

Year 6

Curriculum Meeting



Visions, Values and Ethos

- School vision:

Growing together, becoming all we are created to be.

We are a community of learners, growing together in every season of life, aiming high, reaching out to others, celebrating our unique characters and gifts. We very much believe that personal development and academic achievement go hand in hand.



Forgiveness, Aspire, Compassion, Engage

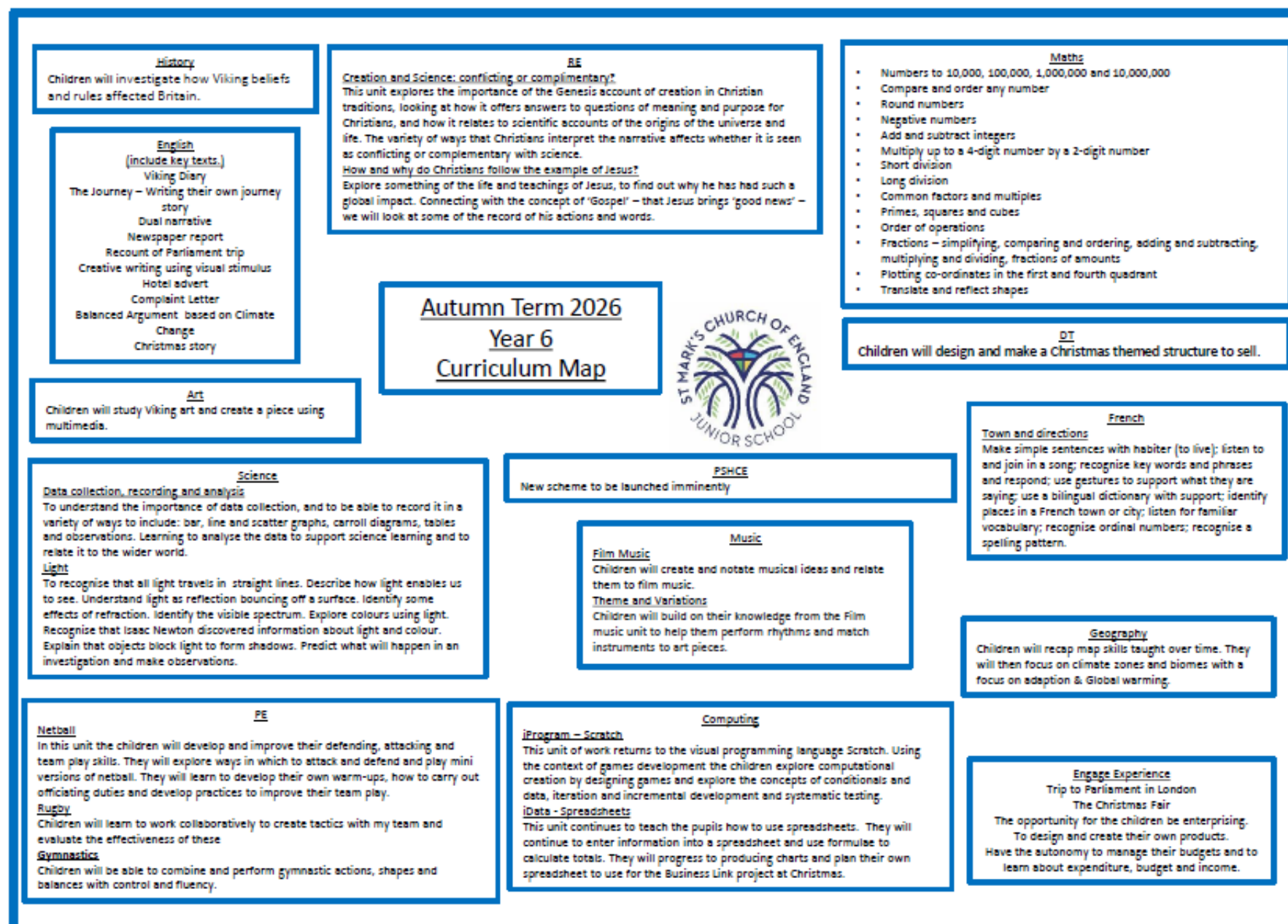
- FACE values – exploring these in action as the year progresses
- Expectations around behaviour & relationships – Behaviour and Character Development Policy (Step 1, 2, 3)
- Children are encouraged to demonstrate the school's values daily.



Year Group Curriculum Overview



Autumn Term Curriculum Map 2026



English



READING

- 10 minutes 4x weekly and recorded in reading diary.
- Expectation for children to read **at least four times a week** as part of their Home Learning
- Keep a log of this in their Reading Record book.
- Some children in Year 6 may bring a 'free choice' book home **and** a 'banded book'. If your child has a banded book, this will have been selected from our school reading scheme to ensure our child makes the correct progress in their reading. **This is the book that should be read four times per week and must be taken home and brought into school every day.**
- If your child only has one book, this must be in school and taken home each day, read four times per week and recorded as above.
- **LIBRARY** - On a **Thursday for Class 7** and a **Tuesday for Class 8**, your child can change their reading book. If your child has more than one day to wait between finishing their book and their Library day, they must bring their book in, tell their Class Teacher / Teaching Assistant and they will be able to change their book at the next available time.

WRITING

- Various genres covered over the year, including, writing to persuade, writing to entertain
- Grammar and punctuation will be recapping previous learning . There is SPaG test in SATs
- Spelling for Autumn 1 is recapping Year 5 spelling rules.

Maths



Throughout **Key Stage 2 (Years 3–6)**, children build their mathematical knowledge so that by Year 6 they can work confidently, accurately and independently. The National Curriculum places particular emphasis on **fluency, mathematical reasoning and problem-solving**.

By the time children reach Year 6, they will have developed learning across:

- **Number and place value** – reading, writing, ordering, comparing and rounding increasingly large numbers, as well as understanding negative numbers.
- **Calculation** – becoming confident with mental and written methods for **addition, subtraction, multiplication and division**. Children should know their **times tables up to 12×12** fluently.
- **Fractions, decimals and percentages** – recognising equivalence, calculating with fractions and decimals and making connections between fractions, decimals and percentages.
- **Ratio and proportion** – using multiplication and division to solve problems involving scaling, recipes, quantities and comparisons.
- **Algebra** – beginning to use letters and symbols to represent unknown numbers and solve simple equations and number problems.
- **Measurement** – working with length, mass, capacity, time and money and converting between different units. Children also develop their understanding of **perimeter, area and volume**.
- **Geometry** – identifying and describing 2D and 3D shapes, understanding **angles**, coordinates, symmetry, reflection and translation.
- **Statistics** – reading, interpreting and presenting information using **tables, charts and graphs**.
- **Problem-solving and reasoning** – applying mathematical knowledge to unfamiliar problems, choosing efficient methods and **explaining and justifying answers**.

In Year 6, we consolidate this KS2 learning while extending children's understanding. By the end of the year, children are expected to be fluent in the four operations, including **long multiplication and division**, and increasingly confident when working with **fractions, decimals, percentages and more complex multi-step problems**.

- The aim is not simply for children to **get the correct answer**, but for them to understand **why a method works**, select an appropriate strategy and explain their mathematical thinking with confidence.



SCIENCE

- This half term we are looking at data exploration which links very well with statistics in maths. Children will learn to create tables and graphs and analyse results, independently. Throughout the year, the children will have lots of opportunity to independently carry out investigations and research and will continue to build on topic knowledge learnt throughout their time at St Mark's.
- We aim to link a lot of our science to the wider world to encourage the children's curiosity and questioning about the world around them.
- Our topics include – electricity, blood and the circulatory system, Impact of diet, exercise, drugs & lifestyle on body function, evolution and inheritance, light, classification of living things.

Homework

Home Learning plays an important role in your child's learning journey and helps them to become increasingly responsible for their own learning, especially as they transition to Secondary School. Set every **Thursday** to be handed in on a **Tuesday**.

ENGLISH

- As part of your child's reading homework, we ask that the children read aloud regularly to an older sibling or adult, using the **Reading Question Stems** to aid questioning, as it is crucial that the children show a clear understanding of the text they are reading. The Question Stems have been sent home in the form of a **laminated bookmark**.
- **Spellings** – *We will send home a spelling homework sheet every week. You can also use Spelling Shed.*
- We will be learning the spelling rules within the class and will be testing children informally each week. The spellings are on the year group page on the school website should you wish to see them.
- **SPAG** (Spelling, Punctuation and Grammar) **20 minutes each week**. This is to be completed in their homework book. The task will be explained each time it is set and it will only be recapping learning that has already been completed.



HOMework

MATHS

20 minutes each week. This is to be completed in their homework book. Attempt the fluency revision questions on the sheet.

Multiplication Tables

- The children will need to practise their multiplication tables facts at home each week. They will also be used and referred to in school throughout the weeks as part of their learning, but we ask that the children spend a little of time at home, learning them too. The children will complete their Multiplication Tables test on a sheet which the children can bring home to aid their learning. Please help your child consolidate facts that were not correct through the following week. Your child can use **Times Table Rock Stars** as a fun way of practising the learned facts.
- ***Please note that this platform is designed to help to increase the pace at which your child is able to recall the facts. However the facts must be learned first before using Times Table Rock Stars.*** Your child's log-in details will be in their Reading Record.

Assessment and Progress

- Carefully crafted questioning, end of unit check-ins
- Practise SATs papers





Attendance

Every school day matters.

Missing school does not just mean missing that day's work. Learning builds from one lesson to the next, so gaps can make future learning more difficult. Regular attendance helps children keep up with their learning, maintain friendships, develop confidence and feel that they belong at school.

- Procedures for reporting absence - call & leave a message / email giving a reason for absence before 8.45am



PUNCTUALITY

- Punctuality is particularly important for a **Year 6 child** because arriving on time helps them begin the day calmly, access all their learning and develop habits that will support their transition to secondary school.
- When a child is regularly late, the impact can be greater than simply missing a few minutes. They may miss morning routines, registration, important instructions, retrieval or fluency activities and the beginning of the first lesson. Entering after everyone else has started can also make some children feel embarrassed or unsettled.



Behaviour and Relationships

- Classroom expectations.
- School behaviour systems.
- Rewards and recognition.
- Children should understand that **making mistakes is a normal and important part of learning and growing**. The aim is not to prevent mistakes, but to help children recognise them, learn from them and make better choices next time.
- Children can be supported by adults who:
- **Create a safe environment** where children know they can get something wrong without being embarrassed or ridiculed.
- **Treat mistakes as learning opportunities**, asking, “What can we learn from this?” rather than focusing only on what went wrong.
- **Give clear feedback** so children understand their mistake and know what they need to do differently.
- **Provide opportunities to try again**, whether this is correcting a piece of work, practising a skill or making a better behavioural choice.
- **Help children reflect** on what happened, why it happened and what they could do differently next time.



Safeguarding and Online Safety

- Safeguarding responsibilities - *Everyone's responsibility – we will contact you immediately if a concern is raised unless it is deemed that this would put the child at further risk of harm*
- Reporting concerns – *Mrs Fitch head@, Mr Edwards deputy@, Mrs Whale senco@*
- Age-appropriate online safety - *online safety posters sent out beginning of every month.*
- Social media considerations – *All social media 13+*
- Mobile phones and messaging apps – *we are highly aware of dangers of messaging apps – please ensure you regularly check your child's device if they are on messaging platforms. Year 5 & 6 children only permitted to walk to school alone. If they bring a phone, a permission form should be completed available from Reception, it must be turned off when entering school site, handed in to teacher, put in a drawer and handed back to child at end of the school day. Only turned on when left the school site.*

Communication



- . *Teachers are available at end of school for quick touch base or to arrange a meeting or messages via clerical@*
- . Expected response times 24-48 hrs
- . Every Friday newsletters and updates are shared via email.
- . School calendar on website, website Year Group pages
- . Parents' evenings (Nov & March – dates on newsletters)
- . Who to contact: First port of call – Class Teacher. Other issues if Class Teacher cannot deal with: Mrs Fitch, Mr Edwards, Mrs Whale



Trips, Visitors and Enrichment

- 30th September - London to visit the Houses of Parliament, walk past Westminster Abbey, Parliament Square Gardens to see statues, towards No. 10, pass The Household Cavalry Museum, across Golden Jubilee bridge to the London Eye.
- 1st December - Year 6 Enterprise Christmas Fayre
- 8th December – Carol Services Yellow & Green 5:30-6:15; Red & Blue 6:45 – 7:30
- 9th December – Panto
- SATs – Week commencing 10th May
- GWSR Trip – Sometime after SATs
- 15th June - Leavers' Service at Gloucester Cathedral for children only
- 18th June – Sports Day
- Production – Tuesday 22nd June 1:40pm and Wednesday 23rd June 7pm
- Residential to Pioneer Centre – 7th July – 9th July.
- Year 6 Leavers' Service for parents to attend – Tuesday 20th July 1:40pm
- Clubs are always sent out via clerical@ - look out for sign up opportunities
- Leadership opportunities – House Captain and Prefects



How You Can Help

The Three Biggest Things:

1. Ensure excellent attendance.
2. Read regularly at home & support with additional homework
3. Talk positively about learning and school.



Questions

- *Thank you for your support. We are excited about the year ahead and look forward to working together – remember, no question is too small. We're all here to help your child to grow and flourish in this next year at St Mark's.*