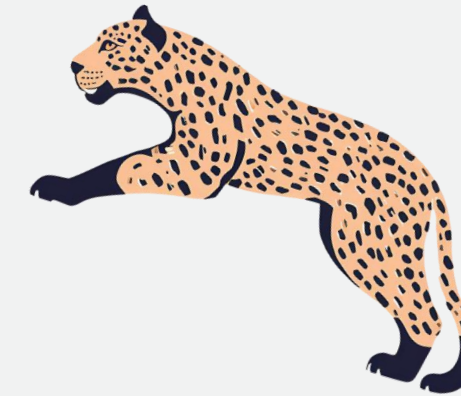


WELCOME TO



YEAR SIX

Thorndown Primary School  
Information Session  
Autumn Term 2024



Key Stage 2 Team Leaders  
Miss Broadhurst  
Mrs Howell

# School Values

## Achievement

Children will have access to a fun and engaging curriculum.

Children will be given the opportunity to succeed.

## Well - Being

Children will be supported to develop their emotional well-being through their curriculum, opportunities for play and life at school.

## Opportunity

Children will be provided with opportunities to expand their understanding of the world.

Children will be given the tools to succeed.

# A Typical Morning

## Breaktime

Our breaktime is at 11am.  
We have breaktime on the playground with Year 4 and 5. Children need to bring their own **healthy** snack.

## Lunchtime

Our lunchtime is at 12.15-13.15.  
During lunchtime children can access OPAL.



|             |                         |
|-------------|-------------------------|
| 8.40 - 9.00 | Morning Work & Register |
| 9.00 - 9.20 | Maths Fluency           |
| 9.20-9.35   | Assembly                |
| 9.35-10.30  | Maths                   |
| 10.30-11    | Spelling & Brain Break  |
| 11-11.15    | Breaktime               |
| 11.15-12.15 | English                 |
| 12.15-13.15 | Lunchtime               |






# A Typical Afternoon

## Afternoon Lessons

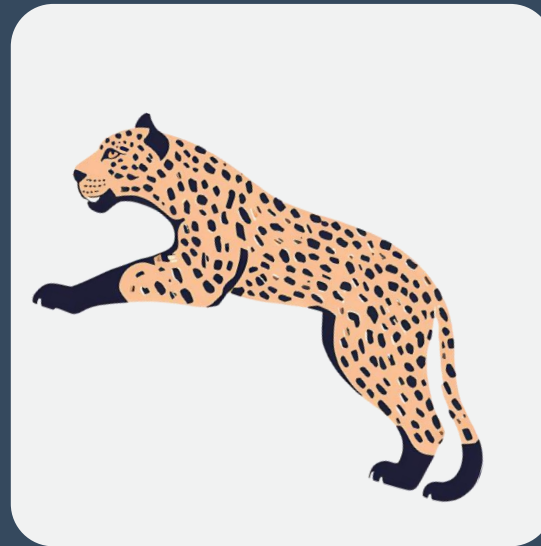
Our afternoon lessons will consist of: PE, Music, Art, DT, History, Geography, RW, PSHE, Reading, Computing and French.

|             |                   |
|-------------|-------------------|
| 12.15-13.15 | Lunchtime         |
| 13.15-13.30 | Reading/Blue Fish |
| 13.30-14.15 | Lesson 1          |
| 14.15-15.00 | Lesson 2          |
| 15.00-15.15 | Class Novel       |
| 15.15       | Hometime          |

# OUR LEARNING

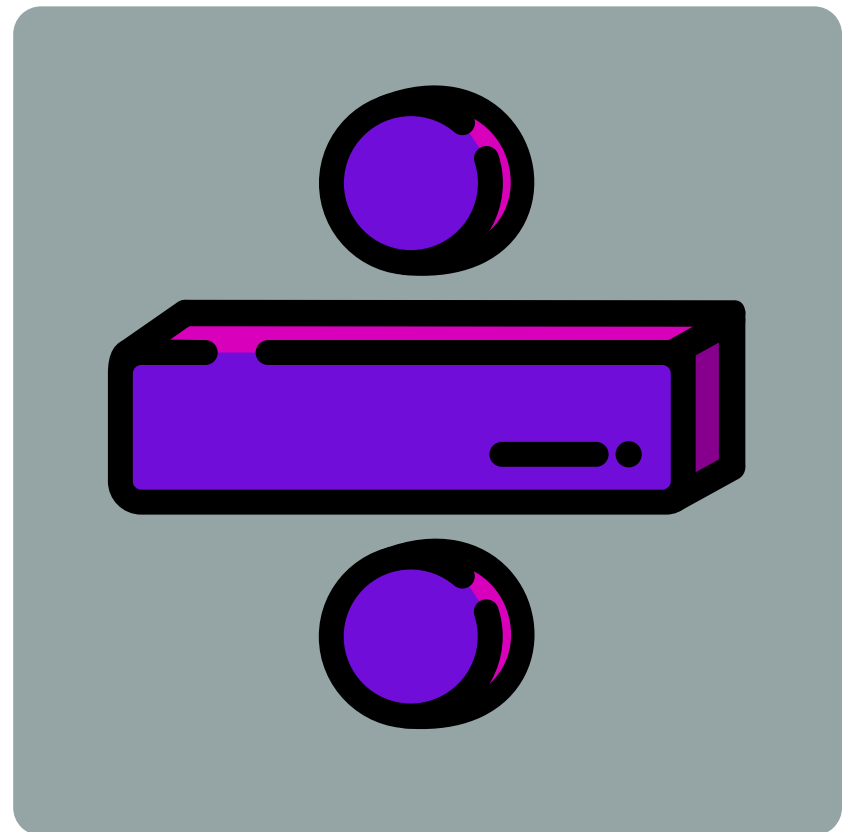
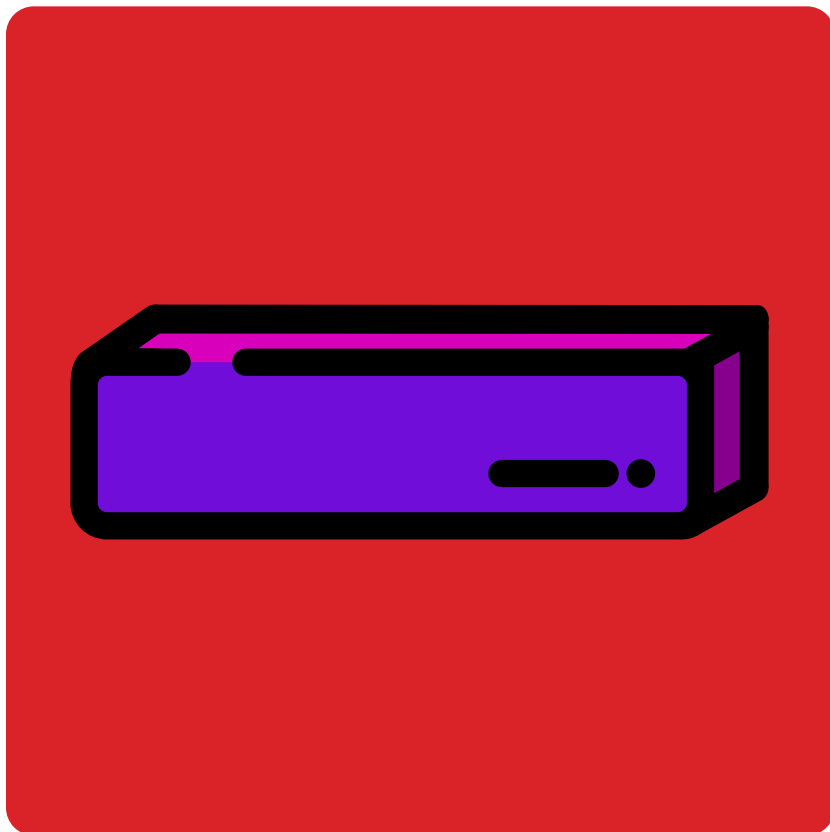
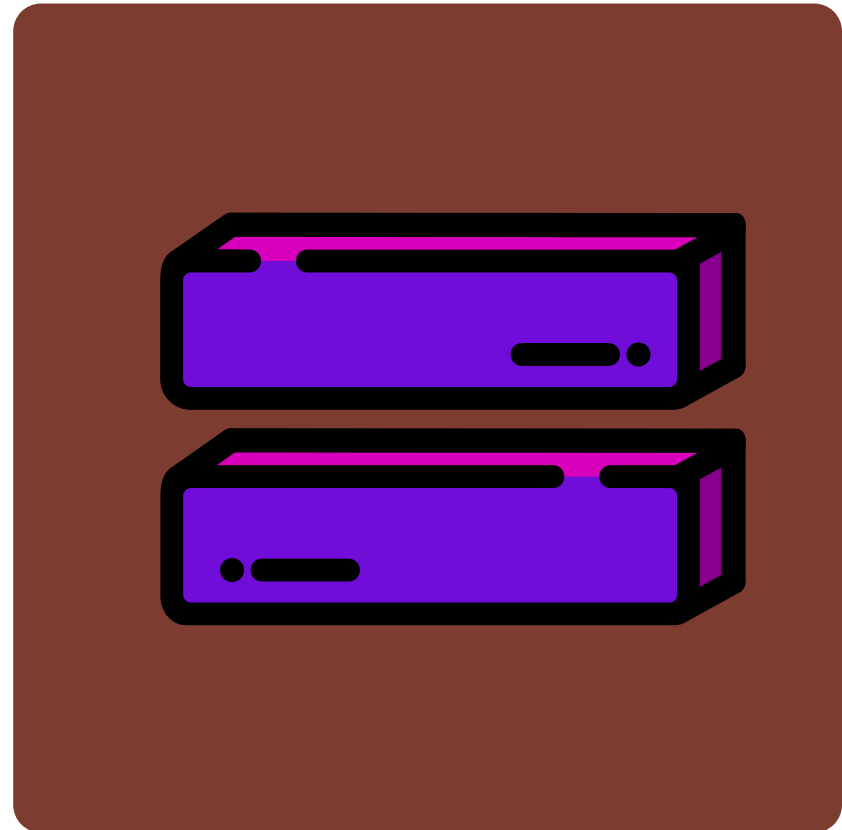
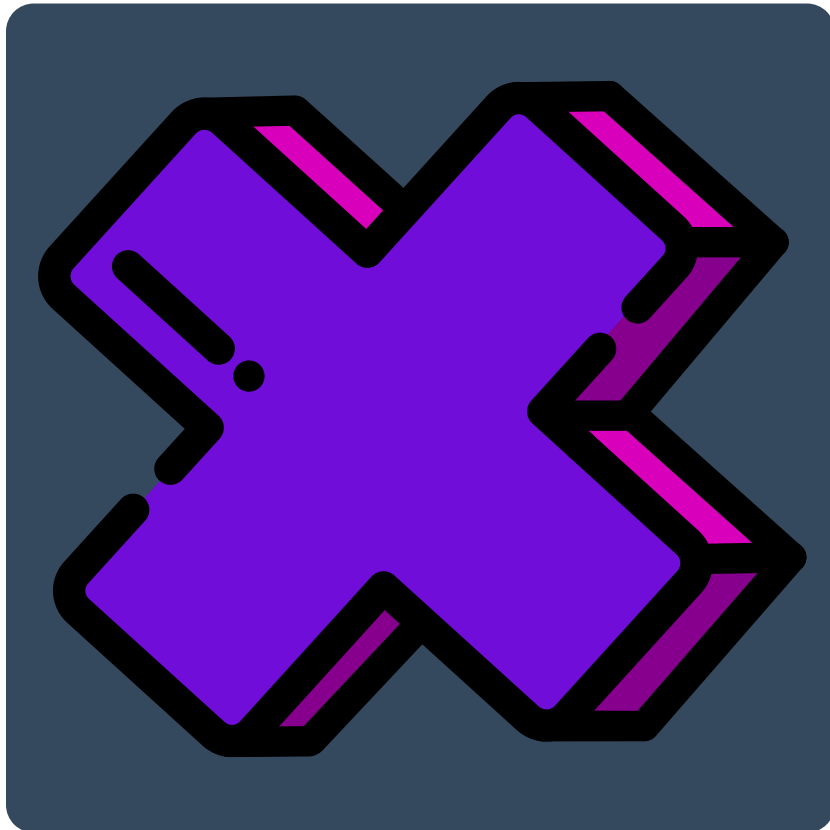
| Y6<br>2024-2025 | Autumn   |   | Spring   |   | Summer   |  |
|-----------------|--|---|--|---|--|--|
| <b>Maths</b>    | <ul style="list-style-type: none"> <li>Calculating using knowledge of known structures                             <ul style="list-style-type: none"> <li>Multiples of 1000</li> <li>Numbers up to 10,000,000</li> </ul> </li> <li>Draw, Compose and Decompose Shapes</li> </ul>   |   | <ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Area, Perimeter, Position and Direction</li> <li>Fractions &amp; Percentages</li> </ul>  |   | <ul style="list-style-type: none"> <li>Statistics</li> <li>KS2 SATS</li> <li>Ratio &amp; Proportion</li> <li>Calculating using knowledge of know structures</li> <li>Solving problems with two unknowns                             <ul style="list-style-type: none"> <li>Order of Operations</li> <li>Mean Average</li> </ul> </li> </ul>  |  |
| <b>English</b>  | <p><b>Mixed Genre Writing: Hansel and Gretel</b></p> <p><b>Film Literacy: Francis (Literacy Shed)</b></p> <p><b>Persuasion: Up (Pixar Animation) or Wisp A Story of Hope</b></p>    | <p><b>Mixed Genre Writing: Darwin's Dragons</b></p> <p><b>Instructions: How to Steal Christmas</b></p> <p><b>Cinquain Poetry: Where the Poppies Now Grow</b></p>   | <p><b>Mixed Genre: The Night of The Gargoyles</b></p> <p><b>Reports: Arthur Spiderwick's Field Guide to the Fantastical World Around You</b></p>     | <p><b>Mixed Genre Writing: Friend or Foe</b></p> <p><b>Explanations: The Workings of the Human Heart</b></p>  | <p><b>Mixed Genre Writing: Windrush Child</b></p> <p><b>Advocacy Campaign: Rights and Responsibilities</b></p> <p><b>Advocacy Poetry: Be the Change</b></p>  | <p><b>Literacy Heritage: Romeo and Juliet</b></p> <p><b>I Don't Like Poetry by Joshua Seigal</b></p>  |
| <b>Science</b>  | <p><b>Living things and their habitats</b></p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> | <p><b>Evolution and Inheritance</b></p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals</li> </ul> | <p><b>Electricity</b></p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul> | <p><b>Animals including Humans</b></p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> | <p><b>Light</b></p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> |  |

# PE



On PE days, children must come to school in their PE kit.

Thorndown PE kit is a white t-shirt with navy or black shorts with no logos. In winter, children will need a tracksuit to keep warm during outdoor PE and this should be in dark, plain colours without logos. For safety, please note that tracksuit tops without hoods are preferable. No jewellery should be worn and long hair should be tied back. We also stick by the national guidance that earrings should not be taped or covered.



OUR  
MATHS  
LEARNING

# Maths Curriculum

| Autumn   | Spring   | Summer   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Calculating using knowledge of known structures<ul style="list-style-type: none"><li>• Multiples of 1000</li><li>• Numbers up to 10,000,000</li></ul></li><li>• Draw, Compose and Decompose Shapes</li></ul> | <ul style="list-style-type: none"><li>• Multiplication &amp; Division</li><li>• Area, Perimeter, Position and Direction<ul style="list-style-type: none"><li>• Fractions &amp; Percentages</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Statistics</li><li>• KS2 SATS</li><li>• Ratio &amp; Proportion</li><li>• Calculating using knowledge of know structures</li><li>• Solving problems with two unknowns<ul style="list-style-type: none"><li>• Order of Operations</li><li>• Mean Average</li></ul></li></ul> |

**Maths Fluency is taught daily before assembly. This gives children chance to recall and revisit previously taught skills to ensure they remain in their long-term memory.**

**Children will take part in a weekly arithmetic lesson. Their maths homework will reflect the skill they have been taught that week.**






# OUR ENGLISH LEARNING

# Reading Lessons

The children have whole class reading lessons. These involve sharing texts together and exploring the comprehension of reading. The teacher models good use of intonation, fluency, volume and expression and children pick up good reading styles. We teach the children to recap, reflect, discuss, visualise, echo read, skim and scan.

We focus on the following skills:

- prediction
- retrieval
- summarising
- making choices
- sequencing
- inference
- explaining
- exploring vocabulary



## HOW DO I **P.I.C.K** THE RIGHT BOOK?

**PURPOSE**—why am I looking for a book? Is it for information and to learn something new or is it to read for pleasure?

**INTEREST**—am I interested in this book? Look at the front cover, flick through and look at the illustrations/photos, read the blurb, read the contents page (if it's non-fiction!)

**COMPREHEND**—is this book something I can comprehend/ understand? Choose a page at random and read it. Do you understand what you just read? Do you remember what you read? Were you able to read most of the words?

**KNOW THE WORDS**—follow the 'Five Finger Rule':

- 0-1 unknown words = this book isn't challenging enough; it is too easy
- 2-3 unknown words = this book is just right
- 4-5 unknown words = this book is too difficult/challenging at the moment

# Reading at Home

**Your child will continue to bring home a reading book. The majority of children in Year 6 will be a free reader, where they can choose a longer text from the Discovery Suite appropriate to their age group. If your child would prefer to bring age-appropriate texts from home, this is fine.**

## **How can you help reading at home?**

Please read with your child every day and support them to log what they have read. Just 10 minutes a day is 60 hours a year. The benefits to your child are huge!

Children will be rewarded for regular reading at home.



Skellig  
David Almond



The Wizards of  
Once  
Cressida Cowell

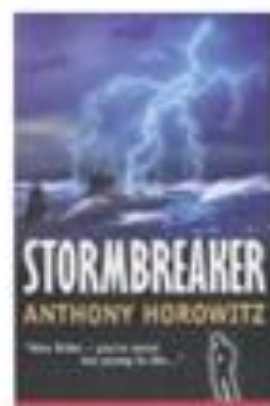


Sky Hawk  
Gill Lewis



The Invention of Hugo Cabret  
Brian Selznick

## Our Top Picks Year 5 & 6



Stormbreaker  
Anthony Horowitz



Percy Jackson  
Rick Riordan



Rooftoppers  
Katherine Rundell



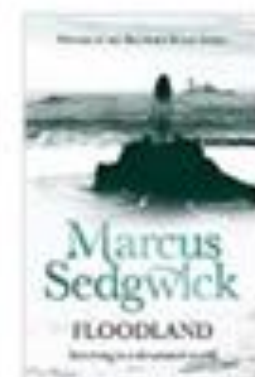
Viking Boy  
Tony Bradman



Pig Heart Boy  
Malorie  
Blackman



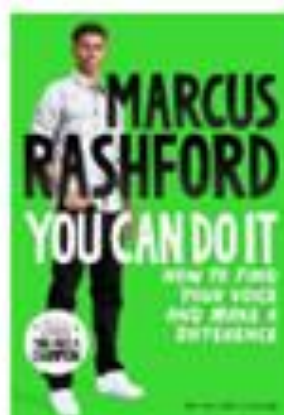
The Hobbit  
J.R.R. Tolkien



Floodland  
Marcus Sedgwick



Frankie's World  
Aoife Dooley



You Can Do It  
Marcus Rashford



Orphans of the  
Tide  
Struan Mureat



The Star Outside  
My Window  
Onjali Q. Rauf



Holes  
Louis Sachar



How Was That  
Built?  
Roma Agrawal



The Nowhere  
Emporium  
Ross MacKenzie



El Deafo  
Cece Bell



A Place called  
Perfect  
Helena Duggan

# Year 6 Planners

As well as having prompts and support pages for use within lessons, the planner will also feature an important reading record section. It is crucial for children to have the opportunity to read regularly at home and this will be logged in the planner.

In Year 6, it is expected that children will:

- read daily at home and in school;
- complete weekly reading activities and log them in their planner



# Homework

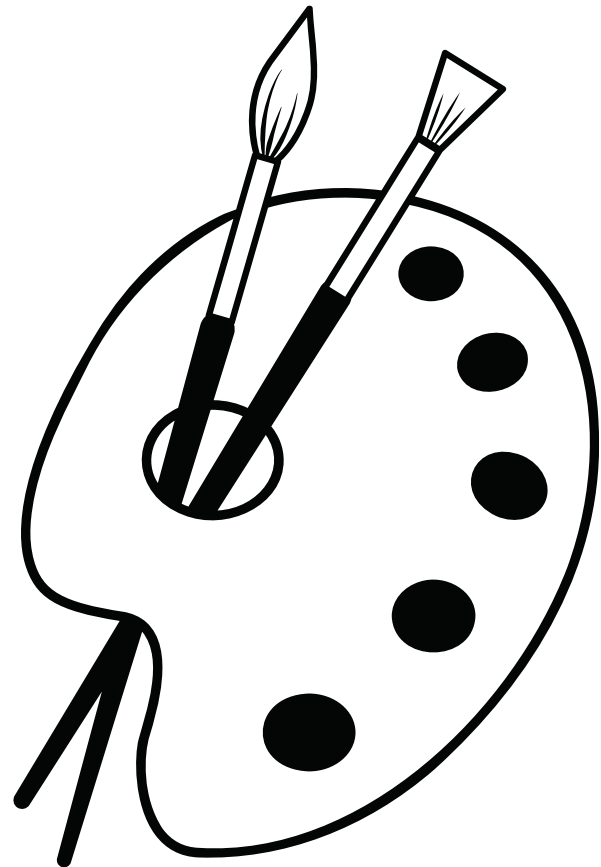
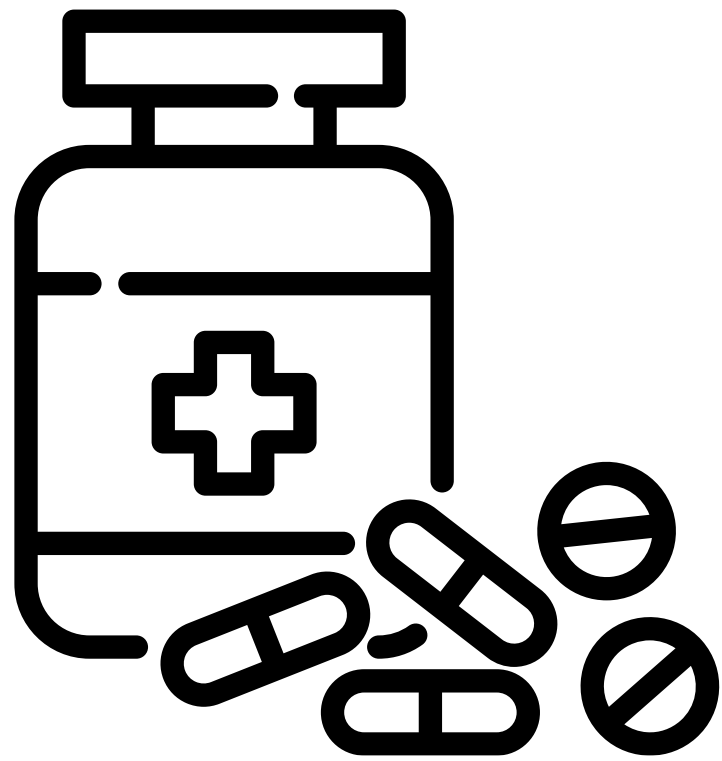
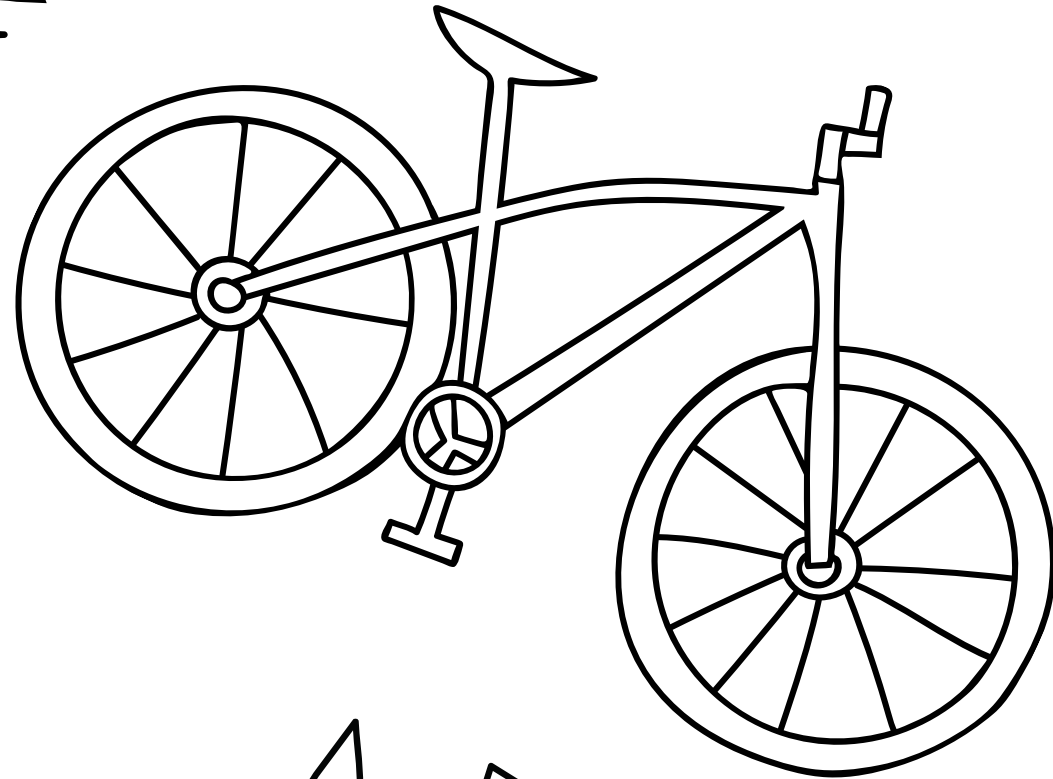
**In Year 6, children receive weekly homework for reading, maths (arithmetic) and GPS. This is as well as completing their planners weekly and spending a minimum of 10 minutes on TTRS each day.**

**Children are rewarded for doing their homework by gaining BINGO squares.**

**Children are encouraged to complete their homework as soon as they get it. This means that if they need support, Year 6 staff have time to provide this help.**

**Weekly arithmetic homework will be given once arithmetic lessons have begun.**

**Weekly reading and GPS will begin after October half-term.**



# VISITORS IN

As part of our opportunity value, the curriculum will be enriched with visitors into school.

Chef

Bikeability

First Aid

Artist

Mental Health Support Group



# VISITS OUT

Hilltop Residential

Geography Fieldwork

End of Year 6 Celebration  
Day