



Welcome to Year 6



The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.

A message from the Y6 team

Hello and welcome to Year 6 with Mr Slater, Mr Lloyd, Mrs Corbett, Mrs Phillips and Mrs Taylor



Mr Slater



Mr Lloyd



Mrs Corbett



Mrs Phillips



Mrs Taylor

Year 6 is a fantastic year for the children at Sharples. We aim to strike a balance between hard work and enjoyment so that the children leave primary school with fond memories and fantastic achievements. There will be a full and rich timetable of lessons and extra-curricular opportunities on offer for all ensuring that the children are fully prepared to take on the SATs at the end of the year and really show their potential. Mr Slater, Mr Lloyd, Mrs Corbett, Mrs Phillips and Mrs Taylor look forward to guiding, supporting and joining the children on their journey

Expectations & Standards

Our Class Charter

- We want our class to be successful and fun through listening and working hard together.



So we promise to...

- Work hard
- Respect everyone and everything
- Be kind and helpful to each other by not fighting or telling tales
- Treat everyone fairly
- Set a good example to the rest of the school
- Be mature and do not misbehave
- Take responsibility for ourselves and property
- Keep everyone happy
- Always listen and respect others' answers no matter if it's right or wrong

The School Day

When the children arrive at school they will be able to enter the school grounds between 8:35am and 8.45am when they will make their way around to the Year 6 classroom door. The children will be greeted by the teacher or teaching assistant, put their belongings in the cloakroom and begin their morning SAIL activity.

At 3.15pm the children will be dismissed from the Year 6 classroom door. A safe collection form goes out to parents annually so staff are aware of the arrangements for collection of the children or whether the children will be allowed to walk home alone. Please ensure this information is communicated to the school office and they are made aware of any changes to this as the safeguarding of our children is paramount.

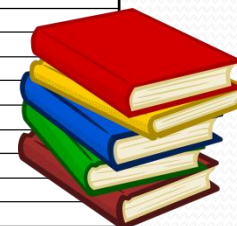
Year Group Maths Goals

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| Multiply and divide numbers (including decimals) by 10, 100, or 1000 |
| Put decimal numbers in order of size, e.g. 1.6, 0.9, 2.3, 0.4. |
| Reduce fractions to their lowest terms, e.g. $\frac{3}{10} = \frac{1}{2}$, $\frac{3}{6} = \frac{1}{2}$ |
| Find fractions of quantities, e.g. $\frac{7}{10}$ of 40 |
| Understand what percent means, e.g. $25\% = \frac{25}{100}$ and use this knowledge to find percentages of numbers |
| Carry out column addition and subtraction of numbers (including decimals) |
| Know the times tables up to 12 x 12 |
| Multiply and divide numbers involving decimals |
| Carry out long division e.g. $345 \div 16 =$ |
| Carry out long multiplication, e.g. $326 \times 28 =$ |
| Measure and draw angles using a protractor |
| Find the perimeter and area of simple and compound shapes |
| Plot co-ordinates in all four quadrants |
| Solve word problems by selecting the right numbers and doing an appropriate calculation |
| Interpret the data represented in tables, graphs and charts |
| Solve equations using simple algebra. |



Year Group Reading Goals

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| Word Reading |
| Apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. |
| Use a combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. |
| Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. |
| Read fluently, using punctuation to inform meaning. |
| Comprehension |
| Be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Discuss the features of each. |
| Read books that are structured in different ways. |
| Recognise texts that contain features from more than one text type. |
| Evaluate how effectively texts are structured and presented. |
| Read non-fiction texts to help with my learning. |
| Read accurately and check that I understand. |
| Recommend books to others and give reasons for my recommendation. |
| Identify themes in texts. |
| Identify and discuss the conventions in different text types. |
| Identify the key points in a text. |
| Recite a range of poems by heart, e.g. narrative verse, sonnet. |
| Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| Ask questions to improve understanding. |
| Comprehension (continued) |
| Identify and comment on the writer's choice of vocabulary, giving examples and explanation. |
| Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension. |
| Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. |
| Express a personal point of view about a text, giving reasons linked to evidence from texts. |
| Raise queries about texts. |
| Make connections between other similar texts, prior knowledge and experience and explain the links. |
| Compare different versions of texts and explain the differences and similarities. |
| Listen to others' ideas and opinions about a text. |
| Build on others' ideas and opinions about a text in discussion. |
| Explain and comment on explicit and implicit points of view. |
| Summarise key information from different parts of a text. |
| Recognise the writer's point of view and discuss it. |
| Present a personal point of view based on what has been read. |
| Present a counter-argument in response to others' points of view. |
| Provide reasoned justifications for my views. |
| Refer to the text to support opinion. |
| Distinguish between statements of fact and opinion. |
| Find information using skimming to establish the main idea. |
| Use scanning to find specific information. |
| Text mark to make research efficient and fast. |
| Organise information or evidence appropriately. |



Year Group Writing Goals

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| Convert verbs into nouns by adding a suffix. |
| Distinguish between homophones and other words which are often confused. |
| Spell the commonly mis-spelt words from the Y5/6 word list. |
| Understand that the spelling of some words needs to be learnt specifically. |
| Use any dictionary or thesaurus. |
| Use knowledge of morphology and etymology in spelling. |
| Write legibly, fluently and with increased speed. |
| Identify the audience for and purpose of the writing. |
| Choose the appropriate form and register for the audience and purpose of the writing, drawing on reading and research where necessary. |
| Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. |
| Use a range of sentence starters (SPACE) to create specific effects. |
| Use developed noun phrases to add detail to sentences. |
| Use the passive voice to present information with a different emphasis. |
| Sustain and develop ideas logically in narrative and non-narrative writing. |
| Use character, dialogue and action to advance events in narrative writing. |
| Summarise a text, conveying key information in writing. |
| Evaluate and edit my own and others' writing. |
| Use the passive voice. |
| Vary sentence structure to suit formal and informal writing. |
| Use the perfect form of verbs to mark relationships of time and cause. |
| Use a variety of organisational and presentational devices appropriate to the text type. |
| Write in paragraphs which can clearly signal a change in subject, time, place or event. |
| Use the semi-colon, colon and dash. |
| Use commas to mark phrases and clauses. |
| Use the colon to introduce a list and the semi-colon within lists. |
| Use a hyphen to avoid ambiguity. |



Home Learning

The children will receive spelling homework each week to learn for a spelling test the following week. The children need to read their reading book every night and return their completed reading record every Thursday with responses to questions included. Reading books and records need to be in school every day. Please sign your child's reading record so that we know they have done so and reply to any comments or questions from the teacher. Children will be expected to learn their times tables using TT Rockstars each week. The children will also be given discussion questions on the class page on the school website once per week related to our current topics so you can have a learning conversation. This will usually be given on a Friday.



SATs

In May of Year 6 all the children will take their end of KS2 Standardised Assessment Tests in Reading, Spelling, Punctuation and Grammar and Mathematics. The tests will cover the national curriculum for the whole of KS2 to assess whether the children have met the expected standard. They will sit these tests from Monday 12th to Thursday 15th May 2025. In addition to these tests children will also receive a teacher assessment in writing and science. Throughout the year we will revise and practise so that the children are well-prepared to succeed and achieve their best.

More information will be provided as we approach the summer term.

Trips and Visits

In Year 6 we enjoy a variety of trips to enhance our learning and enjoyment of our curriculum.

We will undertake a visit linked to our unit of work on Viking Britain

We will visit a zoo to help our learning in science relating to animals and their adaptations.

We are hoping to visit a place of worship too, so that the children have first-hand experience visiting a special, holy building.

We will also take part in a residential trip where we will enjoy a variety of outdoor and adventurous activities.

