



# Welcome to Year 6.

"Love for Others, Learning in Every Step"

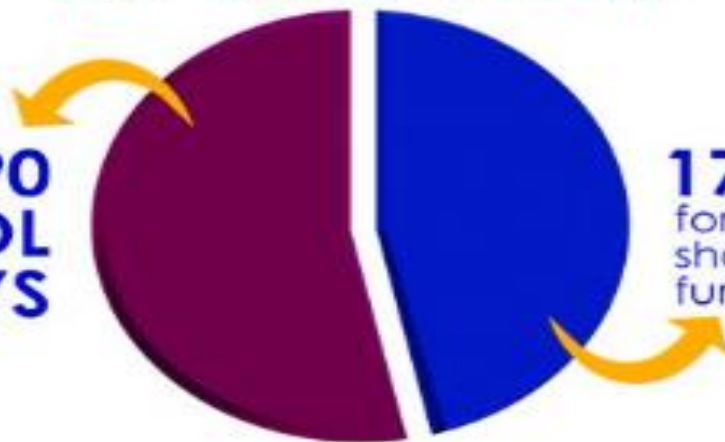


# Expectations in Sycamore Class

- Attendance and punctuality.
- **EXPECTED BEHAVIOURS**
- Follow instructions
- Listen to others
- Respond appropriately
- Keep hands, feet and objects to yourself
- Be respectful and kind
- **Living our School Values:** Love, Respect, Aspiration and Courage through our Year 6 promises.
- **Keeping our Y6 Charter Promises**
- **Expectations of work** – Try your hardest and do the best you can do. Learn from mistakes and feel proud of what you have achieved.
- **Follow the agreed Class Charter** (agreed in class and will also go on class page on website).
- Have a **Trusted adult** they can go to, to share any worries, also to share through zones of regulation lolly sticks.

# IN ONE YEAR

**190  
SCHOOL  
DAYS**



**175 DAYS**  
for holidays,  
shopping and  
fun!

## MEDICAL APPOINTMENTS



When possible, book them outside of school hours.

## ILLNESS



Unless it's serious, bring your child to school and we will keep an eye on them throughout the day.

## FAMILY HOLIDAYS



There are 175 days a year when students aren't in school.

### 95% ATTENDANCE

- 10 days absence
- 50 lessons lost (when 5 lessons a

### 90% ATTENDANCE

OR LESS has a serious impact on education and reduces life

### BEING LATE 5 MINUTES EACH DAY

over a year, adds up to 3 days lost

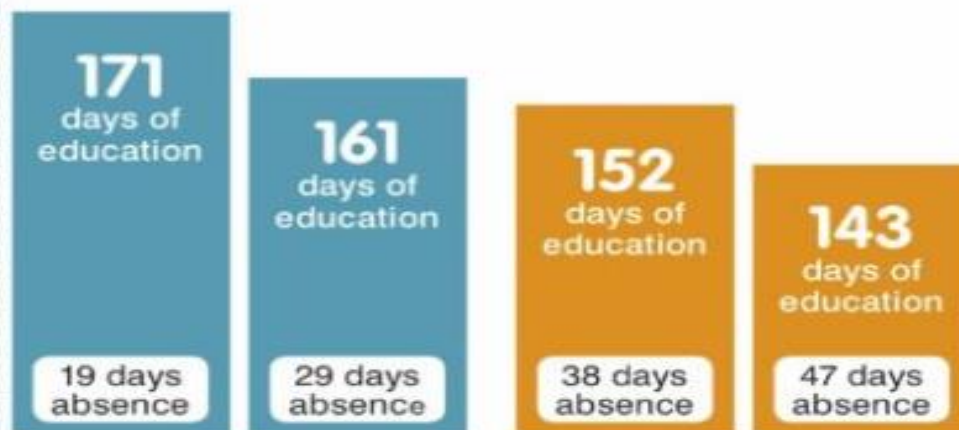
# Good attendance means...

Being in school at least 95% of the time  
or 180 to 190 days ...



"Well Done"

Best chance of success



**\*NOW CLASSED AS PERSISTENT ABSENTEE\***

"I'm very  
worried"

"I'm seriously  
concerned"

Poor attendance—less  
chance of success

Very poor attendance—  
serious impact on  
education and reduces



Lost minutes = lost learning



Every school day counts  
but every **minute** is equally important!

**Did you know?**

Being 15 minutes late each day is the same as missing two weeks of school!\*

\*Over one full academic year

# Equipment and Uniform

- Check stationery is ready – a named pencil case with: pens (at least 2, not biro), coloured pencils, pencil (at least 2), glue stick, eraser, sharpener, and a 30cm ruler
- School uniform in line with School Uniform Policy – please can their sweatshirt/s be named.
- Reading book/home learning diary
- Named water bottle
- Other useful items: a watch, highlighters, checklist of what they need each day and get ready the night before.

### English:

In English sessions, we will be using the Jane Considine units of work. The first unit will be a non-fiction persuasive letter based on the book Kick. The focus will be writing directly to an audience, using puns, using triples for impact and a range of conjunctions. The children will also be taught how to use a range of sentence starts and how to use adverbs and adjectives for effect.

Next, we will move onto biography writing which links with our unit on Rosa Parkes and Black History Month. The children will be taught to use a range of figurative speech including alliteration, metaphor and simile. They will also be taught to use parenthesis and colons. The objective will be that the children will be able to build cohesion within and across paragraphs.

**Art:** We will be drawing. It is based on a unit called “Make my Voice heard” This unit focuses on developing pupils skills in using different art styles, exploring effects with tools and applying chiaroscuro, and creating symbolic and expressive drawings.

**Computing:** The children will learn how to programme microbits. The children will be then applying their programming skills to create a soundtrack for a particular genre.

**French:** The unit of work is called “Designing a shape book”

### Reading:

In reading sessions, we will be reading Skellig by David Almond. In reading sessions, we will be practicing our reading skills of inference, prediction, explanation, retrieval and summarising. The children will also do reciprocal reading. We will also be reading the book Kick by David Almond.

St Sebastian’s CE Primary School and Nursery

### Curriculum Map: Autumn Term

(Sycamore Class)

**Science:** Our first unit is: Evolution and Inheritance. The main question is: How have living things evolved? This will be followed by our unit on Electricity. Our main question is: What happens when you change components in a circuit?

**Geography:** We will be studying Costa Rica and our key questions are: Where is Costa Rica located in the world? Where are the Tropics and what part do they play in Costa Rica’s climate? What makes Costa Rica different to the UK? What are the key physical features of Costa Rica and how are these similar/different to the UK? What are the main human features of Costa Rica and how are these similar/different to the UK?

**History:** We are studying the Maya civilisation and these are our key questions: Who were the Maya? What do we know about Ancient Maya society and culture? How did the Maya communicate (writing and numbers)? Why is Chichen Itza a significant place for the Maya? Why did the Maya civilisation change/collapse?

### Mathematics:

In maths this term, the children will be focusing on number work including: place value up to ten million negative numbers, addition and subtraction, as well as multiplication and division all using formal written methods e.g. the column method. They will also be taught squared numbers, cubed numbers, common factors and multiples. They will be using this knowledge to reasoning and problem solving. In addition to this, they will learn about fractions including, ordering, adding, subtracting, multiplying and dividing both mixed and improper fractions. There will also be a short unit on Geometry and Position.

Overarching to this curriculum is a strong recall of the times tables up to and including 12x 12 and the inverse of division.

**Music:** The two units of work are: Music and Technology and Developing Ensemble Skills

**Physical Education:** Our topics include volleyball, badminton, yoga and fitness

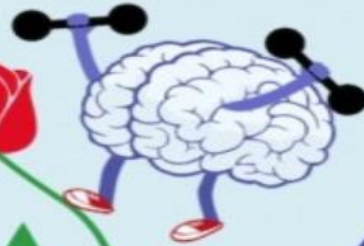
**PSHE:** The topics are Being in my World and Celebrating Difference

**Religious Education:** Our first unit will be Sikhism (Belief into Action) and the key question is How far would a Sikh go for her/his religion? Then we will be studying Christianity (Incarnation) and the key question is “Is the Christmas story true?”

# THE BENEFITS OF READING BOOKS

„A book is like  
a garden carried  
in the pocket.”  
(Chinese Proverb)

exercises your brain



**i** provides knowledge  
and information

books are a good  
topic of  
conversation

reduces stress,  
puts you in  
a better mood



better writing skills

great and free  
entertainment



improves  
concentration  
and focus

enriches the language  
and vocabulary

correlation  
ambivalence  
confabulation  
hermeneutics  
Kathia  
alliance  
turtledove  
decadence  
confused  
procrastination

develops  
creativity



books  
pose questions  
to stimulate  
further  
reflection



good  
for  
memory

books are  
a window  
to the  
world

increases  
your ability  
to empathize  
with others

introduces to the unknown  
fantasy world

### Sycamore Timetable – Autumn 2025

	9:00-10:00	10:00 - 10:20	10:20-11:00	11:00- 11:20	11:20-12:20	12:20- 13:20	13:35-15:15		
Monday	English	CW	Reading	<b>BREAK</b>	Maths	<b>LUNCH</b>	RE	PE	Story
Tuesday	English	CW	Reading		Maths		History	Computing	Story
Wednesday	English	CW	Geography-		Maths		Science	Design Technology /Library	Story
Thursday	English	CW	Reading		Maths		Art	PHSE	Story
Friday	English/Spelling	CW	French		Maths		Music	PE	Story

- Tues – Y6 Buddy Reading
- Mon/Fri – ABC to Read

# Rewards and Responsibilities

- **Rewards** : Year 6 Club, Year 6 Maths Club, going into lunch first, buddy reading, sitting on benches in Collective Worship.
- **Responsibilities**: Sticking to Charter promises, door duty, helping at Little Angels, leading Pupil Parliament and being great role models.

# Enrichment and Dates for the Diary

## Already booked for this year:

- **Charter Ceremony** - Fri 19<sup>th</sup> Sept - 9:00am
- **Year 6 Club** – Thurs - 3:15pm-3:15pm
- **Y6 Maths Club** – Fri - 3:15pm- 4:15pm
- **Natural History Museum** – Wed 24<sup>th</sup> Sept - 7:30am-5:00pm (science and computing workshops). (Please sign up and pay on Arbor)
- **Deadline for secondary school applications** – Fri 31<sup>st</sup> Oct
- **Maths Challenge** - Luckley House School – (Four Year 6 children) Mon 24<sup>th</sup> Nov - 1:30pm-3:30pm
- **KS2 SATs Information Session** –Wed 26<sup>th</sup> Nov - 3:15pm
- **KS2 Concert in St Sebastian's Church** – Wed 17<sup>th</sup> Dec – 6:00pm
- **Wellington College Chemistry Spectacular** -Thurs 19<sup>th</sup> March
- **KS2 SATs**- Mon 11<sup>th</sup> May –Thurs 14<sup>th</sup> May (Y6 only)
- **Bikeability** - Mon 18<sup>th</sup> May/Tues 19<sup>th</sup> May (Y6 only)

# Partnership Between Parents and Teachers

- Parents' Evenings  
Autumn - Tues 4<sup>th</sup>/Wed 5<sup>th</sup> Nov and  
Spring Term -Tues 24<sup>th</sup>/Wed 25<sup>th</sup> Feb
- Parent/teacher meetings can be arranged at the office or on Class Dojo. I am also happy to be contacted by email or a note, if it is important.
- I post on Class Dojo on a weekly basis, any home-learning, reminders and updates. Also, photos and information about what the children have been learning.
- Summer Report and Report Discussion (if required)

# Home-Learning

- Children in Year 5 are expected to read 3x a week at home and have their home-learning diary signed (name of book, pages they've read and signature). They will also have, spellings (which include Y5/Y6 words) and TTRS. They are expected to complete it in the allocated time, otherwise the children will need to stay in at break to complete it and attend home-learning club on Friday. Once per term they will also have a project. There are also additional ideas on the class page of the website.
- Y6 home-learning is usually given out on a Fri and handed in by Wed. I am also happy to go through again at break, lunch time before it is due to be handed in on Wed. If there is a valid reason, I am happy to give out home-learning early.
- Children in Year 6 are expected to complete approximately one hour of Maths and one hour of English home learning each week. This will also include, reading, spelling and TTR. They are expected to complete it in the allocated time, otherwise the children will need to stay in at break to complete it and attend home-learning club on Friday.
- Year 5 and Year 6 children also have a home learning diary, which enables them to prepare for their transition to secondary school. This needs to be signed each week, and have the name of the book they have been reading and the page numbers.

# Help at Home

- Support with home-learning eg quiz children on knowledge organisers (see next slide), help learn spellings Times Tables (TTR Rockstars). Check home-learning diaries. Use class page on website.
- Real life maths problems, help with telling the time (digital and analogue)
- Encourage Writing and Reading – Hear your child read and sign in home-learning-diary.
- Suggested books : Lots are available at Wokingham Library  
<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-5/>

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

- Help your child to become more independent and responsible. Check they have everything ready the night before.

# Knowledge Organisers

## What is a Knowledge Organiser:

Knowledge Organisers contain the essential information and vocabulary that will help your child access a new topic in class. The Knowledge Organisers are also designed to be used at home to help children learn the key facts and information. Your child will be learning the same information, as part of their learning in class.

## How are they used in class:

A Knowledge Organiser will be given to a child prior to the start of a new topic. The teacher will read through it with the child and explain it to them. All the knowledge organisers for the term are on Class Dojo (art, computing, French, history, geography and PHSE). The Knowledge Organisers will be used in lessons and constantly referred back to. Key Stage 2 children will have a quizzes on the key information.

# How you can support your child with their Knowledge Organisers:

- **Children read the information from the Knowledge Organiser at regular points throughout the half term (ideally with an adult).**
- **Discuss the information together, focussing on your child reading and understanding the information contained.**
- **Revisit the document regularly over the half term and ask your child what else they have learnt in class that expands upon the facts in the Knowledge Organiser.**
- **Discuss the new vocabulary on the Knowledge Organiser and model using these words in a sentence, or discuss definitions to help your child develop their understanding of these new words.**
- **Help your child to develop their understanding of their topic by visiting the library to borrow some information books (library staff will be able to help you to locate relevant books); research on the internet with adult support and supervision.**
- **They shouldn't place any unnecessary stress upon a child and should be a wonderful opportunity for you to be part of the learning process. We are confident that these Knowledge Organisers will help children to develop knowledge on a wide range of topics and will significantly improve their vocabulary and understanding. This will then help them to be more confident in class and help to develop their reading and writing skills across the curriculum.**

# Thank you for listening

- Any questions???