



Welcome to Year 6



'A safe, warm, secure and caring environment'.



Year 6 Staff

Y6G Class Teacher – Miss Grady

Y6H Class Teacher – Mr Harmer

Year 6 Learning Support Assistants – Miss Blythe and Mrs Roberts



Mr Harmer



Miss Grady



Mrs Roberts



Miss Blyth

‘A broad and balanced curriculum’.



Daily Timetable

Morning Registration – 8:40am – 8:55am

Morning Lessons – 9:00am – 10:30am

Break Time – 10:30am – 10:45am

Mid-Morning Lessons - 10:45am – 12:15pm

Lunch Time – 12:15pm – 1:15pm

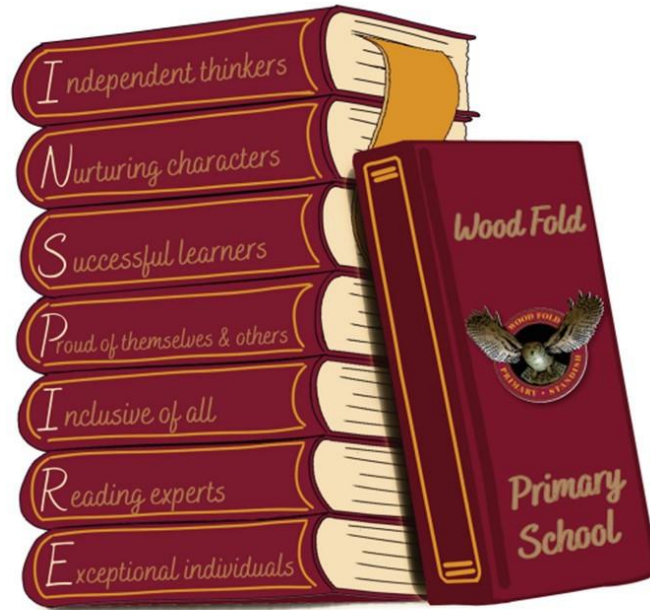
Afternoon Lessons – 1:15pm – 3:15pm

Home Time – 3:15pm

'Inspiring Excellence for All'



Ethos and Values





Reading

Reading Records will be checked three times a week

Monday / Wednesday / Friday

We encourage the children to read and record daily in their Reading Records. Children are asked to bring their 'Reading for Pleasure' book and their Reading Records into school every day.

Reading for Pleasure



Reading Books

The children will have the opportunity to take a reading book of their choice home from our classroom library.

We kindly request that the children return their books back to school after they have read them so that another child can share the same reading adventure!



Mr Carr



P.E



Mr Speakman

P.E. Every Monday and Wednesday afternoon

P.E Kit - White t-shirt, maroon shorts, black pumps

Sports Kit - Tracksuit, t-shirt, trainers

**Children may wear watches in school,
jewellery, including earrings, are not allowed.**



Context for Learning

Our Context for Learning Plans are accessible on the school website. They provide details of your child's learning each half term.

<https://www.woodfold.wigan.sch.uk/uploads/579/files/Autumn%201%20CfL/2023%20Year%206%20Autumn%201.pdf>



Times Tables

In Year 6, we will be revising all of the multiplication and division facts, both in and out of order up to 12 x 12.

Please encourage your child to practice these at home regularly.

Children will be able to practice their identified weekly times tables using TT Rockstars. You will find their login details



Year 6 Maths Strategies

Addition:

Y6

Add several numbers of increasing complexity using compact column addition.

$$\begin{array}{r} 23 \cdot 361 \\ 9 \cdot 080 \\ 59 \cdot 770 \\ + 1 \cdot 300 \\ \hline 93 \cdot 511 \\ \text{2} \quad \text{1} \quad \text{2} \end{array}$$

$$\begin{array}{r} 81,059 \\ 3,668 \\ 15,301 \\ + 20,551 \\ \hline 120,579 \\ \text{1} \quad \text{1} \quad \text{1} \quad \text{1} \end{array}$$



Year 6 Maths Strategies

Subtraction:

Y6

Subtracting with increasingly large and more complex numbers and decimal values.

Compact column method for subtraction.

$$\begin{array}{r} \cancel{9}^{\text{th}} \cancel{8}^{\text{th}} \cancel{10}^{\text{th}}, 6 \text{ } 9 \text{ } 9 \\ - \quad 8 \text{ } 9 \text{ } , 9 \text{ } 4 \text{ } 9 \\ \hline 6 \text{ } 0 \text{ } , 7 \text{ } 5 \text{ } 0 \end{array}$$

Ensure that empty decimal places are filled with a zero to show the place value of each column.

$$\begin{array}{r} \cancel{9}^{\text{th}} \cancel{10}^{\text{th}} 5 \text{ } \cdot \cancel{3}^{\text{th}} 4^{\text{th}} 1 \text{ } 9 \text{ } \text{kg} \\ - \quad 3 \text{ } 6 \text{ } \cdot 0 \text{ } 8 \text{ } \text{kg} \\ \hline 6 \text{ } 9 \text{ } \cdot 3 \text{ } 3 \text{ } 9 \text{ } \text{kg} \end{array}$$



Year 6 Maths Strategies

Multiplication:

Y6

Short and long multiplication, as in Year 5, and multiply decimals with up to 2 decimal places by a single digit.

Short multiplication by 1 digit number:

342×7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \end{array}$$

Answer: 2394

2741×6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \end{array}$$

Answer: 16 446

Long division by a 2 digit number:

Long multiplication

24×16 becomes

$$\begin{array}{r} 24 \\ \times 16 \\ \hline 144 \\ 240 \\ \hline 384 \end{array}$$

Answer: 384

124×26 becomes

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$$

Answer: 3224



Year 6 Maths Strategies

Division:

Y6

Divide at least 4-digit numbers by single and 2-digit numbers (including decimals).

Short division:

Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer: 45 $\frac{1}{11}$

Long division:

432 ÷ 15 becomes

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{120} \\ 12 \end{array}$$

15 × 20

15 × 8

$$\frac{12}{15} = \frac{4}{5}$$

Answer: 28 $\frac{4}{5}$

Reduce fraction to the simplest form



Year 6 Maths Workshop for Parents

Wednesday 15th October
5:30pm



Year 6 Reading Workshop for Parents

Wednesday 12th November
5:30pm



Homework

Homework is set every Friday to be returned or completed by the following Wednesday.

Spellings, TT Rockstars, Carousel, Reading

Learning postcard – Half termly

Homework is set as an opportunity for the children to further their learning beyond the classroom. We ask that the children should complete homework independently, however if they are struggling, please don't hesitate to come and speak to a member of our Year 6 team.



PSHE, including RSE



Wood Fold Primary School PSHE and RSE Curriculum



Year 6	<u>Living in the Wider World (Citizenship)</u> To recall what the British Values are and to know how the British values reflect life in modern Britain. To consider what life would be like without one or more of the British Values. To know that there are universal rights for all children but for many children these rights are not met. To explain some of the ways in which one person or a group can have power over another. (PREVENT)	<u>Community Project</u> The children will work to support local charity, The Brick. They will promote the importance of donations to create Christmas Hampers.	<u>Healthy Me</u> To revisit physical and emotional changes of puberty. To know how girls' and boys' bodies change during puberty. To revisit the meaning of conception. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To know the importance of taking care of mental health. Know the importance of positive self-esteem and how to develop it. To explore problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	<u>Celebrating Diversity</u> To explore the meaning of personal identity and what contributes to it. To learn about the effect that stereotypes in the media can have on people who look different. To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. To explain ways in which difference can be both a source of conflict and means for celebration.	<u>Economic Wellbeing</u> To know about the different ways to pay for things and the choices people have about this. To learn what it means to be a critical consumer. To identify what should be considered before making a decision to buy a product or goods. To know that people's spending decisions can affect others and the environment (Fair trade, buying single-use plastics, or giving to charity). To identify the ways that money can impact on people's feelings and emotions. To know how and why money worries can have an impact on emotional wellbeing.	<u>Relationships</u> To identify situations where permission needs to be asked for. To understand what is meant by 'personal boundaries' and how these might vary with different people. To identify differences between appropriate and inappropriate touch. To understand how being physically attracted to someone changes the nature of the relationship. To gain an understanding of domestic abuse and the underlying factors that contributes to a person's propensity for abuse. To recognise when, how and whom to ask for help with their friendships and relationships.
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Forest Schools

Autumn 1 - Friday Morning

Children will access The Dragon's Den and work towards creating a legacy for the future Year 6. They will work together to form new relationships and will take time to recap on previous visits to The Dragon's Den.

They will need suitable clothing/footwear



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When do we go to Forest School?

Forest School will take place every Friday morning starting 12th September. The last session will be Friday 24th October. The children are to come into school wearing their Forest School clothing and school shoes with their suitable outdoor footwear in a spare carrier bag. After Forest School the children will change into their school uniform, please ensure that this is brought into school with them. No school uniform is to be worn at Forest School, please bring spare socks in case of any wet or dirty feet from exploring the woodland.

What should my child wear?

Suitable clothing – leggings or tracksuit bottoms, t-shirt, jumper. Waterproof coat and pants in case it rains. Walking boots or wellingtons. **(No trainers are to be worn)** Please bring a separate coat as the children will get dirty and muddy.

At Forest School we will be exploring in all weathers, unless the ground is too wet or in the event of heavy rain and if this is the case the children will be provided with indoor craft activities.

The children will come home in their Forest School clothes and these need to be returned every week.

If you have any questions please contact Miss Bullen: missbullen@woodfold.wigan.sch.uk



Trips

Museum of Wigan Life - TBC

Boreatton Park – Wednesday 17th – Friday 19th June



Year 6 Dates

Class Photos – Monday 18th May

Year 6 BBQ - Wednesday 15th July

Year 6 Leavers Assembly – Thursday 16th July



SAT's

The Key Stage 2 tests are timetabled:

Monday 11th May 2026 to Thursday 14th May 2026.

The children will complete SPaG (spelling and grammar),
Reading and Maths assessments.

Results will be shared with the end of year report

“working towards the expected standard”

“working at the expected standard”

“greater depth”



Writing assessments

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

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]



Questions and Answers

**Thank you for coming to the Year 6 welcome meeting.
If you have any questions or concerns please don't
hesitate to ask us. We look forward to getting to know
you throughout the school year.**