculptures. We will be looking at the work of Julia Taymor.	Languages 'Manger et Bouger' - exploring healthy lifestyles linked to food and physical activity and 'Moi Dans la Monde' Cultural Focus (French speaking countries): Senegal, Canada and Haiti.	Religious Education Personal belief: How does personal belief affect the way life is lived? We will be looking at 'What difference does resurrection make for Christians?'
Music We will be understanding sounds and scores to compose film music and using advanced rhythms.		PSHE Living in the Wider World: giving the children a comfortable and open platform to explore 'Belonging to a community', 'Media, literacy and digital resilience' and the importance of 'Money and Work'.
Curriculum Values Co-operation & Respect – co-operation and respect people, we all... Independence – co-operation people, we all... Creative & Curiosity – co-operation and respect people, we all...		

English Narrative – Stories of adventure, fictional biographies, transition unit. Non-Fiction – Persuasive writing, Instructions: enterprise project, Explanations, poetry. Texts: Textbooks by Kiki Gervais, The Final Year by Matt Goodfellow, The Complete Adventures by Gary Ory, Kenna's Kingdom by Michael Morpurgo.	Maths We will be consolidating key concepts ahead of SATs in May. We will focus on statistics as part of our Enterprise Project. Transition Units with the high school will also introduce Year 7 maths, and reinforce concepts learnt in Year 6.	Science Animals including humans: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Enquiry Unit/PHS transition unit.
Physical Education PE sessions will see us mastering the skills involved in Athletics, Cricket, Tennis and Rounders.	Geography Children will investigate the shared space in Poynton and use fieldwork to explore the impact on Poynton and its residents. Children will design data collection methods, record, analyse and present findings.	Computing The whole summer will be spent programming. The two units we cover are: Programming A – Variables in games, Programming B – Sensing. Our Project Enquiry focus for Summer 1 will be Managing Online Information and for Summer 2 will be looking at Privacy and Security .
Art and Design We will be drawing and creating wire sculptures of animals which will be inspired by research on Antony Gormley, Alberto Giacometti and Paul Taveron (local artist). We will attend a visit to Paul Taveron's Gallery and be inspired by his work.	Year 6 Summer Term Awesome Adventurers	History The children will be focusing on 'The Golden Age of Exploration' They will look at the timeline of the age of discovery, the positive and negative impact of exploration, slavery and explorers of Asia. We will be asking the question- Do you think the age of exploration was a positive or negative point in British history?
Design and Technology Children will be working with industry to plan, create, budget and source for their Enterprise Project. We will also be attending sessions at the high school within the DT department to create Lee Nails.	Languages We will be studying 'Les Vikings' - Describing self and discussing daily routine. Children will also be exposed to multilingual Unit - Spanish or German linked to Year 7 languages.	Religious Education We will be looking at God the world self; Personal belief and those of the wider world; we will be exploring the question: What does it mean to be human? How do beliefs shape a person's identity?
Music Whole class instrumental lessons (P-Buzz) Performance techniques: singing with control, accuracy and performing to an audience. Every child will take part in the end of year production and enjoy learning and performing songs.		PSHE Children will discuss health and wellbeing, physical health and mental wellbeing, growing and changing and keeping safe. This will be supported by transition activities and the Crucial Crew trip. My Happy Mind will continue to aid children in their positive thoughts about the next trip.
Curriculum Values Co-operation & Respect – co-operation and respect people, we all... Independence – co-operation people, we all... Creative & Curiosity – co-operation and respect people, we all...		



READING IN YEAR 6

Reading is a vital skill that supports and enriches children's learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross-curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.

Read Seven before Year Seven

Here is a list of suggested books which will help you on your journey through Year 7 English. How many can you read before September?



To support your child with their reading, please find below question prompts that can be used whilst reading with them

1a draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- What did s/he/it look like?
- Where in the book would you find...?
- What do you think is happening here?
- What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

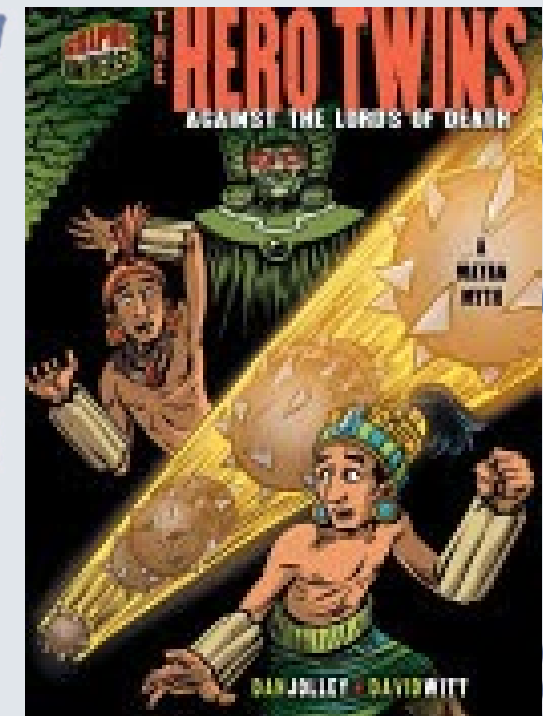
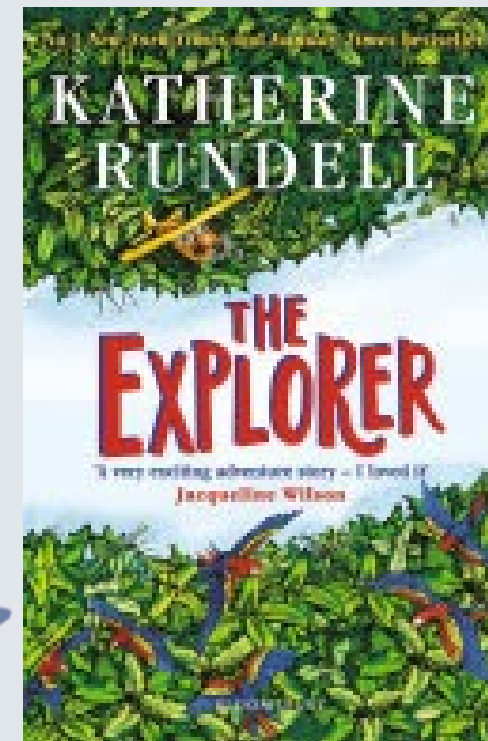
1d: Make inferences from the text

- What makes you think that?
- How do you feel about...?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme? e.g. good over evil.

Independent Reading Guided Reading Reading Streams Reading Hub



KEY INFORMATION

Please ensure you are signed up to our Class Google Classroom. We update this regularly to share with you an insight into the Year 6 curriculum, events and recommendations to support your child.

To support your child's writing process at home a key area to focus on is spelling. In Year 6 our spelling goal is to ensure every child can spell all the common exception words highlighted by the DfE and our Year 6 Spelling List (this can be found on our school website). We will provide your child with a Spelling Frame account to support them with their learning at home.

Homework is set on LbQ each week on a Monday and will run until Friday. This will include 2 tasks - a maths task and either a reading or grammar task. Any wider curriculum homework will run for the full week.

We update our school X page weekly with the adventures we have been on!



During the Autumn term the children will be provided with their Times Tables Rock Stars login details. This is a platform used from Year 2 to Year 6 to support children with their rapid recall of their timetables. The children are able to access this at home too so they can continue their learning further if they wish to.



SATS

KS2 SATs 2026 Dates

Monday 11th May 2026

Spelling, Punctuation and Grammar: Spelling - 20 mins

Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

Tuesday 12th May 2026

Reading - 60 mins

Wednesday 13th May 2026

Maths Paper 1: Arithmetic - 30 mins

Maths Paper 2: Reasoning - 40 mins

Thursday 14th May 2025

Maths Paper 3: Reasoning - 40 mins



GROUPING IN MATHS

“ I AM MUCH MORE CONFIDENT IN MATHS NOW - I KNOW I CAN DO IT!”

RED GROUP

Same content as Blue group.

**Quicker through the fluency.
More focused on the application and
reasoning.**

Stretch beyond the Primary Curriculum.

BLUE GROUP

Same content as Red group.

**Ensuring fluency is solid – firm basis for
building application on.**

Smaller group with more adult support.

GROUPINGS IN ENGLISH

This year, given the needs of our children, we are making 3 smaller groups for English.

We are extremely lucky to benefit from Mrs McNeil for 3 English sessions a week and as such we will have 3 very experienced teachers leading smaller groups.

This will begin next week and your child will be told who their English teacher will be.

TRANSITION TO HIGHSCHOOL

Regardless of where your child is planning to go to Highschool, we use the full year to develop a robust transition programme.

MENAI

CURRICULUM
LESSONS IN
HIGHSCHOOL

MOCK
MORNING

HANDOVER
MEETINGS

VISITS BY
HIGH-
SCHOOL
STAFF

ADDITIONAL
VISITS

SPORTS
EVENTS

EX-PUPILS
TO TALK TO

MENAI

Over the three days, students will work with their new year group on team building activities such as canoeing on the Menai Strait, low ropes, orienteering, nightline and high school subject based activities led by the staff from PHS.



WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Please can you ensure that your child brings to school:

- Reading Book - every day
- Water bottles are essential, even for children having school dinners and will be kept in classrooms.
- PE kits - PE will be on a Wednesday and Thursday. We ask that children bring in their kit each week and take home over the weekend to wash.
- Children should come to school each day with a water-proof coat and (if they choose to) a playtime snack. We just ask that any snack coming from home is nut free. **We are a nut free school.**
- Lunch box - if not ordering school dinners. School dinners are ordered in advance using your child's SwiftKitchen Key.



KEY DATES

IMPERIAL WAR MUSEUM - WEDNESDAY 3RD DECEMBER

THEATRE VISIT - THURSDAY 11TH DECEMBER

MOCK MORNING AT PHS - MONDAY 12TH JANUARY

SATS WEEK - 11TH-14TH MAY

ENTERPRISE DAY - THURSDAY 21ST MAY

MENAI - 8TH-12TH JUNE

TRANSITION TO PHS DAY - MONDAY 6TH JULY

LEAVERS PERFORMANCE - 8TH JULY



The background is a light blue color with a repeating pattern of various school-related icons in a darker blue. These icons include pencils, sheets of paper with wavy lines, envelopes, paper clips, and the letters 'ABC'.

ANY QUESTIONS?



THANK YOU