



TEACHING & LEARNING IN YEAR 6

Thursday 18th SEPTEMBER 2025

YEAR 6 TEAM



Class: Oak
Teacher: Mrs Kane



Class: Ash
Teacher: Miss Enston



All classes have settled well into their new classrooms and routines and have begun to consolidate their good relationships with their teachers.



DROP OFF & COLLECTION



In the morning: 8.30 – 8:40am

Children should come into school via the top playground gate and enter their class through the class fire door.

At the end of the day: 3:20pm

- ▶ Please pick your child up from your child's classroom or ensure your child has permission to walk home.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ If you are not picking up your child, then please email the school office before midday to inform us. **Please note, your child will not be released to another adult unless we have had prior notice.**
- ▶ If this is a regular arrangement, please send an email at the beginning of term to confirm.
- ▶ Walking home alone or unaccompanied by an adult is an option you may wish to consider now your child is in Year 6. If so, complete the link that was send out by the office, or we can provide a letter for you to complete.

EVERY DAY COUNTS!



1 to 2 days a week absence from school doesn't seem much but....

If your child misses...	That equals...	Which is...	...and over 13 years of schooling that is...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <u>1 ½ years</u>
1 day per week	40 days per year	8 weeks per year	Over <u>2 ½ years</u>
2 days a week	80 days per year	16 weeks per year	Over <u>5 years</u>
3 days a week	120 days per year	24 weeks per year	Nearly <u>8 years</u>

Please support your child in getting to school promptly and as always, we are here to help too!

Just let us know if you need us! 😊

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just....	That equals....	Which is....	...and over 13 years of schooling that's....
10 mins per day	50 mins per week	Nearly 1 ½ weeks per year	Nearly <u>½ a year</u>
20 mins per day	1 hr 40 mins per week	Over 2 ½ weeks per year	Nearly <u>1 year</u>
30 mins per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks a year	Over <u>2 ½ years</u>

ATTEND TODAY
ACHIEVE TOMORROW



OUR SCHOOL VALUES



Our core values are:



Respect



Resilience



Responsibility



Community



Compassion



Excellence

When your child models these values in school, they will either be awarded with:

- A core value sticker
- A core value certificate – two children will be awarded a certificate from each class, every week.
- Mr Lang will issue a Headteacher Value postcard twice a half term.

School Celebrations and Rewards

- ▶ **Pupil Achievement Award** – a special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates and post cards** – awarded by any adults for showing our school values.
- ▶ **Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- ▶ **Ping Pong Jars rewards**– the class is rewarded with a ping pong ball for good behavior. When the jar is full, the class will receive golden time of their choosing.



READING EXPECTATIONS



How often should your child be reading at home?

In Year 6, children are expected to read daily. We are realistic and know that this is the ideal. Please try to listen to your child read aloud as often as you can, as reading aloud fluently, with expression and an appreciation of an audience, are skills developed in school.

Reading Records

- ❑ Reading records should be brought into school daily. These books will be monitored on a daily basis, to ensure they are being kept up-to-date and that the expectations are being followed.
- ❑ Every time your child reads, they should write down the date and the pages they have read. You may wish to do this for your child sometimes, as you listen to them read.

HOW TO COMPLETE A READING RECORD



- ❑ Children are expected to record at least **five entries** a week in their reading diaries. These should be dated and page numbers recorded.
- ❑ Ideally parents/carers should comment daily. However, signing the reading diary is sufficient at least once a week.

Five house points are given to your child every week, if they have read five times a week and they have recorded a written comment.

A photograph of a handwritten reading record diary. The diary is a table with two main columns: 'Date, book and page number' and 'Comments'. The entries are as follows:

Date, book and page number	Comments
5/9/23 Box in the loft	Sarah read this book really well. Read to pg 4.
" " 6/9/23	Sarah read to the end. found it tricky to sound out 'loft'. CR
7/9/23 Library	Sarah enjoyed reading her library book and spoke about the different characters. CR
8/9/23 Box in the loft	We read this again. much more fluent. Read 'loft' well. CR
9/9/23 The lost box	

Tricky words, or words with unusual spellings, e.g. school

Homework



In year 6, we set **maths** homework online on Eedi **every week**.

I= Eedi

Your child will then have a **grammar** or **comprehension** homework sent out on alternate weeks.

Homework will go out on a **Wednesday** and it **due** is the following **Tuesday**.

Year 6 Reading Home Learning
Date set: Wednesday 18th September Date due: Tuesday 24th September 2024

Queen Victoria
Early Life

Born on May 24th 1819, the fearsome lady we came to know as Queen Victoria was not Alexandra Victoria. This was in honour of her godfather, Tsar Alexander I. However, in she preferred to go by her second name and so it stuck throughout her life. Her early life hardship. Even though she was only fifth in line to the throne when she was born, the id of her uncles and her beloved father when she was only one year old soon overshadowed. At this time, her mother was concerned that Victoria might ascend to the throne before make sure her daughter was ready, she raised her with a very strict code of discipline. T as the "Kensington System" and involved a strict timetable of lessons often on her own to share a bedroom with her mother until she was crowned queen!

Queen at Last

Early on June 20th, 1837, Victoria was widowed by her advisors and informed that her uncle had died in the night. Suddenly, only a month after turning 18, Victoria was to be made queen. One of her first jobs as Queen Victoria was to move into Buckingham Palace. She was the first royal in history to live in the palace, and the soon set about rectifying its many shortcomings, especially after her marriage to her cousin, Albert, in 1840.

Being a queen is never easy, and Queen Victoria wasn't always popular. Throughout her reign, there were many assassination attempts. Luckily, none of them was successful and she went on to have 9 children, 40 grandchildren and 37 great-grandchildren, many of whom married into other royal families around Europe.

Year 6 Reading Home Learning
Date set: Wednesday 18th September Date due: Tuesday 24th September 2024

A Period of Mourning

14th December 1861 marked a dark day in Queen Victoria's life. Prince Albert died of fever aged 42. She never really recovered from his death and went into mourning from that day until her own death, the Queen wore only black clothes.

Her Legacy

Throughout her 63-year reign (the longest of any British monarch at the time), the British Empire stretched far and wide and the idea of seaside holidays soon took off.

Back home, the population of England was doubling as well. This led to changes in the lives and landscape of Britain forever. The invention of the steam train could travel far and wide and the idea of seaside holidays soon took off.

Death of a Queen

Queen Victoria died on 22nd January 1901, at Osborne House on the Isle of Wight. The years after her death, the country found itself growing even stronger.

RETRIEVAL FOCUS

1. When was Queen Victoria born?
2. When was she born, how many people were ahead of her to be queen?
3. How old was she when she became queen?
4. What happened in December 1861?
5. Why did Queen Victoria only wear black towards the end of her reign?

VIPERS QUESTIONS

V Which word tells you that there were things wrong with B?

V Write a definition for the word "mourning".

S What happened after her uncle died during the night?

P How do you think people of the British Empire felt when they died?

E What effect does the use of sub-headings have on the text?

Year 6 Grammar Home Learning
Date set: Thursday 12th September Date due: Tuesday 17th September 2024

Subject and Verb

The **subject** tells us who or what the sentence is about.
The **verb** tells us what happened.

Highlight the word or words that are the subject of these sentences.

1. Jessica looked everywhere for her homework.
2. The chef chopped up the vegetables for dinner.
3. Ben and Rex started looking for building materials for their fort.
4. On Saturday, the rooster woke everyone up.
5. Grandpa has lost his glasses again!

Highlight the word or words that are the verb in these sentences.

- The librarian scanned all of the books.
- My dad ate way more cookies than me!
- Jenny walked around the block.
- Our dog chewed my brother's shoe.
- The tall oak tree swayed in the breeze.

Write your own sentence in the space below.

Identify the subject and the verb of your sentence.

Subject: _____

Verb: _____

Parent Comment



- **6 weeks of spelling lists will be emailed to parents in advance.** These are the focus spellings for this half term.
- Year 6 will also receive the Year 5 and 6 Statutory spelling list that goes across the whole year.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	



Year 6 Spellings



At St Katherine's, we believe that in order for children to become confident readers and writers, they need to develop a secure understanding of spelling. Being a confident speller enables children to read and write fluently and make adventurous vocabulary choices.

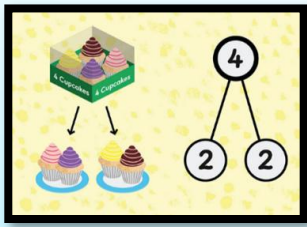
Below are the year group spellings for the first half term, which will be given out on a Friday and tested the following Friday. For Year 6, these will be set on Spelling Shed. Please note, if your child has personalised spellings, they will be given out separately on a weekly basis.

The children will have spelling inputs throughout the week to develop their understanding of the spelling patterns/ rules and learn to apply them to different contexts. In order to help your child learn these spellings at home, please try using the strategies that we use in class, such as:

- Look, cover, write, check
- Reading and writing in a context, e.g. The rocket blasted off to space./
- If you would like further ideas of strategies to use for your child, please speak to their teacher.

Handed out	Spelling List	Test Date
6.9.24	<i>Words with the short vowel sound /i/ spelled 'y'.</i> antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	13.9.24
13.9.24	<i>Words with the prefix 'over-'.</i> overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	20.9.24
20.09.24	<i>Words with the suffix '-ful'.</i> beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	27.9.24
27.09.24	<i>Words that can be nouns and verbs.</i> context, freeze, impact, increase, object, permit, produce, silence, subject, transport	04.10.24
04.10.24	<i>Words with an /oo/ sound spelled 'ou' or 'ow'.</i> blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	11.10.24
11.10.24	<i>Words with a 'soft c' spelled 'ce'.</i> celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	18.10.24





TIMES TABLES

What are Y6 children are expected to know?

Times Tables – The national curriculum times table expectations are that **by the end of Year 4, children should recall and use multiplication and division facts for multiplication tables up to 12x12.**

- ❑ <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ❑ <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
- ❑ <https://www.timestables.co.uk/multiplications-tables-check/>
- ❑ <https://www.timestables.co.uk/speed-test/>
- ❑ Children will **be assessed weekly** on their times tables.





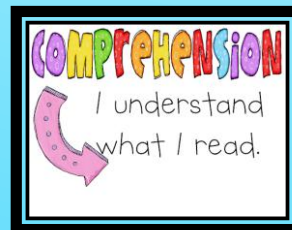
- ❑ Times Tables Rock Stars is **a carefully sequenced programme** of daily times tables practice.
- ❑ Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.
- ❑ **As a school we encourage the children to use TT Rockstars at home 3 times a week.**
- ❑ **Username and passwords are already with your child.**
- ❑ **Please let us know if you don't have access to the Internet.**

Homework



Homework Summary

- ❑ Regular reading to an adult – **daily**
- ❑ Times table Rock Stars – **Recommended 3 times a week**
- ❑ EEDI –maths every week
- ❑ Grammar or reading alternate weeks



NUMBER FORMATION

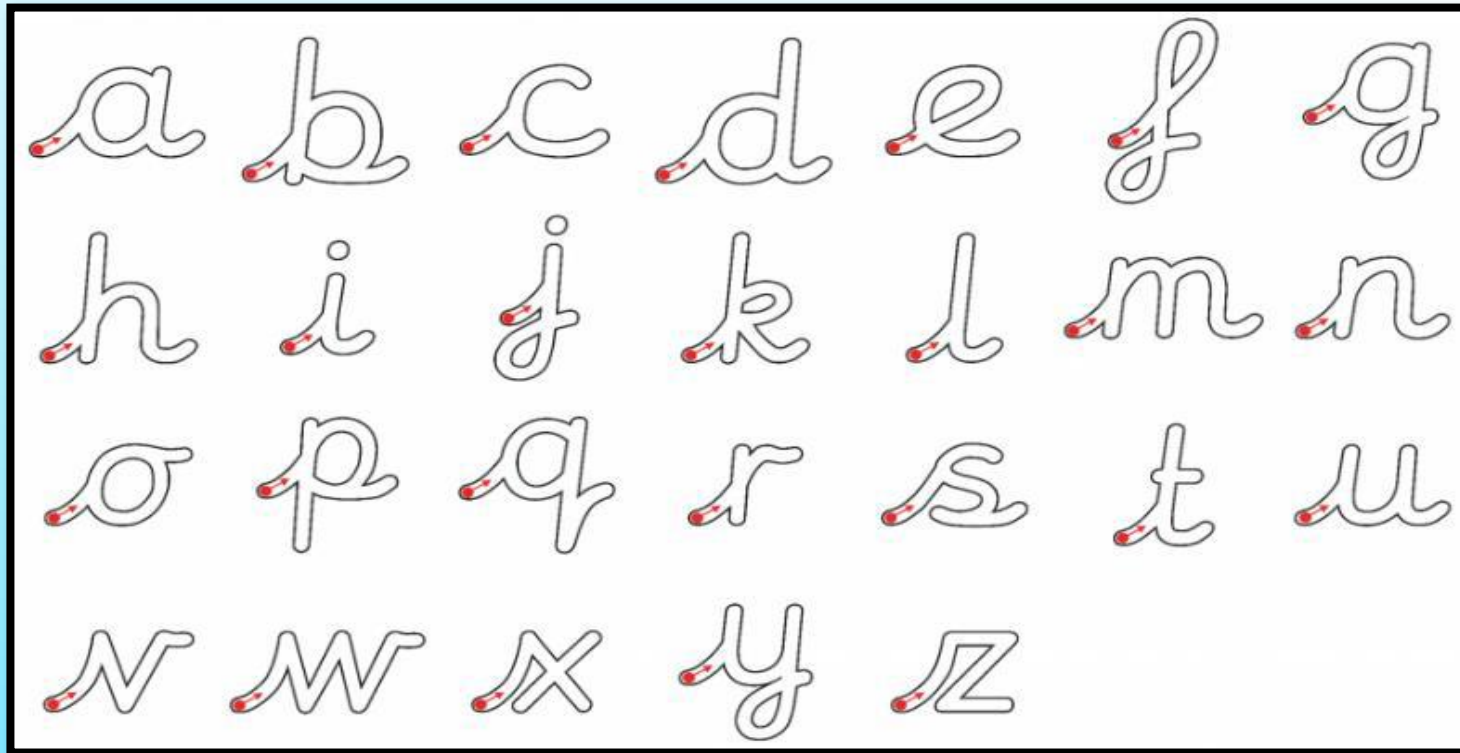


0 1 2 3 4

5 6 7 8 9

Please reinforce and continue the school approach in homework and in any work completed at home.

LETTER FORMATION



Please consolidate and continue the school approach to letter joins and handwriting at home.



Please encourage your child to hold a pencil/pen correctly at home.



- ❑ 1 indoor/swimming and 1 outdoor session a week:
Outdoor PE takes place on: **Thursday** for all classes

Oak and Elm Class will swim on Wednesdays

Ash Class will swim on Tuesdays

- ❑ Earrings must be taken out before your child comes to school or they must be able to do it themselves. Ears cannot be taped.
- ❑ Long hair must be tied back.

*Please provide **a navy coloured tracksuit** for the colder weather when we do outdoor P.E. and ensure that all clothes are **named**.*

Children should come to school in their PE kits on their PE day.



PE & SPORT:

- Navy blue shorts
- T-shirt (colour of house – **red, green, yellow or blue**)
- Trainers
- Plain trainers for outside only and trim trail
- Swimming trunks/shorts or swimming costume (not bikini), swimming hats
- Navy blue tracksuit

*Children should wear their PE kits into school on the days they have PE.



OTHER INFORMATION



Encourage independence

- ❑ Please support your child in remembering everything they need for the school day e.g. reading books and record etc.

Celebration Assembly

- ❑ If your child has achieved an award or certificate outside of school, we would like to celebrate this in our weekly Celebration Assembly! Please ensure that the certificate/trophy etc. is brought into school by Thursday so that it may be added to the PowerPoint that will be shared.

Naming

- ❑ **All** items of uniform, including shoes and coats, must be labelled with your child's name.



An Engaging Curriculum

English
Reading for Pleasure Texts: Tom's Midnight Garden by Philippa Pearce
 Children will:

- Use a variety of conjunctions to join and extend sentences.
- Use relative clauses accurately in their writing.
- Use parenthesis to add detail to sentences.
- Build on their knowledge of SPAG and apply this in a range of ways.
- Create descriptions in the form of poetry.
- Use a range of tools to write setting descriptions in the context of a story.

PSHE
How can we keep healthy as we grow?
 Children will:

- Explain what makes a lifestyle healthy.
- Know how to keep the mind and body healthy.
- Understand how diet and sleep affects physical and mental health.

Mathematics
Number & Place Value
 Children will:

- Read and write numbers in words and figures.
- Order and compare numbers up to ten million including decimal and negative numbers.
- Round a number to a required degree of accuracy.

Calculation
 Children will:

- Use formal written methods of the four operations: addition, subtraction, multiplication and division.
- Solve reasoning problems using the four operations.

Art
Macro Art (Artist study – Georgia O'Keefe)
 Children will:

- Complete shading, shadow and tone work.
- Compare and evaluate macro art.
- Experiment with colour and tone.
- Create a macro art piece.

Class Book
 Tom's Midnight Garden by Philippa Pearce 

Computing
Coding
 Children will:

- Plan a computer program which includes a timer and a score.
- Explain how code executes when a computer program runs.



Music
Music and Technology
 Children will:

- Listen to and appraise pieces of music.
- Practise and perform with increasing accuracy, fluency, control and expression.
- Compose with a theme of moving pictures.

History
Industrial Revolution
 Children will:

- Identify the main features of Victorian society.
- Discover what living and working conditions were like during the Industrial Revolution.
- Learn about and consider whether successful political acts made Britain fairer.
- Explore what it was like for working children during the Industrial Revolution.
- Carry out a historical study of Snodland Paper Mill.

PE
Lacrosse

- Children will learn to use a number of techniques to pass, dribble and shoot.
- Children will learn to pass in different ways.
- Children will learn to choose a tactic for defending and attacking.

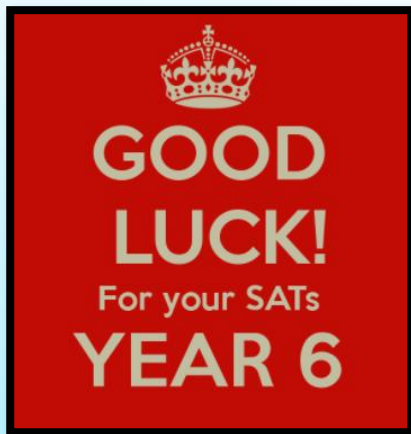
RE
What do religions say to us when life gets hard?
 Children will:

- Discuss our thoughts on what happens when we die.
- Identify how religions affect how people live their lives.
- Consider our thoughts on reincarnation.

Science
Electricity
 Children will:

- Represent circuits using diagrams.
- Learn how to vary the volume of a buzzer.
- Identify what factors affect the output of an appliance.

Curriculum Coverage Sheets will be sent out to parents **every half term** to summarise the key knowledge and skills that are being taught during this time.



SATS 2025

- SATs - week commencing Monday 11th May 2026.
- There is a **Reading, Grammar, Punctuation and Spelling (GPS) test** and also **three separate Maths tests** (arithmetic plus two reasoning papers)

School Visits



We provide children with ongoing enrichment opportunities through trips and visitors, which relate to the topics that they learn throughout the year.

School Residential



- ❑ Kingswood
- ❑ 22nd-24th June 2026





WINTER UNIFORM

- Grey skirt, grey pinafore dress and grey trousers
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper (preferably with the school logo)
- School tie (not required in Nursery)
- **Black shoes**



SUMMER UNIFORM



- Grey skirt, grey pinafore dress, grey trousers or grey shorts
- Navy blue and white checked dress
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper with logo or without
- School tie (not required in Nursery)
- **Black shoes**



WINTER OR SUMMER?



- Children can choose to wear summer or winter uniform up until the October half term. After this point, children will switch to their autumn uniform.
- Please be aware that if there is a significant change in the weather before half term, in the interest of the children, we may need to move to the winter uniform at an earlier point in the term.

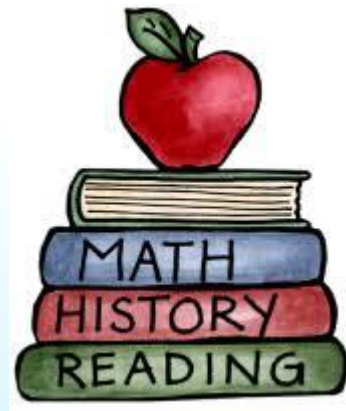
YOUR IMPACT ON YOUR CHILD'S LEARNING



We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- Discussion about texts** – comprehension
- Outings and trips** – building cultural capital
- Building character** – resilience, excellence
- Establishing effective routines** – timetabling home learning

HELP AT HOME...



- ❑ Reading regularly and share books with your child— including asking questions
- ❑ Times Tables – mixed
- ❑ Practise spellings (and meanings) in context
- ❑ Practise cursive script

Thank you for coming to meet us today.



Teaching & Learning Presentations
for Parents - September 2025

