



Welcome To Year 6



Planting Dreams. Nurturing Hearts. Growing Minds.



Meet The Team



Mr Needs is the class teacher in Spruce class and Miss Kerlogue is the class teacher in Oak class.

Mrs Shattock and Miss Bridson will be providing PPA cover on Wednesday afternoons in both classes.

Mrs Riley will be working in both classes this year. Miss Watts will be working in Oak class.

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Our Routines and Organisation



Our PE lessons take place on Tuesdays (Outdoor PE) and Thursdays (Indoor PE).

On Mondays, reading records will be collected and returned and the class poetry journal will be sent home.

On Fridays, homework will be set and collected in.

Equipment

Children can bring their reading book, water bottle and lunch box to school in a small backpack. Please help us by reminding pupils that toys should not be brought into school. Children in Year 6 can bring one small pencil case to school that will fit easily in their drawer. This can contain a pencil, rubber, ruler, sharpener, coloured pencils and a glue stick. Felt tips, gel pens and calculators are not required.



Uniform



We want every child in our family of schools to feel proud wearing their school uniform.

At the Whiteoak Academies, we feel that wearing a school uniform helps our children to develop a clear sense of identity and belonging and reflects the high standards we are striving to achieve for each and every individual. If you experience any difficulties providing this, please do contact the school office who will discuss this in the strictest confidence.

Please ensure that all items of clothing are clearly labelled with your child's name. This helps them to identify their own belongings and take responsibility for finding them if they become lost. It also helps us to help them with this!

More detail can be found here:

<https://www.hannahmoreandgrove.co.uk/page/?title=School+Uniform&pid=165>



Keeping in Touch

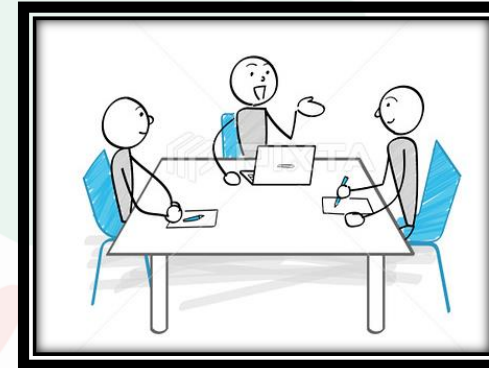
It is really important to us to have open lines of communication so that we can work successfully in partnership with parents and families.



Key information and reminders for our class and year group can be shared quickly and easily on Dojo. It is also useful for non-urgent questions and messages. Teachers will aim to read and respond within the hours of 8.30am-4.00pm on working days. On occasion this may take up to 72 hours.



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.



Our Curriculum



Subject	Autumn	Spring	Summer
English	My Friend the Octopus – Non-chronological report My Friend the Octopus – Discussion My Friend the Octopus – Formal Letter Anne Frank – Biography Whispering town – Narrative	Holes – Non-chronological report Holes – Balanced argument Hidden Figures – Biography The Wind in the Wall – Narrative	Suffragette – Formal letter Suffragette – Diary Narrative – The Promise
Reading	My friend the octopus Letters from the lighthouse	Holes Kensuke's Kingdom	Wonder
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	Art	Self-portraits Patrick Hughes: Perspective	New unit – module tbc	New unit – module tbc
Science	Design & Technology	Shelters and Structures	Food Tech	Prop building
History	PE & Games	Fitness Volleyball Tag Rugby Swimming	Gymnastics Dance Handball Basketball	Athletics Golf Netball Football
Geography	PSHE	Being Me in My World Celebrating Difference	Dreams and Goals Relationships	Changing Me (including SRE) Healthy Me
Computing	Music	Term 2 – Charanga – Happy/Christmas Songs	Term 4 – Charanga – You've got a friend	Term 6 – Year 6 Production
Religious Education	MFL	Term 1 - French Sport and the Olympics	Term 3 - In my French house	Term 5 - Planning a French holiday

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English Key Texts

- My Friend The Octopus
- Anne Frank
- The Whispering Town
- Class Novel – 'My Friend The Octopus' and 'Letters from the Lighthouse'

English Writing Opportunities

- Non-chronological report
- Discussion text
- Formal letter
- Biography
- Narrative

History

What was life like as a child in Bristol during World War Two?

Geography

Earthquakes: Who's at fault?

French

French Sport and the Olympics

Religious Education

Islam – What is the best way for a Muslim to show commitment to God?

Music

Charanga – 'Happy'
Christmas singing

Science

Living things and their habitats
Changing Materials



Year 6 Autumn Term Overview

Core Values

- Friendship (Term 1)
- Courage (Term 2)

PE & Games

Indoor (Thursday)

- Fitness
- Volleyball

Outdoor (Tuesday)

- Swimming Term 2
- Tag Rugby

PSHE

- Being me in my world
- Celebrating difference

Computing

Internet Communication
Webpage creation

Maths

Number & place value

- 7 digit numbers
- Comparing and Ordering up to 10 million
- Rounding
- Using negative numbers

Decimals

- 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

Multiplication & Division

- 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.

Geometry: Position and Direction

- Using coordinates to describe and plot across 4 quadrants
- Draw, translate and reflect shapes.

Art

Self Portraits
Patrick Hughes: Perspective

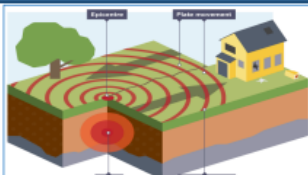
Design & Technology

Shelters and Structures

Knowledge Organisers

The purpose of a knowledge organiser is to provide the children with easy access to the key knowledge relating to a particular unit of learning. When used well, they support children to build a secure understanding and strong recall of this knowledge.

How do humans adapt to living in an earthquake zone?




Our Key Questions

- What makes up the Earth?
- What causes an Earthquake?
- Which areas of the world are most susceptible to earthquakes?
- How do we measure earthquakes?
- What lessons were learnt from the 2011 earthquake in Sendai Japan?

Top 5 Largest Earthquakes on Record.

1. Valdivia, Chile, 22/5/1960 (9.5)
2. Prince William Sound, Alaska, 28/3/1964 (9.2)
3. Sumatra, Indonesia, 26/12/04 (9.1)
4. Sendai, Japan, 11/3/11 (9.0)
5. Kamchatka, Russia, 04/11/1952 (9.0)



How to minimise the impact of an earthquake

- Design buildings that resist tremors from earthquakes e.g. rubber shock absorbers and steel frames that can sway.
- Emergency services and residents to have earthquake drills to rehearse what they would do in the event of an earthquake.
- Tsunami warning system installed along the coastline.
- Coastal protection put in place e.g. seawalls and breakwater.
- Residents to have an earthquake preparedness kit.

Subject Specific Vocabulary			
Tectonic plates	The pieces of the Earth's crust.	Landslide	A collapse of a mass of earth or rock from a mountain or cliff.
Seismic waves	Waves of energy that travel through the Earth's layers and are a result of earthquakes.	Epicentre	The point on the earth's surface vertically above the focus of an earthquake.
Tremors	Like an earthquake but with small magnitude and cause vibration of earth surface.	Fault Line	A fault line is a long crack in the surface of the earth. Earthquakes usually occur along fault lines.
Mantle	The mostly solid bulk of Earth's interior between the core and crust.	Richter Scale	The numerical scale for measuring the size of an earthquake.
Crust	The outermost shell of the Earth.	Seismograph	A device that measures and records details of earthquakes, such as force and duration.

Knowledge Organisers





What is a knowledge organiser?

A knowledge organiser is a simple one-page document that contains a summary of the key knowledge of a topic.

Knowledge organisers help us to share with the children:

- factual knowledge in easy-to-digest chunks
- technical vocabulary with definitions
- visual representations – diagrams and maps.

At the Whiteoak Academies we use knowledge organisers in Geography and History.

What are the key physical and human features of the UK?		Countries and capital cities of the United Kingdom			
Key vocabulary					
lake	A large area of water surrounded by land.				
river	A moving body of water that starts at a source on high ground.				
mountain	A large steep section of the earth's surface with a pointed peak.				
landmark	An object or feature of a landscape that is easily seen and recognised.				
settlement	A place where people establish a community.				
county	A county is a region of a country, such as North Somerset.				
population	The number of people who inhabit (live in) a place.				
transport route	A route that is followed by people or goods to get from one place to another.				
					
					
					
Physical Features	Human Features	Hamlet (Blaise Hamlet)	Village (Beckwell)	Town (Taitsea)	City (Bristol)
Physical features like seas, mountains and rivers are natural. They would be here even if no people were around.	Human features like houses, roads and bridges are things that have been built by humans.	Smaller than a village, a hamlet doesn't often have a central meeting point or a building such as a church or pub.	A village is larger than a hamlet and smaller than a town. Villages are often located in rural areas. They have a place of worship and often have shops and a school.	Towns are generally larger than villages. They have many houses, primary and secondary schools and often have a shopping centre. A town has a local government.	A city is a large settlement with homes, shops, restaurants, leisure facilities and often museums. Many cities have a cathedral. A city is granted city status by the monarch.

For **teachers**, a knowledge organiser serves as a powerful tool that provides focus and support while teaching each lesson. It is a constant reminder of the 'need to know' knowledge.

Children can revise, quiz and review their subject knowledge using their knowledge organiser. It can empower them to take charge of their own learning.

Knowledge organisers also provide a precise and easy to understand way for **parents** to become more aware of and involved in their child's learning. The other side of this sheet, provides a series of activities that can be completed using the knowledge organiser at home. We hope it will help you to help your child to review, retrieve and deepen their knowledge.

How does a knowledge organiser support retrieval practice?

Retrieval practice is a teaching and learning strategy that can be used both inside and outside the classroom. It focuses on getting information out of the memory and involves recalling information. By retrieving information, the memory is strengthened.

It is important to note that retrieval practice is not used for assessment but it can show the children where the gaps are in their knowledge. The focus is low stakes and prompts can be provided.




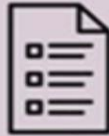




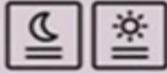









What might this look like?

- Multiple choice questions
- Verbal recall
- Writing from memory what can be remembered



Regular retrieval practice can strengthen memory and knowledge, boost confidence and increase motivation!

How to use a knowledge organiser – step by step guide

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your KO.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your KO to condense and write down key facts or information onto flash cards.</p> 	<p>Use your KO to create a mini quiz. Write down your questions using your KO.</p> 	<p>Create a mind map with all the information you can remember from your KO.</p> 	<p>Ask a friend or family member to have the KO or flash cards in their hands.</p> 
Step 2	<p>Cover or flip the KO over and write down everything you can remember.</p> 	<p>Try not to use your KO to help you.</p> 	<p>Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your KO to see if there are any mistakes on your mind map.</p> 	<p>They can test you by asking you questions on different sections of your KO.</p> 
Step 3	<p>Check what you have written. Correct any mistakes in a purple pen and add anything you have missed. Repeat.</p> 	<p>Use a purple pen to check/correct your work.</p> 	<p>Ask a friend or family member to quiz you on the knowledge.</p> 	<p>Ask a friend or family member to quiz you using the questions.</p> 	<p>Try to make connections, linking the information together.</p> 	<p>Write down your answers,</p> 



Science Glossaries



For each new Science topic, children will have a science glossary.

This helps them to make links with previous learning – reminding them of vocabulary and content already studied.

It also introduces and explains the new vocabulary that will be key to their understanding of the concepts and processes under study.

Living things and habitats
Year 6 – Autumn 1

Glossary

Talk like a scientist

Words you already know
Classification key Environment Habitat Fish Amphibians Reptiles Birds Insects
Mammals Vertebrates Invertebrates Microorganisms

Observable characteristics	Characteristics of a living thing that we can notice, such as behaviour, colour, shape and size.
Branching database	A way of classifying a group of objects using 'yes' and 'no' questions.
Bacteria	Small living things that can be found in all natural environments. They are made of a single cell and can usually only be seen only with a microscope.
Yeast	Tiny one-celled organisms that are a type of fungus. Some are harmful to humans, but most are very useful, especially in making bread and other food and drinks.
Mushrooms and toadstools	A common form of fungus that grow all over the world in woods or grassy areas where there is plenty of moisture. Some kinds of mushroom are familiar foods, but others are poisonous. Sometimes the poisonous types are called toadstools. They can cause severe illness and even death.

Branching database

Does it have any legs?

yes → **Does it have more than six legs?**
yes →
no →

no → **Does it have a shell?**
yes →
no →

Science Glossaries

What is a Science Glossary?

At the Whiteoak Academies we use glossaries to support the learning in our Science lessons.

How do they help our children to 'Talk like a Scientist'?

Each glossary contains the new vocabulary that the children will be taught throughout the Science unit of work.

Each word is clearly defined in an age-appropriate way. By learning these terms, children are able to talk using increasingly complex subject-specific language...they are learning to 'Talk like a scientist'.

We recognise that new learning builds on prior learning and so all of the vocabulary we teach has been carefully mapped from Reception to Year 6. The words in the green box remind the children of their prior learning.


Please help the children to learn the words on the science glossary each term. Perhaps play a matching game with the words and definitions or encourage the children to redraw and label their own versions of the diagrams – remember using their memory, strengthens their memory!

Plants
Year 2 - Summer 1

Glossary
Talk like a scientist

Words you already know
Seed Bulb Stem Bud Petal Fruit Trunk Branch
Blossom Leaf Root Flower

Germinate	When a seed starts to grow into a plant.
Seedling	A young plant grown from a seed.
Mature Plant	A plant that has leaves, roots and a stem. If it is a flowering plant it will also have flowers.
Nurture	To care for something whilst it is growing.
Nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
Conditions for Growth	The things a plant needs to grow healthily (light, water, nutrients, air, space and the correct temperature).



Conditions for growth:

- Light
- Gases from the air
- Nutrients
- Water
- Room to grow
- Correct temperature

Properties and changes of materials
Year 6 - Autumn 2


Glossary
Talk like a scientist

Words you already know
Solid Liquid Gas Transparent Opaque Translucent
Melting Evaporating Condensing

Electrical conductor	A material that allows an electrical current to flow through it.
Thermal conductor	A material that allows heat energy to be transferred through it.
Dissolve/dissolving	When a solid mixes with water, producing a solution.
Soluble	Substances that can be dissolved in water are called soluble.
Insoluble	Substances that cannot be dissolved in water are called insoluble.
Particle	The smallest part of a substance.
Mixture	Two or more substances mixed together.
Filtering	A process used to separate a mixture.
Sieving	A process used to separate a mixture.
Reversible changes	Changes that can be reversed.

Earth in Space
Year 6 - Spring 2

Glossary
Talk like a scientist



Words you already know
Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto Sun Sphere

Planet	A celestial body moving in orbit around a star.
Solar system	The collection of eight planets and their moons in orbit around the sun, together with smaller bodies like asteroids, comets and meteoroids.
Moon	Moons are known as natural satellites; they orbit planets and asteroids in our solar system.
Celestial body	A natural object which is located outside of the Earth's atmosphere.
Rotate	Move in a circle around an axis or centre.
'Dwarf' planet	A celestial body resembling a small planet but lacking technical criteria that would class it as one.
Orbit	The curved path of a celestial object around a star, planet or moon.

The Whiteoak Reading Spine

Year 6



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Homework



In Year 6, pupils are encouraged to spend up to 2 hours and 30 minutes per week on their homework.

This should consist of:

- Home reading, ideally a short burst daily but a minimum of four reads per week. This should be recorded by an adult in the home reading record.
- Weekly Maths retrieval work, which will be sent home each Friday.
- Times table practice (see useful websites for games and activities) and Times Table Rockstars.
- Retrieval practice - various activities will be set by the teacher to help the children to consolidate the History, Geography and Science learning they are doing in class. This will include the use of the Knowledge Organisers and Science glossaries for retrieval practice.

Please do keep in touch, of course with your successes, but especially if your child is experiencing any difficulties with the homework set. We are here to help and are very keen that this does not become a deterrent to learning. You may also find the useful websites listed below helpful for supporting homework.



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



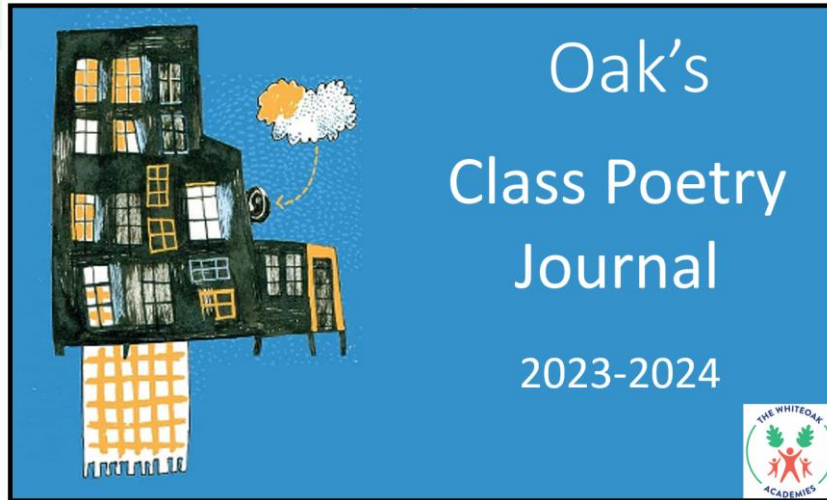
We ask that all children, regardless of age or ability, read aloud to an adult and share ideas about a text at least 4 times each week.

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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Class Poetry Journal

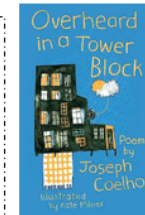


Our class poetry journal will come home with a different class member each week. Please enjoy sharing the poetry anthology and support children as they respond to their favourite poem in the journal.

Oak's Class Poetry Journal

Poetry provides the gateway for so many young readers and writers in their journey towards becoming literate; delighting, supporting and engaging children as they build a love of literature.' (CLPE, 2020)

Welcome to our class Poetry Journal. Every week, one child from our class will bring home this journal inside a special bag. It will stay with you for a week. The bag also contains two poetry anthologies that the Year 6 team have chosen especially for you to enjoy and the set of art materials listed here. Please help us to keep everything inside the bag so that it is ready for the next class member to enjoy.



12 watercolour pencils



25 oil pastels

Home activities

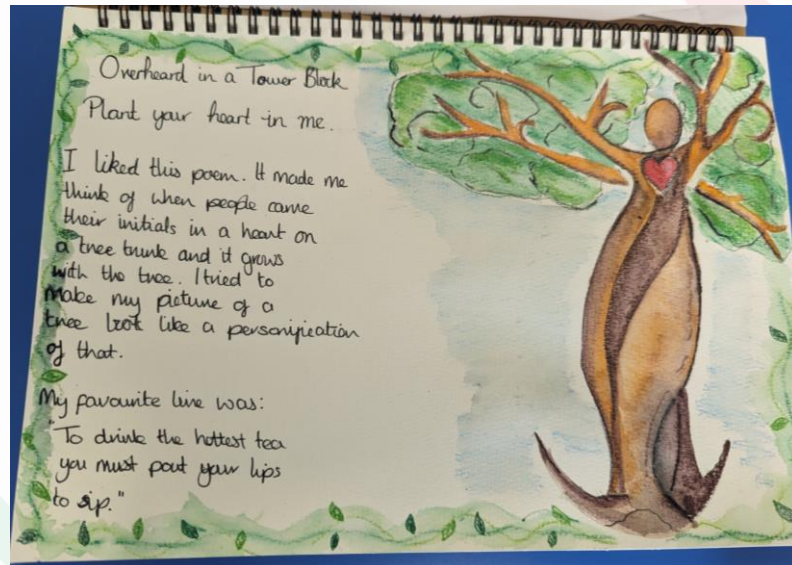
Please take time to read the poems in the anthologies and practise reading some of them aloud to your family. Choose the ones that most appeal to you and re-read them several times. © One of the joys of poetry is that you don't have to read a complete collection. You can dip in and out, share a poem and let it linger, talk about a poem, perform it and let it inspire a response.

Each child will have a page in this poetry journal. This is a page where you can capture your response to your favourite poem from one of the books - it doesn't matter if this is the same one as another child has chosen before. This can be a great shared activity, so do get other family members involved if you like!

You might decide to:

- Write out your favourite line or verse and illustrate it by drawing and colouring pictures around it.
- Make a collage using magazine paper to capture an image or feeling that the poem creates.
- Capture individual words that you loved the sound/feel of or that were new to you.
- Stick in photos if the poem inspired a walk or family activity.
- Annotate the poem with likes, dislikes, patterns or questions you are curious about.
- Write about how the poem reminded you of a personal experience or how it made you feel.
- Make up a new verse of poetry or a whole new poem to share. Perhaps choose a line you like and imitate it, so if the line says 'In the forests of the night'....you could write 'In the silence of the stone'.... or 'In the chatter of the trees'.

Please don't feel any pressure to try to replicate or match what has been produced by other families. Make the page your own and remember that the most important outcome is that you have spent time together exploring and enjoying poetry ❤️



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Y6 Residential



Key Information

- 16th – 18th October
- Children to bring a packed lunch for Monday.
- All essential information forms have been returned – thank you!
- Code of conduct forms need to be returned, please
- Day Activities: Bodyboarding, Zip Wire, Challenge Course, Survivor, Archery Tag, High Ropes
- Evening Activities: Ambush & Disco
- Rooms/Groups: Children will be in rooms allocated by teachers. These will be different to their day groups, which will have 12 children per group with one adult.
- Full information video will be uploaded to the website/ClassDojo



Love Reading 4 Kids



LoveReading
4 KIDS BUY BOOKS CHANGE LIVES

**Reading books changes lives.
Now buying them can change lives too.**

Buy from our bookstore, get 10% off RRP's and 25% of the cover price will be given to a school of your choice to buy more books.

<https://www.lovereadings4kids.co.uk/school/37091>

Using the above link, you can access our school's LoveReading page. Here you will find lists of recommended texts for each Year group. These contain some of our Reading Spine books and other titles we know the children will love!

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