

# Welcome to Year 6

## Staffing

Garnet: Mr Joice

Amethyst: Mr Carter

Learning Support: Mrs Simmons and Mrs Cordery

# Topics over the year 2021- 2022

- o Polar Regions, The Human Body and William Morris- **Autumn 1**
- o Food Trade, Electricity, Electrical Games- **Autumn 2**
  - o WW2 and The Battle of Britain, Light, Henry Moore- **Spring 1**
  - o WW2 and The Battle of Britain, Classifying Living Things and Andersen Shelters- **Spring 2**
    - o Energy and the Environment, Evolution and Inheritance, Carrot Scones (Food Tech)- **Summer 1**
- o History Project, Scientists and Inventors, Hokusai- **Summer 2**

## RE topics - 2021-22

- Autumn:

- Loving
- Judaism
- Vocation and Commitment
- Expectations

- Spring:

- Sources
- Unity
- Death and New Life

- Summer:

- Witnesses
- Healing
- Islam
- Common Good

# Flourish -Key Concepts

- **Autumn:**

- Rules, Rights and Responsibilities
- Money
- Online Safety
- Dealing with pressure
- Caring for the environment

- **Spring:**

- Growing up (recapping changes during puberty)
- Impact of choices on healthy lifestyles
- Body image
- Changing feelings
- Emotional Changes
- Online Safety

- **Summer:**

- Making Babies
- Menstruation
- Keeping Safe
- Valuing Differences

## RSE content taught through Ten:Ten

Username	cardinal-newman-kt12
Password	swimming-pool
Parent Portal URL	<a href="http://www.tentenresources.co.uk/parent-portal">www.tentenresources.co.uk/parent-portal</a>

# Key dates for Year 6 this term

- o Bikeability:

Garnet class w.b. 10th October

Amethyst class w.b. 17th October

- o Mission weeks / collective worship:

Garnet w.b 19/9/22

Amethyst w.b. 26/9/22

- o Swimming Assessment 26/9/22

- o STEM event at Thorpe Park 4/10/22

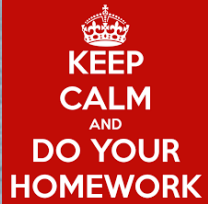
# Key dates looking ahead

o SATs Week 8<sup>th</sup> May to 11<sup>th</sup> May 2023

o France Residential 3<sup>rd</sup> July to 7<sup>th</sup> July 2023

# Responsibilities and Expectations of Year 6 children

- o Independence – preparing for Year 7.
- o Look after their own possessions.
- o Wear uniform correctly and with pride  
No trainers
- o PE kit – Mondays & 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 45-60 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, spellings)

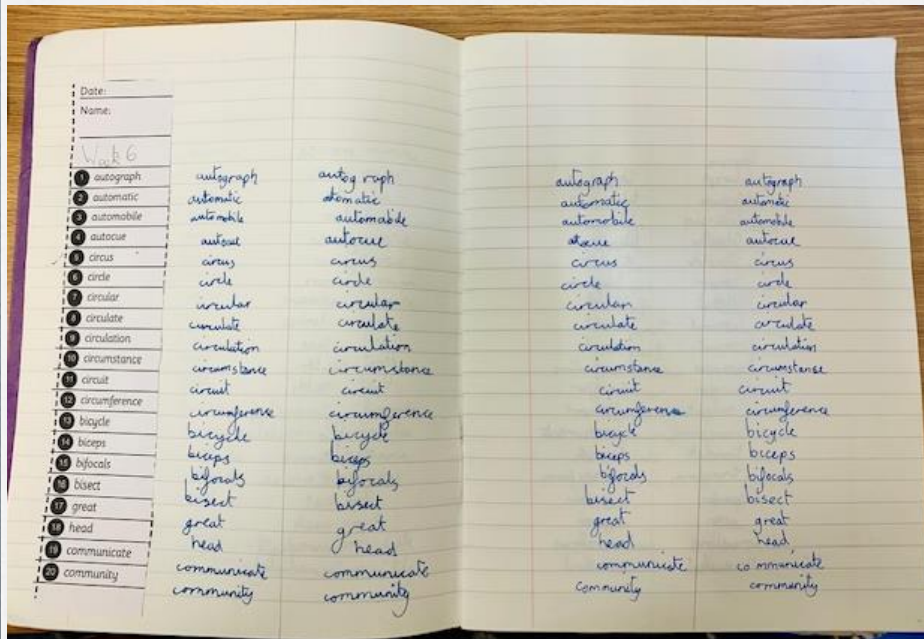


# Homework Timetable

Daily	Reading Spelling practice (Spelling Test on Thursday)
Monday	<b>Due:</b> 5 A Day Reading Record
Tuesday	<b>Due:</b> 5 A Day Reading Record I Can Maths Section B
Wednesday	<b>Due:</b> 5 A Day Reading Record
Thursday	<b>Due:</b> 5 A Day Reading Record Grammar, Reading, Maths, Science/Topic
Friday	<b>Due:</b> I Can Maths Section C <b>Set:</b> 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)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s)
'n' spelt as 'kn'	<b>-ough letter strings</b> enough though/although thought through (currently taught in Years 5/6)	arrive decide describe extreme guide surprise (review work from Year 1)	fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
<b>-tion and -sion</b> words mention occasion position possess(ion) question	<b>Words from other countries</b> bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	<b>cross-curricular words</b> earth eight/eighth fruit heart history increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women	
<b>'or' sound spelt 'ough'</b> caught naughty (regional pronunciation)	<b>'i' sound spelt as 'u'</b> busy/business		
<b>'e', 'ey' and 'eigh' sounds</b> eight/eighth reign weight height (exception)	<b>adding prefixes</b> (dis)appear (dis)believe (re)build (re)position		
<b>adverbials</b> therefore	<b>unstressed vowels</b> different favourite February interest library ordinary separate	<b>'s' sound spelt as 'c' before 'e', 'i' and 'y'</b> bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
<b>-ous words</b> famous various	<b>double consonants</b> 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 bruise 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)	disastrous marvellous mischievous
<b>Unstressed consonants</b> government		<b>Words originating from other countries</b> conscience conscience desperate yacht	
<b>Suffixes and prefixes</b> according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)		<b>Double consonants</b> accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond occupy occur opportunity recommend suggest	<b>Cross-curricular words</b> forty temperature twelfth
<b>'i' before 'e' except after 'c' when the sound is 'ee'</b> achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	<b>-tion words</b> competition explanation profession pronunciation	<b>Word families</b> familiar identity signature symbol (this is revision from year 3/year 4)	<b>-le words</b> available vegetable vehicle muscle
	<b>-ough letter strings</b> thorough	<b>'y' makes the 'i' as in 'bin' sound</b> physical symbol system (this is revision from year 3/year 4)	<b>'c' makes 's' sound before 'i', 'e' and 'y'</b> cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice

# Reading

- o Encourage reading as much as possible. Read both fiction and non-fiction- minimum of 10-20 minutes every night
- o When possible, still ask your child to read with you aloud
  - 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!

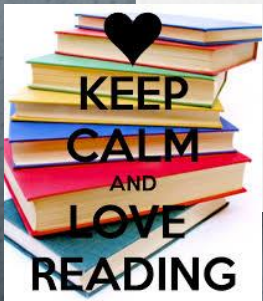
I.e.

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  
Running Wild  
The Fib

We will occasionally assign chapters with comprehension questions for these texts as homework.



The Midnight Guardians  
Ross Montgomery



Millions  
Frank Cottrell-Boyce



Mortal Engines  
Philip Reeve



Murder Most Unladylike  
Robin Stevens



The Murderer's Ape  
Jacob Weigelt



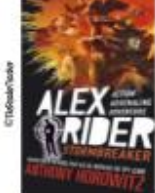
Skellig  
David Almond



The Skylarks' War  
Hlary McKay



The Snow Spider  
Jenny Nimmo



Stormbreaker (Alex Rider)  
Anthony Horowitz



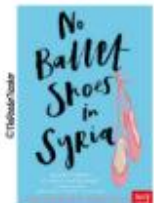
Suffragette: The Battle for Equality  
David Roberts



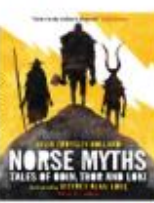
The Mysteries of Harris Burdick  
Chris Van Allsburg



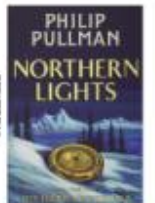
Nevermore: The Trials of Montgon Crow  
Jessica Townsend



No Ballet Shoes in Syria  
Catherine Bruton



Norse Myths: Tales of Odin, Thor & Loki  
Kevin 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



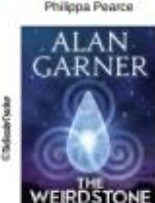
Uncle Montague's Tales of Terror  
Chris Prentley



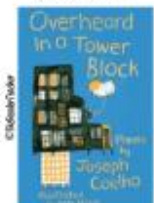
The Viewer  
Gary Crew & Shaun Tan



The Wee Free Men  
Terry Pratchett



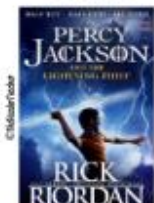
The Weirdstone of Brisingamen  
Alan Garner



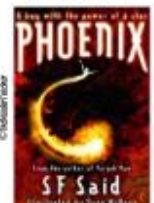
Overheard in a Tower Block  
Joseph Coelho & Kate Milner



Pax  
Sara Pennypacker & Jan Kamen



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 Mohamed



Where Once We Stood  
Christopher Riley & Martin Inghay



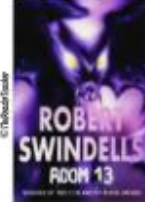
Wild Boy  
Rob Lloyd Jones



Wildspark  
Vicki Hardy



Rhythm and Poetry



Room 13



A Room Full of Chocolate



Rumblesar



The Shark Caller



Benjamin Zephaniah: Windrush Child



Wolf Brother



Katherine Rundell: The Wolf Wilder









3 3 3



You Are Awesome

# How to Help

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

# 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!





# SATs

- o Monday 9th May – Thursday 12th May.
- o Avoid any holiday at this time.
- o SATs information meeting – January TBA

# Well Being / Social Media/ Other

- o Monitor use of social media.
- o Sharon Girling Meeting
- 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

- o £5 donation towards cooking
- o Parent volunteers- hear readers and share any of your expertise



**Any questions?**





# YEAR 6 RESIDENTIAL TRIP TO FRANCE

3<sup>rd</sup> July – 7<sup>th</sup> July 2023

# STAFFING

- o The trip leader will be Mr Joice
- o Mr. Carter and a member of the SLT will also be accompanying the trip.
- o The ratio will be 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.





# WHERE WILL WE STAY?



# UNCMT, GRANDCAMP MAISY

- o Our hotel is just across the road from a wide sandy beach.
- o Children will sleep in rooms of 4 or 5 with boys on one floor and girls on another
- o The centre is clean and safe.
- o There are plenty of showers and 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 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 is 6 months before expiry from 7<sup>th</sup> July
- o We take out insurance through the MAT
- o Check foreign passport visa requirements

# AND THE REST OF THE ACTION

- Buying the baguettes
- Games on the beach
- Completing tasks which involve using their knowledge of the French language



# Cost

- o The approximate cost of the trip this year will be approximately £500 and 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 21/10/21 in order to secure your child's place on the trip.
- o Further payments will be requested after Christmas
- o Where possible all payments will be made online
- o If anyone is concerned about the payment, please speak to Mrs Burnham.

# 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 GHIC card ASAP!
- o Please let us know if you have any concerns, worries about the trip. Where possible, we want to remove any barriers that may cause your child to not wanting to go!



ARE THERE ANY  
QUESTIONS?