

Welcome to Year 6



Meet the Team:

Class Teacher: Tom

French: Charlotte (Mondays)

Coding: Fabian (Tuesdays)

Music: Sarah (Tuesdays)

Outdoor PE: Fabian and Tom (Fridays)

St Aidan's Values

▶ community

▶ sustainability

▶ kindness

▶ resilience

▶ inclusiveness

▶ peace

Autumn 1:

Sustainability

StAR



Organisation

Please bring the following items to school every day:

- Bag
- Reading book (need one at school every day)
- Water bottle
- Coat/raincoat



The School Day

Our school day starts at 8:45 and ends at 15:15.

Year 6 - School Day

8.45-9.10 Handwriting

9.10 -9.35 Reading Fluency

9:35 – 10:30 English

10.30 – 10.45 Break

11:00 - 12:00 Maths

12:00 – 12:15 Spelling

12.15 – 1.15 Lunch

PM sessions - Foundation Curriculum (Humanities, PE, Science, Art, D&T, Music, Computing)



Uniform

- Please ensure your child is wearing the correct uniform to school each day.
- Please also ensure that during the colder weather your child has a coat to keep them warm.

School Uniform:

Blue Jumpers / Sweatshirts with logo

Blue T-Shirts with logo



PE

On their selected PE days, children need to come to school with their PE kits. We encourage children to bring in their kits on a Monday and take it home on a Friday.

PE kit:

- White t-shirt
- Warmer sports top in colder months
- Tracksuit bottoms / shorts
- Trainers

For health and safety reasons, no jewellery should be worn with the exception of religious items. Children must remove all earrings and watches before PE and games lessons.

PE days:

Thursday- Indoor

Friday- Outdoor



Attendance

As parents/carers it is your legal responsibility to ensure that your child attends school regularly and on time.

By attending school every day your child can:

- take part in lessons, access learning and reach their full potential
- be involved in all aspects of school life
- enjoy a structured routine
- make friends and develop social skills
- feel part of the school community
- learn to value and understand the importance of education
- be better prepared for secondary school

What happens if your child is not at school:

- Valuable learning time is lost
- Absence is monitored by the attendance officer and the Educational Welfare Officer
- Persistent absence is highlighted and parents are called in to school for a meeting to support attendance to improve
- If attendance does not improve a referral is made to the Educational Welfare officer which may result in a fine

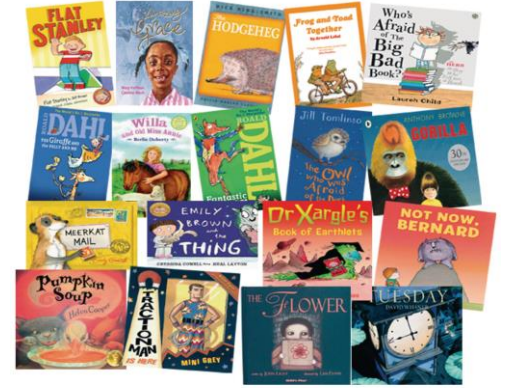


Attendance Matters



Homework

- Children should read at home every day.
- Children will also receive weekly spellings to practise at home.
- There will be homework set each week on MyMaths.
- I will set tasks on Spelling Shed linked to weekly spellings.
- Times Tables Rock stars.



Year 6 Curriculum Map

Long Term Plan

Year 2023 - 2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Value	Sustainability	Kindness	Resilience	Peace	Community	Inclusiveness
English (texts/genres)	<p>Poetry Dark Sky Park – Phillip Gross Writing: Poetry inspired by own experience</p> <p>The Highwayman- Alfred Noyes</p>	<p>Myth – an epic tale The Adventures of Odysseus by Hugh Lupton and Christina Balit Writing: Narrative in graphic form</p>	<p>Contemporary novel The London Eye Mystery by Siobhan Dowd Writing: Newspaper report (with detailed interview to create mood) & a Follow on chapter</p>	<p>The Other side of Truth- Beverley Naidoo Picture book The Journey by Francesca Sanna. Writing: Dreams of freedom speech & poem</p>	<p>Contemporary novel Skellig by David Almond Writing: Character viewpoint narrative</p>	<p>TBC by teacher May relate to show production etc</p>
Mathematics	<p>Integers and decimals Multiplication and division Calculation problems Represent, read, write, order and compare numbers up to ten million Round numbers, make estimates and use this to solve problems in context Solve multi-step problems involving addition and subtraction Identify and use properties of number, focusing on primes Multiply larger integers and decimal numbers using a range of strategies Divide integers by 1-digit and 2-digit numbers representing remainders appropriately Illustrate and explain formal multiplication and division strategies</p>	<p>Calculation problems Fractions Missing angles and length Coordinates and shapes Understand the use of brackets Use knowledge of the order of operations to carry out calculations Generate and describe linear number sequences Express missing number problems algebraically Solve equations with unknown values Deepen understanding of equivalence Order, simplify and compare fractions, including those greater than one Recall equivalence between common fractions and decimals Find decimal quotients using short division</p>	<p>Coordinates and shapes Fractions Decimals and measure Add and subtract fractions Compare and classify a range of geometric shapes Use angle facts to find unknown angles Draw a range of geometric shapes Describe, draw, translate and reflect shapes on a co-ordinate plane Recognise and construct 3-D shapes Name and illustrate parts of a circle Multiply two proper fractions Divide a fraction by an integer Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units Calculate, estimate and compare the volume of cuboids</p>	<p>Percentage and statistics Proportion problems Calculate and compare percentages of amounts Connect percentages with fractions Explore the equivalence of fractions, decimals and percentages Calculate the mean Construct and interpret lines graphs and pie charts Compare pie charts Use fractions to express proportion Identify ratio as a relationship between quantities and as a scale factor Unequal sharing involving ratio</p>	<p>Revision</p>	<p>Application of maths</p>

<p>Science</p>	<p>Animals including humans- circulatory system, diet and exercise, healthy living</p>	<p>Light- how it travels, how we see, shadows</p>	<p>Evolution and inheritance- how living things have changed over time, fossils, dinosaurs, adaptation to environment</p>	<p>Living things and their habitat- classification, characteristics of plant and animal groups</p>	<p>Electricity- Voltage and power in circuits, circuit components, symbols and diagrams</p>	
<p>Geography</p>	<p>Energy and climate change How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction How do local actions in the UK affect global climate?</p>	<p>Ethiopia An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Geographical skills focus: Population pyramids, longitude and time zones Disciplinary focus: Interaction How do global changes affect local places in Ethiopia?</p>	<p>Changing Birmingham This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures Geographical skills: Interpretation and presentation of data Disciplinary focus: change How much did Birmingham change between 1750 and the present day?</p>	<p>Jamaica An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward Geographical skills: tbc Disciplinary focus: change What is a preferable future for Jamaica's tourist industry?</p>	<p>Local area enquiry (double unit) How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</p>	<p>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Disciplinary focus: How geographers investigate a place Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers).</p>

<p>History</p>	<p>Theme: London and migration through time 1) Medieval London (Saxons to fifteenth century) rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Emphasis on trade and migration, as London became more important. Multi-cultural and multi-ethnic roots of London already being sewn.] Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered. Disciplinary focus: change/continuity How much did London change between the Saxons and the fifteenth century?</p>	<p>Theme: London and migration through time 2) Tudor London: rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Black Tudors - How did a historian uncover the silent hidden voices of Britain's black Tudors? past. Miranda Kauffman's work on Black Tudors. Disciplinary focus: similarity/difference Who were the Tudor Londoners?</p>	<p>The kingdom of Benin Early history and 11th century origins Architecture Rituals and laws Divinity and sacredness of the Oba Oral and visual culture. Thriving city-state in 15th century. European contact 19th century conflict and destruction. Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians. Disciplinary focus: evidential thinking How do historians continue to build knowledge about Benin? (direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5</p>	<p>Theme: London and migration through time 3) Seventeenth century London (a) Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out? (b) How was London connected with Africa and Asia in the 17th century? (c) Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this? Disciplinary focus: change/continuity How did London change during the 17th century?</p>	<p>Theme: London and migration through time 4) Eighteenth and nineteenth century London & the world: How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with other cities that benefited from the slave trade - Bristol and Liverpool. What connected London with the rest of the world in the 18th and 19th centuries?</p>	<p>Theme: Migration through time: two cities - Liverpool and London 5) Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations. Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees. The Kindertransport - links with Spring 2 Judaism - in London. Judith Kerr. When Hitler stole Pink Rabbit. Disciplinary focus: similarity/difference How did migration change Liverpool and London in the twentieth century?</p>
<p>French</p>	<p>French speaking countries Black month: Translate a French poem. School subjects Like and dislike</p>	<p>Languages morning Verb to be and to have Describe myself/others physically Describe my personality/ and other's</p>	<p>The months of the year New year resolutions Tell the Time</p>	<p>Talk about my daily routine My hobbies Instruments My weekend</p>	<p>Dictionary skills Describe clothes that I wear/other wear</p>	<p>French café Going on holidays Transport Language magician</p>
<p>Design & Technology</p>	<p>Taste Ed</p>	<p>Taste Ed</p>	<p>Taste Ed</p>	<p>Taste Ed</p>	<p>Taste Ed</p>	<p>Ferris wheel</p>
<p>Computing</p>	<p>Scratch- IO and control systems</p>	<p>Scratch- IO and control systems</p>	<p>Scratch- Pendarren animation, decomposition and functions</p>	<p>Scratch- Pendarren animation, decomposition and functions</p>	<p>Programming choice-educational games for Year 1</p>	<p>Programming choice-educational games for Year 1</p>

	systems					
PE/ Dance	Invasion games Gymnastics	Invasion games Gymnastics	Net and wall games Dance	OAA Dance	Striking & Fielding Dance	Sports Day practice Swimming
PSHE	Being Me in my World	Celebrated Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me SRE Secondary transfer
Music	Performance focused module introducing pop concepts Riffs fills chords bassline pop instrumentation 3 part singing playing drum kit performing as part of section in large ensemble Stand by Me (Ben e. King), Dancing Queen (Abba), Happy (Pharrell Williams) Whole class performance, written song analysis	Performance based, this time focus is on following conductor. Emphasis on dynamics 4/4 v 3/4 cresc/diminuendo ff(f) / pp(p) / sf Blending voice, controlling tone and dynamic, performing individual parts in large ensemble, conducting, following conductor William Tell overture (Rossini), Sugar plum fairy (Tchaikovsky), O Fortuna (Orff) Whole class performance, written appraisals	Introduction to music from the Middle East & Latin America tone/semitone mode clave syncopa ornament, #b Performing complex cross-rhythms, performing as part of a traditional ensemble, singing and playing modal music, ornamenting a melody Chan chan (Buena vista social club), Misirlou (trad. Turkish) Whole class/small group performance	Focus on appraisal and composition structure (verse/chorus) repetition phrase lyric setting performing independent part within large ensemble, whole group lyric writing and setting to melody (teacher to harmonise) Redemption song (bob marley), Bella Ciao (trad.), Ghost Town (specials), Fight the power (Public Enemy) Sunday Bloody Sunday (U2) Whole group performance of group composition, written song appraisals	Learn about claves and syncopated rhythms and perform as part of an ensemble. Protest Music, learning about the ways that music can be used to create change in the world, culminating in the whole group writing their own protest song and performing it together..	Songs from performance.
RE	Islam Beliefs and practices What is the best way for a Muslim to show commitment to God? The five pillars of Islam	Christianity Christmas How significant is it that Mary was Jesus' mother? Comparing the Christmas story	Christianity Beliefs and meaning Is anything ever eternal? Bible stories:	Christianity Easter (Gospel) Is Christianity still a strong religion 2000 years after Jesus was on Earth? Christian festivals:	Islam- Double Unit Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead better lives? Akhirah.	Islam- Double Unit Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead better lives? Akhirah.
Art	Children build on their previous learning and use inspiration from natural and non-natural works.	Children continue to use a variety of drawing tools and are introduced to new techniques. They use sketch books generate ideas and improve their drawing skills.	During the planning and designing process children become more reliant on their own ideas! They are able to evaluate their work and that of their peers using appropriate vocabulary.	Children further develop their understanding of collage techniques learned in Lower KS2 and develop their own ideas through planning.	Children further their knowledge of textiles using a variety of fabrics, previously learned techniques and media. Children have the opportunities to study fabrics from different cultures.	Children investigate further into printing techniques.

KS2 SATs

When are the KS2 SATs 2024 and what do you need to know?

In **2024**, the KS2 SATs will take place between Monday 13th May **2024** – Thursday 16th May **2024**. Over this period pupils will sit 6 different tests, with English normally taking place at the beginning of the week and maths at the end.

KS2 SATs Dates 2024 – SATs Week 2024

Monday 13 May 2024 - Grammar, Punctuation & Spelling - Paper 1; Grammar, Punctuation & Spelling - Paper 2

Tuesday 14 May 2024 - English Reading

Wednesday 15 May 2024 - Maths Paper 1 (Arithmetic); Maths Paper 2 (Reasoning)

Thursday 16 May 2024 - Maths Paper 3 (Reasoning)

What will children be tested on in their 2024 SATs?

KS2 SATs consist of 6 papers and will be sat within time restrictions. These papers are sent back to be marked centrally. In addition there is a teacher assessed element in KS2 to establish a 'Writing' score.

What else happens in year 6?

- Trips- residential, PSHE, transition, end of year.
- SATs prep
- End of year performance.
- Swimming in summer 2
- Secondary school open days, transition days.

School Website: <https://staidansprimaryschool.org.uk/>

X formerly twitter; @StAidansSchN4



HOME ABOUT NEWS CURRICULUM GOVERNORS PARENTS CONTACT  



Welcome

St Aidan's Voluntary Controlled Primary is an outstanding, one-form entry Church of England school in north London, serving the local community.