

Welcome to Year 6

Garnet: Mr Joice

Amethyst: Mr Doe

Learning Support:

Mrs Simmons, Mrs Sola, Mrs Nash

Year 6 Topics

2025-2026

- 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 – 2025-2026
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** 15/9/25
- o **Mission Week**

Amethyst	26/9/25
Garnet	2/10/25 (Thursday)
- o **Thorpe Park STEM Trip** 7th October
- o **Bikeability:**

Garnet class	w.b. 13th October
Amethyst class	w.b. 20th October
- o **Parent Consultations** Tues 21st and Thurs 26th October

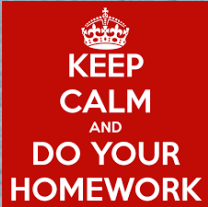
Key dates looking ahead

- o SATs Week 11th May to 14th May 2026
- o France Residential 8th – 12th June 2026

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 – 8.30am
- 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)

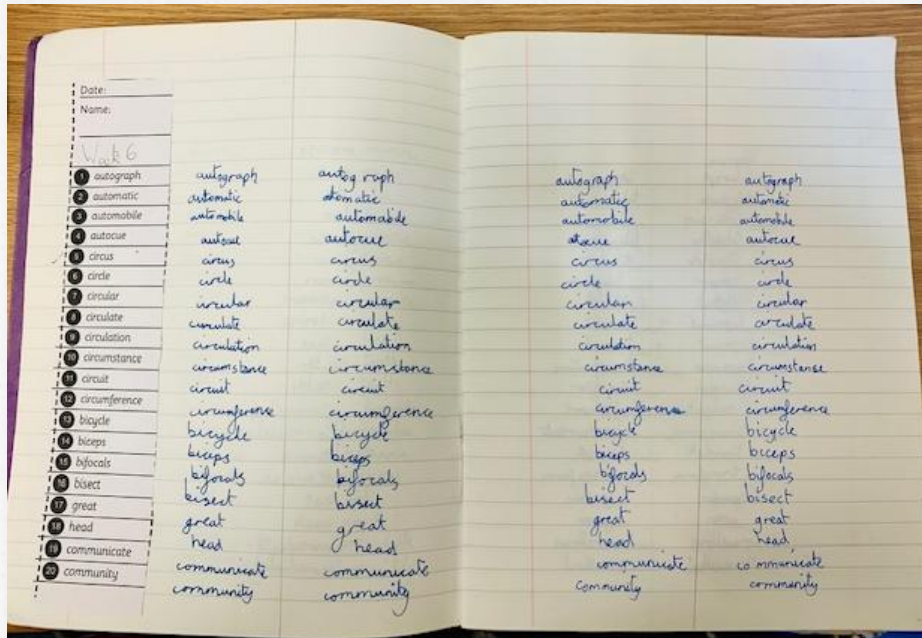
Homework Timetable

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

Spelling – LEARN the words!

Not just ‘write four times’

Spelling Tests on Thursdays!



- Saying spellings aloud
- Look for other words that follow the pattern
- Create ‘WordArt’
- 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 -ough letter strings enough though/although thought through (currently taught in Years 5/6)	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 promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
'n' spelt as 'kn'			
knowledge knowledgeable			
-tion and -sion	Words from other countries	cross-curricular words	
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	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	
'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'	
-ous words		bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
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 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) 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 'c' makes 's' sound before 't', 'e' and 'y'
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'			
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	-tion words competition explanation profession pronunciation -ough letter strings thorough	Word families familiar identity signature symbol (this is revision from year 3/year 4) 'y' makes the 'i' as in 'bin' sound physical symbol system (this is revision from year 3/year 4)	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, 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!

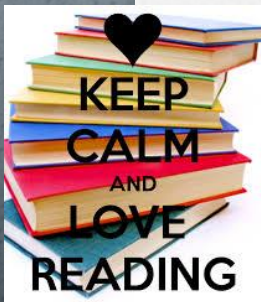
I.e.

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

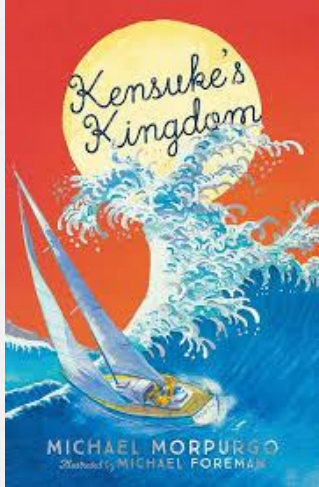
The story started with Jamal playing football with his friends but then his sister joined in. I was really surprised to learn that girls aren't allowed to play football in Afghanistan. The game ended when the ball went into a minefield. I found it interesting that the author kept using words related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

eyes glinting: the character is determined or excited

stern: strict and harsh

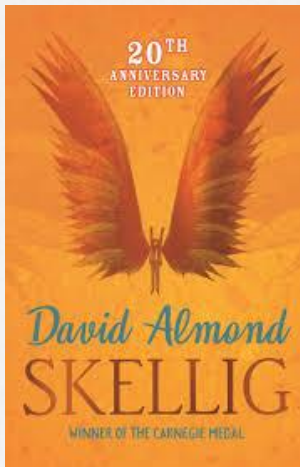


Class Texts



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

Kensuke's Kingdom – Michael
Morpurgo
Skellig – David Almond



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 Ape
Jacob Wegelius



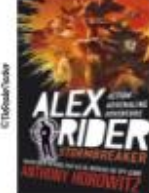
Skellig
David Almond



The Skylarks' War
Hilary McKay



The Snow Spider
Jenny Nimmo



Stormbreaker (Alex Rider)
Anthony Horowitz



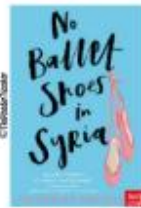
Suffragette: The Battle for Equality
David Roberts



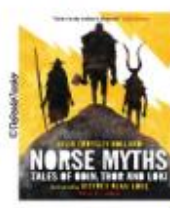
The Mysteries of Harris Burdick
Chris Van Allsburg



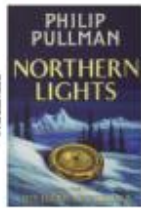
Nevermoor: The Trials of Morrigan Crow
Jessica Townsend



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



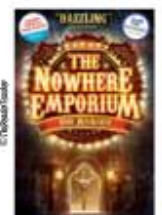
The 1,000-year-old Boy
Ross Welford



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 Laird



Orion Lost
Alastair Chisholm



Orphans of the Tide
Susan Murray



The Turbulent Term of Tyke Tiler
Gene Kemp



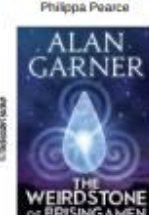
Uncle Montague's Tales of Terror
Chris Prebble



The Viewer
Gary Crew & Shaun Tan



The Wee Free Men
Terry Pratchett



The Weirdstone of Brisingamen
Alan Garner



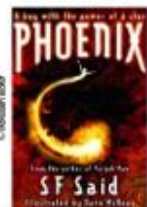
Overheard in a Tower Block
Joseph Coelho & Kate Milner



Pax
Sara Pennypacker & Jan Kamen



Percy Jackson and the Lightning Thief
Rick Riordan



Phoenix
S.F. Said



Politics for Beginners
Louise 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 Inghy



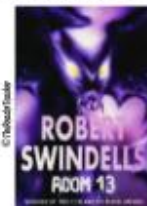
Wild Boy
Rob Lloyd Jones



Wildspark
Vazhti Hardy



Rhyme and Poetry



Room 13



A Room Full of Chocolate



Rumblestar



The Shark Caller



Windrush Child



Wolf Brother



The Wolf Wilder









You Are Awesome



You Are Awesome

How to Help

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain 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. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
<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

- Read with and to them, question them on text and any unfamiliar vocabulary
- Test their spellings both in writing and orally
- Times tables reminders
- Support homework if necessary
- 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 11th May – Thursday 14th May 2026.
- 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!

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 or any changes to usual pick up

Curriculum Consumables Fund

- A voluntary donation of £10 can be paid through ScoPay to help support the ongoing cost of consumables used throughout the curriculum (such as Science and Design & Technology)
- We appreciate any contributions that can be made to support high quality resources for your children



School Development Fund



1. The Governors' Fund has been renamed **School Development Fund**
2. Made up of voluntary donations from parents of children at Cardinal Newman
3. Used to enable the school to develop both buildings and resources to provide the best education for our children
4. School Development Fund covers items beyond what government funding can cover

Any questions?





YEAR 6 RESIDENTIAL TRIP TO FRANCE

8th-12th June 2026

STAFFING

- o Mr Joice will be the trip leader
- o Supported by Mr Doe, 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

◦ 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 3-6 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 British Military Cemetery at Bayeux
- o Bayeaux Markets
- o The D-Day Museum in Arromanches
- o The Arromanches 360 Cinema
- o Omaha Beach, U.S Military Cemetery and Longues-sur-Mer battery
- 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 12th June 2026
- o We take out insurance through the MAT
- o Check foreign passport visa requirements
- o All non UK passports must have an E-Visa account (See Mr Joice if you are unsure)

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 and plenty of ice cream and crepes!



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 30/11/25 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 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, Evisas and EHIC card NOW! (we will start asking for photocopies of these in March)
- 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?