



Welcome to Spruce class

Year 6



Planting dreams, nurturing hearts, growing minds.

Meet the team

Miss Evans
Year 6 Class Teacher

Miss Watts
1:1 support

Mrs Riley
Year Group Support

Premier Sports cover PPA and teach PE.



Our Routines and Organisation



PE

PE will take place on a Tuesday afternoon. The afternoon will be split into two sessions - one session for indoor PE and one session for outdoor PE. The specific sports being taught are outlined in the long term overview, which can be found on the school website.

Homework

Homework will be set on a Friday and will be due in the following Friday. This will consist of a piece of Science, a piece of Geography or History depending on which is being taught that half term, a maths activity, along with 10 minutes of reading and TTRS a day.

Reading Records

These will be collected in on Fridays.

Our curriculum

Year 6 Long-Term Plan

<u>Subject</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
English	My Friend the Octopus – Non-chronological report My Friend the Octopus – Letter Anne Frank – Biography Anne Frank – diary entry Whispering town – Narrative	Holes – Non-chronological report Holes – Letter to inform The Wind in the Wall – Narrative Hidden Figures – Biography	Suffragette – Formal letter Whispering Town - Narrative
Reading	My friend the octopus Letters from the lighthouse	Holes Kensuke's Kingdom	Wonder The final year
SPAG	Sentence Types Passive voice Parenthesis Abstract nouns Subjunctive form Discussion phrases Relative clauses Adverbials Speech punctuation Figurative language Semicolons Colons	Sentence Types Semicolons Colons Parenthesis Passive Speech Punctuation Varying Reporting Clauses Figurative language	Sentence Types Semicolons Colons Passive Subjunctive Speech Punctuation Varying Reporting Clauses Figurative language
Maths	Number & Place Value Multiplication and Division Decimals Geometry	Percentages Algebra Converting Units Perimeter, Area and Volume Ratio Statistics	Properties of Shape SATs preparation Consolidation, Investigation and KS3 preparations
Science	Term 1 - Living Things & Habitats Term 2 – Evolution and Inheritance	Term 4 - Light	Term 5 - Animals , inc. humans Term 6 - Electricity
History	Term 2 - World War II: What was life like as a child in Bristol during World War Two?		Term 6 - Windrush Generation: Why did Britain need immigration after World War Two?
Geography	Term 1 – How do humans adapt to living in an earthquake zone?	Term 3 – How can tourism become more sustainable? An Italian case study.	Term 5 – Globalisation: Would the UK manage without importing goods?
Computing	Variables in Games Internet communication & collaboration	Webpage Creation	Spreadsheets Sensing Movement
Religious Education	What is the best way for a Muslim to show commitment to God?	Does belief in Akirah help Muslims lead good lives?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?


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Our curriculum

Art	Self-portraits Perspective - Patrick Hughes	Colour – David Hockney	Sculpture – Nose Nisbett and Henry Rolls
Design & Technology	Shelters and Structures		Prop building Food tech
PE & Games	Fitness Tag Rugby Netball	Gymnastics Dance Handball Basketball	Athletics Dodgeball Netball Football Swimming
PSHE	Being Me in My World Celebrating Difference	Dreams and Goals Relationships	Changing Me (including SRE) Healthy Me
Music	Term 2 – Charanga – Happy/Christmas Songs	Term 4 – Charanga – You’ve got a friend	Term 6 – Year 6 Production
MFL	Term 1 - French Sport and the Olympics	Term 3 - In my French house	Term 5 - Planning a French holiday

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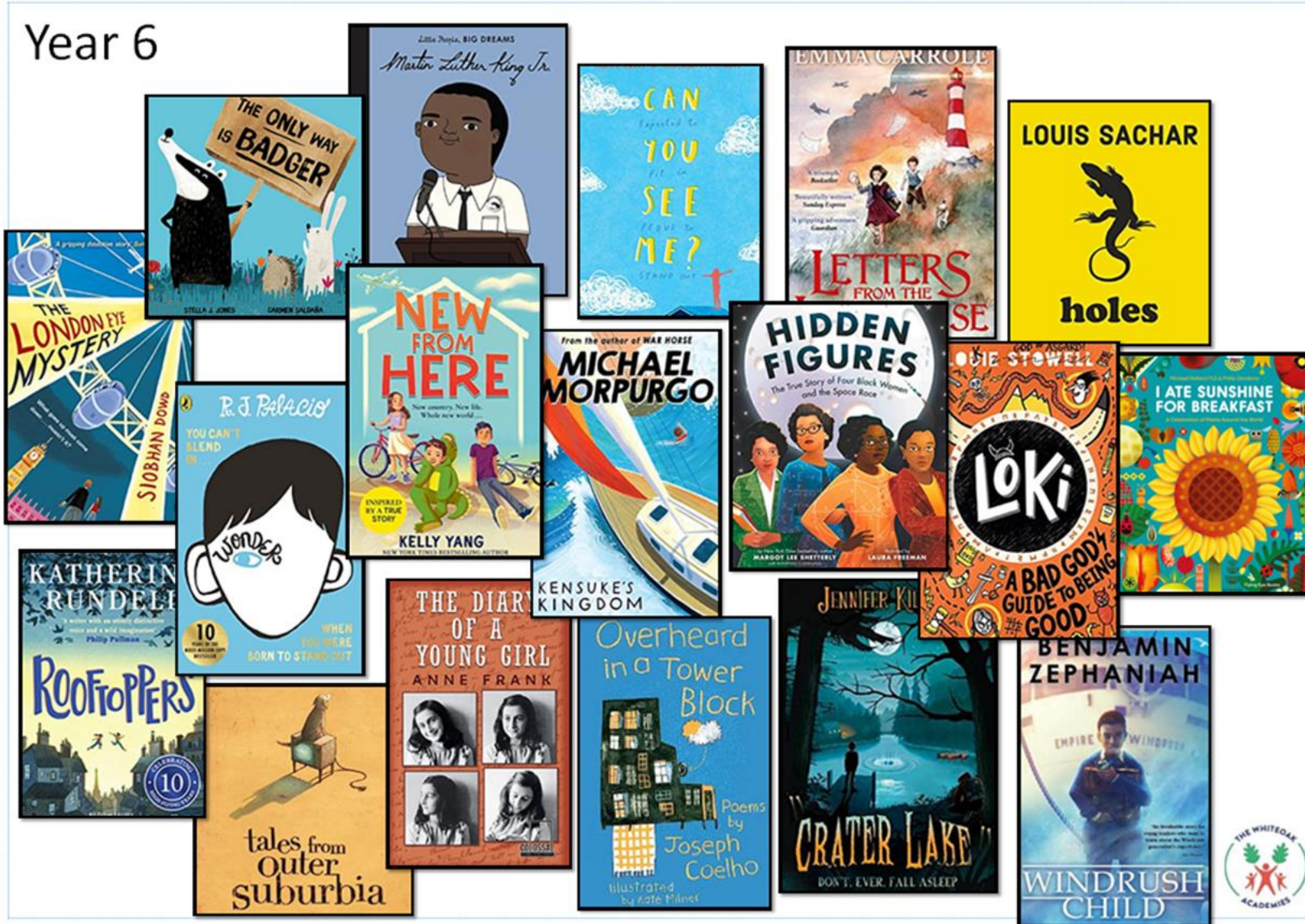
Our curriculum

<p>English Key Texts</p> <ul style="list-style-type: none"> • My Friend The Octopus • Anne Frank • The Whispering Town • Class Novels – ‘My Friend The Octopus’ and ‘Letters from the Lighthouse’ 	<p>Science Living things and their habitats Evolution and Inheritance</p>	<p>Maths <u>Number & place value</u></p> <ul style="list-style-type: none"> • 7 digit numbers • Comparing and Ordering up to 10 million • Rounding • Using negative nu numbers <p><u>Decimals</u></p> <ul style="list-style-type: none"> • Identify values • Multiply decimals by 10, 100 & 1000 • Divide decimals by 10 & 100 • Multiply decimals (1 and 2 d.p.) by a 1 digit number <p><u>Multiplication & Division</u></p> <ul style="list-style-type: none"> • Multiples, factors and Prime numbers • Multiply 4 digits by 2 digits • Divide 3 digit numbers by two digits and give remainders in different forms where needed and specified. • Divide 4 digit numbers by two digits and give remainders in different forms where needed and specified. <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> • Using coordinates to describe and plot across 4 quadrants • Draw, translate and reflect shapes.
<p>English Writing Opportunities</p> <ul style="list-style-type: none"> • Non-chronological report • Discussion text • Formal letter • Biography • Narrative 	 <p>Year 6 Autumn Term Overview</p>	
<p>History What was life like as a child in Bristol during World War Two?</p>	<p>Core Values</p> <ul style="list-style-type: none"> • Friendship (Term 1) • Courage (Term 2) 	
<p>Geography How do humans adapt to living in an earthquake zone?</p>	<p>Religious Education Islam – What is the best way for a Muslim to show commitment to God?</p>	
<p>PE & Games</p> <ul style="list-style-type: none"> • Fitness • Tag Rugby • Netball 	<p>French French Sport and the Olympics</p>	
<p>Music Charanga – ‘Happy’</p>	<p>PSHE</p> <ul style="list-style-type: none"> • Being me in my world • Celebrating difference 	<p>Art Self Portraits Patrick Hughes: Perspective</p>
	<p>Computing Variables in games Webpage creation</p>	<p>Design & Technology Shelters and Structures</p>

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The Whiteoak Reading Spine



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The importance of reading

“Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are often the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it’s that simple.” Bali Rai, author



We ask that all children, regardless of age or ability, read aloud to an adult and share ideas about a text at least 4 times each week.

Please also continue to read to your child – even when they can read well themselves. This time together, sharing a story or non-fiction text, is a really powerful way of connecting, developing vocabulary and deepening their understanding of not only the book but the world around them.

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Overview of Homework

The table below aims to give clear guidance regarding the amount and type of homework usually expected:

Year Group	Reading	Maths	Retrieval Practice (Including Key Vocabulary)	Total Time (Per Week)
Reception	Daily & Phonics	Counting forwards and backwards in every day contexts and number formation		Up to 1 hour
Year 1	Daily & Phonics	Number facts & Numbots	Weekly	Up to 1 hour and 30 minutes
Year 2	Daily	Number facts & Numbots	Weekly	Up to 1 hour and 30 minutes
Year 3	Daily	Times Tables & TTRS	Weekly	Up to 1 hour and 30 minutes
Year 4	Daily	Times Tables & TTRS	Weekly	Up to 2 hours
Year 5	Daily	TTRS & targeted Maths	Weekly	Up to 2 hours
Year 6	Daily	TTRS & targeted Maths	Weekly	Up to 2 hours and 30 minutes

Specific details of homework expectations are detailed by the Class Teachers on the Class Pages of the website. As children develop and move through our family of schools, we also increase the amount of homework that we give.

Homework in Year 6

Our school Homework Policy can be found under [Curriculum Policies](#)

In Year 6, pupils are encouraged to engage with up to 2 hour and 30 minutes homework a week.

This should consist of:

- Home reading, ideally a short burst daily but a minimum of 4 reads per week. This could be recorded by an adult in the home reading record or by your child.
- Weekly retrieval practice – Various activities will be set by the teacher to help the children to consolidate the learning they are doing in class. This will include the use of the Knowledge Organisers and Science Glossaries.
- TT Rockstars

Keeping in touch

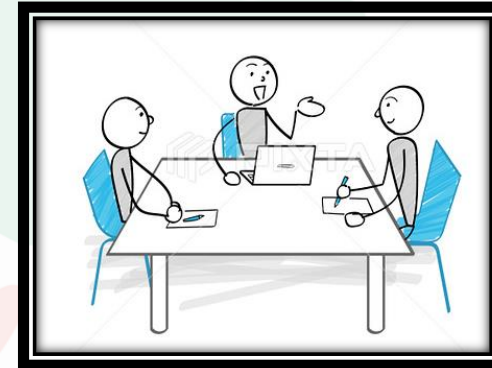
It is really important to us to have open lines of communication so that we can work successfully in partnership with parents and families.



intake18@hannahmoreandgrove.co.uk



For more urgent enquiries and messages, please do phone the school office where the team will be happy to help.



Where concerns or questions require a more detailed conversation, teachers and families are asked to arrange a phone call or meeting at a mutually convenient time in school.