

# YEAR 6 2025-2026



Curriculum & Class Information



## Staff

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- Class Teacher- Mr Atkins



## Support Staff

- Mrs Ashington





# Daily & weekly routines

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- Start of the day- Please be lined up on the playground at 8.30
- End of the day- Please collect from the year 3 door at 3pm
- Playtime 10:45-11:00
- Lunchtime 12:00-12:45
- PE- please come in kit on Wednesdays & Fridays
- Morning Tasks- we will be starting the day with Times Tables practice on TTRockstars and daily drilling
- Library time on Wednesday Mornings
- Spelling Tests - Friday mornings (Starting week 2)

# Homework

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- Spellings- will be introduced on a Friday, tested the following Friday
- Spelling shed
- TT Rockstars
- Reading- daily, discuss texts and books, questioning
- Children may be encouraged to research a fact when starting new topics- this will be communicated over Marvellous Me at the time

# Taking pride in work

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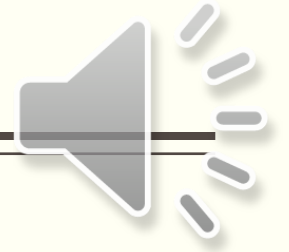
Focusing on handwriting and taking pride in all our work

*Cursive writing*

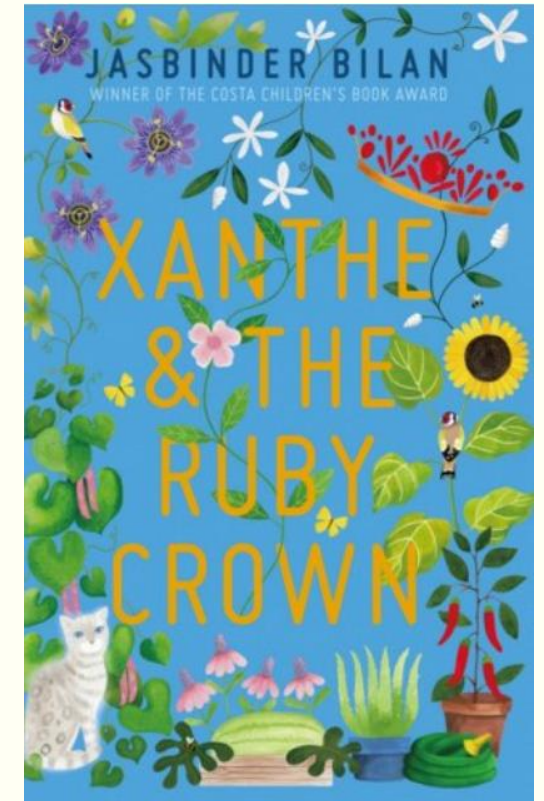
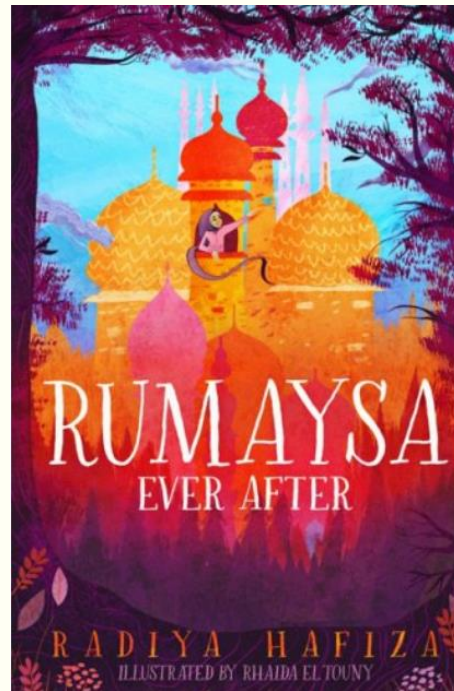
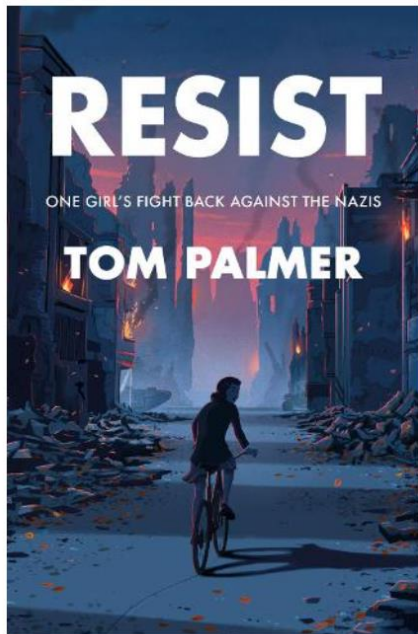
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# Suggested Reading

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## Year 6 reading list for children aged 10-11 | School Reading List



# Reading

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- Reading Aloud & Exposure: Even though pupils can read on their own, children should still read whole books aloud to introduce them to new authors and stories they might not pick themselves.
- Developing Comprehension: Pupils should build on their existing skills by tackling more complex texts, recognising themes (like heroism or loss), comparing characters, and discussing different viewpoints across texts.
- Understanding Writing & Language: They should learn the features of different types of writing (e.g., diaries, autobiographies) and be taught key literary terms such as metaphor, simile, imagery, and style.
- Using Information Effectively: Pupils need to practise retrieving information using contents pages, indexes, and reference books, and apply these skills in real contexts such as history, geography, science texts, or museum/theatre visits.

# Reading Comprehension

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- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction ( including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

# English (expected standard)



Area	Year 6 Writing Objectives (Statutory)
Handwriting & Presentation	<ul style="list-style-type: none"><li>· Write legibly, fluently, and at increasing speed.· Choose whether to join letters or leave them unjoined depending on purpose.· Use handwriting style appropriate for quick notes vs. formal writing.</li></ul>
Composition (Planning & Writing)	<ul style="list-style-type: none"><li>· Identify audience and purpose; select appropriate form and model after similar texts.· Note and develop ideas, drawing on reading/research.· In narratives, consider how authors develop characters/settings.· Select vocabulary/grammar to enhance meaning.· Describe settings, characters, atmosphere; integrate dialogue.· Summarise longer passages.· Use cohesion devices within and across paragraphs.· Use organizational devices (headings, bullet points, underlining).</li></ul>
Composition (Evaluating & Editing)	<ul style="list-style-type: none"><li>· Review effectiveness of own and others' writing.· Propose vocabulary, grammar, punctuation changes to clarify or enhance.· Ensure consistent tense and correct subject-verb agreement.· Distinguish between speech and writing tone/register.· Proofread for spelling and punctuation errors.· Perform writing aloud with appropriate intonation and pace.</li></ul>
Vocabulary, Grammar & Punctuation (SPaG)	<ul style="list-style-type: none"><li>·Recognise and use vocabulary/structures appropriate for formal speech and writing (e.g., subjunctive forms).· Use passive voice to alter presentation.· Use perfect verb forms to indicate time and causality.· Use expanded noun phrases to communicate complex info concisely.· Express possibility via modal verbs/adverbs.· Use relative clauses (including implied pronouns).· Use commas for clarity, hyphens to avoid ambiguity; brackets, dashes, commas for parentheses; semicolons/colons/dashes for independent clause boundaries; colons for lists; consistent bullet-point punctuation.· Understand and use grammatical terminology from English Appendix 2 accurately in discussing writing.</li></ul>

# English (greater depth)

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Aspect	Greater Depth Writing Characteristics
Independence & Influence	Writes independently and draws confidently from influences such as texts they have read or observed to shape their own writing style and structure.
Precision & Economy	Uses language economically—writing concisely, with clarity and impact, avoiding unnecessary words.
Effective Punctuation & Register	Uses punctuation (e.g., semicolons, dashes, colons, hyphens) accurately for effect; adjusts tone and style based on purpose and audience, demonstrating control of formal or informal registers.
Purposeful Vocabulary & Form	Writes for a variety of purposes and audiences, choosing structures and vocabulary deliberately (e.g. selecting appropriate forms and levels of formality).

# Aiming by the end of Yr6



Domain	What Pupils Should Learn by End of KS2
Number & Place Value	<ul style="list-style-type: none"><li>- Deepen understanding of the number system and place value.</li><li>- Fluently perform the four arithmetic operations using formal written methods (including long multiplication and division).</li><li>- Apply rounding and estimation to check calculations.</li></ul>
Fractions, Decimals & Percentages	<ul style="list-style-type: none"><li>- Operate confidently with fractions, decimals, and percentages and understand their relationships.</li><li>- Solve problems involving equivalence, comparison, and percentage calculations.</li></ul>
Ratio & Proportion; Algebra	<ul style="list-style-type: none"><li>- Develop awareness of ratio and proportion concepts.</li><li>- Begin working with simple algebraic ideas (e.g., finding missing values or understanding relationships).</li></ul>
Measurement	<ul style="list-style-type: none"><li>- Use and convert units accurately (length, mass, time, money, etc.).</li><li>- Apply measurement skills in solving real-world problems.</li></ul>
Geometry: Properties & Position	<ul style="list-style-type: none"><li>- Understand and describe the properties of 2D and 3D shapes.</li><li>- Use geometric vocabulary precisely.</li><li>- Learn to reflect, translate, and rotate shapes within a coordinate grid in upper KS2.</li></ul>
Statistics	<ul style="list-style-type: none"><li>- Read, interpret, and construct a range of graphs and charts (e.g., bar charts, tables).</li><li>- Use data to solve problems and draw conclusions.</li></ul>
Working Mathematically	<ul style="list-style-type: none"><li>- Develop fluency, mathematical reasoning, and problem-solving skills across domains.</li><li>- Connect mathematical ideas and representations (e.g., visual, numerical, symbolic).</li></ul>

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## Multiplication & Division

- ✓ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- ✓ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- ✓ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

## Fractions

- ✓ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- ✓ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- ✓ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- ✓ Recognise and show, using diagrams, equivalent fractions with small denominator.
- ✓ Add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$  ].
- ✓ Compare and order unit fractions, and fractions with the same denominators.
- ✓ Solve problems that involve all of the above.



# Topic- alternating History & Geography half termly

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Mayans

Fairtrade

Vikings

Earthquakes

Apartied

Maps

Why did the Mayan Civilisati on last so long?

Why should we buy Fairtrade goods?

Why did the Vikings invade the UK?

How do we protect ourselves from earthquakes?

Was Apartheid a fair system?

Where are you?

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# Assessment

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- Children's books
- Observations
- Discussion / questioning
- Tests – on going to see what is being applied independently.
- Hot Tasks across different subjects

# SATS

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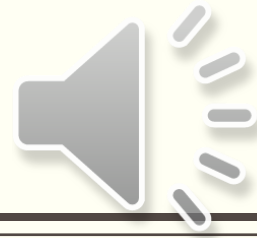
The statutory key stage 2 tests are timetabled from Monday 11 May to Thursday 14 May 2026

<b>Date</b>	<b>Activity</b>
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3





**HIGH ADVENTURE**  
OUTDOOR EDUCATION CENTRE



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HOME ABOUT US SCHOOL TRIPS FAMILIES GROUPS WEEKEND ACTIVITIES



# Supporting learning at home

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- Keep in contact with school and teachers- parents evening and throughout year
- Encourage learning- spelling shed, TT rockstars, reading to one another, nurturing curiosity

# Behaviour

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- Creating a kind class community
- Rewarding positive behaviour
- Star of the week- 6 ways to shine
- Marvellous Me badges

# Contact

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- Before and after school to pass on information or for a quick chat
- Call school office

Happy to answer any questions and help with any queries  
[year6@hardenprimaryacademy.co.uk](mailto:year6@hardenprimaryacademy.co.uk)