



St James CE Primary School

Year 6

Let us Love
Let us Thrive

Welcome to Year 6



Mrs Thomas
(6T)

Mr Dawson

Miss Kang
(6K)

Mrs Ball

Mrs Hey
HLTA

Mr Stokes
Sports
Coach/HLTA

KS2 Leader: Mrs Thomas

Assistant Headteacher: Mrs Zmitrowicz and Miss Manning

Deputy Headteacher: Mrs Dearn

Headteacher: Mr Heather

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Our School Vision and Values

Children are at the centre of everything that we do.

This is underpinned by our vision of

'Let us love...Let us thrive'

and core values of love, friendship, respect, endurance, honesty, peace.





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Our Expectations

Everyone in our school has the right to be safe, to be treated with respect and to learn. To achieve this, everyone should meet our expectations:

**Be
kind**



**Be
polite**



Listen



**Try
your
best**



**Follow
instructions**



**Respect
everything**



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Lines of Communication

Class
Teacher

Phase
Leader

Assistant
Head/
Deputy Head

Head
Teacher

You can leave messages for your child's class teacher by calling the office on 0121 552 5491, emailing contact.us@stjamespri.uk or messaging on the Arbor App. We aim to respond to communications within 5 working days.

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School Website



The school website is up-to-date with all of the information that you need:

- School diary (found on the school's home page or under the parent information tab)
- Year group information (found under the year groups tab)
- Uniform expectations
- School policies
- Curriculum information
- Our Christian vision and values
- SEND information

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School Website



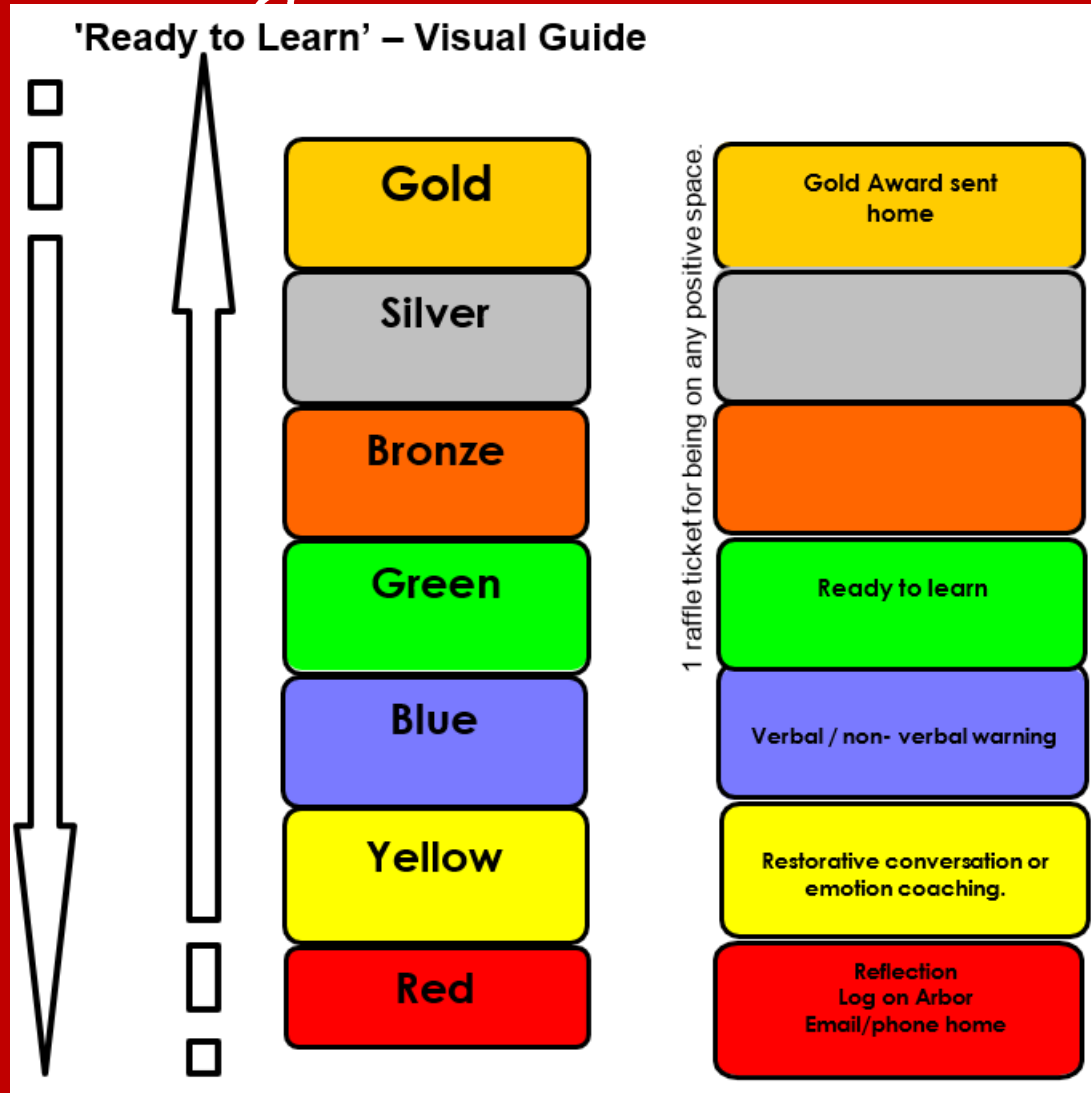
An email will be sent regarding important information linked to your child and then this information will be shared on our school website.

It is imperative that you keep up to date with the school website and continue to check your emails (including your junk and spam folders).

Note: you will not receive multiple emails reminding you of upcoming events or deadlines.

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Ready to Learn Behaviour System



Between each stage, children are given opportunities to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders will be given before a consequence.

Children will be given the opportunity to move from the negative consequence stage back to the positive – back to green and above.

If your child receives reflection time, you will be notified via email and can speak to staff at the end of the school day.

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Uniform



Winter Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Grey, black or white short/long socks or grey or black tights

Black, flat sensible shoes (low heeled and to be plain with no logos)

Black boots (sensible, flat) – (OPTIONAL)

Dark red zip-up fleece with logo (for outdoors only) - (OPTIONAL)

P. E. Kit

Plain white T shirt

Black shorts

Black plimsols for indoor PE

Trainers for outdoor PE

Black jogging bottoms and a plain sweatshirt for cold weather and outdoor PE

Summer Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Red gingham dress (any style)

Grey, black or white short socks or long socks

Black, flat sensible shoes (low heeled and to be plain with no logos)

Sturdy sandals in a dark colour – (OPTIONAL)

Accessories

No makeup

No nail decoration

Plain hair bobbles or small red bow (no overly large multi-coloured bows)

Jewellery

Small, flat studs (not hoops)

No rings or necklaces

To maintain a positive learning environment in school, and in keeping with our uniform policy, we will be requesting that only the items listed above will be accepted as school uniform and PE kits.

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Homework

- Reading daily.
- TTRockstars 3 times a week
- A list of 10 spellings each week to be tested every Friday
- Year 5 and 6 Statutory spellings
- School value creative project
- A short Maths, Reading and SPaG activity linked to the week's learning
- Towards the start of SATs, children will be set LBQ (online) homework to complete.

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Our Daily Routine

Friday	Thursday	Wednesday	Tuesday	Monday	T
5 in 5 / SPaG / Reading / AR Quizzes / Work connections	5 in 5 / SPaG / Reading / AR Quizzes / Work connections	5 in 5 / SPaG / Reading / AR Quizzes / Work connections	5 in 5 / SPaG / Reading / AR Quizzes / Work connections	5 in 5 / SPaG / Reading / AR Quizzes / Work connections	8:40 -
Celebration	Class Worship	Phase assembly	CW	Whole school	8:55 -
5 in 5	PS/R	Times tables	5 in 5	5 in 5	
RE Lesson 2 - Life after death	English Expanded Noun Phrase	English Toolkit	English Vocabulary	English The Highwayman Summarise	
					10:30
Maths UI L8 Negative numbers	Maths UI L7 Round any number	Maths UI L6 Compare and order any number	Maths UI L5 Numbers to 10 000 000	Maths UI L4 Powers of 10	
Reading Unseen text	Reading Infer	Reading Explain	Reading Retrieve (drawing)	Reading Summarise (subplot)	
					10:45
Spelling test	Spanish	Spelling		Spelling	
Maths EOU	Art 3D Sculpture - Structure (lesson 4)	Science LI - Conditions for life <u>LOIC</u>	PSHE Lesson 1	Art 3D Sculpture - Colour making / texture (lesson 3)	
Computing Lesson 1			PE		3:05
Class Story	Class Story	Class Story	Class Story	Class Story	

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TTRockstars

- TTRockstars sessions in school and at home
- Improved knowledge of times tables, helps with every day mathematics lessons.



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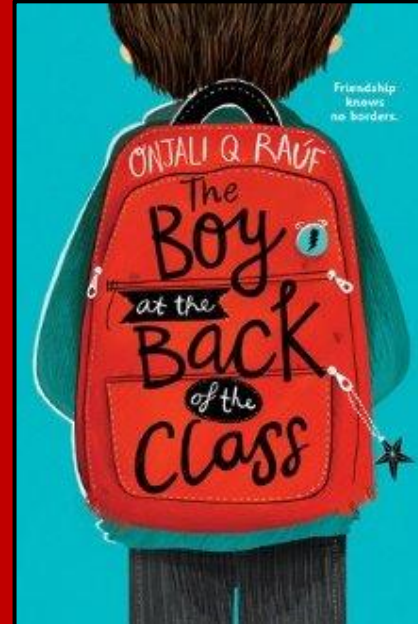
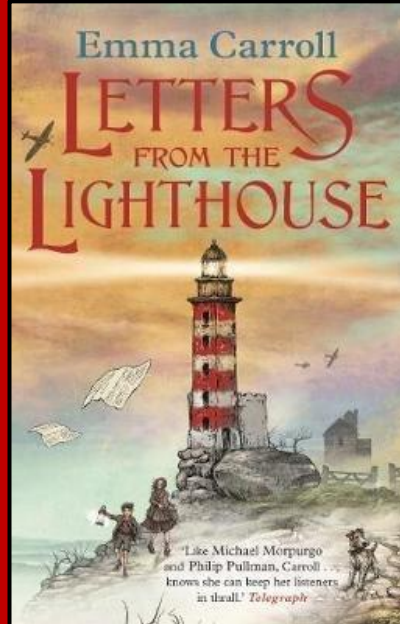
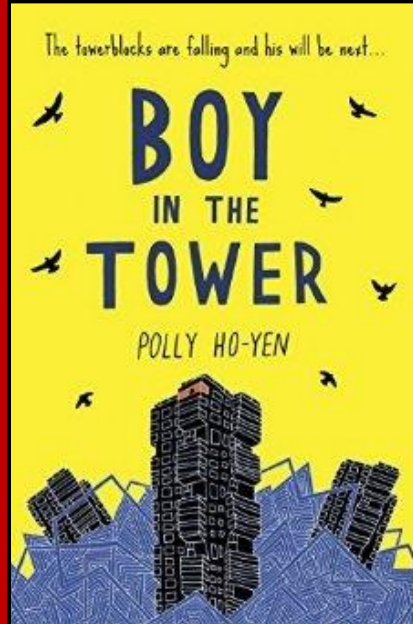
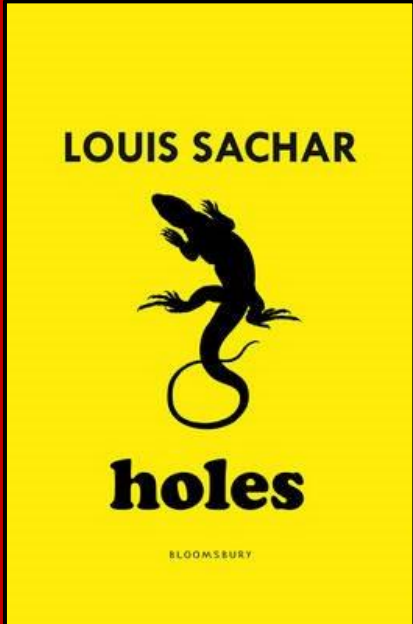
Spellings

- Year 5/6 Statutory Spellings
- Ed Shed - Spelling Shed

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Reading



- Expectation that children are reading daily at home – can be shared with an adult or independently

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Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

Writing

Year 6

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

Year 6

Working at greater depth within the expected standard

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 writing³ 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]

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Maths

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Number and Place Value	use negative numbers in context, and calculate intervals across zero
	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
	identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places
	round any whole number to a required degree of accuracy
	solve problems which require answers to be rounded to specified degrees of accuracy
	solve number and practical problems that involve all of the above
	Use decimal notation for tenths, hundredths and thousandths, partition and order numbers with up to three decimal places, and position them on the number line
Addition and Subtraction	perform mental calculations, including with mixed operations and large numbers
	use their knowledge of the order of operations to carry out calculations involving the four operations
	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	solve problems involving addition, subtraction, multiplication and division
Multiplication and Division	perform mental calculations, including with mixed operations and large numbers
	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
	use written division methods in cases where the answer has up to two decimal places
	identify common factors, common multiples and prime numbers
	use their knowledge of the order of operations to carry out calculations involving the four operations
	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
	recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two-digit whole numbers
	Check calculations for accuracy using the rules of divisibility
	solve problems involving addition, subtraction, multiplication and division

Maths

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Fractions, decimals and Percentages	compare and order fractions including fractions >1
	identify the value of each digit in numbers given to three decimal places
	solve problems which require answers to be rounded to specified degrees of accuracy
	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
	multiply simple pairs of proper fractions, writing the answer in its simplest form
	find fractions and percentages of whole-number quantities, e.g. $\frac{5}{8}$ of 96, 65% of £260
Decimals and Percentages	multiply one-digit numbers with up to two decimal places by whole numbers
	Divide proper fractions by whole numbers
	multiply one-digit numbers with up to two decimal places by whole numbers
	multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
	identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
	use written division methods in cases where the answer has up to two decimal places
Ratio and Proportion	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
	solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
	solve problems involving similar shapes where the scale factor is known or can be found
	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	express missing number problems algebraically
	find pairs of numbers that satisfy number sentences involving two unknowns
	use simple formulae
	generate and describe linear number sequences

Maths

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Measurement and Time	calculate, estimate and compare volume of cubes and cuboids using standard units. Extend to mm and km
	recognise when it is possible to use formulae for area and volume of shapes
	solve problems involving the calculation and conversion of units of measure , using decimal notation up to three decimal places where appropriate
	recognise that shapes with the same areas can have different perimeters and vice versa
	calculate the area of parallelograms and triangles
	calculate, estimate and compare volume of cubes and cuboids using standard units
	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
	convert between miles and kilometres
Geometry Shape and Position	recognise, describe and build simple 3-D shapes, including making nets
	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	draw 2-D shapes using given dimensions and angles
	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	describe positions on the full coordinate grid (all four quadrants)
	draw and translate / rotate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics	interpret and construct pie charts and line graphs and use these to solve problems; Solve problems involving selecting, processing, presenting and interpreting data, using ICT where appropriate; construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; draw conclusions
	calculate and interpret the mean, median and mode as an average
	discuss the likelihood (probability) of an event.

Year overview

Year 6		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC p 43)		
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books /text books (NC p 43)		
Writing	Transcription	Spelling programme (NC Appendix 1) Ed Shed		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC appendix 2		
Speaking and Listening		12 statutory statements (NC p17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Living things and their habitats Electricity	Light The circulatory system and diet, drugs and lifestyle	Variation and adaptations Fossils
History		Crime and Punishment	Battle of Britain (WW2)	Early Islamic civilization, including a study of Baghdad
Geography		The Voyage of The Beagle and The Galapagos Island	Russia (renewable vs. non-renewable energy)	Around the World (time zones)
Art and Design		<u>Galapagos Island</u> 3D sculpture - Paper Mache Volcano scene	<u>Art of the war (Artist - Henry Moore)</u> Revisit perspective in drawing Explore tone and shade Recreate a scene inspired by the artist	<u>Kente Cloths</u> Weaving technique to create a piece of woven artwork Geometric pattern, design and embellishment
DT		Mechanical Systems - Cams	Structures - Frame structures	Electrical Systems - More complex switches and circuits
Spanish		Phonetics Presenting Myself	My Family The Date	Do You Have A Pet? My Home

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Year overview

Computing	Networks Graphing Blogging	Data Detectives Coding Introduction to Python	Spreadsheets 3D Modelling
PE	Football Gymnastics	Dance Orienteering	Rounders Athletics
Music	Happy (Pop/Neo-Soul) Classroom Jazz 2 (Bacharach/Blues)	New Year Carol (Classical/Urban Gospel - Benjamin Britten) You've Got a Friend (70s Ballad/Pop - Carol King)	Music and Me (independent composing) Reflect, Rewind, Replay (Classical)
Charanga Musical School Programme (supported by Sandwell Music and Arts Service)			
RE	Can religions help people when times get hard? Christian, Hindu, non-religious. What can we learn from religion about temptation? (Christians, Muslims)	An Enquiry into visiting places of worship. Justice and poverty: Can religions help to build a fairer world? Christian Aid and Islamic Relief.	Atheists and believers in God: what are the arguments? What impact do people's beliefs have on their lives? Expressing the spiritual (Transition unit)
Statutory subject in all year groups. Curriculum based on Sandwell Agreed Syllabus and Understanding Christianity resources.			

Additional Information

- Year 6 will have PE every Tuesday
- Celebration Assembly will be on a Friday morning at 9am (invited in by email).
- Forest school - 14th September, 21st September, 5th October and 12th July
- Mobile phones - school and safety
- Walk to school
- High school choices - deadline 31st October 2026

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SATs



- SATs are the standardised assessment tests administered by primary schools in England to children in Year 6 to check their educational progress.
- Children will sit papers in:
 - Reading
 - SPaG (Spelling, Punctuation and Grammar)
 - Maths (arithmetic paper and two reasoning papers)
- The SATS will take place from Monday 10th May 2027 - Thursday 13th May 2027.
- Additional information regarding the tests will be shared in more detail in the spring term.

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Thank you for attending today!

Questions?



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