

The background is a light pink grid pattern. It features several large, colorful, wavy shapes: a yellow one in the top left, a light blue one in the top right, a purple one in the bottom left, and a pink one in the bottom right. There are also various small decorative elements: a lightning bolt in the top right, a star in the bottom left, a star in the bottom right, and several small clusters of dots in various colors (purple, pink, yellow).

Welcome to Year 6!

Mrs Roberts & Mrs Brett

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|----------------------------|--|---|---|---|--|---|
| Key Texts | Macbeth Red | Private Peaceful WW1 poetry War Horse | Diary of Anne Frank Goodnight Mr Tom | When we were warriors – Olive's story | Floodland | Climate change: the facts |
| Spine Texts | Holes | Clockwork | Skellig | Letters from the Lighthouse | The Arrival | Girl of Ink and Stars |
| English | Setting descriptions | Character Explanation text | Suspense Information texts | Action Report | Dialogue Newspaper | Openings & Endings |
| Maths | Place value Four operations | Fractions Geometry | Decimals Percentages Algebra | Measurement Ratio | Shape SATs revision | Problem solving |
| Science | How can we maintain an efficient circulatory system? | What is the significance of a rainbow? | Have we always looked like this? | | How important is biodiversity to a healthy planet? | Can humans survive without electricity? |
| Computing | It's cool to be kind | The search is on | HTML coding | Scratch coding – makey makey | Creating content | Creating content |
| History | - | What is the impact of WW1 on our world today? | What is the impact of WW2 on our world today? | What is the impact of WW2 on our world today? | - | - |
| Geography | Can humans mitigate the impact of natural disasters? | - | - | - | How can we make a positive impact on the world? | |
| Art | 2D drawing to 3D Making | | Activism | | | Shadow Puppets |
| DT | - | Sewing | - | - | Come dine with me Steady hand game | |
| Re | Buddhism: Following the Buddha's teaching | Judaism: Abraham Christmas | Buddhism: The Buddhist community | Life and Death | Judaism: Prayer and Worship | Understanding faith and belief within our community |
| Music | Recorders Drums Singing | Recorders Drums Singing | Recorders Singing | Recorders Singing | Recorders Singing | Recorders Singing |
| PE | Football Gymnastics | Tag rugby Dance | Netball Gymnastics | Handball Dance | Cricket Athletics | Rounders Athletics |
| French | Actions | In France | Family | A weekend with friends | The future | Jobs |
| PSHE | Growing and <u>Changing</u> | Me and My Relationships | Keeping Myself Safe | Valuing Difference | Being my Best | Rights and Responsibilities |
| Visits and Visitors | Natural History Museum | War Memorial Visit | Imperial War Museum | Junior Citizen Scheme | Sky Academy | Isle of Wight |

Weekly timetable

- Every morning, children will complete maths and English lessons, including arithmetic practise, reasoning work, guided reading, writing and grammar.
- Children will be taught French, music and some P.E. lessons by specialist teachers.
- Children need their P.E. kit in school every day, as P.E. lessons might be changed due to weather/other school events taking place but **usually** our P.E. days are Mondays and Fridays.

"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
- MARY POPE OSBORNE



Reading

BOOKS TRAIN YOUR
imagination
TO THINK *big!*

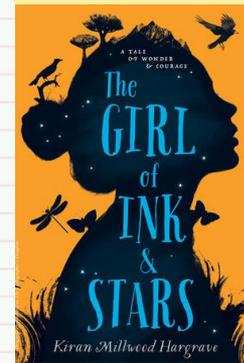
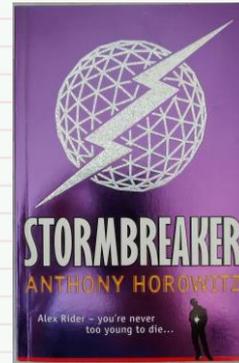
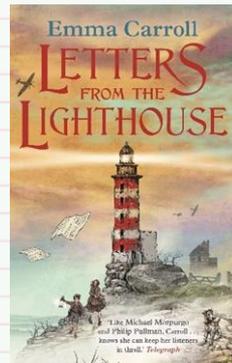
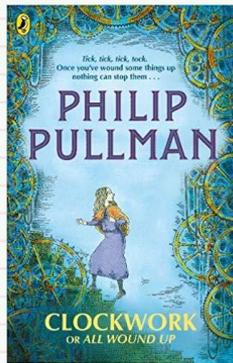
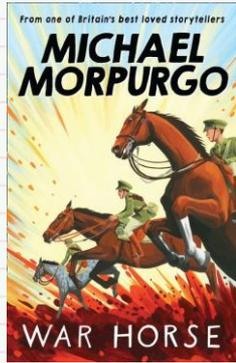
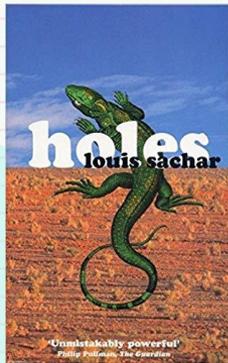
- In school, children will have guided reading sessions three times a week. In these sessions, we will focus on different skills (vocabulary, inference, prediction, explaining, retrieval and summarising) that the children need to develop to become fluent readers.
- Children should read at home everyday. Reading is an important life skill and can also be an incredibly enjoyable activity. Many children last year identified reading as a mindfulness tool they used to help their wellbeing.
- Children should read a variety of text types which interest them and gives them pleasure to read.
- Children might also use appropriate texts to support them in learning to read, which will be sent home with them if required.



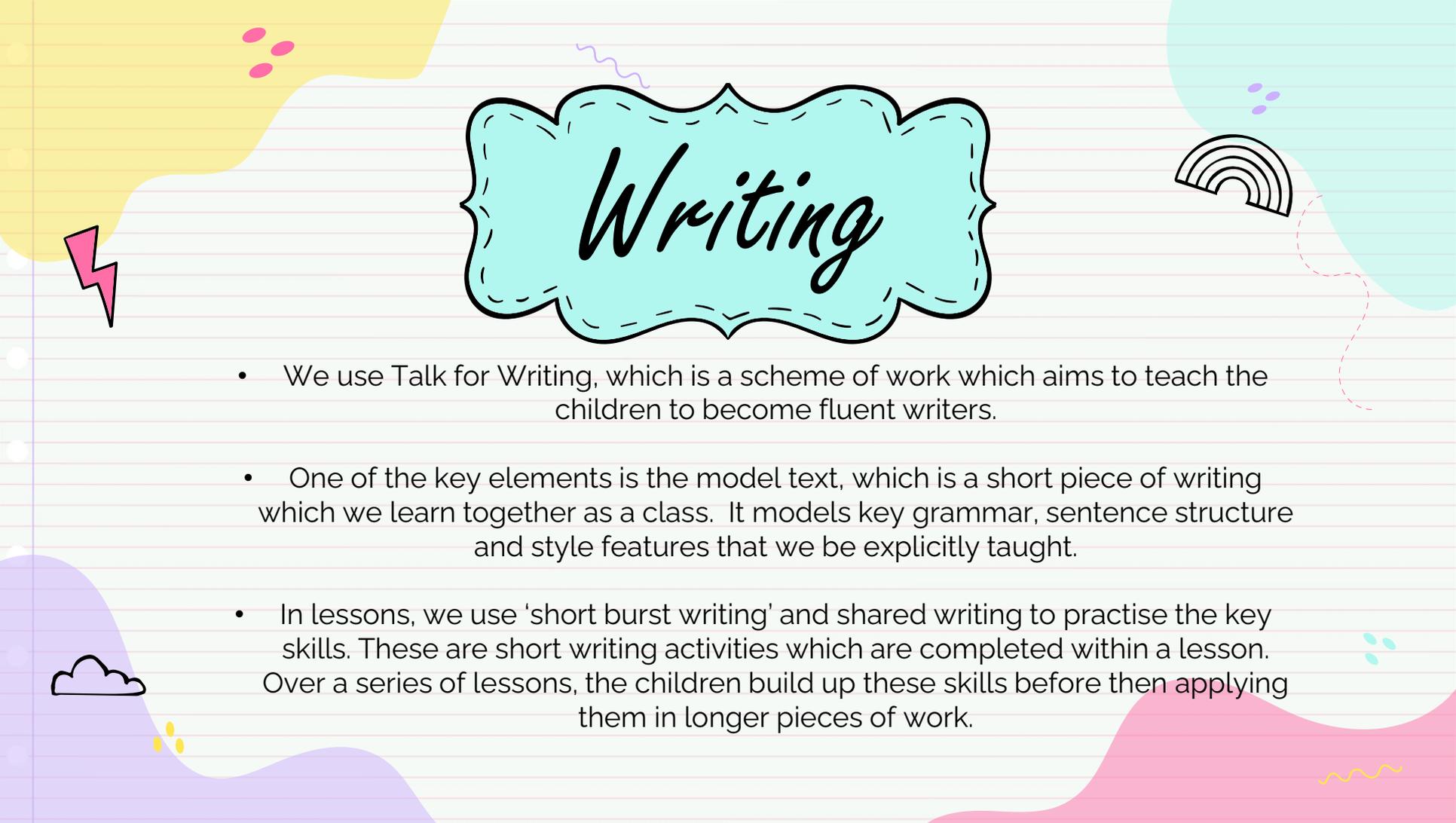
Reading
— IS —
dreaming
— WITH —
Open Eyes

Reading Spine

- These are the books we will be reading for pleasure during the year with the children. We will read to the children every afternoon.

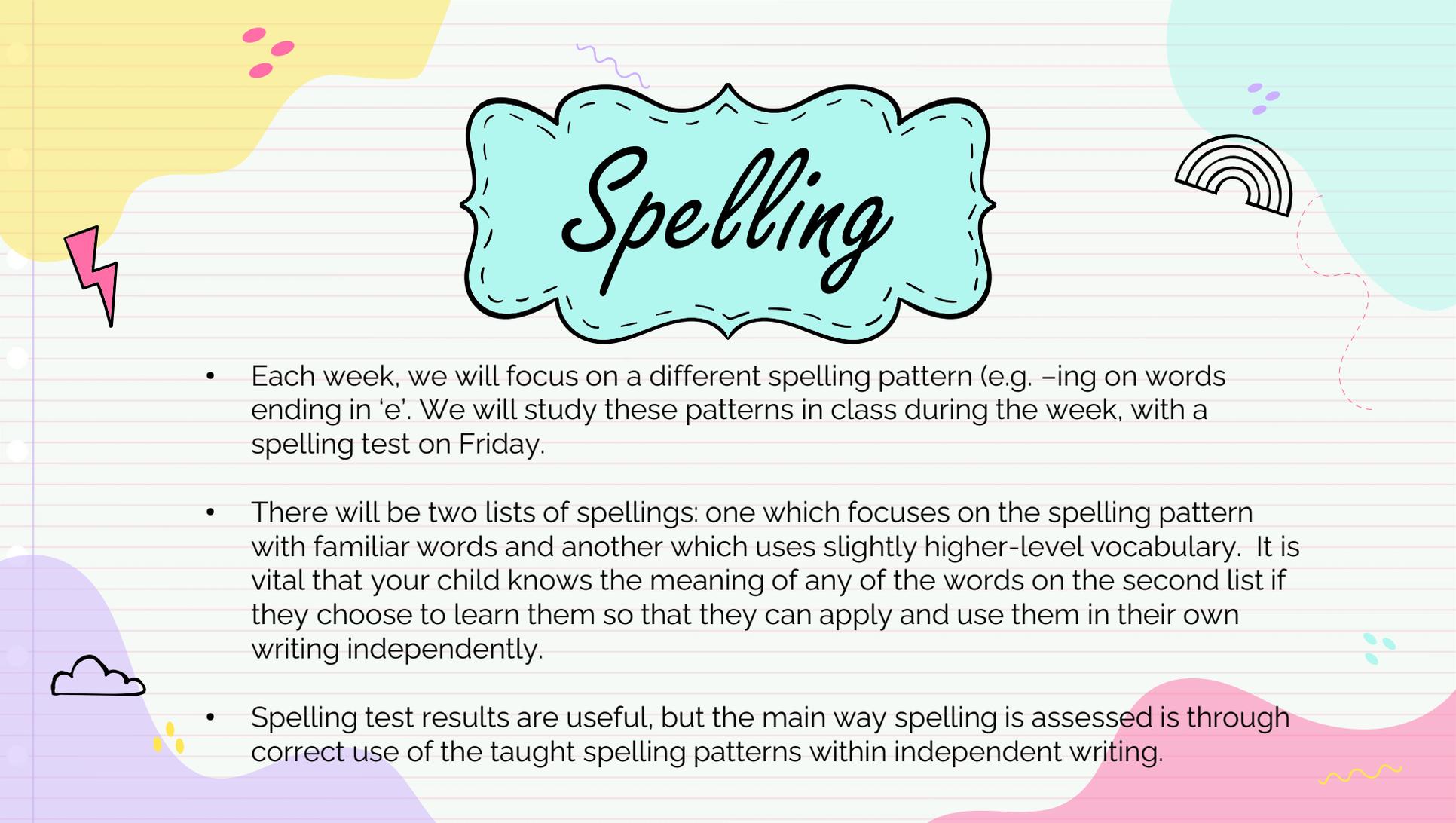


- To help encourage reading for pleasure, you could: read books to and with your child, visit the library and let them choose books; let children re-read favourite books; create artwork etc linked to their favourite stories; complete the reading challenge, have discussions with your child about what they are reading etc.



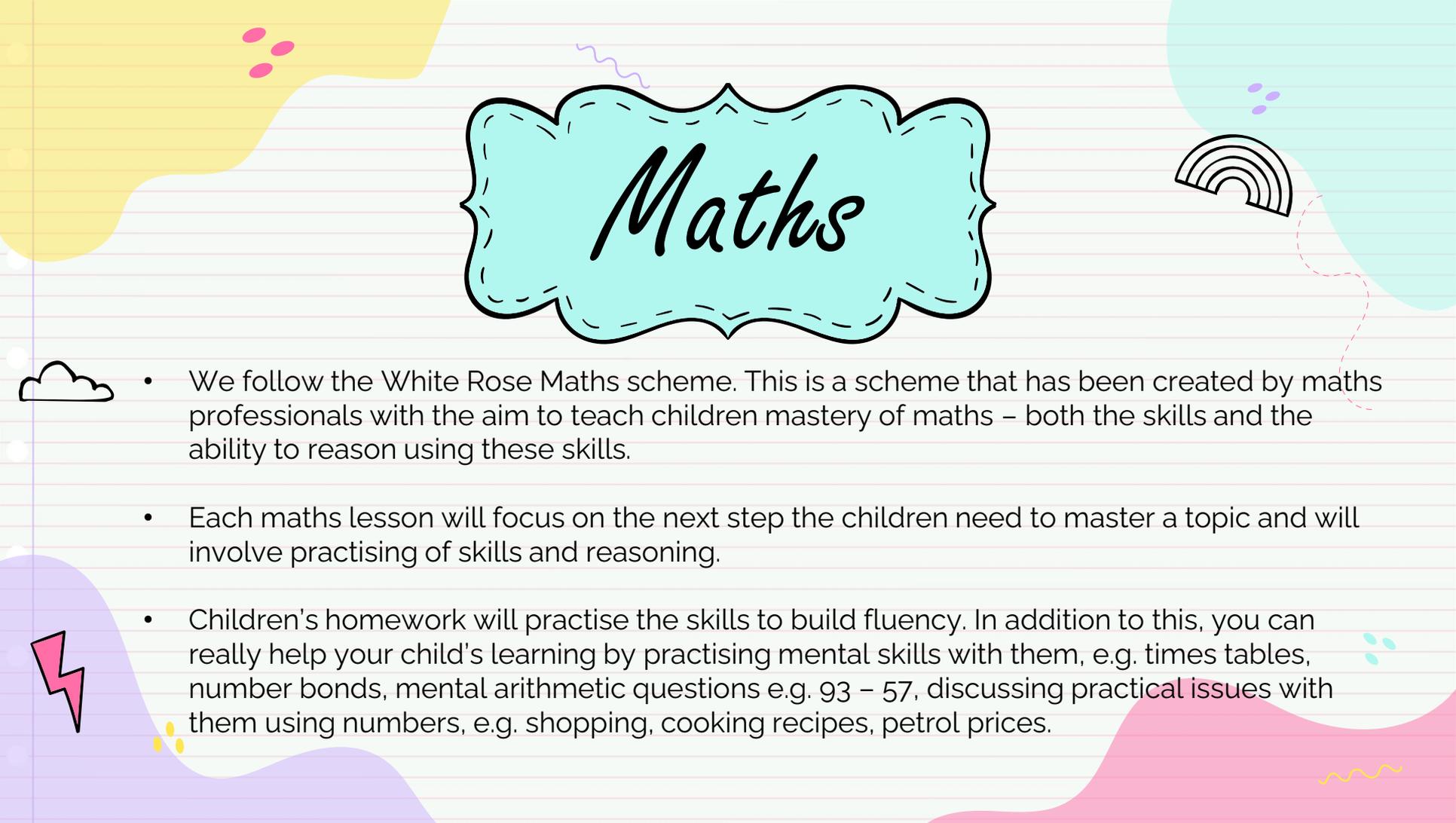
Writing

- We use Talk for Writing, which is a scheme of work which aims to teach the children to become fluent writers.
- One of the key elements is the model text, which is a short piece of writing which we learn together as a class. It models key grammar, sentence structure and style features that we be explicitly taught.
- In lessons, we use 'short burst writing' and shared writing to practise the key skills. These are short writing activities which are completed within a lesson. Over a series of lessons, the children build up these skills before then applying them in longer pieces of work.

The background features a light blue cloud-like shape at the top left, a yellow lightning bolt on the left, a pink cloud at the bottom left, and a pink wavy shape at the bottom right. A rainbow is positioned on the right side. The word 'Spelling' is written in a black cursive font inside a light blue, scalloped-edged frame with a dashed border.

Spelling

- Each week, we will focus on a different spelling pattern (e.g. -ing on words ending in 'e'). We will study these patterns in class during the week, with a spelling test on Friday.
- There will be two lists of spellings: one which focuses on the spelling pattern with familiar words and another which uses slightly higher-level vocabulary. It is vital that your child knows the meaning of any of the words on the second list if they choose to learn them so that they can apply and use them in their own writing independently.
- Spelling test results are useful, but the main way spelling is assessed is through correct use of the taught spelling patterns within independent writing.



Maths

- 
- We follow the White Rose Maths scheme. This is a scheme that has been created by maths professionals with the aim to teach children mastery of maths – both the skills and the ability to reason using these skills.
 - Each maths lesson will focus on the next step the children need to master a topic and will involve practising of skills and reasoning.
 - Children's homework will practise the skills to build fluency. In addition to this, you can really help your child's learning by practising mental skills with them, e.g. times tables, number bonds, mental arithmetic questions e.g. $93 - 57$, discussing practical issues with them using numbers, e.g. shopping, cooking recipes, petrol prices.
- 

The White Rose Maths schemes of learning

Teaching for mastery

Our research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.

Putting number first

Our schemes have number at their heart. A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum.

Depth before breadth

Our easy-to-follow schemes support teachers to stay within the required key stage so that children acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks.

Working together

Children can progress through the schemes as a whole group, encouraging students of all abilities to support each other in their learning.

Fluency, reasoning and problem solving

Our schemes develop all three key areas of the National Curriculum, giving children the knowledge and skills they need to become confident mathematicians.

Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to reason and to solve problems.



Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

$$5 + 7$$

If you have questions about this approach and would like to consider appropriate CPD, please visit www.whiterosemaths.com to find a course that's right for you.

Powers of 10

Reasoning and problem solving

The Gattegno chart shows the answer to a calculation using powers of 10

| | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1,000,000 | 2,000,000 | 3,000,000 | 4,000,000 | 5,000,000 | 6,000,000 | 7,000,000 | 8,000,000 | 9,000,000 |
| 100,000 | 200,000 | 300,000 | 400,000 | 500,000 | 600,000 | 700,000 | 800,000 | 900,000 |
| 10,000 | 20,000 | 30,000 | 40,000 | 50,000 | 60,000 | 70,000 | 80,000 | 90,000 |
| 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 8,000 | 9,000 |
| 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Find two integer calculations using powers of 10 that give this answer.

Give your answers as calculations, for example:

_____ \times (or \div) _____ = _____ and sentences such as "_____ is 10 times (or one-tenth) the size of _____".

Compare answers with a partner.

various possible answers, e.g.

$$6,830 \times 10 = 68,300 \quad 68,300 \text{ is 10 times the size of } 6,830$$

$$6,830,000 \div 100 = 68,300$$

68,300 is one-hundredth the size of 6,830,000

Annie is thinking of a number.



1,000 more
than my number
is 4,700



Annie

What number is 1,000 times the size of Annie's number?

3,700,000

Tommy is thinking of a number.



Tommy

The number
one-hundredth the
size of my number
is 38,746

What number is 100 less than Tommy's number?

3,874,500

Maths

- There are many resources online that can help. Some of the ones that we think you may find useful:
 - White Rose example questions - <https://whiterosemaths.com/parent-resources>
 - White Rose videos explaining topics - <https://whiterosemaths.com/homelearning?year=year-6-new>
 - Tips about helping your child - <https://www.risingstars-uk.com/blog/january-2022/5-tips-to-help-parents-support-children-preparing>

Homework

Homework is designed to support and consolidate the learning in class. We will be sending home homework books with the work set.

- Maths homework: Set Thursday, due in Tuesday.
- English/Topic homework: Set Thursday, due in Tuesday

Please focus on supporting the children with their presentation, grammar and spelling. This will support their writing in class.

- Spelling homework: Termly spellings sent out at start of each term, Test on Fridays.

Notes

- 30 minutes maximum should be spent on a task, reasonably independently. Please comment if you have any struggles or speak to me on the playground after school.
- Sometimes a project may be set for homework and the children will be given two or three weeks to complete this.

Topics (history and geography)

Natural world

Can humans mitigate the impact of natural disasters?

World War 1

What is the impact of WW1 on our world today?

Rivers & Seas

Rivers or seas: which have had a bigger impact on civilisation?

World War 2

Is the world a safer place because of WW2?

Making a difference

How can we make a positive impact on the world?

Planet Pandemonium Year 6 Knowledge Organiser

Big Question

Can humans mitigate the impact of natural disasters?

Prior Knowledge

- Identify and locate key topographical features of the world (e.g. hills, mountains, coasts and rivers)
- use maps, atlases and computer mapping to locate countries

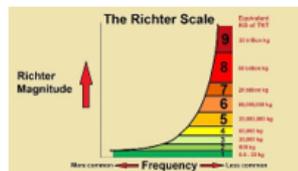


Subject Specific Vocabulary

| | |
|------------------------------|--|
| 100-year storm | A 100-year storm refers to rainfall totals that have a one percent probability of occurring at that location in that year. |
| Aid agency | An organisation that gives money, equipment, medicines or services to people who need them in an emergency - often run by charities. |
| Climate Change | A large-scale, long-term shift in the planet's weather patterns and average temperatures. |
| Crater | A cup-shaped depression in the surface of the earth, caused by volcanic activity |
| Displacement | Displacement is a particular form of migration, in which individuals are forced to move against their will. |
| Earthquake | Movements, fractures and vibrations in the earth's crust as tectonic plates move |
| Epicentre | The point on the Earth's surface above the where the pressure was released to cause the earthquake is called the epicentre. |
| Humanitarian disaster | A singular event or a series of events that are threatening in terms of health, safety or well-being of a community or large group of people |
| Lava | Molten, fluid rock that is ejected from a volcano and solidifies as it cools. |
| Magma | Molten rock that is formed in very hot conditions inside the Earth. |
| Pyroclastic flow | Fast moving current of hot gas and rock ejected explosively from a volcano, moving at a great speed. |
| Richter Scale | A scale to measure the magnitude of an earthquake. |
| Tectonic plates | A large section of the Earth's crust, which 'floats' on top of the mantle. Plates can move towards each other, away from each other or slide side by side. |
| Volcano | An opening in the Earth's crust from which molten lava, rock fragments, ash, gases and dust are ejected. |

Cross Curricular Links

Maths



The Richter Scale

D.T.



Designing earthquake-proof structures

P.S.H.C.E



Science topics

Animals including humans

How can we maintain an efficient circulatory system?

Light

What is the significance of a rainbow?

Evolution & Inheritance

Have we always looked like this?

Classification

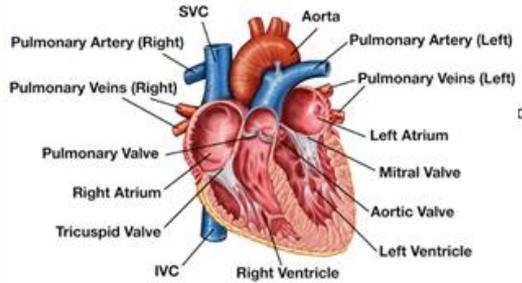
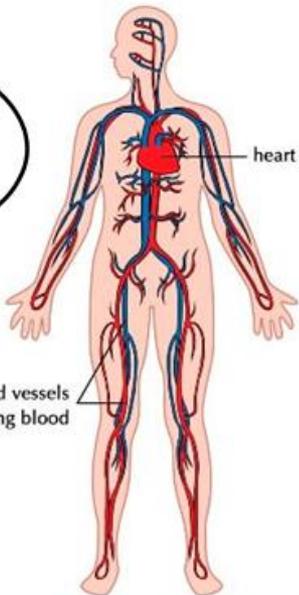
How important is biodiversity to a healthy planet?

Electricity

Can humans survive without electricity?

Animals including Humans
Year 6 Farnborough Primary School

How can we maintain an efficient circulatory system?



| Key vocabulary | Start of topic | End of topic |
|-------------------|----------------|--------------|
| Pulse | | |
| Heart | | |
| Blood | | |
| Oxygen | | |
| Waste | | |
| Blood vessels | | |
| Red blood cells | | |
| White blood cells | | |
| Arteries | | |
| Veins | | |
| Cells | | |
| Capillaries | | |
| Bone Marrow | | |
| Cardiovascular | | |

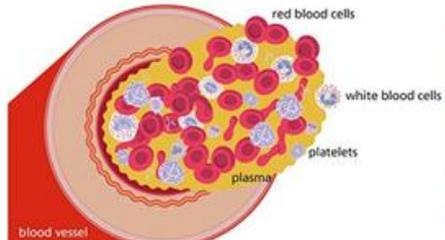
Notable Scientists:



Barbara Casadei
A researcher helping the British Heart Foundation find cures for cardiovascular conditions.



Galen (129 - 216 CE)
One of his most important demonstrations was that the arteries carry blood, not air, as had been taught for 400 years.



Supporting all children



Within every lesson, we teach children using many different strategies and use a number of resources based on each child's needs



Lessons are always differentiated so that every child can access learning, make progress and be challenged further.



We ensure that extra groups to support a child / children take place to progress their learning further and confidence within lessons. This support might be during lessons and/ or separately, when appropriate.

Visits and Visitors

**Natural History
Museum**

Wednesday 4th October

War memorial visit

Friday 10th November

Isle of Wight

Monday 10th June – Friday 14th June

We will be organising further visits and visitors throughout the year

Year 6 information

- Children may bring their phones into school. They must be off and in school bags/pockets once children have entered school grounds (at the front gate) and not used until they have left the school through the front gate. Children will be given named plastic wallets and all class phones will be centrally stored during the day.
- Children can walk to and from school. Before they can do this, please fill out a consent form which you can get from the office. As a reminder, once children have been dismissed from the classroom they will not be supervised by a school adult.
- Children will be completing end of KS2 SATs in May 2024. Further information about this will be sent out closer to the time, as well as a meeting to give you more details.

Year 6 information

- VIP (Very Independent Person)

The children will be working towards achieving their VIP badges this year.

Some attributes of a VIP include: being a role model to the rest of the school; independently solving problems and challenging yourself in lessons; learning from mistakes and acting responsibly.

- Thinking about Secondary Schools:

<https://www.bromley.gov.uk/secondary-school-admissions/secondary-school-places>

It is important to visit the schools you are interested in and keep an open mind. Consider which school will be the best fit for your child.

Deadline: 31st October 2023



This is our last year at Farnborough.

Let's make it an incredibly positive experience by being the best we can be.

