

Welcome to Year 6

Garnet: Mr Joice

Amethyst: Mrs Gautheron and Mrs
Denmead

Learning Support:

Mrs Simmons, Mrs Sola, Mrs McQuillan

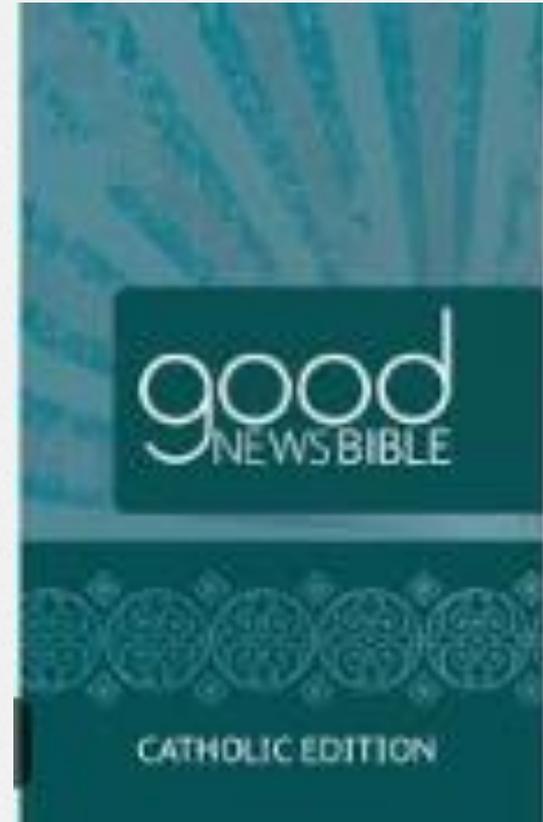
Year 6 Topics

2024-2025

- o **Autumn 1** Polar Regions, Electricity and Automata Toys
- o **Autumn 2** Food Trade, The Human Body, William Morris
- o **Spring 1** WW2 and The Battle of Britain, Light, Navigation Tools
- o **Spring 2** WW2 and The Battle of Britain, Classifying Living things and Henry Moore
- o **Summer 1** Energy and the Environment, Evolution and Inheritance, Model Playgrounds
- o **Summer 2** Independent History Project, British Scientists and Inventors, Hokusai

RE topics – 2024-2025
To know you more clearly –
St John's Gospel

- **Autumn:**
 - Creation and covenant
 - Prophecy and promise
- **Spring:**
 - Galilee to Jerusalem
 - Desert to garden
- **Summer:**
 - To the ends of the Earth
 - Dialogues and encounter



Flourish -Key Concepts

- **Autumn:**

- Rules, Rights and Responsibilities
- Money
- Online Safety
- Black History Month
- Road Safety
- Pressure
- Girls' and Boys' Bodies (Puberty recap from Year 5)

- **Spring:**

- Looking after our bodies
- Body Image
- Peculiar Feelings
- Emotional Changes
- **Making Babies**
- Menstruation (Recap)
- Online Safety

- **Summer:**

- Coping with changes
- Build up others (prejudice and discrimination)
- Money
- Year 7 transition

RSE content taught through Ten:Ten

Username	cardinal-newman-kt12
Password	swimming-pool
Parent Portal URL	www.tentenresources.co.uk/parent-portal

Key dates Autumn Term

- o **Swimming Assessment** 16/9/24
- o **Mission weeks**

Garnet	w.b 16/9/24
Amethyst	w.b. 23/9/24
- o **Bikeability:**

Garnet class	w.b. 14th October
Amethyst class	w.b. 21th October

Key dates looking ahead

- o SATs Week 12th May to 15th May 2025
- o France Residential 9th – 13th June 2025

Year 6

Responsibilities and Expectations

- o Independence – preparing for Year 7.
- o Look after their own possessions.
- o Wear uniform correctly and with pride
No trainers
- o PE kit – Monday & Thursday (everyday preferable).
- o Complete homework on time & to an acceptable standard.
 - o Act responsibly around the school.
 - o Arrive at school on time – 8.40am
 - o Walk home in a sensible manner



Homework

- o Homework diary- timetable and homework schedule
- o Communicate with school staff through this diary
- o 30-45 minutes per night(max). Reading not included
- o If they are struggling with a piece of work-STOP! The children are reminded to see us if they don't understand homework (not on the day it's due!)
- o If there are any problems – please let us know via diary or come to talk to us
- o Overlearn the basics! (Times tables, number bonds, measurement conversion, time duration, spellings)

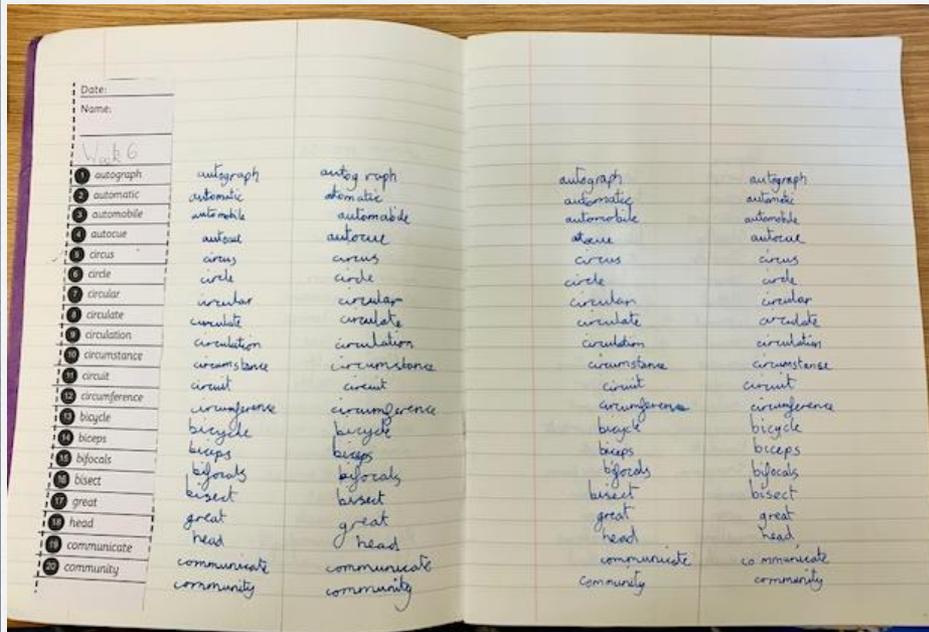
Homework Timetable

Daily	Reading Spelling practice (Spelling Test on Thursday)
Monday	Due: 5 A Day Reading Record
Tuesday	Due: 5 A Day Reading Record I Can Maths Section B
Wednesday	Due: 5 A Day Reading Record
Thursday	Due: 5 A Day Reading Record Grammar, Reading, Maths, Science/Topic
Friday	Due: I Can Maths Section C Set: Spellings, Grammar, Reading, Maths, Science/Topic (on occasion)

Spelling – LEARN the words!

Not just ‘write four times’

Spelling Tests on Thursdays!



- o Saying spellings aloud
- o Look for other words that follow the pattern
- o Create ‘WordArt’
- o Draw in flour, glitter, dirt spaghetti!

Still practise the 3/4 and 5/6 words!

Statutory spelling lists can be found in the front and back of your child's spelling books.

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph - long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - i-e) arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
'n' spelt as 'kn'	enough though/although thought through (currently taught in Years 5/6)		earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length
knowledge knowledgeable	Words from other countries bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	cross-curricular words	
-tion and -sion			
words mention occasion position possess(ion) question			
'or' sound spelt 'ough'	'i' sound spelt as 'u'		
caught naughty (regional pronunciation)	busy/business adding prefixes		
'e', 'ey' and 'eigh' sounds	(dis)appear (dis)believe (re)build (re)position		
eight/eighth reign weight height (exception)	unstressed vowels		
adverbials	different favourite February interest library ordinary separate	's' sound spelt as 'c' before 'e', 'i' and 'y'	
therefore			
-ous words			
famous various	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose		

Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruse category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern) Double consonants accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	disastrous marvellous mischievous Words originating from other countries conscience conscious desperate yacht Cross-curricular words forty temperature twelfth -le words available vegetable vehicle muscle
Unstressed consonants			
government			
Suffixes and prefixes			
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)			
'i' before 'e' except after 'c' when the sound is 'ee'		Word families familiar identity signature symbol (this is revision from year 3/year 4) 'y' makes the 'i' as in 'bin' sound	'c' makes 's' sound before 'i', 'e' and 'y' cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	-tion words competition explanation profession pronunciation -ough letter strings thorough	physical symbol system (this is revision from year 3/year 4)	

Reading

- o Encourage reading as much as possible. Read both fiction and non-fiction- minimum of 10-20 minutes every night
 - o When possible, ask your child to read aloud to you
 - o Read aloud and to themselves
- o Question whilst reading to check for understanding (question prompts available in class)

4 x Reading Diary entries each week.

Date, Book Title and author, Pages Read

5 lines containing a short summary and opinion about characters and events or the author's style. Include any new or interesting words or phrases and the meaning. 4 Entries each week!

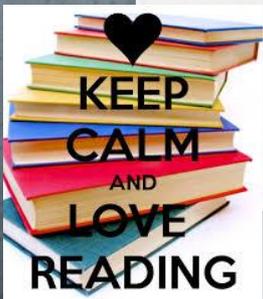
I.e.

10/9 'Boy Overboard' by Morris Gleitzman, 1-20

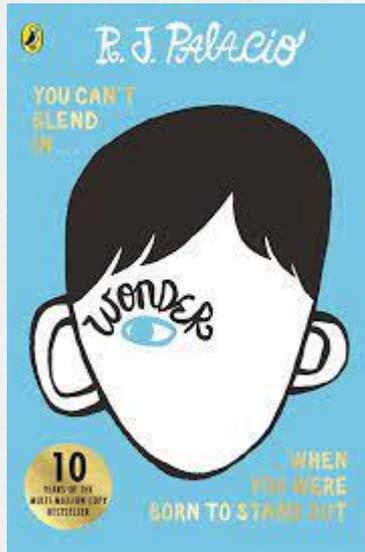
The story started with Jamal playing football with his friends but then his sister joined in. I was really surprised to learn that girls aren't allowed to play football in Afghanistan. The game ended when the ball went into a minefield. I found it interesting that the author kept using words related war and weapons to describe the setting.

eyes glinting: the character is determined or excited

stern: strict and harsh



Class Texts



We will be reading class texts over the year. It is very useful for children to have their own copy of each book if possible. In the Autumn term we will be reading

Wonder – R.J Palacio
Clockwork – Philip Pullman

Criteria for Accelerated Reader™ Reader Certification Levels

Ready Reader

Accumulate 5 AR points on books Read To, Read With and/or Read Independently.

Advanced Reader

Read independently and pass Reading Practice Quizzes for 3 books at a 3.0 book level or higher worth 2 or more points each.

Independent Reader

Read independently and pass Reading Practice quizzes for 3 books at a 1.2 book level or higher. Accumulate 10 points. Points may include books Read To and/or Read With, but only the three books read independently at a 1.2 level or higher count towards the three-book target. Points earned for Ready Reader are not included.

Star Reader

Read independently and pass Reading Practice Quizzes for 3 books at a 4.0 book level or higher worth 4 or more points each.



Rising Reader

Read independently and pass Reading Practice quizzes for 3 books at a 1.6 book level or higher. Accumulate 10 points in independent reading. Only the books read independently at a 1.6 level count towards the three-book target.

Classic Reader

Read independently and pass Reading Practice Quizzes for 3 books at a 6.0 level or higher worth 7 or more points each.

Super Reader

Read independently and pass Reading Practice Quizzes for 3 books at a 2.0 book level or higher worth 1 or more points each.

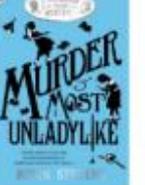
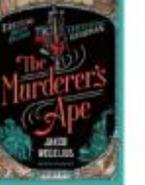
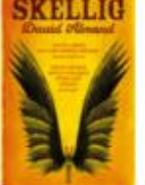
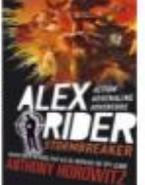
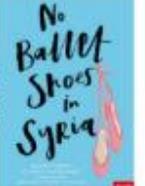
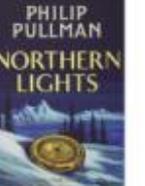
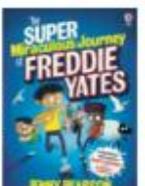
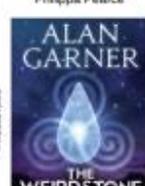
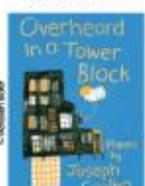
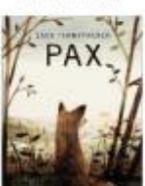
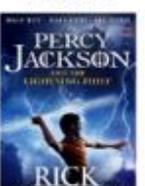
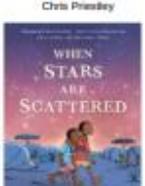
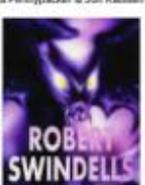
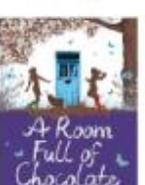
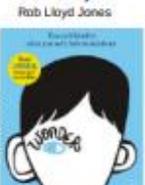
Honours Reader

Read, pass Reading Practice Quizzes, and accumulate 100 points for books on a list of challenging literature that a teacher creates. Teachers must manually keep track of student progress towards this level by monitoring TOPS Reports or the Student Record Report.



Students must achieve the minimum scores set in the preferences area of the software for quiz results to count towards certification. The default preference is to require 60 percent on 5- and 10-question quizzes and 70 percent on 20-question quizzes. This may be changed to 80 percent for all quizzes.



									
The Midnight Guardians Ross Montgomery	Millions Frank Cottrell-Boyce	Mortal Engines Philip Reeve	Murder Most Unladylike Robin Stevens	The Murderer's Age Jacob Weigelt	Skellig David Almond	The Skylarks' War Hlary McKay	The Snow Spider Jenny Nimmo	Stormbreaker (Alex Rider) Anthony Horowitz	Suffragette: The Battle for Equality David Roberts
									
The Mystery of Harris Burdick Chris Van Allsburg	Neighbours: The Trials of Montague Crow Jessica Townsend	No Ballet Shoes in Syria Catherine Bruton	Norse Myths: Tales of Odin, Thor & Loki Kerwin Crossley-Holland & Jeffrey Alan Love	Northern Lights Philip Pullman	The Super Miraculous Journey of Freddie Yates Jenny Pearson & Rob Biddulph	Survivors David Long & Kerry Hyndman	The 1,000-year-old Boy Ross Welford	The Titanic Detective Agency Lindsay Littleton	Tom's Midnight Garden Philippa Pearce
									
The Nowhere Emporium Ross MacKenzie	Once Morris Gleitzman	Oranges in No Man's Land Elizabeth Lind	Orion Lost Alastair Chisholm	Orphans of the Tide Susan Murray	The Turbulent Term of Tyke Tiler Gene Kemp	Uncle Montague's Tales of Terror Chris Prentley	The Viewer Gary Crew & Shaun Tan	The Wee Free Men Terry Pratchett	The Weirdstone of Brisingamen Alan Garner
									
Overheard in a Tower Block Joseph Coelho & Kate Milner	Pax Sara Pennypacker & Jan Klassen	Percy Jackson and the Lightning Thief Rick Riordan	Phoenix S. F. Said	Politics for Beginners Louie Stowell, Alex Frith & Rosie Hore	When the Sky Falls Phil Earle	When Stars Are Scattered Victoria Jamieson & Omar Mohammedi	Where Once We Stood Christopher Riley & Martin Inghay	Wild Boy Rob Lloyd Jones	Wildspark Vicki Hardy
									
Rhythm & Poetry	Room 13	A Room Full of Chocolate Jane Elson	Rumblesar	The Shark Caller	BENJAMIN ZEPHANIAH WINDRUSH CHILD	WOLF BROTHER	KATHERINE RUNDELL THE WOLF WILDER	YOU ARE AWESOME	YOU ARE AWESOME

How to Help

<p style="text-align: center;">Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p style="text-align: center;">Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p style="text-align: center;">Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p style="text-align: center;">Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p style="text-align: center;">Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p style="text-align: center;">Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Helping your child

- o Read with and to them, question them on text and any unfamiliar vocabulary
- o Test their spellings both in writing and orally
- o Times tables reminders
- o Support homework if necessary
- o Don't feel guilty! They are learning responsibility!



Attendance

- o Year 6 is an incredibly important year
- o We consolidate previous learning, complete the KS2 curriculum and develop attitudes to learning to prepare them for Year 7
- o EVERY DAY counts and missed learning is very difficult to catch up with!
- o The school is unable to authorise any term time holidays or days out

SATs

- o Monday 12th May – Thursday 15th May 2025.
- o Avoid any holiday at this time.
- o SATs information meeting – January/February TBA

Well Being / Social Media/ Other

- o Monitor use of social media.
- o Wealth of guides online for apps and platforms
- o ALWAYS CHECK PARENTAL CONTROLS
- o Ensure permission is given if adults or children place photographs on the internet related to school.
- o Personal hygiene – Deodorant!
- o Relationships and Sex education

Phones and Walking Home

- o Phones may be brought if your child is walking to/from school on their own
- o MUST be switched off and handed to the office through the front entrance-NEVER brought into the school building
- o We must have written permission to release your child at the end of the day (extra permission needed for clubs or after late return trips)
- o Please advise if another adult is collecting your child

Any questions?





YEAR 6 RESIDENTIAL TRIP
TO FRANCE

9th-13th June 2025

STAFFING

- o Mr Joice will be the trip leader
- o Supported by Mrs Gautheron, Mr Flower and additional staff/parents with a ratio of 1 adult to approx 7 children)

WHY GO ON A RESIDENTIAL VISIT?

- o It provides a first hand experience not possible within a classroom.
- o It offers the chance to extend and enrich work covered in Literacy, History, Geography and French lessons.
- o Gives children a sense of independence
- o Can raise self-esteem and develop social skills
- o Living and working co-operatively with peers
- o A chance to speak and listen to the French language
- o It is fun and provides a memorable experience for the children in their final year at Cardinal Newman

TRAVEL AND TRANSPORT

o We will be travelling by coach and ferry.



Accommodation



UNCMT, GRANDCAMP MAISY

- o Our accommodation is just across the road from a wide sandy beach.
- o Children will sleep in rooms of 3 or 4 with boys on one floor and girls on another
- o The centre is clean and safe.
- o There are plenty of showers which are used daily

JUST OVER THE ROAD..TO THE BEACH!



EDUCATIONAL VISITS

- o The stunning monastery at Mont St Michel
- o The Bayeux Tapestry
- o The British Military Cemetery at Bayeux
- o The D-Day Museum in Arromanches
- o The Arromanches 360 Cinema
- o Omaha Beach, U.S Military Cemetery and Pointe Du Hoc
- o The fishing port of Grandcamp-Maisy

HEALTH & SAFETY

- o The health, safety & enjoyment of the whole party is of paramount importance & this overrides all other aspects of the trip.
- o We are a highly experienced staff team & know the centre, visits & routines very well. All appropriate risk assessments will be undertaken.
- o Although we believe strongly in inclusion and opportunities for all children, we must assess the potential participation of each child with health & safety as the main concern.

LEGAL ISSUES

- o All children will travel on their own individual passport. Make sure there are 6 months before expiry from 13th June 2025
- o We take out insurance through the MAT
- o Check foreign passport visa requirements

AND THE REST OF THE ACTION

- o Buying baguettes
- o Games on the beach
- o Completing tasks using their knowledge of the French language
- o Opportunities to go shopping



Cost

- o Last year's cost was around £578. Based on increasing costs of coaches, ferries and inflation, it is likely the cost for this year will increase. This includes all travel, accommodation, educational visits, insurance and food.

(This will be dependent on rising coach and ferry costs)

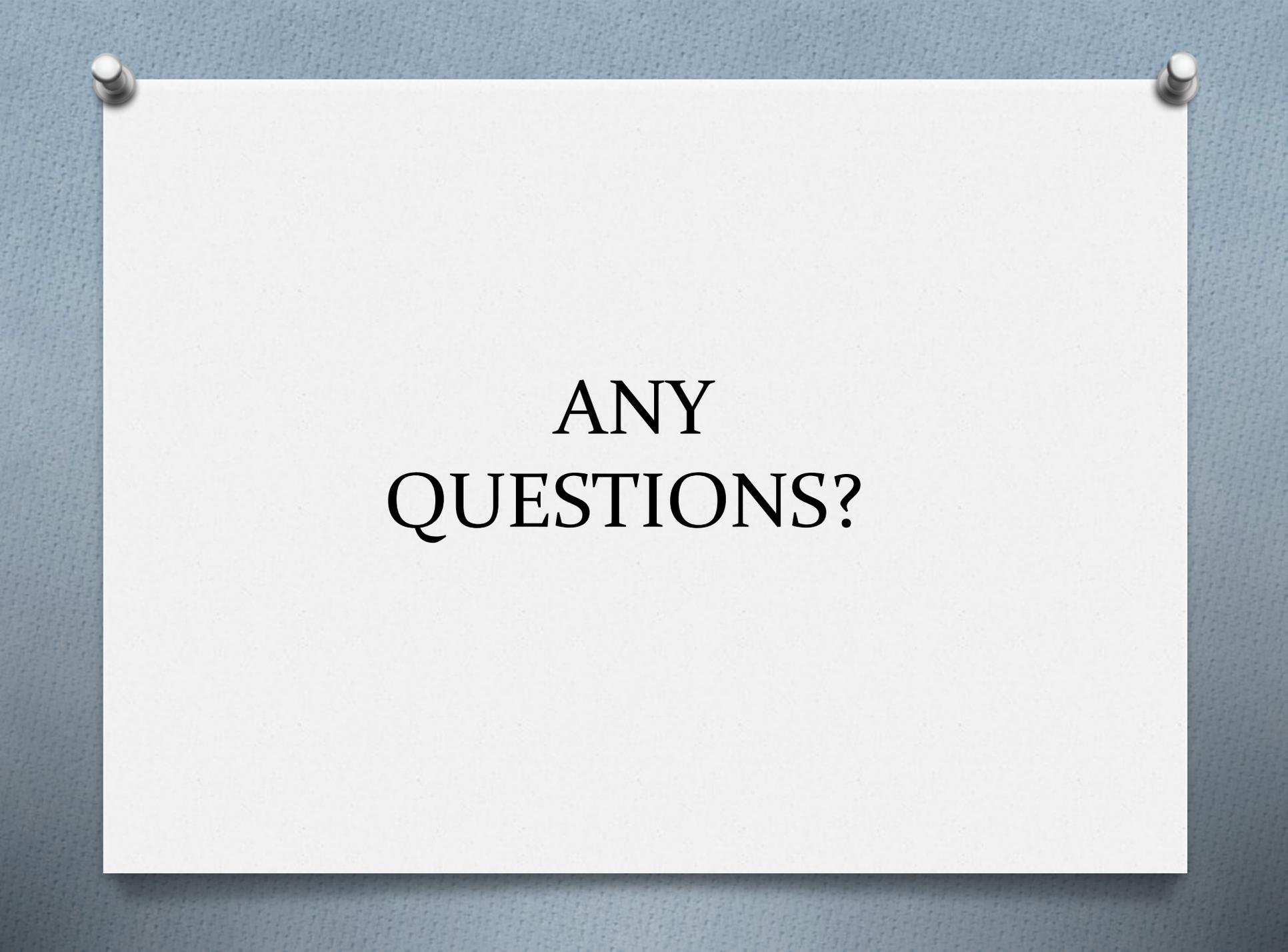
- o It does not include spending money.

PAYMENT SCHEDULE

- o Initial deposit of £150 paid by 30/11/24 to secure your child's place on the trip.
- o Further payments will be requested after Christmas
- o If anyone is concerned about the payment, please speak to Mrs Burnham/Mr Flower.

What to do now

- o Be positive and 'big up' the trip for the children (even if you're the nervous one!)
- o Put in applications for passports and EHIC card ASAP!
- o Please let us know if you have any concerns or worries about the trip. Where possible, we want to remove any barriers that mean your child is reluctant to go!



ANY
QUESTIONS?