Welcome to Year 6

Class Name	Class Name
Teacher	Miss Till
Support Staff	Miss Lethbridge Mrs Cope



As you will be aware we introduced our updated vision and values for Newlands in the Spring Term. This vision is aspirational and we are continuing to develop his culture across the school.

The vision for Newlands is built on belonging, where everyone is accepted for who they are and welcomed, where children feel safe and part of our community. This belonging gives the children the strong roots they need to begin their learning journey with us.

Throughout their time with us, the children grow and learn, becoming stronger and taller just like the trunk of the tree. Learning is not always easy and, just like the twists and bends in this trunk, there are challenges to overcome, but through our shared belonging community and core values we support each other through this journey.

The foliage of the tree represents the future and our children flourishing both academically and emotionally because of the strong foundations they have built during their time with us.

Our core values, **Kindness, Respect, Safety, Responsibility, Resilience** and **Teamwork** are embedded in all areas of the curriculum and our day-to-day practice, coming together to support our vision.

Together we belong, together we grow, together we achieve.

Newlands Primary School Home School Agreement		
School	**Parent**	**Child**
The school will do its best to: • Provide a secure, happy and stimulating learning environment. • Provide a broad and balanced curriculum which meets the needs of your child's well-being, mental health and academic needs. • Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe and caring environment for all. • Teach your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, age or need. • Keep you informed termly about your child's progress and behaviour, as well as their yearly curriculum. • Set regular and appropriate home learning for your child. • Make you feel welcome whenever you visit the school and respond to your questions or concerns. • Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. (Refer to E-Safety Policy) • Communicate promptly in the event of an emergency or other cause for concern • Keep you informed about school events, activities, through monthly newsletters, emails and school website. • Encourage your child to become an active member within our community and help them see that they can have an impact on the world around them. • Encourage your child to feel proud of their achievements and enjoy being a valued member of our school community	**All parents and guardians will:** • Accept the school's aims and values, positively supporting the school. • Ensure that your child attends school punctually every day during term time, arriving in their classroom between 8.30-8.45am. • Follow the protocols for safe parking on and outside the school site. • Notify the school by letter or telephone in the event of absence by 8.50am on the day of absence. • Support the school's policies and guidelines on learning, behaviour uniform and dress code, both in school and at home. • Attend parent/teacher meetings to discuss your child's progress. • Support your child with home learning that is set, including mental maths, spellings, daily reading and keeping the reading record up to date. • Keep us informed of any changes to parent / carer and emergency contact details. • Promptly inform the school of any concerns or problems. • Support the school in the teaching of safe, secure and age appropriate internet use at home. • Respectfully follow good practices when using social media to discuss school matters and use formal channels as appropriate. • Follow the school photo policy when sharing pictures on social media. • Do not take family holidays during term time	**I will do my best to:** • Be a friend to others to help us succeed together as a team • Be determined to do all classwork and home learning as well as I can, asking questions when I don't understand. • Be respectful towards other people's culture, race, feelings and beliefs • Accept responsibility for the things I do. • Make sure I behave in a way that keeps myself and others safe. • Wear my school uniform and look smart. • Take care of the building, equipment and grounds. • Be kind, helpful and forgiving and honest. • Use the Internet safely as I have been taught in class.

	Autumn Term		Spring Term		Summer Term	
English Rich Texts	When the Sky Falls, In Flanders Fields, Goodnight Mister Tom, WWII Evacuation Posters, The Midnight Guardians and One Day		Secrets of the Sun King, The Story of Tutankhamun, Holiday Adverts and Ozymandias		Volcanoes, Ice Trap!, Shackleton's Journey, The Dreadful Menace, The Errand and The Three Little Pigs	
English Outcomes	Narrative writing, persuasive letter, free verse poetry, blackout poetry, persuasive poster, evacuation narrative and a newspaper article.		Diary (with dialogue), biography, poem, mummification instructions, narrative (with dialogue) and a persuasive advert.		Fact file, narrative (with dialogue), non-fiction text, narrative (with dialogue), instructions, Rashomon, police statement, personal statement, letter and a speech.	
Respond to Reading	Mixed texts covering the full range of writing styles.		Skellig	Mixed texts covering the full range of writing styles.	Mixed texts covering the full range of writing styles.	
Maths	Number and place value; addition and subtraction; multiplication and division; fractions; and percentages with geometry and measurement.		Fractions and ratio; geometry and measurement; addition and subtraction with algebra; statistics; measurement with algebra; four operations with geometry; and four operations and statistics.		Multiplication and division; fractions; four operations and algebra; multiplication and division; measurement; and tailored KS2 revision.	
	Note: Main block of Year 6 learning comes in the Autumn and Spring terms in preparation for SATs tests in May. For further information on methods and progression from year 5, refer to the Progression of Skills document.					
Art & Design	Using perspective to draw landscapes inspired by John Constable.		Using clay to design and create a teapot.		Sketching 'The Wave' by Hokusai.	
Computing	Scratch	Cloud Computing	MS PowerPoint	MS Excel	Computing systems and AI	Transmitting Data
D&T		Create a recipe and make a pizza.		Sew and decorate a drawstring bag.		Design and make a working carousel.
Geography		Ordinance Surveys and fieldwork.			Volcanoes, earthquakes and mountains.	Comparative study of North America and Hampshire.
History	WW2 with a case study of D-Day and Blackbushe Airfield.		In depth study of Ancient Egypt.			
MFL	Phonics 1 (C) & Presenting Myself (I)	Phonics 2 (C) & At the Café (I)	Phonics 3 (C) & Do you have a pet? (I)	Phonics 4 (C) & Around the town (P)	Phonics 4 (C) & Family (I)	Traditions and Celebrations (I)
Music	War Music (film scores)	Singing for Victory (WW2 music and Christmas performance)	Famous soundtracks (film scores)	Pop art and music (understanding the orchestra)	20th Century and Serialism	Summer Production Preparation
PE	Tennis Circuit training	Netball Dance 1	Football Gymnastics 1	Tag Rugby Handball	Rounders Dance 2	Athletics Gymnastics 2
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing Transition to Secondary School
RE	River of Life (Humanism)	An extraordinary baby (incarnation)	Ramadan and Eid (Rituals)	The Empty Cross (Resurrection)	Love (service/Sikhism)	Mohammed and the Qur'an (Peace)
Science	Electricity	Light	Evolution and Inheritance **Longitudinal study**	Living Things and Habitats **Longitudinal study**	Animals (Including Humans) **Longitudinal study**	Harmful Substances

Weekly Timetable

	08:30	08:45	09:00	09:30	10:10	10:30	10:45	11:45	12:00	12:55	13:10	14:15
Monday	Maths	REGISTER & LUNCHES	Assembly IN	Mathematics	R2R	BREAK	English	Spelling	LUNCH	REGISTER & QUIET READING	RE	French
Tuesday	Handwriting		Assembly OUT	PPA: Music			PPA: Indoor PE				English	Mathematics
Wednesday	TTRS		Mathematics	R2R	Assembly IN		English	Spelling			Computing	PSHE
Thursday	Grammar		Assembly OUT	Mathematics	R2R		English	Library			Science	Art
Friday	Maths		Assembly IN	Mathematics	Grammar		English	Spelling Test			History	Outdoor PE

English

Year 6 Rich Texts (Autumn 1)

The Blitz

Video clip: The Blitz - THE LITERACY SHED

When the Sky Falls



Outcome: Descriptive narrative of the Blitz

Midnight Guardians



Outcome: Persuasive, informal letter writing

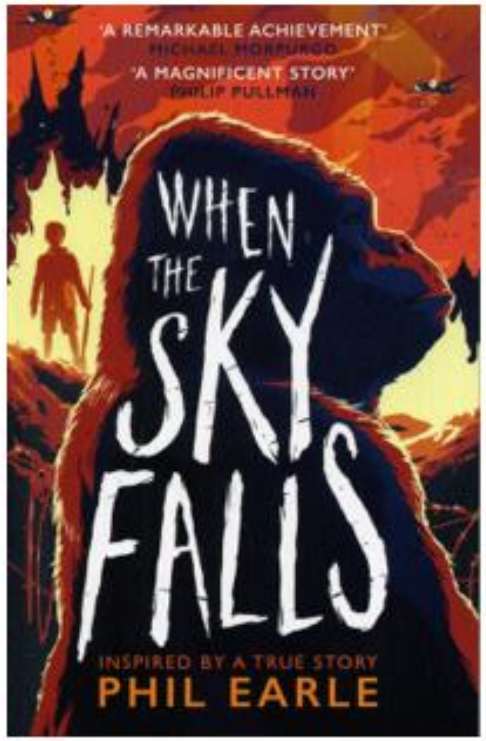
One Day



Outcome: Free verse poetry in the style of Michael Rosen.

Year 6
Autumn 1

Text Driver:



Outcome: Descriptive writing for character and setting.

Audience: An upper primary aged reader.

Vocabulary:
Blitzkrieg, Nazi, Anderson Shelter, Luftwaffe, evacuee, blackout, starvation, unceremoniously, hypothermia, conscripted, meagrely, grotesque, daubed

Reading Comprehension

An extract from The Hobbit by JRR Tolkien. This is from a chapter called 'Riddles in the Dark'.



Deep down here by the dark water lived old Gollum, a small slimy creature. I don't know where he came from, nor who or what he was. He was Gollum – dark as darkness, except for two big round pale eyes in his thin face. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but never a ripple did he make. Not he. He was looking out of his pale lamp-like eyes for blind fish, which he grabbed with his long fingers as quick as thinking. He liked meat too. Goblin he thought good, when he could get it; but he took care they never found him out. He just throttled them from behind, if they ever came down alone anywhere near the edge of the water, while he was prowling about. They very seldom did, for they had a feeling that something unpleasant was lurking down there, down at the roots of the mountain. They had come on the lake, when they were tunnelling down long ago, and they found they could go no further; so there was a road ended in that direction, and there was no reason to go that way – unless the Great Goblin sent them. Sometimes he took a fancy for fish from the lake, and sometimes neither goblin nor fish came back.

Actually, Gollum lived on a slimy island of rock in the middle of the lake. He was watching Bilbo now from the distance with his pale eyes like telescopes. Bilbo could not see him, but he was wondering a lot about Bilbo, for he could see that he was no goblin at all.

1. Who lives down by the dark water?

2. What adjectives describe his eyes?

3. Where did he dangle his feet?

5 *"Today they'd ended up in the woods with Sascha at their heels"*

What does the phrase *at their heels* mean in this sentence

- Far behind them ☐
- Closely behind them ☐
- Closely next to them ☐
- Far in front of them ☐

6 Look at the whole extract.

What do you learn about the girl's personality?

Give two things, using evidence from the text to support your answer.

Personality	Evidence

7 Look at page 7.

Which sentences **best** describes the boy. Tick two.

- He didn't always make the right choices. ☐
- He never told the truth. ☐
- He liked to make lots of plans. ☐
- He didn't like to plan things. ☐
- He didn't get in trouble at school ☐

8 Using information from the text, tick one box in each row to show whether each statement is **true** or **false.**

	True	False
The girl was alone in the house.		
All three children were on bikes.		
Hex was not the boy's real name.		
It was raining.		

Maths

	Week 1 2/9/24	Week 2 9/9/24	Week 3 16/9/24	Week 4 23/9/24	Week 5 30/9/24	Week 6 7/10/24	Week 7 14/10/24	Week 8 21/10/24	Week 9 4/11/24	Week 10 11/11/24	Week 11 18/11/24	Week 12 25/11/24	Week 13 2/12/24	Week 14 9/12/24
Autumn Term	6.1 Number and Place Value and formal method of addition, subtraction, multiplication and division.		Residential trip	6.2 Multiplication and Division (including BODMAS; prime numbers and factors) **BIKEABILITY WEEK 6**			SATS assessment week (baseline data)	6.4 Geometry	6.6 Fractions and ratio (4 operations, equivalent, conversion to % and decimals)		6.6 Percentages (% of an amount and conversion)	6.9 Measurement (negative numbers & converting between measurements)	Assess-ment Week	6.5 Number and PV (negative and rounding)
	Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.													

	Week 1 6/1/25	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/2/25	Week 7 24/2/25	Week 8 3/3/25	Week 9 10/3/25	Week 10 17/3/25	Week 11 24/3/25	Week 12 31/2/25
Spring Term	6.6 Fractions and Ratio		6.6 Geometry and Measure-ment	6.7 Addition and Subtraction (Fractions) with Algebra		6.8 Statistics		6.9 Algebra	6.10 Four Operations with Statistics		Assess-ment Week	6.11 Geometry
	Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.											

	Week 1 21/4/25	Week 2 28/4/25	Week 3 5/5/25	Week 4 12/5/25	Week 5 19/5/25	Week 6 2/6/25	Week 7 9/6/25	Week 8 16/6/25	Week 9 23/6/25	Week 10 30/6/25	Week 11 7/7/25	Week 12 14/7/25
Summer Term	6.11 Fractions	6.12 Multiplication and Division		SATS week	6.14 Fractions	6.15 Four Ops. And Algebra		6.16 Fractions with Geometry Ratio and proportion			6.17 Multiplication and Division	6.18 Measurement

How to Help at Home

- Make sure your children arrive at school: on time, well rested, fed and ready for a day of learning.
- Encourage learning of number bonds and times tables and use real life examples to support this, for example when shopping or preparing meals.
- Talk with your children about their home learning and support them where appropriate, encouraging them to take the lead.
- Limit screen time use to support cognitive development and emotional resilience.
- Take time to play and relax with your children. We work them hard during the day and time to play and be together is one of most invaluable learning opportunities you can provide.

General Information, Equipment and Resources

- Ensure that children are wearing the correct, policy appropriate school or P.E. uniform.
  - PE days: Tuesday & Friday
- water bottle (daily)
- reading books and records (daily)
- spelling day: Friday
- Please try to avoid large bags – a book bag should be sufficient.
- Pencil cases are not required as all equipment is provided, any pencil cases need to be able to fit in a tray.
- class webpages
- home learning
- Please, no items from home without prior agreement.

Other Information

- attendance
- Snacks should be fresh fruit or vegetables only - nothing in a wrapper!
- No glass water bottles or food containers.
- Please name everything.
- We are a nut-free school, please check ingredients lists of food and do not send in items containing nuts.
- Please ensure you have updated the school office with your most current details and provided us with medication (which goes to the office).
- If children are to be picked up by a different adult, we can only release them with prior notification via the school office.

Keeping Your Child Safe Online

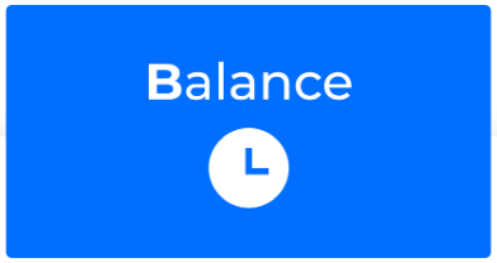
What are the internet safety ABCs?



Activate parental controls

Use the controls and tools available from broadband providers, online platforms and apps to install safe search settings, block inappropriate content and prevent contact from strangers.

FIND A STEP-BY-STEP GUIDE



Balance screen time

Agree a good balance for your children's screen time, taking education and leisure content into account. Encourage active screen time over passive and consider setting limits for the total hours spent online each day.

LEARN ABOUT BALANCE



Check and chat

Check which apps your children use and the relevant age limits for each platform. And talk regularly about online safety and what they might come across so you can work together to manage any risks and keep online experiences positive.

GET ADVICE BY AGE

https://www.newlandsprimary.net/page/?title=Online+Safety&pid=84

Contact Details

- To contact me, please telephone or email the school office. You can also talk to me at the end of the school day.
- Please include a brief outline of your concern/query/request when making contact as this will help me to schedule a time to contact you, and prepare information in advance.
- Your response will be acknowledged by the office on receipt and a member of the school team will contact you within 48 hours (M-F term time only).

(t): 01252 871188

(e): enquiries@newlands.hants.sch.uk

Any questions?

Thank you

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