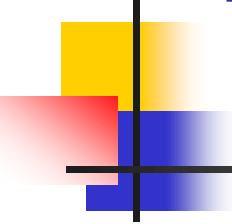


# Welcome to Year 6



# General Routines

- 
- 
- Washing of hands routine.
  - No big bags.
  - Snacks in trays.
  - Water bottles should be labelled.
  - All clothing named.
  - Phones to go into a box at the start of a day and not to be used until outside the school premises.
  - PE kits to be worn on Tuesdays and Wednesdays for the entire day. Dress accordingly to seasonal changes. This is for the autumn term.
  - Children can bring in trainers to wear for the Daily Mile.
  - Children are responsible for their own belongings.
  - All children must abide by the class rules or face a consequence in accordance with the school behaviour policy.
  - Healthy nut free snacks please.
  - Minimal amount to bring into school.
  - Pencil cases small enough to fit in tray.
  - Reading records brought in daily and signed.
  - Raincoat.

- 
- 
- [https://www.badged.co.uk/blank\\_product/290441481/Rode-Heath-Primary-Leaver-Hoodie-Pre-SATS-](https://www.badged.co.uk/blank_product/290441481/Rode-Heath-Primary-Leaver-Hoodie-Pre-SATS-)



# What will be taught this year?

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- Term 1

- Report: The Place For Me: Stories About The Windrush Generation by Black Cultural Archives
- Fiction: Star of Fear, Star of Hope by Jo Hoestlandt
- Harvest Fair.
- 10/11/25 Cheshire Military Museum, Chester

- Term 2

- Recount: Shackleton's Journey by William Grill
- London day trip TBC.
- Bikeability.

- Term 3

- Fiction: Adventure and Recount – Autobiography: Sky Chasers by Emma Carroll
- End of Year Performance, the statutory key stage 2 tests are timetabled from Monday 11<sup>th</sup> May to Thursday 14<sup>th</sup> May 2026 and the residential to Anglesey is: 20<sup>th</sup> – 22<sup>nd</sup> May.



## Year 6 Curriculum Map

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	<b>Number and Place Value: Numbers to 10 million</b> <b>Calculations: Four Operations on Whole Numbers</b>  <b>(See Maths - No Problem! scheme of work for more detail)</b>	<b>Fractions, Decimals and Percentages</b> <b>Measurement</b>	<b>Ratio and Proportion</b> <b>Algebra</b> <b>Measurement: Area and Perimeter</b>	<b>Geometry: Properties and Shapes, Position, Movement and Direction</b> <b>Statistics: Graphs and Averages</b> <b>Number and Place Value: Negative Numbers</b>  <b>SATs Prep</b>	<b>SATs Prep</b>	<b>Project based maths</b>
<b>English</b>	<b>Report</b> <b>The Place For Me: Stories About The Windrush Generation by Black Cultural Archives</b>  <b>Fiction</b> <b>Star of Fear, Star of Hope by Jo Hoestlandt</b>  <b>Recount</b> <b>Shackleton's Journey by William Grill</b>  <b>Fiction – Adventure and Recount –</b> <b>Autobiography</b> <b>Sky Chasers by Emma Carroll</b>  <b>Fiction – Adventure and Recount –</b> <b>Autobiography</b> <b>Sky Chasers by Emma Carroll</b>	<b>Spoken language:</b> <ul style="list-style-type: none"> <li>Build vocabulary</li> <li>Articulate and justify answers</li> <li>Maintain attention and participate actively in collaborative conversations</li> <li>Use spoken language: specialising, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role-play, improvisations and debates</li> <li>Consider and evaluate different viewpoints</li> </ul> <b>Reading comprehension:</b> <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions</li> <li>Ask questions to improve understanding</li> <li>Show inferences (characters' feelings, thoughts and motives), justify with evidence</li> <li>Predict from details stated and implied</li> <li>Summarise main ideas, identifying key details</li> <li>Evaluate authors' language choice</li> <li>Present reasoned justifications for views</li> </ul> <b>Writing composition:</b> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>Describe settings, characters and atmosphere</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>Use consistent and correct tense</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<b>Spoken language:</b> <ul style="list-style-type: none"> <li>Build vocabulary</li> <li>Use spoken language: specialising, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently</li> <li>Use Standard English</li> <li>Participate in discussions, presentations, performances, role-play, improvisations and debates</li> </ul> <b>Reading comprehension:</b> <ul style="list-style-type: none"> <li>Ask questions to improve understanding</li> <li>Show inferences (characters' feelings, thoughts and motives), justify with evidence</li> <li>Predict from details stated and implied</li> <li>Summarise main ideas, identifying key details</li> <li>Evaluate authors' language choice</li> <li>Present reasoned justifications for views</li> </ul> <b>Writing composition:</b> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>Describe settings, characters and atmosphere</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>Use consistent and correct tense</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<b>Spoken language:</b> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Build vocabulary</li> <li>Use spoken language: specialising, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently</li> <li>Use Standard English</li> <li>Select and use appropriate registers for effective communication</li> </ul> <b>Reading comprehension:</b> <ul style="list-style-type: none"> <li>Recommend books to peers</li> <li>Learn poetry by heart</li> <li>Prepare poems and plays for performance</li> <li>Show inferences (characters' feelings, thoughts and motives), justify with evidence</li> <li>Summarise main ideas, identifying key details</li> <li>Evaluate authors' language choice</li> <li>Participate in discussion about books</li> </ul> <b>Writing composition:</b> <ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>Describe settings, characters and atmosphere</li> <li>Predict longer passages</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>Distinguish between the language of speech and writing</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform own compositions using appropriate intonation, volume and movement</li> </ul>	<b>SATs Prep</b>	<b>Fiction – Adventure and Recount –</b> <b>Autobiography</b> <b>Sky Chasers by Emma Carroll</b>



Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-8.50	Register	Register	Register	Register	Register
8.50-9.15	Fix it time/Group Work – Maths LY and AS				
9.15 – 10.25	Maths	Hwk marked and set – English/Maths/Reading/Spelling  Maths	Maths JW	Maths	Maths
10.25 -10.45	Assembly SLT	Assembly alternate weeks Story	Assembly – Staff	Assembly – Singing	Celebration Assembly – SLT
10.45 – 11.00	BREAK				
11.00 – 12.00	Writing	Writing	Science JW	Writing	Writing
12.00 – 12.15	Guided reading/silent	Guided reading/silent		Guided reading/silent	Guided reading/silent
12.15-1.10	LUNCH				
1.10 – 2.25	Art	RE	Science JW	History	Computing
			Guided reading/silent JW		
2.25-2.35	Daily Mile – Monday/Thursday /Friday				
2:35-3.10	Hearts and Minds	2:10 PE	PE	2:10 MFL PPA	Music
3:10-3:20	Story		Story		



# In Class Support

- Mr Scott and Mrs Yates.
- Work will be set at an appropriate level of challenge and children will be expected to work hard and keep up to date.



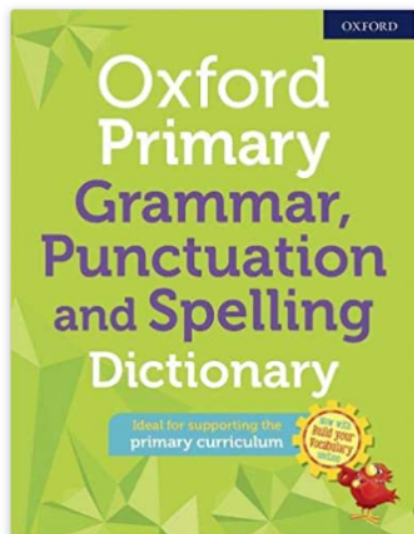
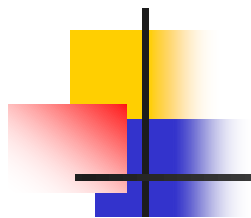
# English



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- SPaG lessons – Spelling, punctuation and grammar.
- Individual and guided group reading.
- Guided groups during lessons.
- Writing – factual and creative.





## Oxford Primary Grammar Punctuation and Spelling Dictionary Paperback – 2 July 2020

by [Oxford University Press](#) (Author)

★★★★☆ 216 ratings

[See all formats and editions](#)

**Paperback**

**£7.79**

5 Used from £7.89

20 New from £6.99

**Note:** This item is eligible for **FREE Click and Collect** without a minimum order subject to availability. [Details](#)

With a clear, colour layout and quirky bird characters to make it fun to use, this is a dictionary with a difference. The book divides into sections - the first provides explanations for all the grammar terms required for the primary curriculum, the second, punctuation marks and when to use them, and the third section provides spelling rules, tips and examples. New for this edition is a fourth section on how to discover different words and to grow your vocabulary. This provides perfect support for building language for context and independent literacy skills at the end of primary school. Finally, there is an alphabetical

# Reading



- School

- Weekly guided reading session – comprehension tasks to be completed in school.
- Star reading scores are updated each half-term.
- Renaissance quizzes to be included in their diaries.
- Checking on quizzes every two weeks.

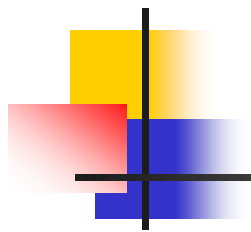
- Home

- Reading diaries to be completed in the right hand column. Reading to be done at home for at least 4/5 nights, including the weekend (30 minutes minimum). Page numbers and comments please.
- There is a Saturday and Sunday section for reading.
- There is also a vocabulary section for new and exciting synonyms.
- Please sign the diaries as we regularly check them.
- The diary is a good tool for communication between home and school as well.
- Read with your child at least a couple of times a week and ask questions about what they have read to check understanding.

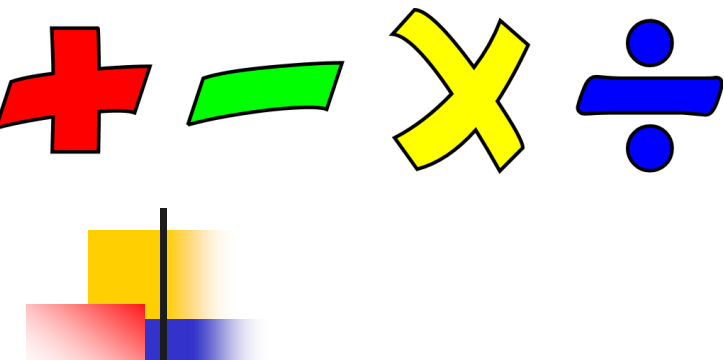
**The most important thing is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary.**

*J. K. Rowling*

# What we do?



- Teach Mathematics every morning with the support of the MNP scheme
- Teach basic fluency skills daily and consolidation of work taught previously
- We ensure that your child gets a daily diet of written, verbal and practical mathematics



# Maths

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 10 Million <small>LESSON BREAKDOWN</small>	Measurement: Measurements <small>LESSON BREAKDOWN</small>	Geometry – Position and Direction: Position and Movement <small>LESSON BREAKDOWN</small>
Week 2	Calculations: Four Operations on Whole Numbers <small>LESSON BREAKDOWN</small>	Word Problems <small>LESSON BREAKDOWN</small>	Statistics: Graphs and Averages <small>LESSON BREAKDOWN</small>
Week 3			SATs
Week 4		Mid-year (A) Tests and Remediation	
Week 5		Fractions, Decimals and Percentages: Fractions <small>LESSON BREAKDOWN</small>	Fractions, Decimals and Percentages: Percentage <small>LESSON BREAKDOWN</small>
Week 6	Ratio and Proportion: Ratio <small>LESSON BREAKDOWN</small>		Measurement: Volume <small>LESSON BREAKDOWN</small>
Week 7			Algebra: Algebra <small>LESSON BREAKDOWN</small>
Week 8	Geometry – Position and Direction: Position and Movement <small>LESSON BREAKDOWN</small>		
Week 9	Fractions, Decimals and Percentages: Decimals <small>LESSON BREAKDOWN</small>	Measurement: Area and Perimeter <small>LESSON BREAKDOWN</small>	Statistics: Graphs and Averages <small>LESSON BREAKDOWN</small>
Week 10			Revision and End-of-year (B) Tests
Week 11		Geometry – Properties and Shapes: Geometry <small>LESSON BREAKDOWN</small>	Revisit Topics
Week 12			



# What can help you?

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- Please spend time visiting the website
- Y6 page has the end of year expectations as well as the weekly learning objectives
- The maths web page also gives you all the detail you need to support your child and to understand truly how we teach maths at Rode Heath

# Maths resources

[HOME](#) | [CLASSES](#) | [OUR SCHOOL](#) | [CURRICULUM](#) | [OFFICE](#) | [PRE-SCHOOL](#) | [RESOURCES](#) | [SCHOOLS DIRECT](#) | [GOVERNORS](#)

**Real-world maths: helping learners measure and compare:**

[Click here](#)

**Summer activities to assist maths learning:**

[Click here](#)

ED SHED

TIMES TABLE ROCK STARS

EDUCATION CITY

JOLLY PHONICS

MULTIPLICATION GRIDS

TIMES TABLES

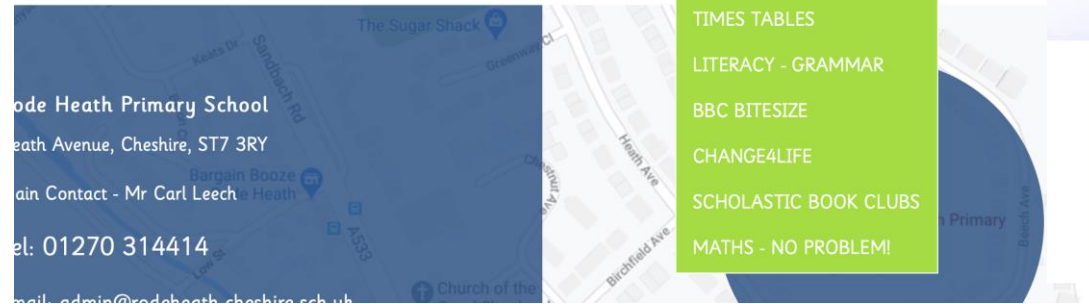
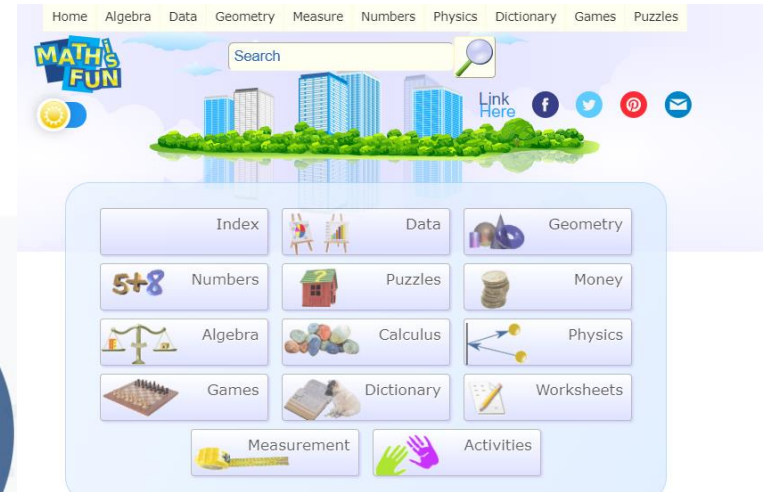
LITERACY - GRAMMAR

BBC BITESIZE

CHANGE4LIFE

SCHOLASTIC BOOK CLUBS

MATHS - NO PROBLEM!



# TIMES TABLES ROCKSTARS

## Bitesize

Change language -

[Home](#) | [Learn](#) | [Support](#) | [Careers](#)

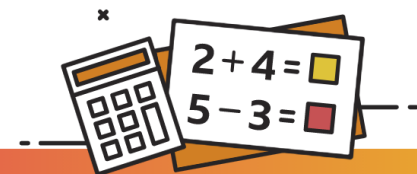
[My Bitesize](#)

[All Bitesize](#)

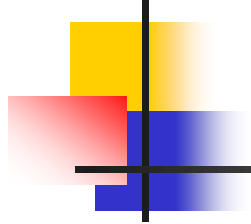
KS2

## Maths

Part of [Learn & revise](#)



# What can you do?



- Please support with home learning
- Arithmetic (column methods for addition, subtraction, multiplication and division)
- Help your child to tell the time to the nearest 5 minutes (this will be an ongoing thing throughout the year)
- Help your child to truly understand their multiplications. By Y6, the children should know and be able to apply their times tables. Timetables Rockstars is a fantastic tool for children to learn their tables – it is proven to work! Look at their heatmaps.
- Baking is great for maths, science and your tummy!



# Homework set weekly

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- Atom Learning: Maths, PAG, reading comprehension and spellings homework will be sent home on a Tuesday for the following Tuesday (Days may change in the year, which will help the children with the transition to High School).
- Our expectation is that everyone will complete their home learning each week as per the school's policy.
- If there is something we haven't covered yet, please don't worry. Your child could look it up independently and/or ask the teacher for help.  
<https://www.mathsisfun.com/> and  
<https://www.bbc.co.uk/bitesize/subjects/z826n39> are great resources to help.





# Homework Problems?

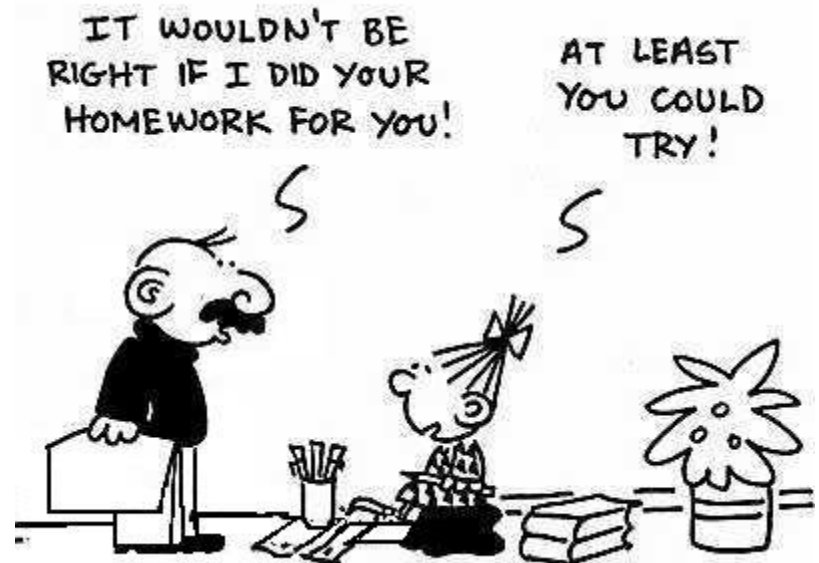
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- Look at any examples given
- Encourage your child to ask for help
- Jot down a note in your child's reading diary so we can help in class
- Atom learning videos help enormously

# Ethos of the Class

- Year 6 is important and we try very hard to fully prepare them for their transition to the high school
- Pebbles and stars
- Promote hard work ethic and encourage independence
- Growth mindset – being resilient

*I can't do it, yet....*





# SATs

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- Children are currently not assessed in test form in science or writing. We will assess their performance throughout the year
- Children will be tested for Maths and English, plus the grammar, punctuation and spelling test, but my teacher assessments will continue throughout the year
- Our aim is to prepare your children in a stress-free environment, giving them the tools, skills and knowledge to be able to cope during the tests. Please let us know whether your child is becoming anxious and we will help them through this
- The key stage 2 tests are timetabled from Monday 11<sup>th</sup> May to Thursday 14<sup>th</sup> May 2026.



## At home . . .

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Read anything and everything – record in diaries!  
Library, book club, magazines, games instructions,  
newspapers, signs etc.

Write for a purpose:

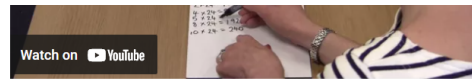
Postcards, shopping lists, thank you letters, web  
page etc.

Use Maths and embrace just like reading:

Cook, look for patterns, shop, etc.

Help us to create/bolster positive attitudes

# Website



## Files to Download

Recommended Reads Y6

Year 6 Maths Revision

Year 6 Online Pledge

Revision List - Year 6 SATs

Year 6 Maths Revision Resource.pdf

Year 6 Maths Revision Resource Details

Year 6 Curriculum Map

- Curriculum Map
- Continuing the learning journey...
- Star  
Writer/Mathematician/Reader
- Link to 'Think Like an Engineer' website
- Recommended reads

## 50 Recommended Reads for...

### Year 6

Which ones have you read?



	<input type="checkbox"/> <b>The House with Chicken Legs</b> Sophie Anderson		<input type="checkbox"/> <b>Funky Chickens</b> Benjamin Zephaniah
	<input type="checkbox"/> <b>Tom's Midnight Garden</b> Philippa Pearce		<input type="checkbox"/> <b>Cogheart</b> Peter Bunzl
	<input type="checkbox"/> <b>Nevermoor: The Trials of Morrigan Crow</b> Jessica Townsend		<input type="checkbox"/> <b>Goodnight Mr Tom</b> Michelle Magorian
	<input type="checkbox"/> <b>The Light Jar</b> Lisa Thompson		<input type="checkbox"/> <b>Hidden Figures</b> Margot Shetterly & Laura Freeman
	<input type="checkbox"/> <b>Wild Animals of the North</b> Dieter Braun		<input type="checkbox"/> <b>Wonder</b> R. J. Palacio
	<input type="checkbox"/> <b>The Fox Girl and the White Gazelle</b> Victoria Williamson		<input type="checkbox"/> <b>The Island</b> Armin Greder
	<input type="checkbox"/> <b>When Hitler Stole Pink Rabbit</b>		<input type="checkbox"/> <b>A Necklace of Raindrops</b>

# Online Safety

# S

**Safe:** You wouldn't give a stranger on the street personal information, so don't do it online. Stay safe by not posting or sharing personal information (name, address, password etc.).

# M

**Meeting:** It is dangerous to meet someone that you have talked to online but never met. Never go without telling someone and always ask permission from parents' or carers' - they need to come with you!

# A

**Accepting:** There are loads of ways to download information on the Internet. Accepting emails, IM messages, text or pictures from a source you don't know (a person or company etc.) may contain viruses or inappropriate information!

# R

**Reliability:** Just because it is on the Internet does not mean it is true. Anyone can add or edit information on the internet, or even lie about who they are! Try to stick to websites you trust for information and only chat to friends and family.

# T

**Tell:** If anything happens that leaves you feeling worried or uncomfortable when using the Internet you need to tell someone. The best people to talk to are trusted adults - parents, carers, teachers etc.

## Rules for using the Internet safely

I will :

- ☒ only visit websites suitable for children my age;
- ☒ be polite and show respect when communicating with others;
- ☒ keep my personal information secret (including passwords);
- ☒ report any unpleasant messages/inappropriate websites to a member of staff.



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EVOLVE®

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Toolkit

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Safeguarding NEW

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## ProjectEVOLVE

Shaping a better online life for all

Access Toolkit

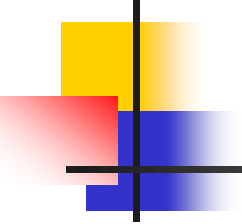
[https://www.internetmatters.org/?gclid=EA\\_IaIQobChMI5JaelM\\_w6wIVjNd3Ch0BcAVPE\\_AAYASAAEgJH6PD\\_BwE](https://www.internetmatters.org/?gclid=EA_IaIQobChMI5JaelM_w6wIVjNd3Ch0BcAVPE_AAYASAAEgJH6PD_BwE)



Any Questions?

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- 
- 
- If you have any concerns contact the office or write a message in your child's diary.

Many thanks,

The Year 6 Team