Grange Junior School

Head teachers: Mrs Sadler and Mrs Harris

Meet the Year 6 Team

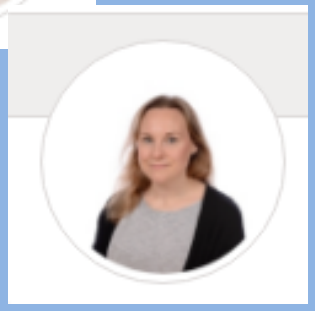




6SLS
Teacher: Mrs Smith
LSAs: Mrs Wilkes

s.smith@grange-jun.hants.sch.uk





6TC
Teacher: Mrs Cohen
LSA: Mrs Furber

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6AJ
Teacher: Miss Johnstone
LSA: Mrs Darrington

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Welcome to Year 6

We hope you find everything in this Powerpoint useful. If you have any further questions however, please do not hesitate to email us using the addresses on the previous slide if you need to discuss anything in further detail.

The Structure Of The School Day

- The school day begins at 8.50am and finishes at 3.20pm
- At 8.40am the gates are opened and supervised by Site Manager (Mr Stones) until member of SLT arrives.
- Children can enter the classroom, as soon as they arrive.
- Any parents wishing to enter the building must do so through the main entrance. At 9.00am the gates are closed and any late children have to sign in at the office. (All lateness is then monitored via the school office.)
- Registration is officially closed at 9am and lessons begin.
- At 10.50 there is an assembly in the school hall (Mon: Class; Tues: Upper school; Weds: Lower school; and Thurs: Singing; Fri: Outstanding Child.)
- Morning break is at 11.05 to 11.20. At 11.20 lessons resume until lunchtime at 12.20pm The school day finishes at 3.20pm and SLT will supervise at the main exit.

Uniform



- Names in jumpers please
- Footwear – sensible and appropriate shoes
- No jewellery except for small stud earrings (to be taken out or taped for PE)
- Mobile phones need to be handed to class teachers and stored in the mobile phone box
- Children coming to school on bicycles (and scooters) MUST have a road worthy bike – with front and back brakes – and a cycle helmet. Bikes need to be locked in the school bike shed and children must NOT ride in the school grounds – including the car park

PE Days

Our PE days are Tuesday mornings (for all classes) and Monday afternoon (PPA).

Children are to come into school on these days dressed in their PE kit. All children will need to be dressed in an appropriate PE kit. (see school uniform page on website)

https://grange-junior-school.secure-primarysite.net/uniform/

Earrings must be removed or taped.

PE kits:

- Navy blue shorts and pale T shirt or school house colour T shirt (warmer weather)
- Navy blue or black Tracksuits (colder weather), NOT branded clothing
- Hampshire County Council guidelines are that ALL jewellery must be r (including earrings)





Our Housepoint System

Each child and staff member has been assigned to a house:

Maple - Red
Oak – Green
Sycamore - Blue
Willow - Yellow

Siblings should be in the same house.

Each classroom has a large ‘Tree Of Respect’ which is part of the school behaviour policy. Each child has their name (in their house colour) displayed on this tree.

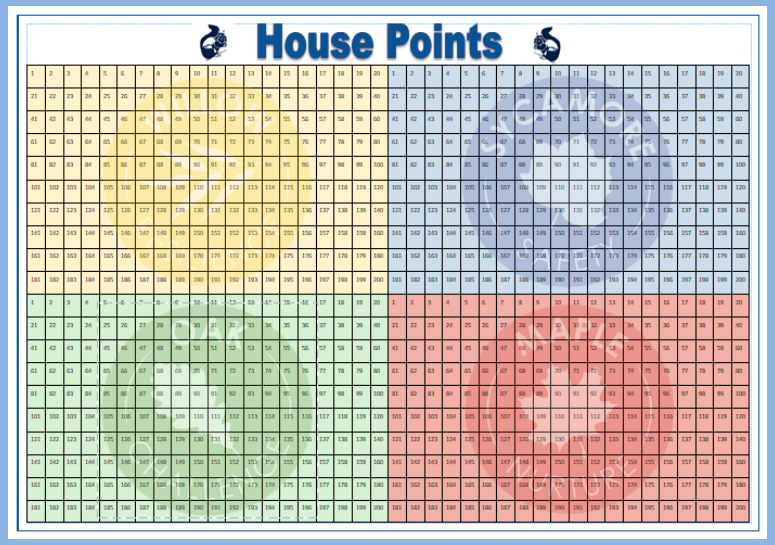
At the start of each day, all children’s names are displayed in the ‘start’ section. When celebrating good work/behaviour children may be asked to move their name up to the top of the tree (working towards a visit to the treasure chest/ golden squirrel letter). Where golden rules are broken and consequences are required, the children begin to move their name down the tree.

We adopt a positive approach to behaviour management but if consequences are issued, we try to ensure that this is consistent across the school.

Consequences

Behaviour	Natural Consequence	Logical consequence	Protective consequence
I am not trying my best Not putting best effort into my learning Not following instructions Distracting others from their learning	I am at risk of not understanding the learning and causing others to not understand their learning.	I will have a reminder as I am at risk of having to catch up in my own time if I continue	Slight adjustment to learning or environment may be necessary
I am repeatedly not trying my best Repeatedly not putting best effort into my learning Repeated refusal to follow instructions Repeatedly distracting others from their learning	My behaviour is not respectful and I risk not understanding the learning and causing others to not understand their learning.	Coaching conversation during next available break/lunch time to discover the problem and find a solution	Learning or environment may be adjusted accordingly
I am not using appropriate language Swearing, inappropriate use of language Verbally threatening others/Answering back	My behaviour is not respectful and other people may feel unsafe	Coaching conversation to support repair during the next break/lunchtime.	If inappropriate language is repeated, I may need to spend some time supported away from the classroom/ break/lunch times so others feel safe, until I have learned the skills to be successful.
I am refusing to engage in learning Avoiding work within lessons, leaving the classroom without permission. Refusing to come back into the classroom after transition periods.	I will not have learnt what I need to understand the next part of the learning. Over time I will have gaps in my learning.	Coaching prompt in the moment to resettle. Followed by coaching conversation during next available break/ lunch time with learning completed (max 30 minutes)	Behaviour support plans reviewed Learning adjusted
I am disrupting the learning/play of others Refusing to engage in learning and causing disruption to others both in school building and outside in school grounds Encouraging others to make the wrong choice or provoking a reaction from others	Other children and adults might become frustrated with me and relationships may be ruptured I will cause myself and others to miss out on their work/learning/ play	Coaching prompt in the moment to resettle. Followed by a coaching conversation during next available break/ lunch time with time made up, if necessary (max 30 minutes)	I will need to develop positive strategies to get my dose and build connections. I may have to practice these in my own time. If I continue to disrupt others I may need to spend some time supported away from the classroom/ break/lunch times so others can learn/play.
I am damaging property or resources Damaging school equipment or others' property	I will not be able to use those resources as they may be broken or lost. I am not keeping myself and others safe	Coaching conversation . I will need to tidy/fix or repair in my own time (max 30 mins)	I may not be able to use certain resources to keep everyone safe. I may need to spend some time supported away from the classroom to keep myself and others safe.
Prejudicial Language Negative language used towards others targeting their race, gender identity, disability, sexual orientation or religious beliefs.	The person I hurt verbally may not want to spend time with me. I might hurt others feelings. It may not be appropriate for me to spend time in the class/outside at break/lunch	Coaching conversation to support repair from the next break/lunchtime. Followed by protective consequence as required.	If I continue to verbally hurt others, I will need a period of separate support during break/lunch/class time whilst I learn the strategies I need. I will then be given a chance to practice these skills back with my peers.
Hurting others: Provoked and unprovoked Biting, throwing, kicking, punching, pushing, grabbing, scratching, pinching, pulling, strangling, spitting.	Someone will get injured. The person I hurt may not want to spend time with me. It might not be safe for me and others to spend time in the class/ outside at break/lunch	Coaching conversation to support repair from the next break/lunchtime. Followed by protective consequence as required.	If I continue to hurt others, I will need a period of separate support during break/ lunch/class time whilst I learn the strategies I need. I will then be given a chance to practice these skills back with my peers.

Our Housepoint System



House points are awarded to individual children or tables (or even whole classes) for displaying positive behaviours linked to our school values. When a child receives a housepoint, they mark it off on their class 'Housepoint Chart'. Housepoint totals are collected and shared weekly with parents and children. The aim is to be the 'Housepoint Cup Winner' at the end of the half term.

- Housepoints can be rewarded for behaviours linked to our 3 Golden Rules:

✓ Be safe
✓ Show respect
✓ Work Hard

- They can also be awarded for behaviours linked to the 4 values linked to each house:

✓ Challenge
✓ Nurture
✓ Resilience
✓ Safety

Certificates

Children are also rewarded with certificates for behaviours linked to the 3 Golden Rules and the ‘House Values’. There are 5 different certificates to collect, each linking to a school value, and the children are loving the challenge of collecting all 5 certificates.











Our Learning Journey

- We have produced curriculum maps for each half term detailing which topics will be taught in each subject as well as any links between subjects.
- Curriculum maps are all available on the Year 6 school website page.
- As the year continues, some of the curriculum maps may evolve and change slightly as we adapt our curriculum.

Our Learning Journey

Autumn 1

Hook:
What was the impact of the railway during the Victorian period?

Visit to The Watercress Line



YEAR 6
Autumn 1
The Victorious Victorians:
A focus on the railway and the industrial revolution

Outcome:
The children will be presenting their learning to other pupils in the school during an assembly.

History
- Timeline
- Devise historically valid questions about change during Victoria's reign & its impact
- Impact of the British Empire
- Impact of Industrial Revolution

Geography
Exploring Victorian Empire with Mapwork
- Use 8 compass points
- Use 4 figure co-ordinates
- Locate places on world map and atlas
- Use OS maps

Art
- Pencil tone: line, texture and pattern & observational sketch of a train
- Photo montage of trains
- Revise primary, secondary, tertiary, complimentary colours, shade (adding black) and tint (adding white)
- Produce class painting of a train in Monet style

Computing
- Powerpoint - Format Picture for train art
- Sketch-up Victorian Bridge Design
- Digital Literacy: Website research and note taking,

Music
- Short Ride In A Fast Machine

Literacy
- Types of sentences
- Class Text: Street Child
- Setting
- Victorian Diaries
- Non-chronological Report

Numeracy
- Place value
- Subtraction (linking to addition as the inverse, missing numbers)
- Subtraction (find the difference)

Science
- Classification—using observable characteristics
- Vertebrates
- Invertebrates
- Plants
- Micro-organisms
- Linnaean Systems

PE
- OAA Orienteering—Outdoor Adventures

Active Me 360°—Sports Coach
- Football

RE
- STEWARDSHIP Creation stories within different—cultures

PDL
- Bright Beginnings

MFL
- Recap year 5 learning



Homework



- Homework will be given out weekly to be handed in the following week.
- Homework will be set weekly: normally 1 piece for maths and one for literacy/grammar - this may change depending on the learning needs of your child; a minimum of 3x spellings; a minimum of 3x reading (to be recorded in their reading journal); and 3x times-tables practise.
- If your child is struggling to complete the work, send it in before the due date with a little note and their class teacher will help them.
- If a child does not hand in their homework on time the class teacher will firstly have a discussion with the child to find out if there are reasons as to why the homework has not been completed/handed in. They will then be given some time on a Friday to catch up.
- If a child repeatedly fails to complete homework, the class teacher will contact the parents to discuss this and offer support where necessary.



Reading Books

Reading x 3 minimum

- Regular reading practice is essential for developing children's fluency in reading skills as well as developing their comprehension of a range of texts. Children are provided with a reading book which follows a reading scheme and is matched to their reading level and/or have a book that they have chosen in the school library or their class bookshelf. All children are issued with a reading journal to enable reading records to be kept.
- We would like the children to read a minimum of 3 times a week.
- If you have any questions or comments about your child's reading, please feel free to write them in their book. We do like to hear from you!



Spellings



Spellings x 3 minimum

- All children will have been tested on statutory words (from the high frequency list, year 3, 4, 5 and 6 word banks depending on their learning needs) which they are expected to know how to spell. Words which the children have spelt incorrectly will be included in their home spelling lists.
- Children will also regularly be given a spelling rule to practise in class which may be sent home as additional homework.
- We recommend that children practise their spellings a minimum of **3 times a week, however ideally we would like to see them practised every day.**
- Ideas for how to practise their spellings can be found in the front of their spelling journal.



Times Tables



Children's knowledge and fluency in their multiplication facts helps them immensely with all other areas of maths. Therefore, it is vital that children invest time in regular practice of these facts both in school and at home.

- Due to increased expectations of formal calculations and fluency in numeracy, children will have been tested by the end of the second week their learning needs related to multiplication and division facts to establish a baseline.
- Children will be tested regularly in class and will progress through a variety of activities.
- They will only be given a short amount of time (2 – 5 mins) to answer 30 calculations.
- It is important that they practice out of order, as the test will be out of order to ensure rapid recall knowledge including related division facts
- All classes are also completing a 'Number Sense' programme this year, practising their table facts EVERY day in class



Times Tables



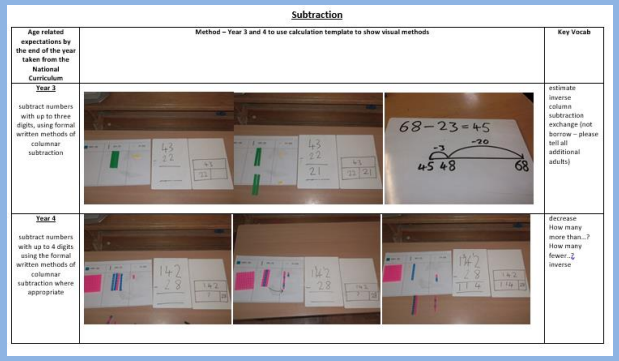
- 8 x 4 = 32
- 4 x 8 = 32
- 32 ÷ 4 = 8
- 32 ÷ 8 = 4

Other ways of practising Times Tables

- All children have log in for both Mathletics and Times Table Rock Stars, and can use these to practise their times tables facts regularly.
- https://ttrockstars.com/

Numeracy Calculations

If you look on the school website, you will find a copy of the school calculation policy showing you how your child is taught +, -, x and ÷.
https://www.grangejunior.com/mathematics-calculation-policies/



Subtraction

Age related expectations by the end of the year taken from the National Curriculum	Method – Year 3 and 4 to use calculation template to show visual methods	Key Vocab
Year 3 subtract numbers with up to three digits, using formal written methods of columnar subtraction		estimate inverse column subtraction exchange (not borrow – please tell all additional adults)
Year 4 subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate		decrease How many more than...? How many fewer...? inverse



SATs



- SATs tests are provisionally planned for the week beginning Monday 10th May 2027.
- Children will be assessed using the following grading system:

✓ At expected national expectations
✓ Below national expectations or
✓ Exceeding national expectations

- The children are tested in maths, reading and SPAG (spelling, punctuation and grammar)

Numeracy

Arithmetic Paper 1

30 minutes – 36 questions 18 of which are fractions, decimals and percentages

Reasoning Paper 2

40 Minutes with access to ruler, protractor, mirror.
24 questions approx.

NO CALCULATOR

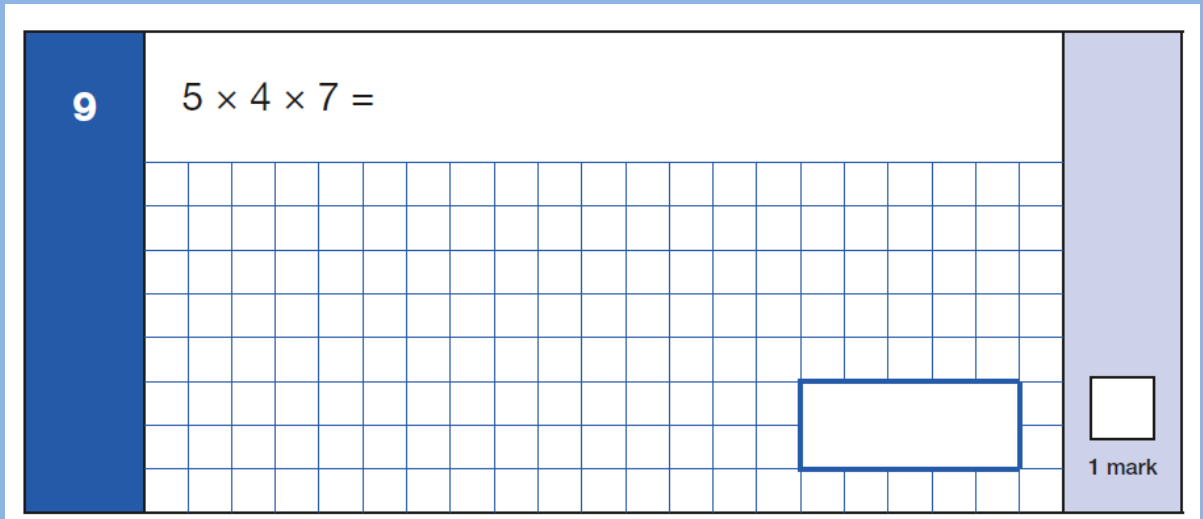
Reasoning Paper 3

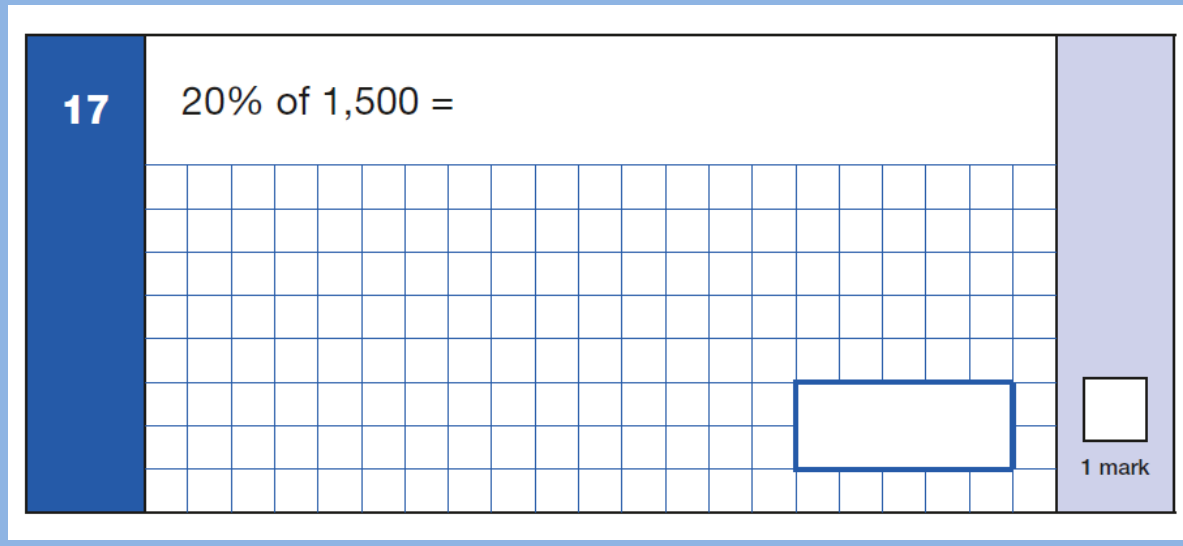
40 Minutes with access to ruler, protractor, mirror

24 questions approx.

NO CALCULATOR

Examples Of Maths Questions:





28 234,897 – 45,996 =

1 mark

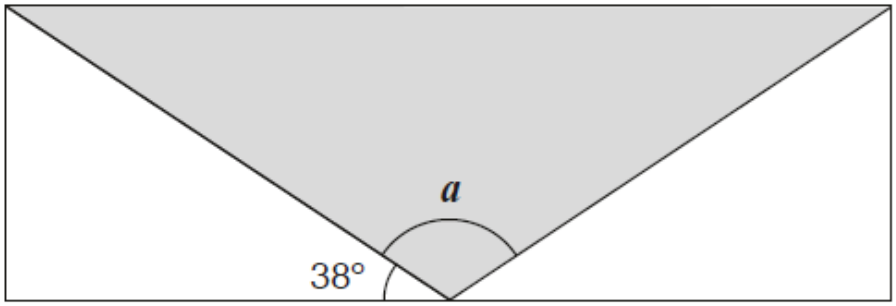
29

$$\begin{array}{r} 678 \\ \times\ \ \ 54 \\ \hline \end{array}$$

Show your method

2 marks

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a.

Show your method

a is ____ °

2 marks

18 Here are the ingredients for chocolate ice cream.

cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

How much **chocolate** should he use?

Show your method

g

2 marks

English

Reading Paper

60 minutes to read 3 different texts and answer questions related to each text



Examples Of Reading Questions:

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



27 How does the first paragraph suggest that the characters are in a 'lost world'?

_____

_____

1 mark

28 In the paragraph beginning, *There were, as I say…* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

_____

_____

English

Grammar Test

45 minutes to answer 46 questions – adverbs, adjectives, nouns, types of sentences, grammar, vocabulary, punctuation

Spelling Test

20 spellings - completing a missing word in each sentence

Writing is teacher assessed.

Examples Of SPAG Questions:

3 Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

4 Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up. ☐

Immediately after dinner we did, the washing up. ☐

Immediately after dinner, we did the washing up. ☐

Immediately, after dinner we did the washing up. ☐

1 mark

11 Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

1 mark

13 Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

15 Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates **certainty**	Modal verb indicates **possibility**
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

1 mark

21 Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

_____

1 mark

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

_____

1 mark

23 Draw a line to match each word to its correct **antonym**.

Word	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

1 mark

27 Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday. ☐

The assembly was held in the hall. ☐

The bad weather led to the cancellation. ☐

The floods were caused by the heavy rain. ☐

1 mark

Writing Assessment

Writing is teacher assessed. There is no formal test.

How is writing assessed?

Working towards the expected standard

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

How is writing assessed now?

Working at the expected standard

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

How is writing assessed now?

Working at greater depth within the expected standard

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

Year 6 trips

Autumn Term

6SLS Watercress Line Thursday 8th October 2026

6TC Watercress Line Wednesday 16th September 2026

6AJ Watercress Line Thursday 17st September 2026

Spring Term

STEM CEMAST – March 2027



Summer Term

Bikeability – 21, 22, 23 October 2026

Residential to Fairthorne Manor - June 2027

Paultons Park – 16th July 2027

Leavers Assembly and Party – 19th July 2027

Fairthorne Manor



June 2027

The following slides provide some information regarding our residential to Fairthorne Manor.

Parents will be invited to reserve their child a place through a letter and/or email by the end of October.

Children will be ‘housed’ in tents of 6 or 8 – these groups will be decided with teachers over the next few weeks.

There will be separate boy and girl tents.

Essentials – they will need:

- ✓ Sleeping bag – in a BIN BAG (in case it is raining!)
- ✓ Pillow
- ✓ Torch
- ✓ Roll mat

Roll mats are NO LONGER provided by Fairthonre Manor



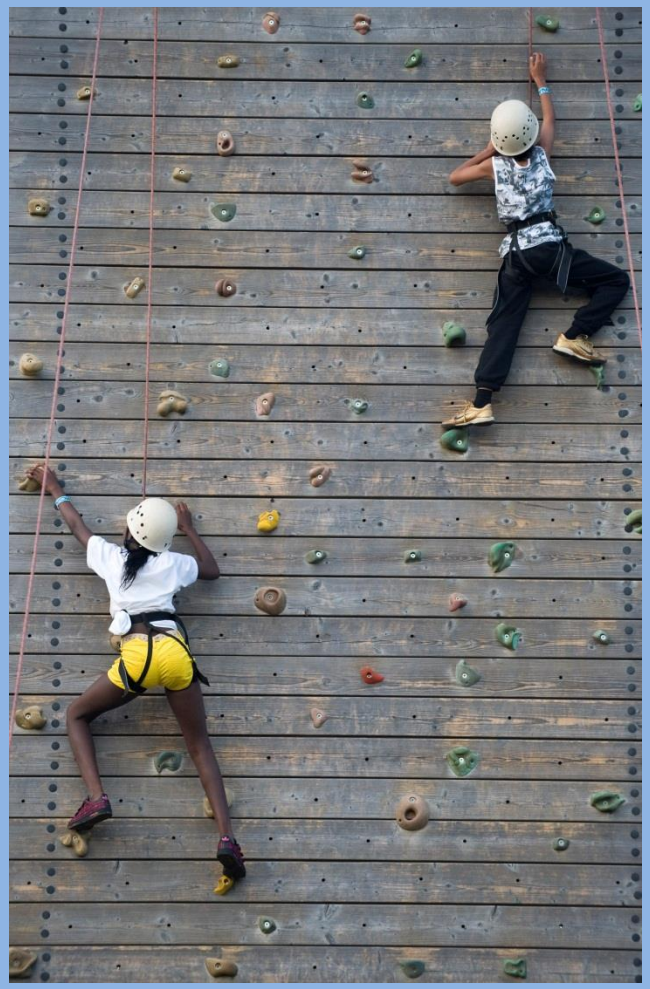
Learning to … organise yourself

- 8.00am Breakfast
- 9.00am Activity 1
- 10.30 am Snack break
- 11.00am Activity 2
- 12.45pm Lunch
- 1.45pm Activity 3
- 3.15pm Snack break
- 3.45pm Activity 4
- 5.15pm Prepare for dinner
- 5.30pm Dinner
- 6.30pm Free time
- 7.00pm Evening activities
- 9.30pm Lights out!

Activities:

- Abseiling
- Archery
- Climbing
- Jacobs Challenge
- Low Ropes Course
- Team Challenge
- Crate Challenge
- Orienteering
- Raft Building and testing on the lake
- Kayaking
- Zip wire
- Stream explore

Learning to … face a challenge.





Learning … new skills with expert staff. Safely.

During learning activities children will be split into two groups for safety.

All equipment for activities are provided by Fairthorne Manor



Facebook

- Don’t forget we have an official parents page that is a closed group requiring permission to join; a useful forum where parents are able to share information with each other.

- If you would like to join the page, please fill in a code of conduct form and return to the office. Once this has been authorised, you will be accepted to the group.



Thank you

- Thank you for your continued support on behalf of everyone at Grange.

- If you have any questions, please do not hesitate to contact one of the Year 6 team.