

Welcome

Year 6
Owls Class



Year 6 - Owls class

Teacher:

Mrs Bott

Learning Support Assistants:

Miss R, Miss W, Mrs Frew and Miss Ravat

Sports Coach (Friday PE):

Mr Wesson



Routines and expectations

- Our school day is **8:40am – 3:20pm**
- Reading books and diaries will go home **every day** and need to come back into school every day.
- **Water bottles** to be in school every day.
- **Book bag** to carry items to and from school.
- This term, we have PE on **Thursday** and **Friday** - children to come in their PE kits on those days.
- Please **label** all clothings items. Particularly jumpers, cardigans, coats and water bottles.

Uniform

- Red jumpers, cardigans, fleeces or sweatshirts – preferable with the school logo.
- White shirt, blouse or polo shirt
- Grey or black trousers, shorts, skirts or pinafores (black jeans are not acceptable)
- Black or dark grey tights
- Black leggings/cycling shorts may be worn under a skirt but are not permitted on their own
- Black or dark coloured socks
- Smart black school shoes without sporting logos (trainers, UGG style boots and heeled shoes are not permitted)
- Summer red check dresses
- Plain sandals, in black or white, with straps are permitted in the summer (flip flops, jelly shoes and 'croc's' are not suitable and therefore not permitted)
- Hair accessories should be kept to plain black or red headbands, black or red hair bands and clips

P.E. Kit

Black shorts

Red t-shirt

Trainers and plimsoll type shoes

Plain black jogging bottoms and a fleece in particularly cold weather

Reading

- Whole class reading lessons take place everyday
- Writing lessons are taught through high quality texts
- Story time everyday

Reading is one of the best things you and your child can do to **prepare for the SATs**.

Reading boosts creativity, vocabulary, writing and spelling techniques, general knowledge and understanding.

Children are expected to be able to read a minimum of 90 words per minute.



Curriculum Map

 HALLAM FIELDS PRIMARY Primary School			
Year 6 Autumn Term Curriculum Map			
Maths Number: Place Value: read, write, order and compare numbers up to 10,000,000 and determine the value of each digit, including negative numbers and rounding Number: Addition, subtraction, multiplication and division Fractions A- addition and subtraction of fractions and equivalent fractions Fractions B- multiplying and dividing fractions and fractions of an amount Ratio- Scale drawing and scale factors. Proportion problems.	English Please find below the core texts we will be using and the text type we will be writing. - The Island- Character description, news article, informal letter - In Flanders Fields (Poem) - Letters from the Lighthouse- narrative, instructional writing, diary - A Christmas Carol- Formal letter, narrative - Writing for Pleasure week	Science Evolution and Inheritance- Sticky Knowledge: - All living things have offspring of the same kind, as features in the offspring are inherited from the parents. - Due to sexual reproduction, the offspring are not identical to their parents and vary from each other. - Plants and animals have characteristics that make them suited (adapted) to their environment. - If the environment changes rapidly, some variations of a species may not suit the new environment and will die. - If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. - Over a very long <u>period of time</u>, these characteristics may be so different to how they were originally that a new species is created. This is evolution. - Fossils give us evidence of what lived on the Earth millions of years ago and provide evidence to support the theory of evolution. - More recently, scientists such as Darwin observed how living things adapt to different environments to become distinct varieties with their own characteristics.	
History Britain at War- Sticky Knowledge: - WW1 1914-1918. - The word ended with the Treaty of Versailles. - WW2 1940-1945. - Countries joined to create the allied and axis powers during WWII. - Groups were evacuated during WWII. - The Blitz was a sustained campaign of aerial bombing on British towns and cities. - Thousands of soldiers were evacuated from Dunkirk. - That groups of people were persecuted by the Nazis. - That the Holocaust took place during WWII. - The D-Day landings marked the turning of the tide towards liberating Europe. - VE day and VJ day mark the ending of the WWII.	Art and Design Sculpture using malleable materials. Artist: Henry Moore Outcome: to create a sculpture of a person using wire Sticky knowledge: - To know that a sculpture is a 3D representation of an idea, experience or observation. - To know that sculptures can be made from a range of materials.	Religious Education Unit one: Creation in science, complementary or conflicting? Sticky Knowledge: - Make clear connections between Genesis 1 and Christian belief about God as Creator - Show understanding of why many Christians find science and faith go together. - Make clear connections between what people believe about God and the impact of this belief on how they live. - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Unit two: Why do some people believe in God and some not? Sticky Knowledge: - To know that people have different beliefs and non-beliefs. - Be able to say how belief impacts on how people live. - Know how people who have a belief live their lives in a particular way.	
Geography Place, Sustainability, Interconnection, Change Sticky Knowledge - Name and locate some of the countries in South America, particularly Brazil. - Know some of the natural resources and trade links in Brazil. - Name and locate major cities, natural wonders and major landmarks of Brazil. - Explain how latitude affects the climate and economy/trade of Brazil. <u>Know</u> facts about the Amazon Rainforest and how the indigenous people live.	Design and Technology Build a drawbridge (mechanisms and structures): Sticky Knowledge: - To know how to strengthen, stiffen and reinforce more complex structures. - To know how to use mechanisms (for example pulleys and axles), in their products. - To know how successful their product is and what they would do to further improve it. - To know which are the most appropriate resources and tools.	P.S.H.E How can we keep healthy as we grow? Sticky Knowledge: - Know how to maintain a positive friendship. - Know that we need to maintain physical and mental health. - Know ways that we can maintain our physical and mental health. - Know who to talk to when worried about wellbeing. - Know the impact of drugs and alcohol on our bodies.	
P.E. - Gymnastics - Dance - OAA - New/wall - Badminton	Music Unit one: Pulse To know how to identify and maintain a strong sense of pulse and recognise when going out of time. To know and play in regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings. Unit two: Voices I can experiment with and refine sounds with my voice. I can maintain an independent part in a performance with good awareness of other parts.	Computing – Computing Systems and networks: Internet communication - Search engines are needed for internet searches. - Search engines use web crawlers. - Search results are ranked using criteria. Computing – Webpage creation - Websites are created using HTML code. - Different media can be used in the layout of a web page. - Copyright-free images can be used in public web pages. - Hyperlinks create links to other websites.	

Trips and visits



Our Residential is Monday 2nd November – Friday 5th November. We have a Residential meeting at 4:30pm on Tuesday 6th October.



This trip is provisionally booked for Thursday 20th May. A letter will go out after Easter for this.



After SATs, there will also be a Y6 treat day.

SATs

- Take place week beginning **10th May 2027**

- Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
- Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;
- Reading – 60 minutes;
- Maths Paper 1 (Arithmetic) – 30 minutes;
- Maths Paper 2 (Reasoning) – 40 minutes;
- Maths Paper 3 (Reasoning) – 40 minutes.

- Please refrain from using past SATs papers with the children as these are used in school to help prepare them.

Homework

- We are going to be using **SATs Companion** (an online website) to support your child with their learning and in preparation for their SATs. Letters and log in details we be sent home next week.
- Work will be set every week and due in on the Friday. It will provide valuable feedback as to what your child may need more support with in school.
- There will be additional time to use this platform in school time too.
- Weekly **spelling** test is on Friday. The word lists have been given out to the children for this term's spellings and assignments set on Spelling Shed.
- **Reading diaries** are checked **daily** (ideally children should be reading for a minimum of 3 times a week).

Supporting your child at home

- Encourage your child to **read** daily and read to them as well
- TT Rockstars- Times tables practise (log in details in reading diary)
 - Spelling lists practised for weekly tests
 - Spelling Shed practise (log in details in reading diary)
- SATs Companion work to be completed (log in details in reading diary)
- Reinforce the 6Rs and encourage those effective characteristics for learning.





Questions

