



# Hampton College Primary

## Welcome to Year 6



# Meet the Year 6 team



**Miss Lemin**  
Jupiter class teacher



**Mr Waters-Court**  
Saturn class teacher



**Mr. Debell**  
Teaching assistant

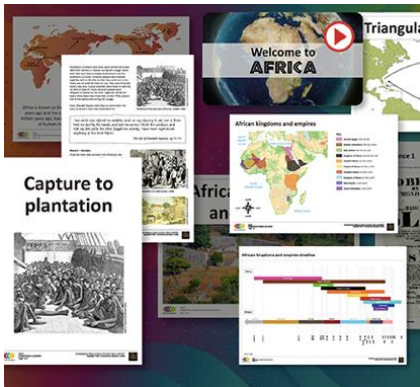


**Mrs Clifton**  
Teaching assistant



# Cornerstones Curriculum

## Topics



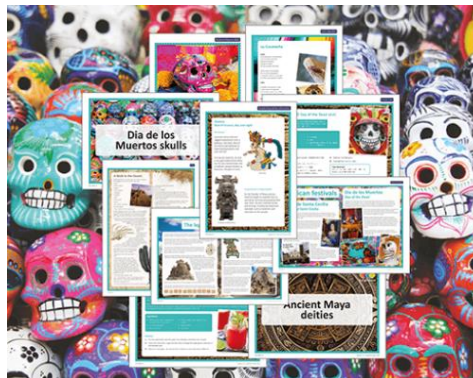
### Maafa

This topic teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade and the causes and consequences of the European colonisation of Africa.



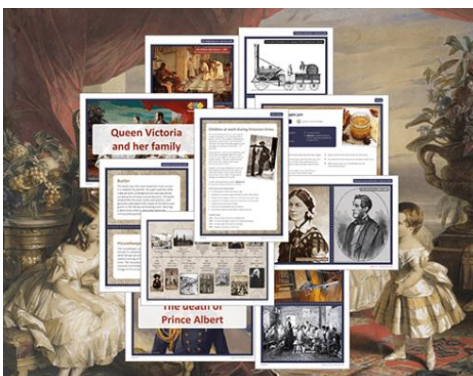
### Frozen Kingdom

This topic will explore the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.



### Hola Mexico!

This topic will explore the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.



### Revolution

This topic will explore life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time.



### A Child's War

This topic will explore the Second World War, learning what an Anderson shelter is, why nations were fighting and why child evacuees had to make the long journey from their homes and families into unknown territory.



# Year 6 timetable

	8:40-8:55	9:05-9:45	9:45-10:50		10:50-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-3:00		3:00-3:25
<b>Monday</b>	Registration and Word of the Day/Retrieval	Whole class reading	English	10:30-10:50 Assembly	Break time	Maths	Music	Lunch time	Science		Cosy Club
<b>Tuesday</b>		Whole class reading	English			Maths	Tuneful Tuesday		Indoor P.E (Saturn) Swimming (Jupiter)		Cosy Club
<b>Wednesday</b>		Whole class reading	English			MFL	Maths		Foundation subject (Art, geography, history, D&T etc)		Cosy Club
<b>Thursday</b>		Whole class reading	English			Maths	Foundation subject (Art, geography, history, D&T etc)		Foundation subject (Art, geography, history, D&T etc)	Outdoor P.E	Cosy Club
<b>Friday</b>		Whole class reading	English	10:30-10:50 Assembly		Maths	PSHE		RE	PROUD time	Cosy Club

## Key information

### PE days

Indoor PE -Tuesdays

Outdoor PE - Thursdays

## Homework

The expectation for homework in Year 6 will begin with regular use of Times Tables Rockstars to practise times tables. Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. In addition, to practise spellings on Spelling Shed, as spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for pupils. The game aspect of Spelling Shed ensures children are engaged and eager to practise their spellings regularly. The low-stakes games, quizzes and reward systems ensure that children find spelling fun.

There is also an expectation that the children read at least four times a week and record their reading in their diaries to be checked every Monday. Later in the year, the children will receive CGP books for English grammar, punctuation and spelling and mathematics to practise key skills taught within lessons.



# Expectations for learning in Year 6

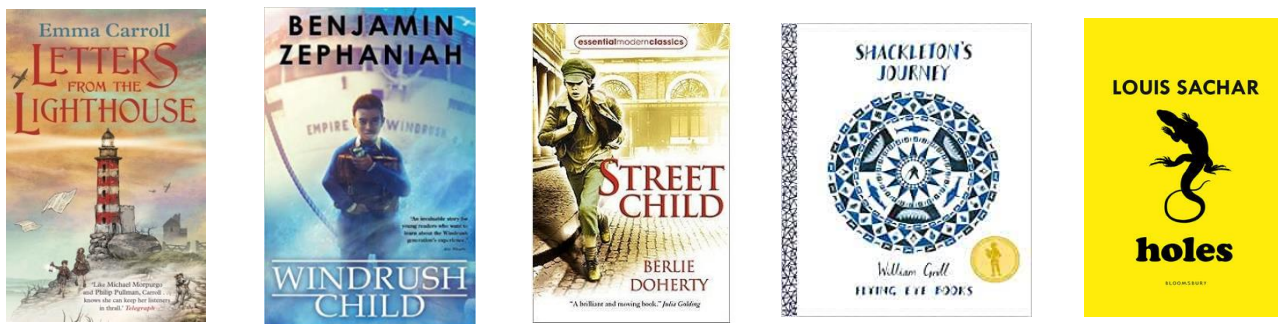
## What will my child do in Year 6?

As in all other year groups, Year 6 follow the National Curriculum set out by the government. Children are assessed at the end of the year as to whether they have met the ‘expected’ national standard. At HCP, we strive to make teaching and learning personalised, exciting, and creative.

## The curriculum for English in Year 6

In Year 6, we enjoy a learning about a range of text types through the use of picture, fiction and non-fiction books. We often use short video clips to inspire writing too. Your child’s enjoyment and understanding of language is crucial in supporting their reading and writing and the use of different stimuli encourages children’s fluency as readers, their ability as writers and their comprehension. They will also continue to hone their writing skills through short burst writing and lengthier published pieces.

Here are some of the books we plan to use this year:



This academic year we are implementing a new approach to the teaching of phonics and reading; these changes in our reading approach this year will impact predominantly on teaching and learning in Early Years and KS1, however any changes for KS2 reading are explained in an additional booklet for parents, which will be sent out shortly.

By the end of Year 6, children’s reading and writing should be sufficiently fluent for them to manage the general demands of the curriculum in Year 7 across all subjects. They should be able to reflect their understanding of the purpose and audience of their writing by selecting appropriate vocabulary and grammar. We will prepare the children for secondary education by making sure they can understand and control sentence structure in their writing.

In Year 6, children’s confidence, enjoyment, and mastery of language will be extended through public speaking, performance, and debate.

## The curriculum for maths in Year 6

The main focus of maths teaching in Upper Key Stage 2 is to ensure that children extend their understanding of the number system and place value to include larger integers. This should develop the connections that children make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, children should develop their ability to solve a wider range of problems using both written and mental methods of calculation. Year 6 will learn the language of algebra as a means for solving a variety of problems. In geometry, your child will learn to classify shapes with complex properties and will learn the vocabulary they need to describe them.

By the end of Year 6, children should be fluent in written methods for all four operations, including long division and multiplication, and in working with fractions, decimals, and percentages. They should be able to read, spell, and pronounce mathematical vocabulary correctly.



# Assessment in Year 6

## How will my child be assessed in year 6?

Throughout the year, our year 6 teaching team will be assessing children against the National Curriculum for year 6, making observations, looking at the work the children complete during lessons and gathering evidence to support them with making an end of year judgement about how the children are attaining in writing and science by the end of year 6.

For writing, children will be awarded a teacher assessment showing that they are:

- working towards the expected level for the end of year 6 - WTS;
- working at the expected level for the end of year 6 - EXS or
- working above the expected level for the end of year 6, working at 'greater depth' - GDS.

For science, children will be awarded a teacher assessment showing that they:

- have not met the expected level for the end of year 6 - HNM or
- have met the expected level for the end of year 6 - EXS.

In reading; grammar, punctuation and spelling (GPS) and mathematics, children will be assessed using a series of written test papers in May 2024. These are known as the year 6 standard attainment tests or SATs. We will be preparing the children for these papers throughout the year, whilst also trying to minimise the anxiety these papers can cause for children. Our fifth PROUD aspiration at HCP is "Do our best ... always", and this is absolutely true for end of KS2 SATs.

Throughout key stage 2 (from year 3 to year 6) we will continue to use PiXL (Partners in Excellence) assessments throughout the year. PiXL tests have been designed to check children's knowledge and understanding against the end of year expectations for each year group in reading; grammar, punctuation and spelling (GPS) and mathematics.

As well as informing each teacher's assessments of each child in their class, PiXL tests also enable diagnostic evaluation of gaps in children's learning and are supported by therapies and interventions which can support children in closing their gaps in learning.

Updates regarding how your child is attaining will be shared at our autumn and spring term parents' consultations in November and March, as well as in your child's end of year report which is sent home in early July.

A meeting will be held in the spring term to provide parents with further information regarding year 6 SATs.

For more information, please click on the following link - [Information for parents: 2023 national curriculum tests at the end of key stage 1 and key stage 2](#) to read the leaflet produced by the Standards & Testing Agency (STA) regarding last year's SATs. The updated leaflet for 2024 will be sent to out to parents during the year.



# PROUD values

As a school, we are committed to ensuring the very best quality of education and care for your children. We are a school which reflects very positively on rewarding behaviours that improve and enhance learning. We talk daily, with clarity and consistency on our **PROUD** values:

- **P**lay and learn together calmly
- **R**espect
- **O**wn our school
- **U**nderstand boundaries
- **D**o our best - always

Our values are displayed around school and are further promoted with the children devising class rules to which they strive to adhere to. Children are rewarded with verbal praise, stickers, stampers, certificates and will be allocated a **PROUD** team that are closely linked to our values.

Within this team, children can earn **PROUD** points for positive behaviour and great learning behaviours. Some of these behaviours include: using good manners, holding a door open, supporting others in their learning, being a good role model, taking pride in their work, going above and beyond, being kind to one another, listening well in class etc.

Our **PROUD** teams are:

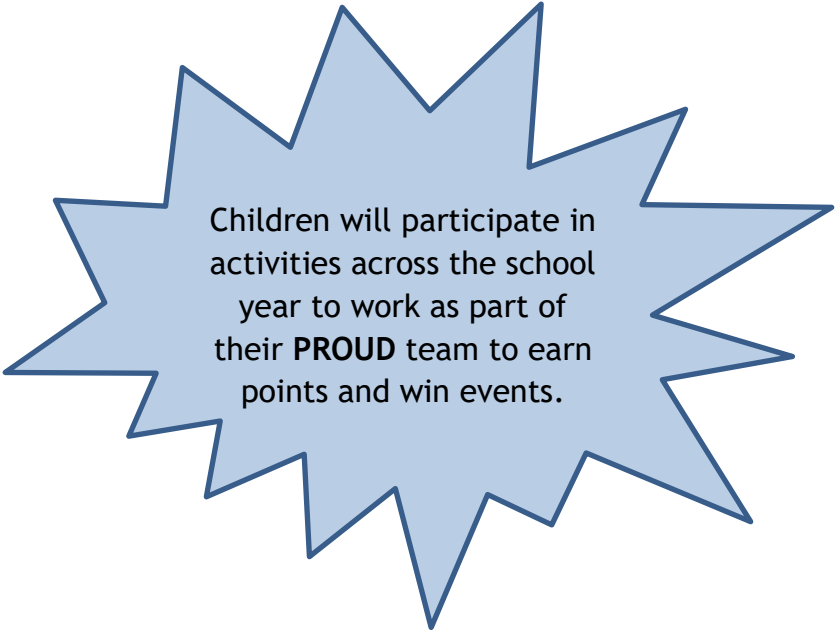
Partnership

Respect

Ownership

Understanding

Determination



Children will participate in activities across the school year to work as part of their **PROUD** team to earn points and win events.

For each **PROUD** point that the children earn, they get 3 minutes of **PROUD** time on a Friday afternoon. The aim is for each child to get at least 10 **PROUD** points to gain their full 30 minutes **PROUD** time.

Our behaviour model encourages children to go above and beyond and showcase their abilities to be **PROUD** members of Hampton College.



The current model has been altered slightly to encourage children to go above and beyond and showcase their abilities to be **PROUD** members of Hampton College.

Many children show a high standard of the PROUD values on a daily basis and we would like to show recognition for this. Children who remain on green for the entire half term will be 'evergreen' and be part of a special event on the last day of each half term.



Children who show a high standard of the PROUD values will be recognised for their efforts and move from green to the PROUD badge. Children who achieve this may receive a PROUD sticker or a 'Well done' postcard home.



There are 2 reset points throughout the day where if children show a positive change to their behaviour, then they can move back to green. This is at the discretion of the class teacher.

All children will start each day on green.



Children will be moved to yellow following 2 verbal warnings for their behaviour.



Children will be moved to amber following 1 verbal warning for the behaviour.



Children will be moved to red for severe behaviour.





# Uniform expectations

At Hampton College Primary, we expect children to take pride in their appearance and feel PROUD in representing our school. We expect all children to wear correct uniform and kit for PE. For this academic year, children will continue to come to school in their PE kits on their PE days. If children do not have this, a slip will be sent home. Without the correct PE kit, children will **NOT** be able to participate in lessons.

## School uniform

Navy school cardigan or jumper

White polo shirt

Black or grey trousers, skirt or dress. Leggings are not to be worn without a skirt or dress

Black school shoes. Black trainers are not acceptable

Black, blue or white hair accessories with natural colour hair

Jewellery – earrings are to only be studs.

Watches are allowed but no other jewellery



## PE kit

PROUD house coloured top or plain, white t-shirt

Black, navy or grey jogging bottoms, leggings or shorts

Trainers or plimsolls

Navy jumper or hoodie for colder weather and outdoor PE

