



# Welcome to Year 6



- 6W: Mr Dunn
- 6A: Mrs Mears
- 6P: Miss Poysden
- 6D: Miss Fletcher



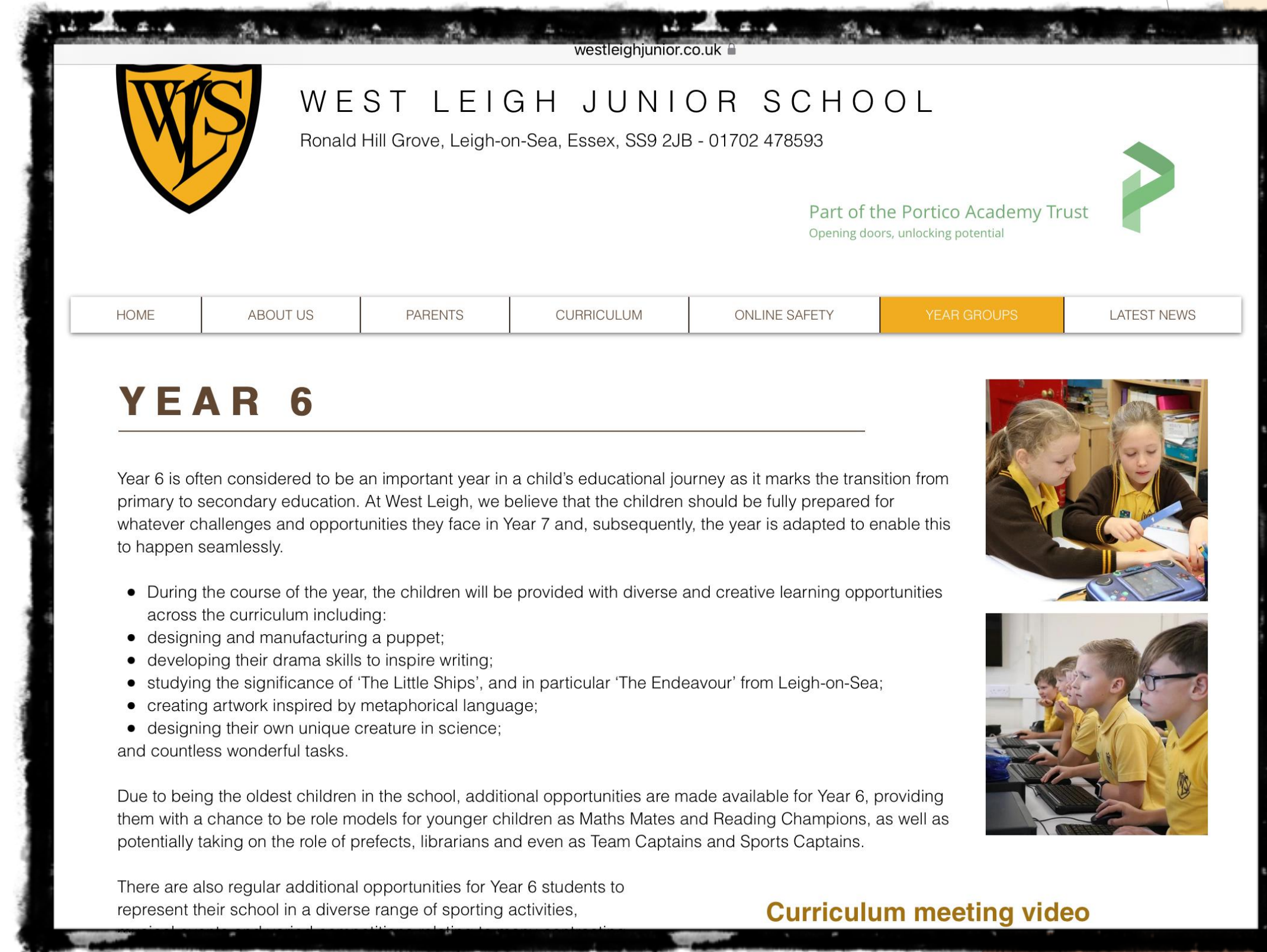
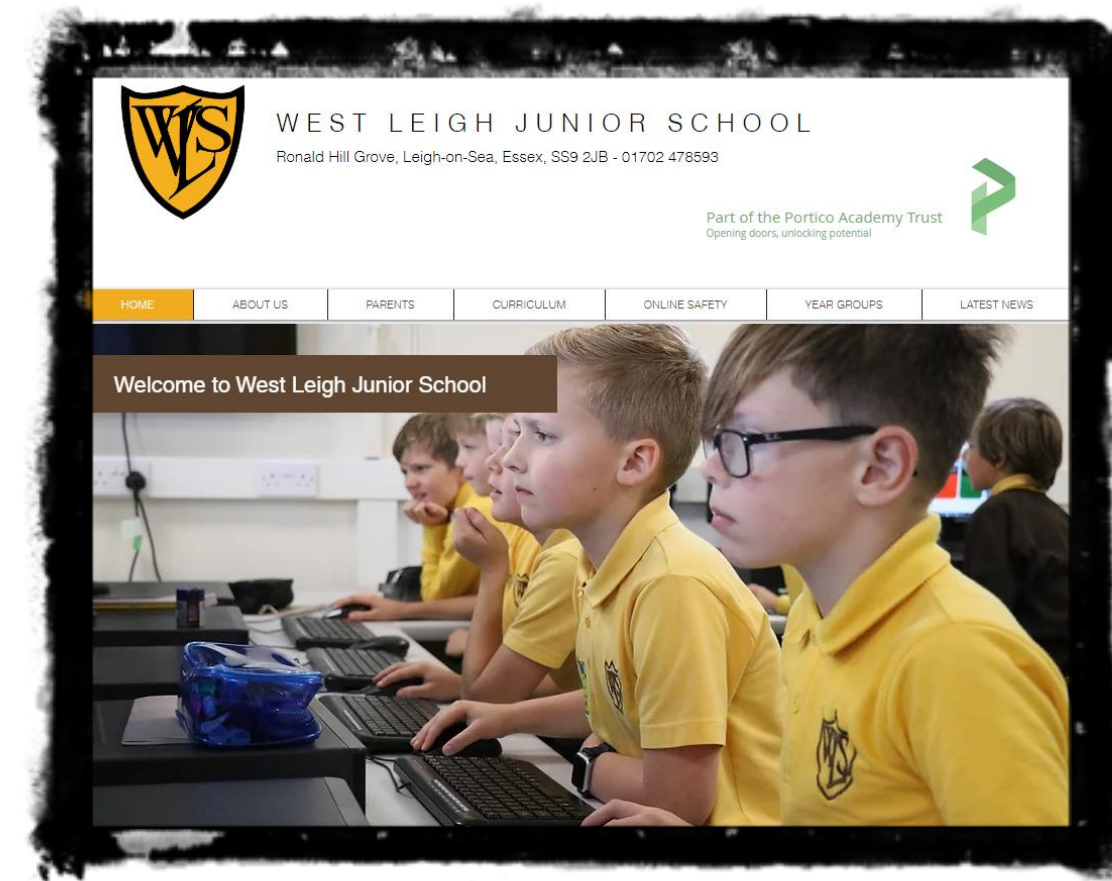
# Communication

- Communication between staff, pupils and carers is vital in ensuring highest possible standards of learning.
- Communication Book (including additional information for class, homework, login details and reading). This can be used to liaise directly with the class teacher.
- Staff are available to talk. Please contact the office and we will return your call as soon as possible or come in to see us before or after school.
- The all-singing, all-dancing weekly newsletter and website also are also available.



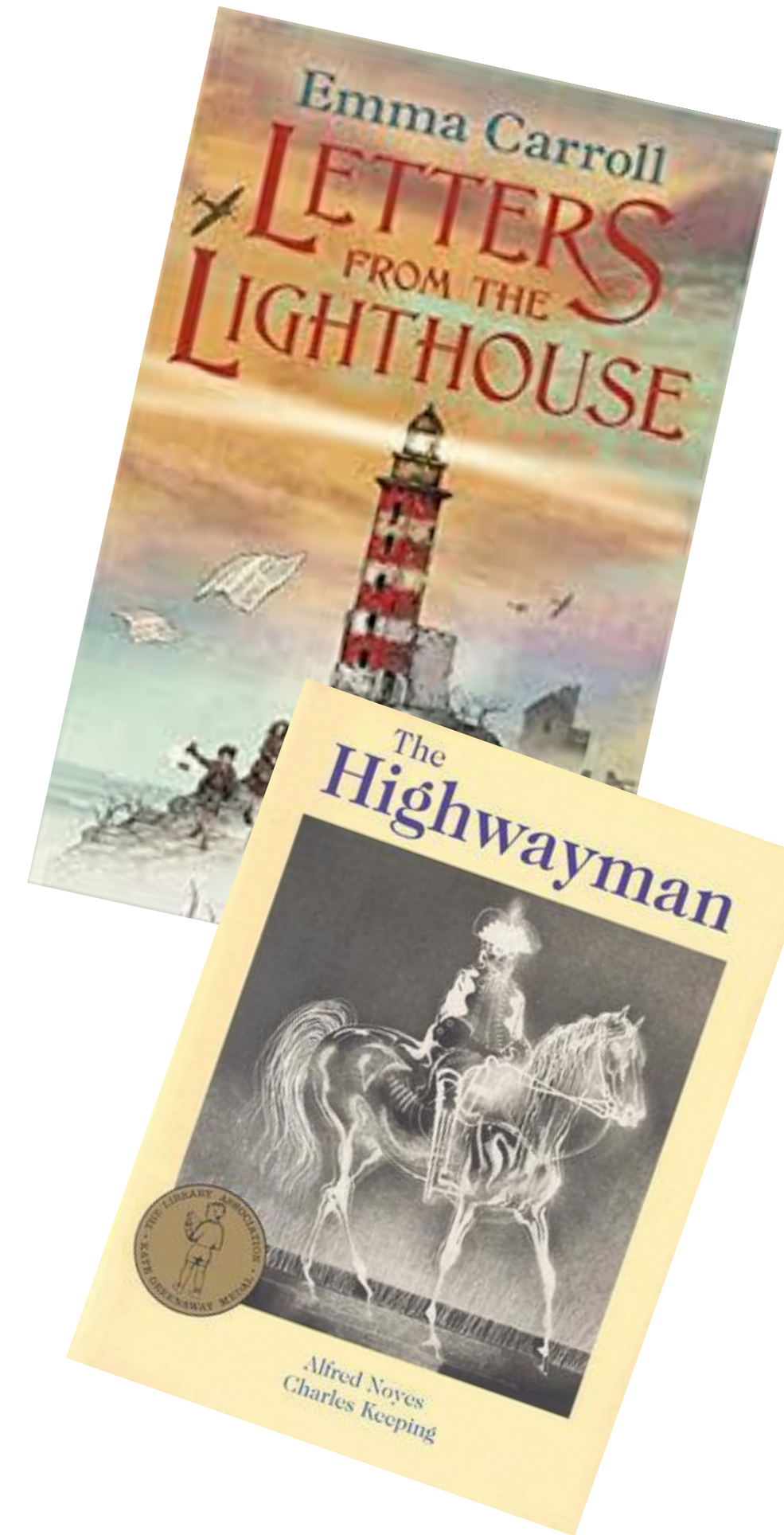
# www.westleighjunior.co.uk

- There is a wealth of information regarding the Year 6 curriculum that can be found on our website.
- This also includes PE and swimming days!



# Our Curriculum: English (Autumn)

- Range of texts including the very exciting 'Letters from the Lighthouse' (Links with Connected Curriculum)
- Non-chronological reports (Links with Connected Curriculum)
- Classic poetry 'The Highwayman' (Links with Connected Curriculum - art and history)
- Opportunities to develop drama (Links with Connected Curriculum)
- Opportunities to develop narrative skills (Links with Connected Curriculum)
- Many other genres covered across the curriculum



# Our Curriculum: English (Spring)

At the start of term, The pupils will develop their active reading skills, inspired by Michael Morpurgo's *The Giant's Necklace* and George Layton's *The Long Walk*.

Also this term, the pupils will enjoy delving into the world of our new and exciting layered reading book - *The Explorer*, set in the depths of the Amazon Rainforest.

During the term, Year 6 will have many opportunities to further develop their writing skills in a range of genres, both formal and informal, making links to the engaging texts that they have read.



# Our Curriculum: English (Summer)

At the beginning of term, we will be continuing our SATS revision programme which is helping to identify any gaps in learning yet also further developing their knowledge and understanding, as readers and writers.

Also this term, the pupils will be continuing to delve into the world of our epic and exciting Layered Reading book, *The Explorer*, set in the depths of the Amazon Rainforest.

During the term, Year 6 will have many opportunities to further develop their writing skills in a range of genres, which will undoubtedly place them in an excellent position when they move into Year 7.



# Our Curriculum: Maths

- Maths topics are taught on a rolling scheme each time building upon prior learning.
- The maths groups are in three bands. Planning has been adapted to ensure opportunities for both additional support and development of greater depth.
- Encourage use of TT Rock Stars (3-5 minutes daily)
- Engagement and fun are fundamental in the teaching of maths at West Leigh with activities and games forming an integral part of ensuring progress for all learners.
- In the second half of the spring term and the start of the summer term, Year 6 will be engaging with their SATs revision program, which is aimed at enabling further accelerated progress to be made as mathematicians, ensuring they are ready for life in Year 7.
- Following this, we will focus on problem solving activities and the development of approaches to investigational mathematics. Plenty of opportunities will also be given to further develop their reasoning skills.





# Our Curriculum: Mental Maths KIRFs



This year, we will be developing the use of KIRFs (Key Instant Recall Facts) in order to develop mental maths skills.

The Communication Book has information about your child's areas for development.

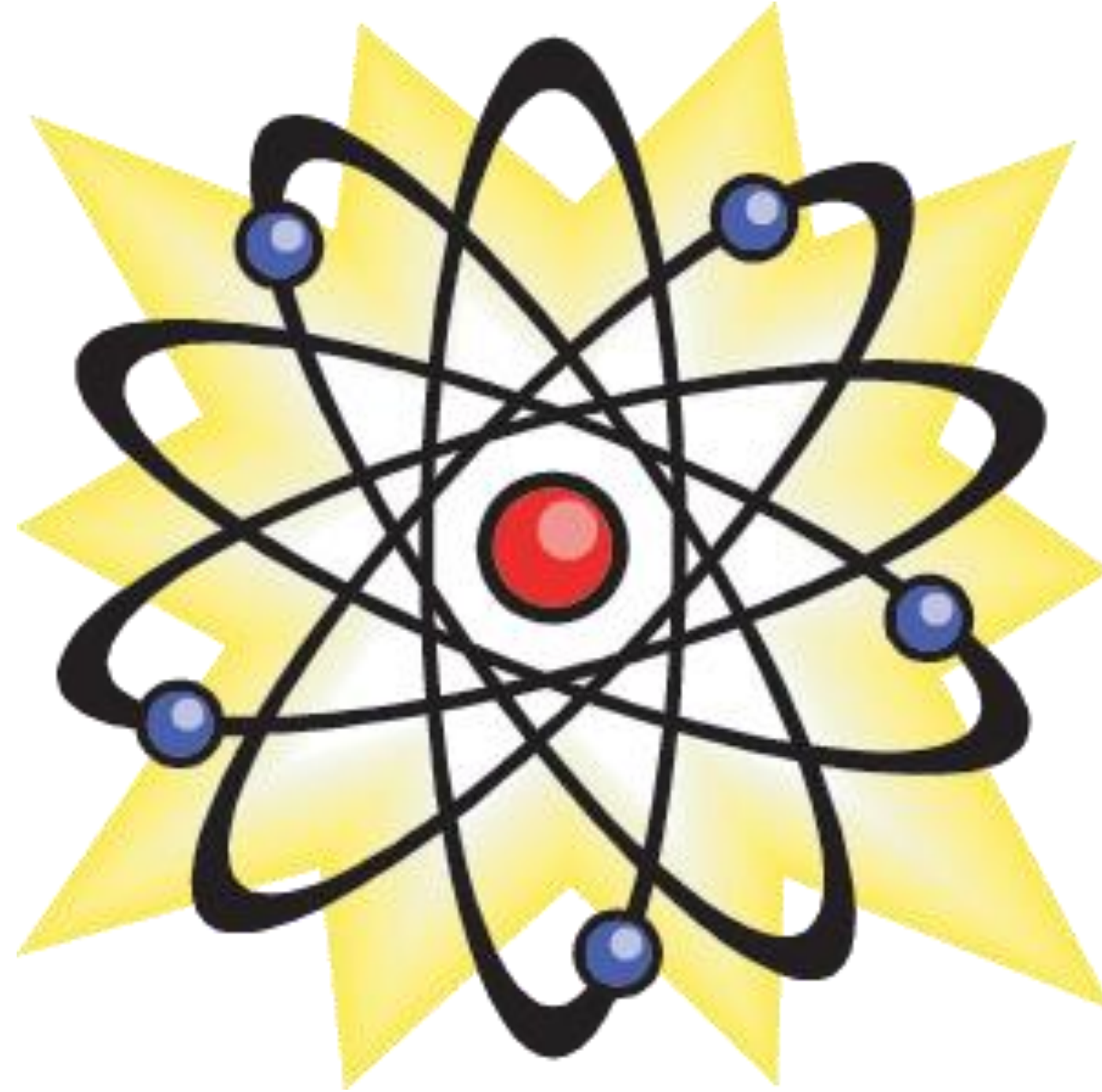
The website [mathswithamouse.co.uk](https://mathswithamouse.co.uk) has a range of ideas and activities related to each of the KIRFs.

The website also has guidance on calculation methods, SATS revision materials and many other fun elements to support maths learning.

A screenshot of the Mathswithamouse website. The page features a navigation bar with 'Home', 'Calculation Methods', 'Terrific Tables', and 'More'. A central banner reads 'KIRFS' in a pink box. Below this is a video player with the title 'Mental Maths with a Mouse KIRFs' and a quote: 'As mathematicians, we are always aiming to be the best we can be, and in order to ensure that this is possible...'. The main content area is divided into several columns of KIRF cards. The first column lists multiplication and division facts for times tables 12 through 2. The second column lists 'KIRF TIME' facts for analogue clocks and duration, and 'KIRF NB' facts for number bonds to 10, 20, 100, and 10/100. The third column lists 'KIRF PV' facts for multiplying and dividing by 10, 100, and 1000. The fourth column lists 'KIRF PwN' facts for factors, square numbers, and cube numbers. The fifth column lists 'KIRF FwP' facts for tenths, fifths, quarters, and fractions, decimals, and percentages.

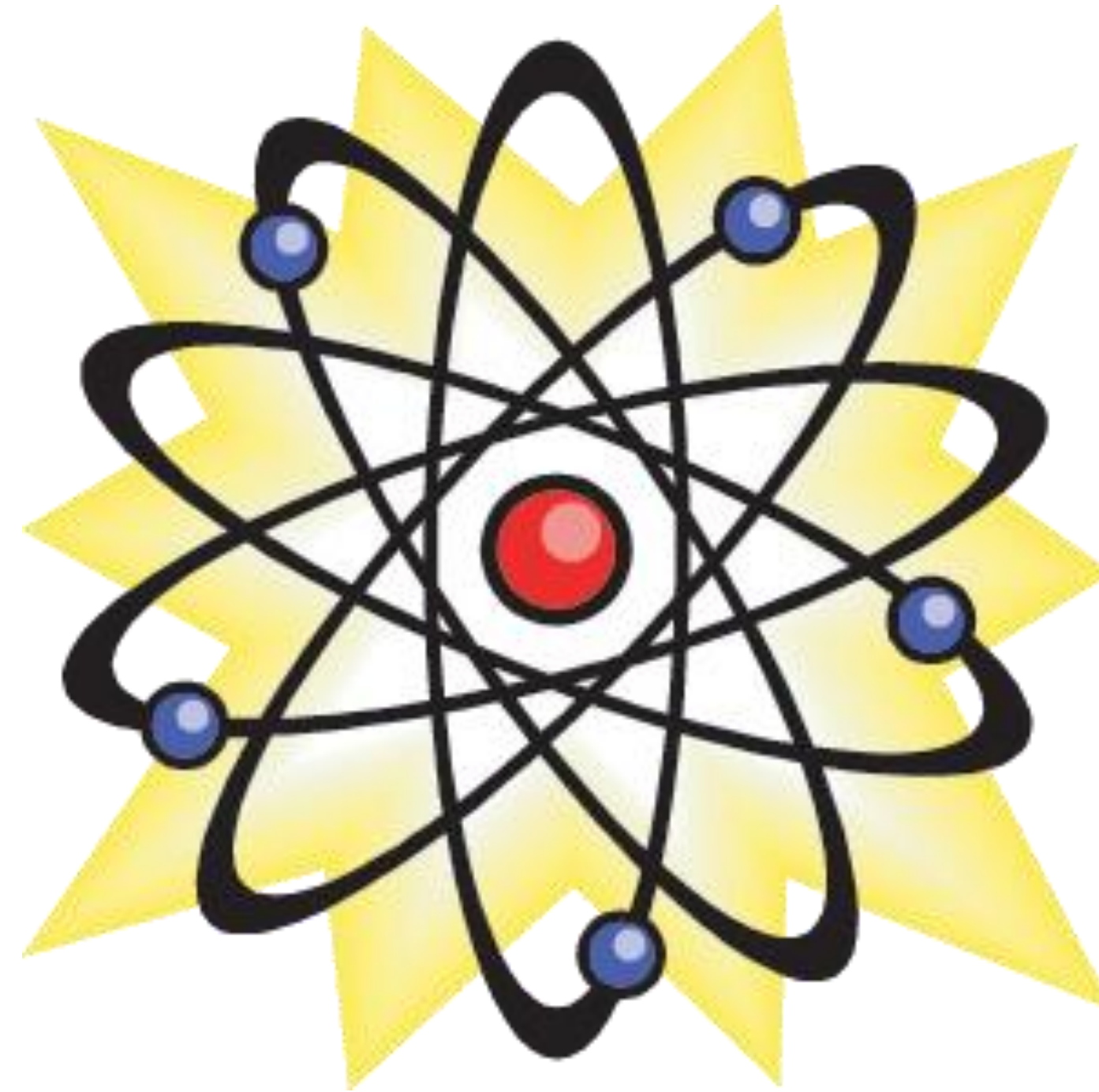
# Our Curriculum: Science (Autumn)

- Topics: Electricity and Light
- Opportunities to test out ideas practically and prove them
- Challenges given to ensure creative scientific thinking and independence are developed
- Varied approach to the subject allows children to thrive as scientists by applying their newly-found knowledge



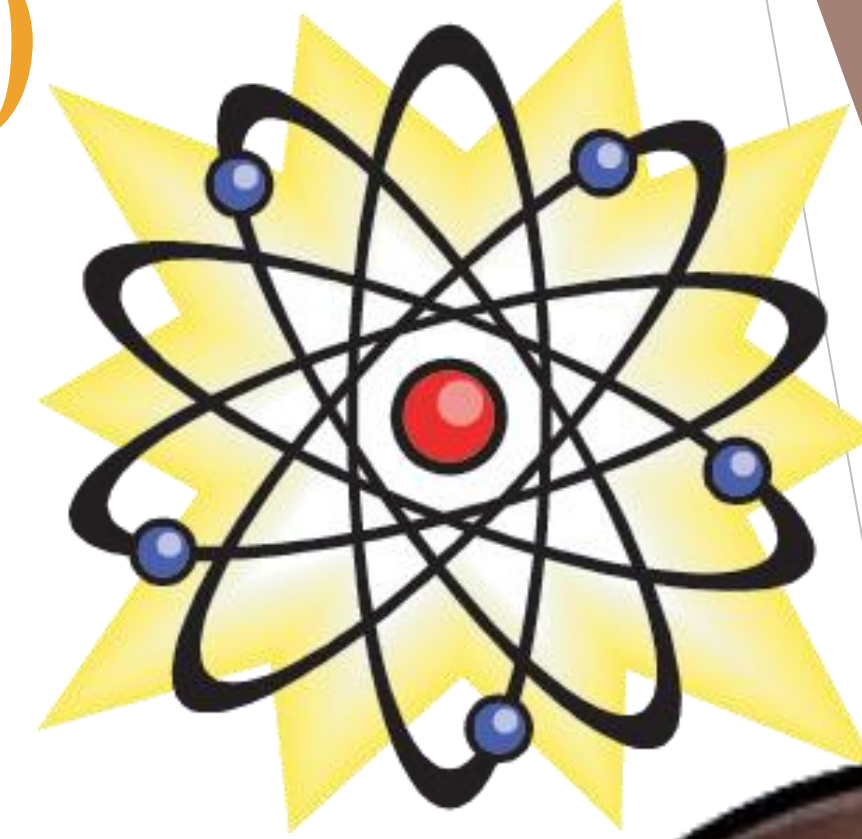
# Our Curriculum: Science (Spring)

Within science this term, we will be studying biology, circulation and keeping healthy. This will involve exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. Links will be made to our studies in PE and PSHE.



# Our Curriculum: Science (Summer)

- Topics: classification (living things and their habitats); inheritance and evolution
- Opportunities to test out ideas practically and prove them
- Challenges given to ensure creative scientific thinking and independence are developed
- Varied approach to the subject allows children to thrive as scientists by applying their newly-found knowledge



# Our Curriculum: Connected Curriculum (Autumn)

- Topic: Arrivals and Departures (Britain 1930 - 1950)
  - Driver: Diversity and bias
  - Pre-war: economic and political instability
  - WW2 and key turning points
  - Post-war Britain
  - Dunkirk - the role of 'The Little Ships' with a focus upon local history
  - Puppets (we are hopeful that, when the time comes, it will be possible that parents will be able to support us with this exciting project)



# Our Curriculum: Connected Curriculum (Spring)

- Topic: Our Changing World
  - Driver: Diversity and bias
  - Art focus: Rainforest art inspired by Henri Rousseau
  - Geography focus: climate zones, climate data, deforestation, Fairtrade
  - Design and Technology focus: programming - use of Lego Wedo (linked to science topic)



# Our Curriculum: Connected Curriculum

- Our topic for the Summer Term is ‘What Makes Britain Great?’ This will consist of a study of contrasting regions / cities of the UK, with a greater emphasis on the pupils developing their independent learning skills. There will be many exciting opportunities for them to carry out their own research and extend their learning with guidance available.
- As a part of this learning, the pupils will be designing and making sculptures, and even creating in-depth knowledge organisers!



# Knowledge Organisers

Knowledge organisers are great tool to support your child's learning at home.

These can be found on our website, along with tips on how to use them:

[KNOWLEDGE ORGANISERS | westleighjunior](https://www.westleighjunior.co.uk/KNOWLEDGE_ORGANISERS)



## Our Changing World

### What are biomes?

Biomes are areas of our planet with similar climates, landscapes, animals and plants. What lives in each biome depends on:

- how warm or cold it is
- how dry or wet it is
- how fertile the soil is

The animals in a biome depend upon plants for food. The plants in a biome often also depend upon the animals for spreading pollen and seeds so that new plants can grow. So both plants and animals rely on each other to stay alive.

### What is the difference between weather and climate?

**Weather** describes the day-to-day conditions of the atmosphere. Weather can change quickly - one day it can be dry and sunny and the next day it may rain.

**Climate** describes average weather conditions over longer periods and over large areas.

The table below shows the world climatic zones.

### What is latitude and longitude?

To help locate where a place is in the world, people use imaginary lines:

- To find out how far north or south a place is, lines of **latitude** are used. These lines run parallel to the Equator.
- To find out how far east or west a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom.

### Where are the tropical rainforests?

### Types of biome

**Tropical rainforests** are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet.

**Deserts** are hot and dry all year round. The only things that grow are cacti and small shrubs because the soil is shallow and rocky. Animals come out at dusk when it is cooler.

The **savannah** is hot all year round with a long, dry season. Only grasses and shrubs grow here but it is home to lots of different types of animals such as elephants, zebras and wildebeest.

**Woodlands** are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than the summer.

**Grasslands** are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found living in grasslands.

The **tundra** is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.

### What is trade?

Buying or selling things is called **trade**.

Trade is an important way for countries to make money and has been happening across the world for hundreds of years.

Today, goods are carried around the world on container ships from port to port and by aeroplane.

### Export and import

People in the UK can sell things they make when people in other countries want them. This might be because they can't make them themselves or because they are cheaper or better quality.

Sending goods like this to other countries is called **export**.

There are also things, such as bananas or oranges, that are hard to grow in the UK and so have to be bought from other countries. This is called **import**.

Sometimes countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a **service industry**.

The service industry is the UK's main industry today and we import more goods than we export.

### What is Fairtrade?

The Fairtrade Foundation was established in 1992. It aims to give farmers in poor communities around the world a better deal. By becoming a Fairtrade farmer or worker, you can:

- Plan for the future because you have a regular income.
- Own 50% of the business, giving you an equal voice in decision making.
- Larger plantation companies must protect workers' rights, keeping them safe and healthy.

**Fairtrade Premium** is an additional sum of money, which goes towards developing the farming community, protecting the environment, farmers' lives and work in.

**Fairtrade Price** is a guaranteed minimum price for goods, which covers the cost of sustainable production and provides a good standard of living.

### West Leigh Junior School—Knowledge Organiser

|   |   |                                       |               |
|---|---|---------------------------------------|---------------|
| <b>Science Focus:</b>                                 | Classification (Living Things and their Habitats)   | Year 6                                | Spring Term 1 |
| <b>Classification</b>                                 |   |                                       |               |
| <b>The Five Kingdoms</b>                              | The first division of living things in the classification system is to put them into one of five kingdoms. <ul style="list-style-type: none"> <li>• animals (all multicellular animals)</li> <li>• plants (all green plants)</li> <li>• fungi (moulds, mushrooms, yeast)</li> <li>• protists (Amoeba, Chlorella and Plasmodium)</li> <li>• prokaryotes (bacteria, blue-green algae)</li> </ul>  |                                       |               |
| <b>Living things can then be ranked according to:</b> |   |                                       |               |
| <b>Phyla</b>  | Phyla follow kingdoms and have many different organisms. The animal kingdom includes the three examples below: <ul style="list-style-type: none"> <li>• chordata, which have backbones</li> <li>• arthropod, which have jointed legs and an exoskeleton</li> <li>• annelids, which are segmented worms</li> </ul>   |                                       |               |
| <b>Class</b>  | Class is an additional sub-division, which, for example, results in the chordata phylum being divided into: <ul style="list-style-type: none"> <li>• mammals</li> <li>• birds</li> <li>• amphibians</li> <li>• fish</li> <li>• reptiles</li> </ul>  |                                       |               |
| <b>Order</b>  | Order follows class and, as an example, mammals can be further sub-divided into a variety of different groups such as: <ul style="list-style-type: none"> <li>• carnivores</li> <li>• primates</li> </ul>   |                                       |               |
| <b>Family</b>   | Orders are broken down into families. Here are a few examples of families that carnivores can be divided into: <ul style="list-style-type: none"> <li>• canidae – dogs</li> <li>• felidae – cats</li> </ul>   |                                       |               |
| <b>Genus</b>  | Genus follows on from family. The felidae family can be sub-divided into four genus examples: <ul style="list-style-type: none"> <li>• acinonyx – cheetah</li> <li>• panthera – lion and tiger</li> <li>• neofelis – clouded leopard</li> <li>• felis – domestic cats</li> </ul>  |                                       |               |
| <b>Species</b>  | Species is the final classification stage, and the genus panthera can be divided into: <ul style="list-style-type: none"> <li>• Panthera leo (lion)</li> <li>• Panthera tigris (tiger)</li> </ul>   |                                       |               |
| <b>Famous Scientist</b>                               |   |                                       |               |
| <b>Edward Jenner (1749-1823)</b>                      | Edward Jenner was responsible for discovering the world's first-ever vaccine and his work saved so many lives – in fact Jenner's work is said to have saved more lives than the work of any other human! He was born in 1749 in Gloucestershire, where he trained as a doctor and became famous for his discovery of the smallpox vaccine. His discovery was a huge medical breakthrough; in 1980, the World Health Organisation declared the dangerous disease smallpox an eliminated disease. |                                       |               |
| <b>Key Vocabulary</b>                                 |   | <b>Key Features of Microorganisms</b> |               |
| <b>Spelling</b>                                       | <b>Definition</b>   |                                       |               |
| classification  | Grouping something using its features.  |                                       |               |
| distinguish   | Recognise a difference.   |                                       |               |
| invertebrate  | Animals with no backbone.   |                                       |               |
| microorganism   | A microscopic organism.   |                                       |               |
| organism  | An individual animal, plant, or single-celled life form.  |                                       |               |
| taxonomy  | The part of science focused on classification.  |                                       |               |
| vertebrate  | Animals with a backbone.  |                                       |               |
|   |   |                                       |               |



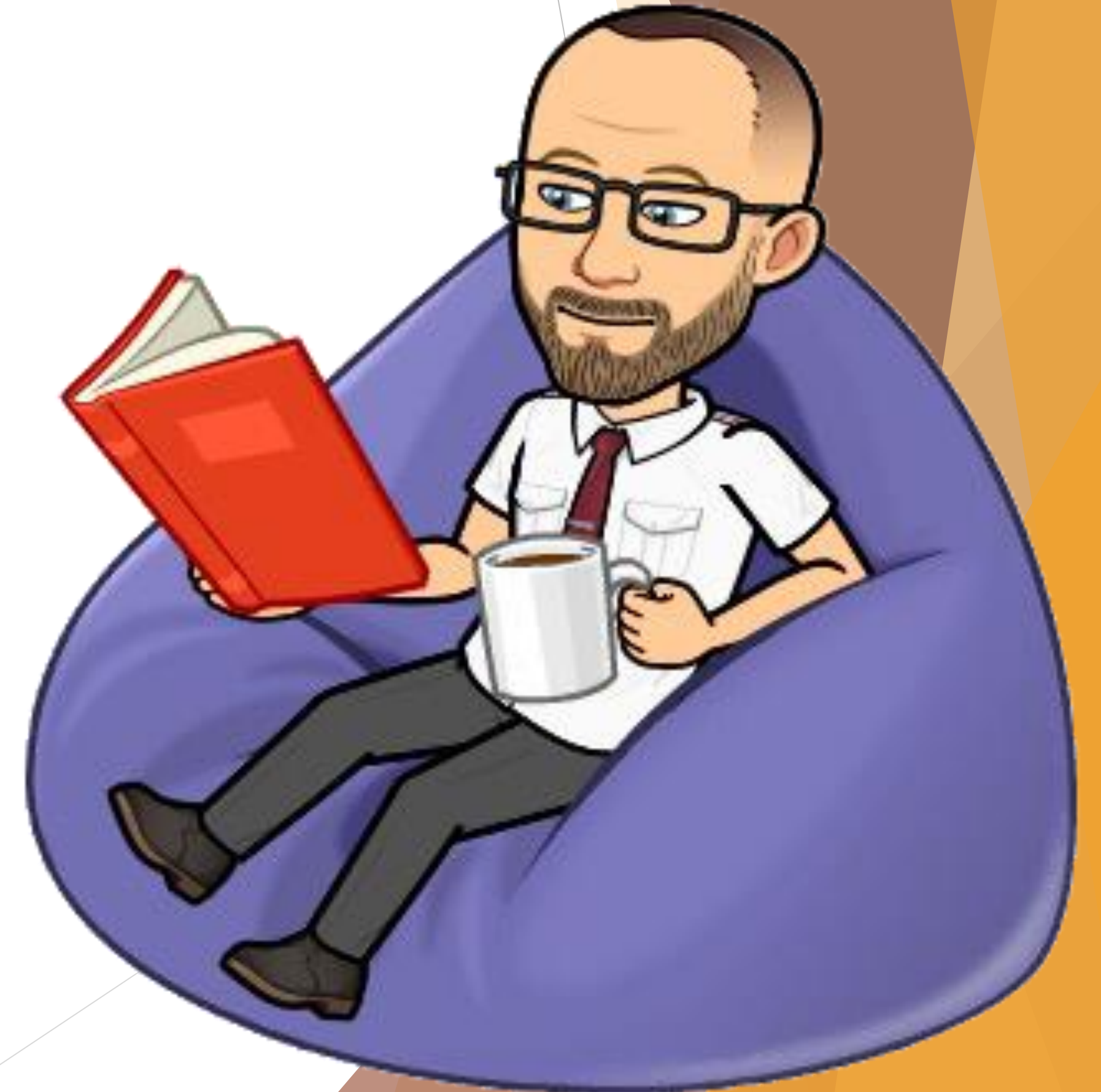
# Our Curriculum: responsibility and organisation

- Pupils are aware of PE sessions and swimming - see timetable in Communication Book and latest information available on the [school website](#).
- Homework - set on Friday and due in by the following Wednesday; spelling (use of [Spelling Shed](#) available) - set on Friday and tested on the following Friday. It is highly beneficial for Year 6 to have homework as it bridges the transition and prepares them for the reality of Year 7.
- Opportunities for Year 6 will include prefects, librarians, Team Captains, Sports Captains, School Councillors, as well as the chance to support younger learners as Maths Mates and Reading Ambassadors.



# Reading at home

- First and foremost, **reading** should bring **pleasure!**
- Pupils should be aware of expectations from their class teacher.
- Supporting a Year 6 pupil who is reluctant to read with you:
  - ask them to summarise the plot/latest section
  - ask them to make a prediction and explain their reasoning
  - read a section to them



# Supporting learning at home (including SATS)

- Each week, Year 6 pupils are giving guidance relating to what learning should be taking place at home. This is always shared on Showbie in the homework folder.
- As we will be beginning preparation for SATs later in the year, we will be helping the children to develop revision skills and they will be learning how to organise an effective revision folder. Later in the year, we will be asking the children to child bring in an A4 folder (2-ring)\*and five dividers for their revision folder. This is not needed for quite some time and we will inform you when this is required!
- *\*Please avoid lever-arch files as these will not fit in their desk*



# Transition from Year 6 to 7

- The transition process usually begins in the spring term with communication between the secondary schools and West Leigh staff.
- We will be supporting the secondary schools so that the pupils have the opportunity to meet tutors, learn about their new schools and subsequently feel more assured about their transition.
- Beyond this, much information is shared between the schools about all aspects of the children to ensure that their new schools are well prepared to meet the needs of each and every child at this important stage.
- There will also be the transition days which often bring great excitement (and naturally some apprehension from children and parents alike).
- As a staff, we will be here for the children to guide them through the process and providing additional support where it is needed.



- Important dates (Autumn)

17th October - Learning Conferences

19th October - Learning Conferences

20th October - INSET day

23rd-27th October - Half Term

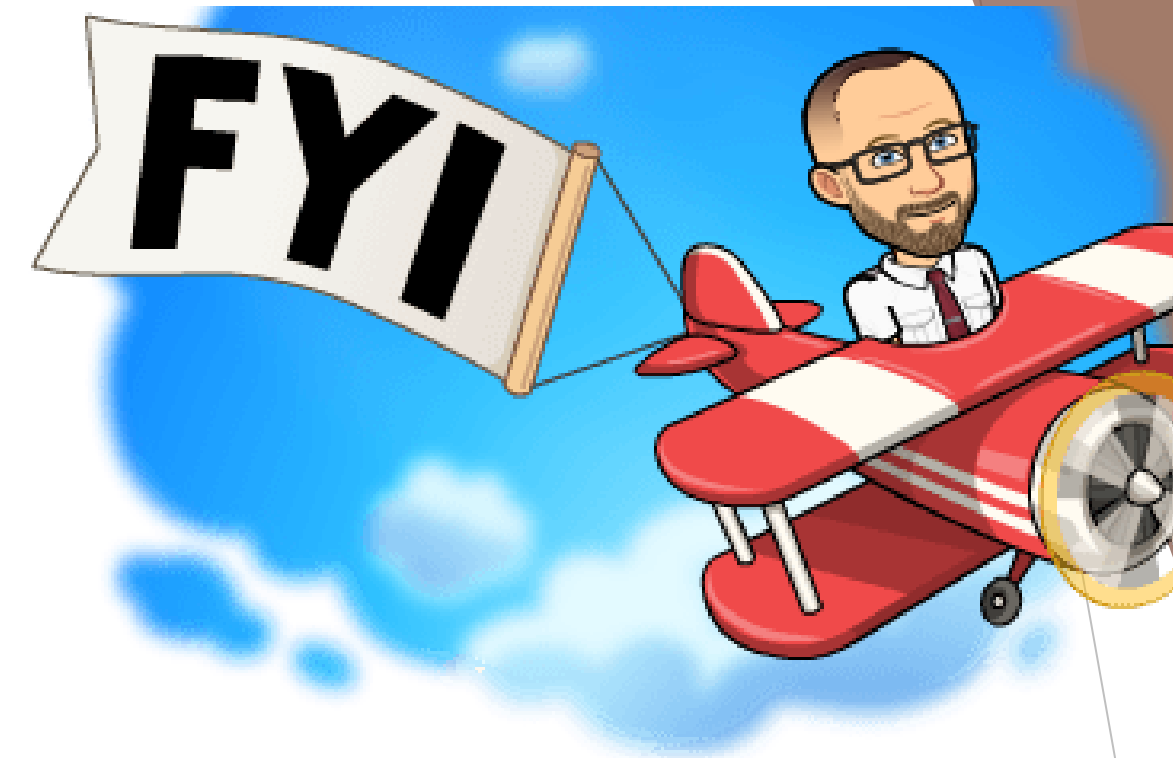
14th November - Young Shakespeare Company visit

20th November - Year 5/6 test week

12th December - Carol Concert at St. Margaret's Church

13th December - Christmas Lunch/Christmas Jumper Day

20th December - Last day of term/non-uniform day



# Wellbeing - Our Most Important Focus

- Year 6 **could** be stressful with selection being taken by many pupils, waiting for results, finding out new schools, SATs and transition from Year 6 to Year 7. Add to this the burdens of living through the challenging times we are living through, and this could easily be too much!
- Your child's mental and physical well-being is a priority.
- Their well-being is monitored and, if need be, addressed accordingly; this will be different for each individual.
- Our curriculum and extra-curricular activities foster a love of learning.
- Expertise of staff will be shared to ensure that wellbeing is at the core of what we do - we care greatly for your children and thank-you for giving us the opportunities to develop and nurture them.



# Leaving West Leigh

Making your child's time at the end of their West Leigh journey as memorable as possible is one of the most important aspects of the final weeks of Year 6. I won't spoil the surprises but needless to say, if previous years are anything to go by, there will be many great memories created!





*loggin' off*

