

The background is a light pink lined paper with various colorful shapes and patterns. There are yellow, purple, and teal wavy shapes. A lightning bolt is in the top right, a star is in the bottom right, and a starburst is in the bottom left. There are also small circles and squiggly lines scattered around.

*Welcome to Year 6!*

*Mrs Roberts & Mrs Brett*

# *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 some P.E. lessons by specialist teachers.
- 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!*

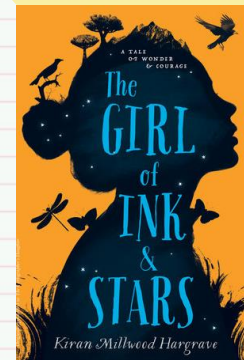
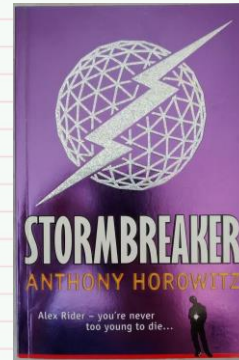
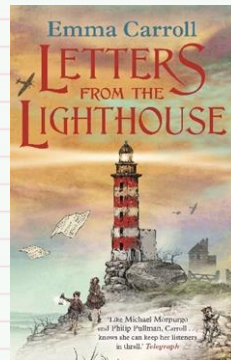
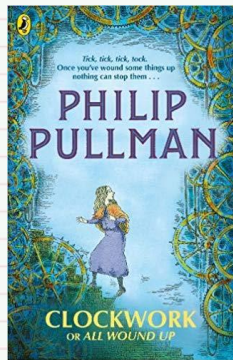
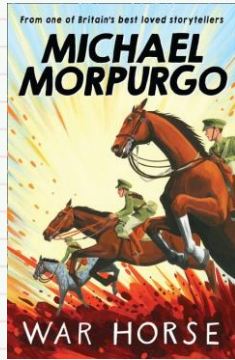
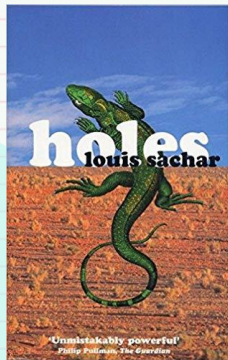
- In school, children will have guided reading sessions three times a week. In these sessions, we will focus on different skills (vocabulary, inference, prediction, explaining, retrieval and summarising) that the children need to develop to become fluent readers.
- Children should read at home everyday. 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 a tailored version of 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 analyse together as a class. It models key grammar, sentence structure and style features that we be explicitly taught.
- In lessons, we use shared writing to practise the key skills. We focus on a particular type of story and write different versions over a unit, building independence as the unit progresses.
- We focus on grammar in class, helping the children to develop their transcription skills.



# 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 and send home a copy of the spellings.
- 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.
- Spellings will be assessed during the week through dictation exercises to ensure children can apply their knowledge of the spelling pattern in a sentence.

# 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.

An abstract representation of the addition problem 5 + 7. It consists of a yellow rectangular box with a black border containing the equation  $5 + 7$ .

If you have questions about this approach and would like to consider appropriate CPD, please visit [www.whiterosemaths.com](http://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.

$6,830 \times 10 = 68,300$      $68,300$  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, with details of which week the spellings will be used in dictation exercises.

## 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 we protect ourselves from natural disasters?

## Rivers & Seas

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

## World War 1

What is the impact of WW1 on our world today?

## World War 2

How was Britain and its Empire changed by WW2?

# Planet Pandemonium Year 6 Knowledge Organiser

## Big Question

Can we protect ourselves from 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

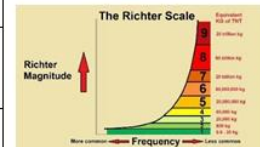
100-year storm	A 100-year storm refers to rainfall totals that have a one percent probability of occurring at that location in that year.		
Aid agency	An organisation that gives money, equipment, medicines or services to people who need them in an emergency - often run by charities.		
Climate Change	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.		

Start

End

## 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

How does the way light behaves effect what we see?

## Evolution & Inheritance

Have we always looked like this?

## Classification

How important is biodiversity to a healthy planet?

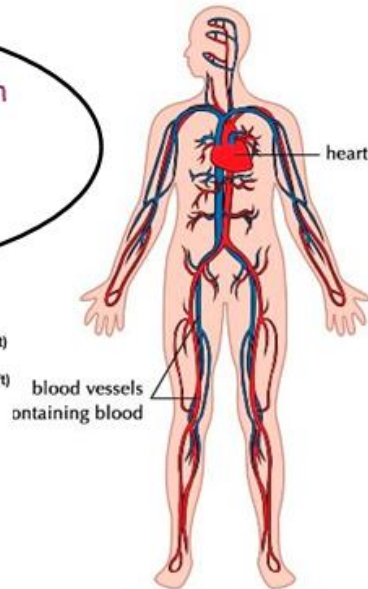
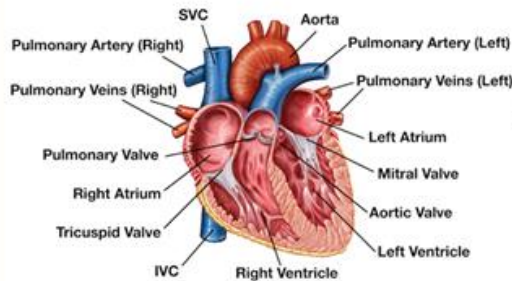
## Electricity

Is the power in a circuit always the same?



Animals including Humans  
Year 6 Farnborough Primary School

How can we maintain an efficient circulatory system?



Notable Scientists:

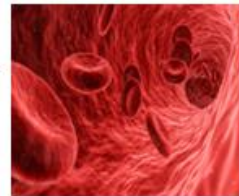
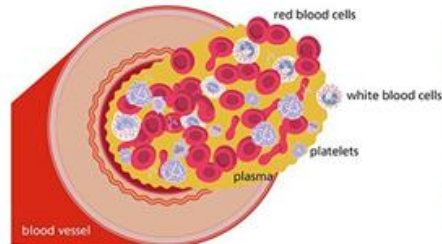


**Barbara Casadei**  
A researcher helping the British Heart Foundation find cures for cardiovascular conditions.

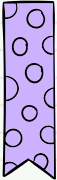


**Galen (129 - 216 CE)**  
One of his most important demonstrations was that the arteries carry blood, not air, as had been taught for 400 years.

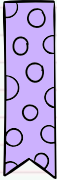
Key vocabulary	Start of topic	End of topic
Pulse		
Heart		
Blood		
Oxygen		
Waste		
Blood vessels		
Red blood cells		
White blood cells		
Arteries		
Veins		
Cells		
Capillaries		
Bone Marrow		
Cardiovascular		



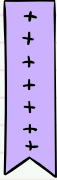
# Supporting all children



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 2<sup>nd</sup> October

**War memorial visit**

Friday 11th November

**Isle of Wight**

Monday 16<sup>th</sup> June – Friday 20<sup>th</sup> 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 2024





This is our last year at Farnborough.

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

