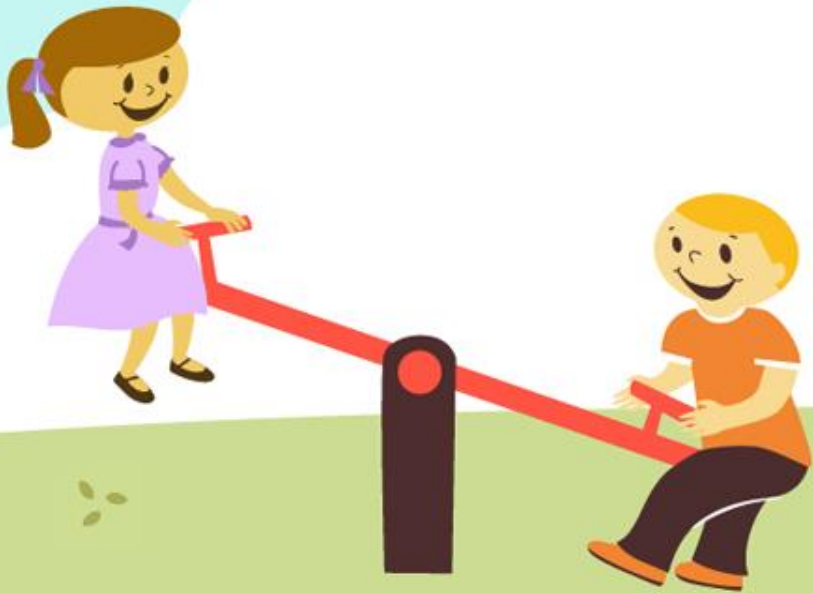


# Welcome to Year 6



# A little bit about us...

**Classteacher** - Overall responsibility for the class

Miss K Lloyd

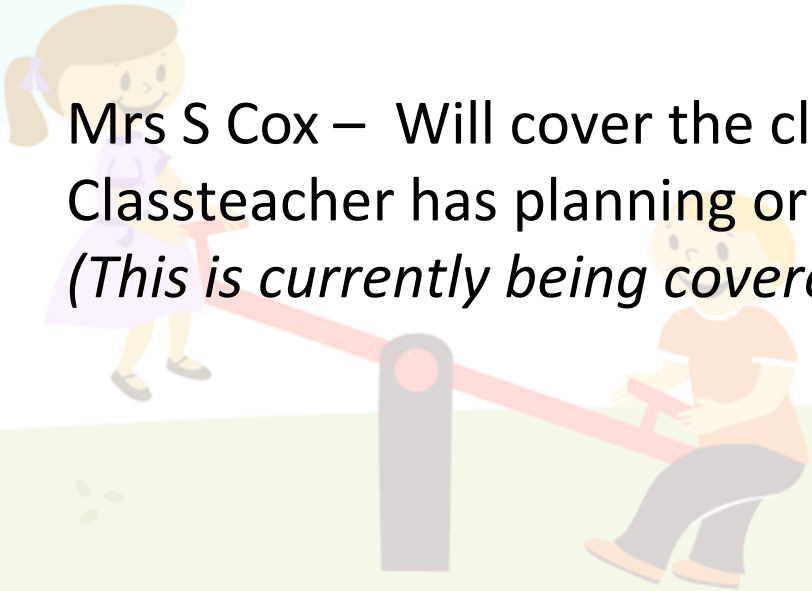
**Teaching Assistants**

Mrs Worsley

Mrs Yates

**Additional Adults**

Mrs S Cox – Will cover the class when the  
Classteacher has planning or management time  
*(This is currently being covered by Mrs Humphries)*



# Year 6's learning this year

Year 6 Long Term Plan 2025-26										
English	Term 1			Term 2			Term 3			
Class novels highlighted and potential writing opportunities detailed	Louis Sahar – Holes Writing to inform: Letter from Camp Green Lake Writing to discuss – Is Camp Green Lake ethical?  Alfred Noyes – The Highwayman Writing to entertain: Characterising speech (Bess vs. The King’s Men) Writing to entertain: Setting description			Lindsay Galvin – Darwin’s Dragons Writing to inform: Charles Darwin’s Discovery Writing to inform: Biography of Charles Darwin Writing to entertain: Narrative			Emma Carroll – Letters from the Lighthouse Writing to entertain: Characterising speech (inc. The Piano) Writing to inform: How did people survive an air raid?			
	Dracula Writing to entertain: Dracula character description Writing to inform: Harker’s Letter			Pandora Discovered (film unit) Writing to persuade: Join the Pandorian colony today! Writing to discuss: Is it fair for the human race to claim Pandora as their own?			Shaun Tan – The Arrival Writing to entertain – poetry to create imagery			
Maths	Term 1			Term 2			Term 3			
Term 1	Number - Place Value		Number - Addition, Subtraction, Multiplication and Division		Fractions A		Fractions B		Converting Units	Consolidation
Term 2	Ratio	Algebra		Decimals	Fractions, Decimals and Percentages		Area, perimeter and volume	Statistics		Consolidation
Term 3	Shape		Position and direction		Themed investigations			Review of key skills for transition		
Topic	Term 1			Term 2			Term 3			
History	Crime and Punishment How has crime and punishment changed in Britain?						World War II What was the impact of World War II on the North West region?			
Geography	My Region and the Western United States What are the similarities and differences between the North West of the UK and the Western United States?			The Economic Activity of the UK How sustainable is the economic activity across the UK?			Short topic: Fieldwork Sustainability in the local community			
Science	Living things and their habitats How can we classify living things into groups?		Evolution How have living things evolved over time?		Light How do our eyes work?		Electricity How can circuits vary?		Animals including humans How do an animal’s living systems work together to maintain a healthy body?	
Music (Charanga)	Music and Technology How does music bring us together?		Developing ensemble How does music connect us with our past?		Creative composition How does music improve our world?	Musical styles connect us How does music teach us about our community?		Improvising with confidence How does music shape our way of life?		Farewell Tour How does music connect us with our environment?

# Year 6's learning this term

## History

What is crime and punishment and how has it changed throughout history?

*Exploring a theme in British history that extends pupils' chronological knowledge beyond 1066 – crime and punishment.*

## Science

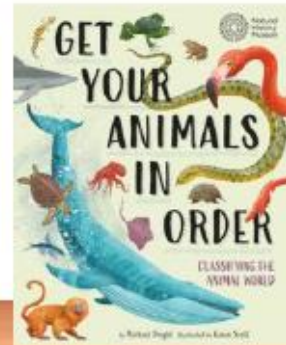
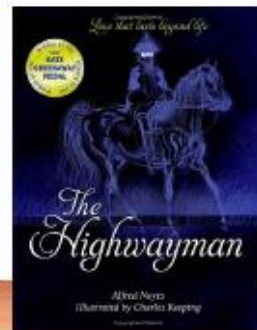
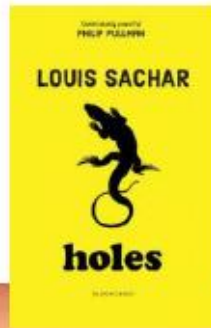
How are living things classified?  
Why is the work of Carl Linnaeus significant?

*Understanding and using classification keys to identify animals and plants. Knowing about the work of significant scientists.*

## Art and Design

What do designers need to consider when creating packaging?  
How can existing packaging be repurposed?

*Create sketch books to record their observations and use them to review and revisit ideas.*



# What will a typical week in Year 6 look like?

	9:00 – 9:25	9:25 – 10:30		10:45 – 11:45	11:45 – 12:00		1:00 – 2:00		2:00 – 3:15	
M	Assembly	Maths		English	GPS		WCR	PSHE	History/Geography/Science	
T	Arithmetic	Maths Mrs Cox		English Mrs Cox	GPS Mrs Cox		WCR Mrs Cox	History/Geography/Science Mrs Cox until 2:10 Mrs Worsley from 2:15		Singing assembly
W	Assembly	Maths Mrs Yates		English	GPS		Computing group 1 Miss Lloyd		Computing group 2 Miss Lloyd	
							WCR & Music group 1 Mrs Cox		WCR & Music group 2 Mrs Cox	
Th	Assembly	PE – Cricket coach group 1 PPA time: Mrs Cox		PE – Cricket coach group 2 PPA time: Mrs Cox	Class novel		English Mrs Cox		WCR	Spanish
		Maths group 2 PPA time: Mrs Cox		Maths group 1 PPA time: Mrs Cox						
F	Assembly	English		English	Library		Spelling test & hand out homework	RE	PE – Sports Coach SENDCo time: Mrs Cox	
		Art Mrs Cox		Art Mrs Cox						

# Daily Routines/Timetables

## **P.E.**

Children will have PE lessons twice a week.

Our PE days are on: Thursday and Friday

Your child will need to come into school in their school PE kits on these days

## **Guitar, Ukulele and Woodwind (Stockport Music Service)**

Woodwind (Flute, Saxophone, Clarinet) Lessons: Tuesdays

Ukulele/Guitar Lessons: Fridays

Find out more about their lessons here: <https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

## **Clubs**

Look out for clubs sign up communication towards the end of September. You can sign up to clubs termly.



# Homework

**Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.**

**Daily Reading** - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

**Spellings** - Spellings will be sent home via Class Dojo and set electronically on Spelling Shed. They can be practiced on the Spelling Shed website or on separate pieces of paper.

**Ed Shed Activities** - Online activities for maths will be set each week. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

## **Please note...**

Additional homework may start to be set via Class Dojo. A message will be sent via ClassDojo to confirm this as and when appropriate. Please watch out for logins at the beginning of the year.

# The National Curriculum

## The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

### **How can you help?**

- Engage your child in family visits that support school topics and interests of your child

#### Encourage your child to:

- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like



# The National Curriculum

## Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 6 the children will learn:

- How do friendships change as we grow?
- How can we build and maintain positive relationships?
- What does it mean to be a positive role model?
- What does prejudice look like today?
- How do we manage negativity online?
- How do people's attitudes about money differ?
- How can change affect our mental health?
- How can we prepare for high school?
- How are babies conceived?
- How can we protect ourselves online?
- Are there risks to taking drugs?

# The National Curriculum

## Wellbeing and Lifelong Learning

### How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day to promote independence
- Promote table manners and positive social skills at home

### How can the children help?

- Demonstrate greater independence
- Know when to sit sensibly, have respect for others
- Follow the teacher's instructions
- Try their best to wash their hands properly
- Complete homework tasks on time
- Listen and be respectful towards others around school
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**

# The National Curriculum

## Understanding your child's learning in English

### English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult into and throughout KS2

### English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on joined handwriting, spelling, punctuation and grammar (GPS)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

# Reading

**Reading is one of the most important parts of your child's development!**

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.co.uk>

<http://www.readingzone.com/>

<https://www.waterstones.com/campaign/books-of-the-month>

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from *Adams (2006)*, with baseline data from *Anderson, Wilson and Fielding (1988)*.

# The National Curriculum

## Practical ways to support your child's learning in English

### Reading

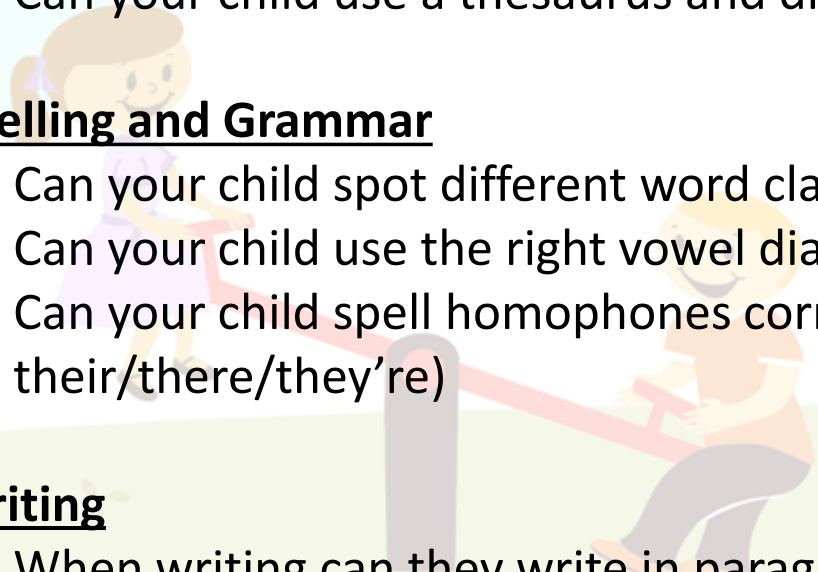
- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?

### Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel diagraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

### Writing

- When writing can they write in paragraphs and check their spelling and punctuation?

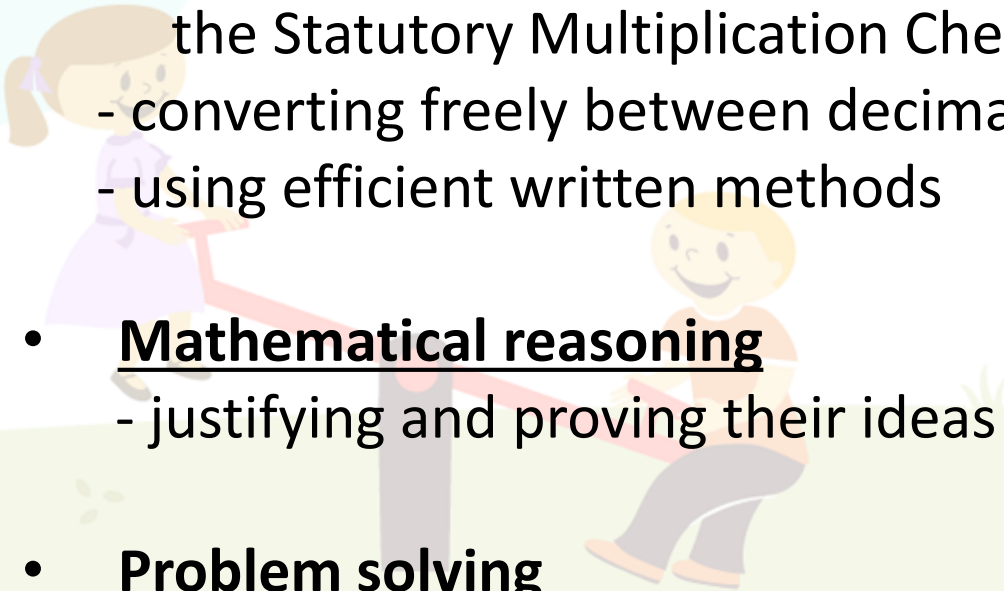


# The National Curriculum

## Understanding your child's learning in Maths

### Maths

- **Developing mathematical fluency**
  - automatic recall of addition and subtraction facts
  - automatic recall of multiplication and division facts (up to  $12 \times 12$  by Year 4 tested in the Statutory Multiplication Check (MTC))
  - converting freely between decimals, fractions and percentages
  - using efficient written methods
- **Mathematical reasoning**
  - justifying and proving their ideas
- **Problem solving**
  - applying to a range of problems and persevering in seeking solutions

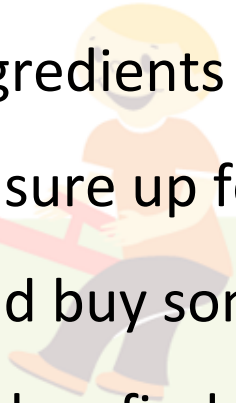
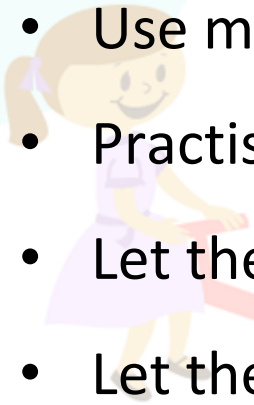




# The National Curriculum

## Practical ways to support your child's learning in Maths

- Practise addition and subtraction facts as often as possible.
- Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.
- Use maths practically in the home.
- Practise telling the time with analogue **and** digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.



# Assessment at High Lane

**At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.**

We have worked hard as a school to develop a curriculum to support the needs of our children. We feel confident in our curriculum and our practice ensures we understand any gaps in knowledge, subsequently planning learning opportunities that are personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recordings of independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

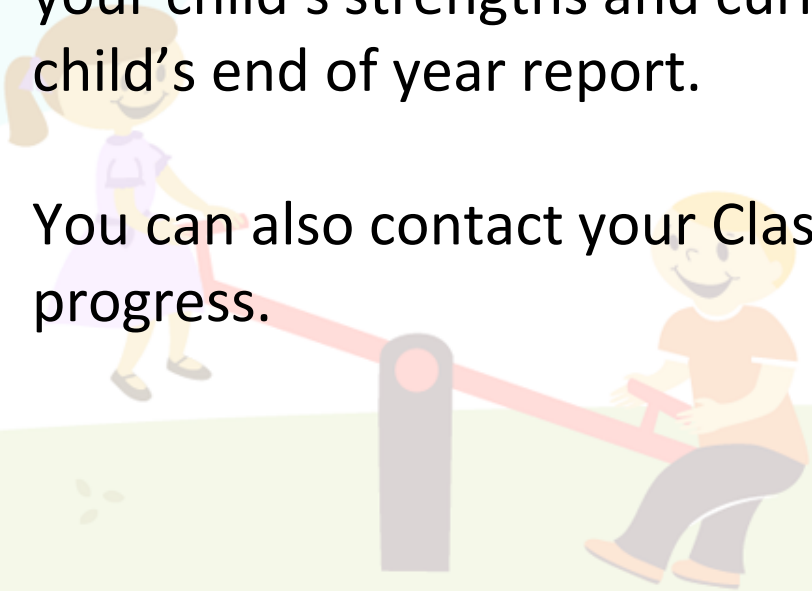
# Assessment at High Lane

## **Reporting your child's attainment and progress**

We make judgements as to whether your child is working at 'age-related expectations' throughout the year.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact your Classteacher at any time in the year to discuss your child's progress.



# Assessment at High Lane

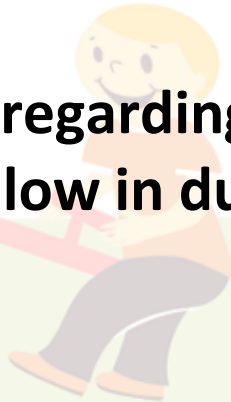
## SATs 2026

SATs are statutory tests that primary school pupils take in Year 6 – they measure academic progress and attainment.

SATs week will take place Monday 11<sup>th</sup> May until Thursday 14<sup>th</sup> May.

However, the SATs window remains open for writing and science (which is assessed through the child's classwork) until the **end of June**. Full attendance during this time is strongly encouraged where possible.

**Further information regarding SATs will be shared Wednesday 11<sup>th</sup> February 2026 at 3:15 – details will follow in due course.**

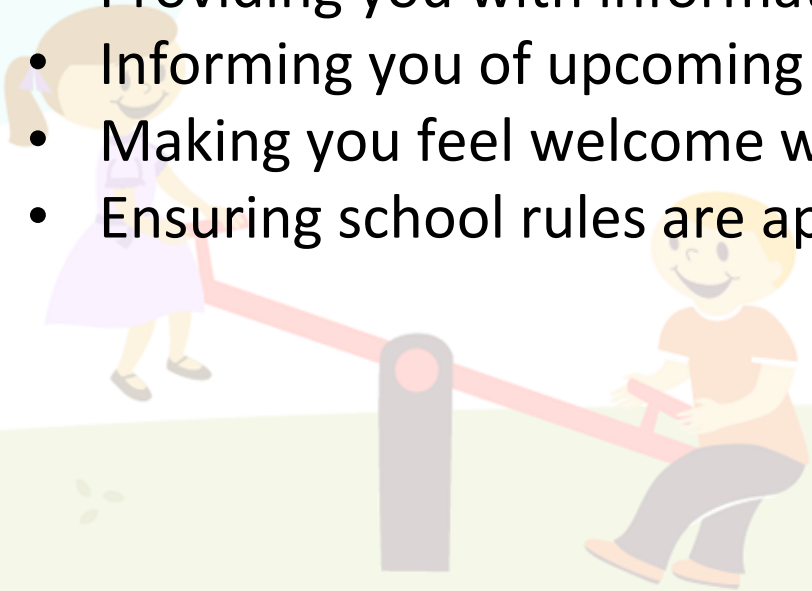


# Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



# How we communicate with you

## **Class Dojo**

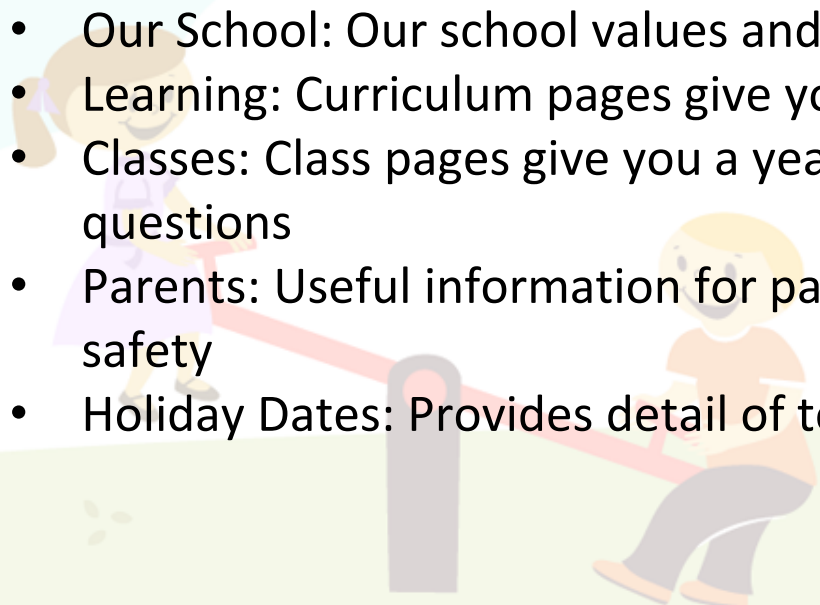
- Whole School Story: Termly dates, correspondence and reminders
- Class Story: Information about learning including photographs, trips and homework

## **Parent Pay**

- Payment for school dinners, trips/school events and clubs

## **School Website**

- Our School: Our school values and important school policy information
- Learning: Curriculum pages give you an understanding of what we think is important
- Classes: Class pages give you a yearly overview of what your child is learning and termly key questions
- Parents: Useful information for parents including reminders about Parent Pay, uniform and online safety
- Holiday Dates: Provides detail of term dates and INSET dates throughout the year





# E-Safety

## **School Platforms: Purple Mash, Ed Shed, Google Suite, Class Dojo**

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

## **Age Ratings and Restrictions**

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

## **School Website**

**Parents:** Useful information for parents including guides about screen time and app specific information including age ratings and guidance

# Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you at all times, no mobile phones, vapes or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

# What to do if you have a question or concern

**First** – Please make an appointment to speak to see **me**.

**Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** I will be able to take action to address it or suggest who can help.

**Then**– If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

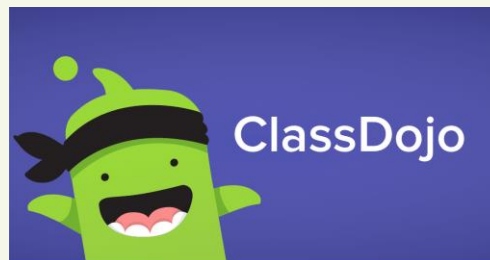
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

# Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
  - Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
  - **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
  - Please **do not** use Class Dojo to inform teachers of absences or appointments.
- If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



# What does your child need to have in school?

**School Uniform:** Your child should wear school uniform on all days except PE days  
Long hair should be tied back and only stud earrings should be worn

On PE days, your child must wear **school** PE kit:

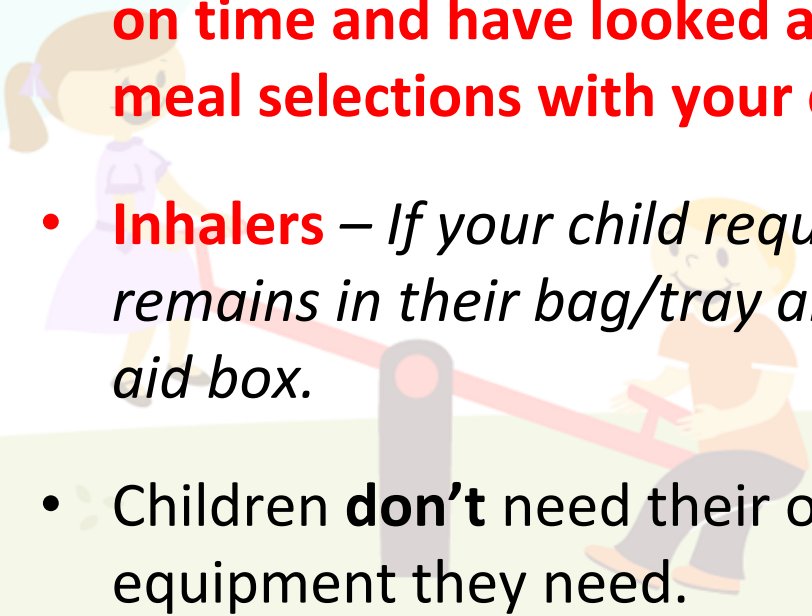
- Red school jumper
- White shirt
- Black joggers, leggings or shorts
- Trainers - that your child can fasten themselves
- **Earrings must be removed for PE**

Please be mindful of the weather as we move into winter

Your child needs a jumper/cardigan and a waterproof coat **every day**

# What does your child need to have in school?

- A healthy **nut-free** snack in their coat pocket.
- A lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
- **Inhalers** – *If your child requires an inhaler, they should have **two** in school. One that remains in their bag/tray and a second that remains with the classteacher in the first aid box.*
- Children **don't** need their own stationery, we have provided your child with all the equipment they need.

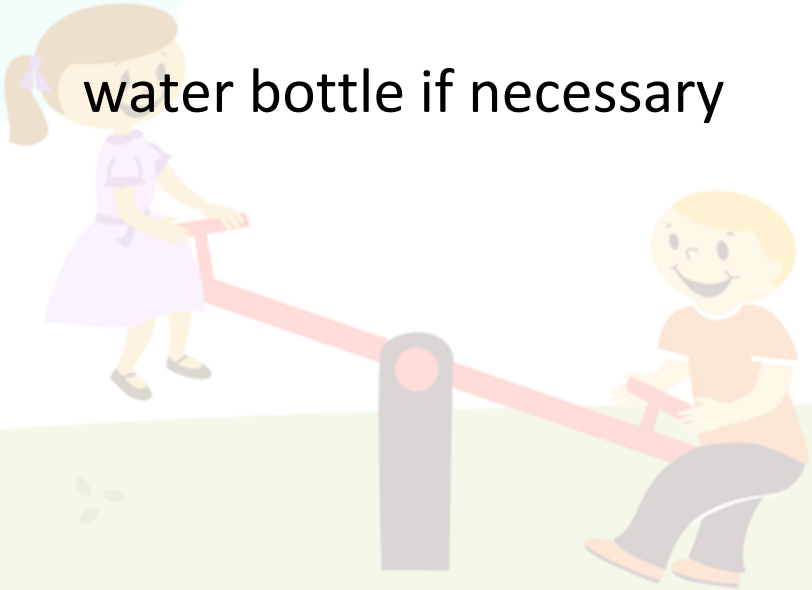




# Water Bottles

**Children need to bring a clean water bottle to school everyday.**

- Only water should be put in the water bottles
- Only water bottles up to 1 litre with wide necks should be sent into school – this is to ensure your child is confident filling their water bottle if necessary



# Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

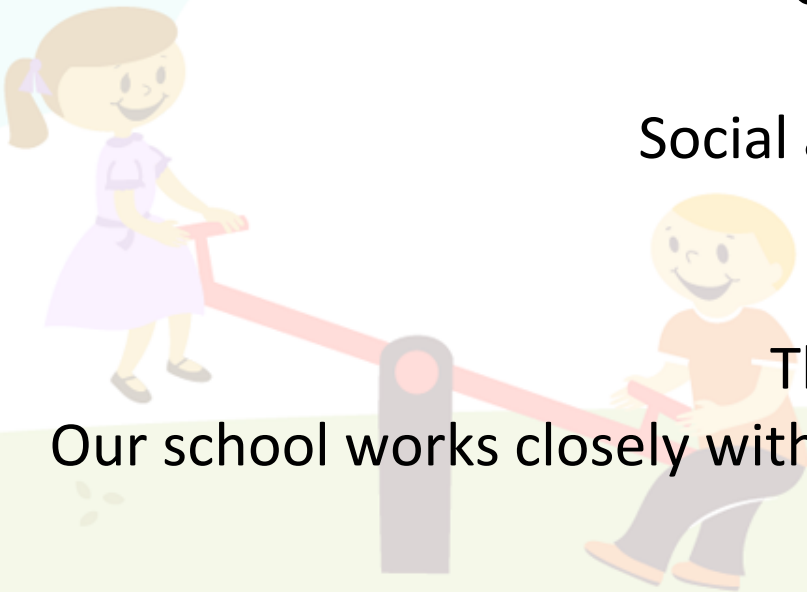
Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our school works closely with our Stockport Neighbourhood Inclusion team and the Four Rivers Trust.



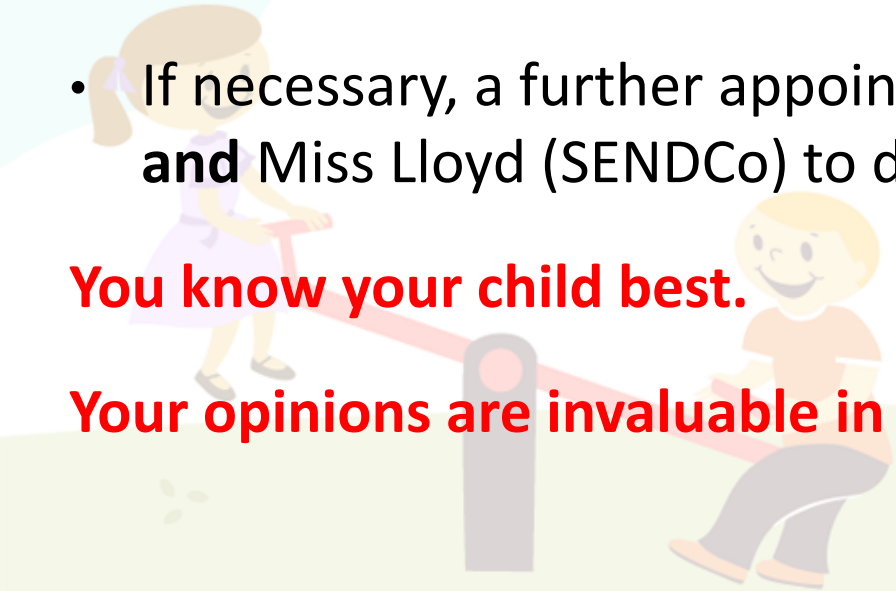
# What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- First, speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, a further appointment can be made to meet with your child's classteacher **and** Miss Lloyd (SENDCo) to discuss any concerns further.

**You know your child best.**

**Your opinions are invaluable in helping us to find the right support for him or her.**



# What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we may create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by our team of trained and experienced teaching assistants.  
**Please note**, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

# You can find out more about the school's approach to SEND from:

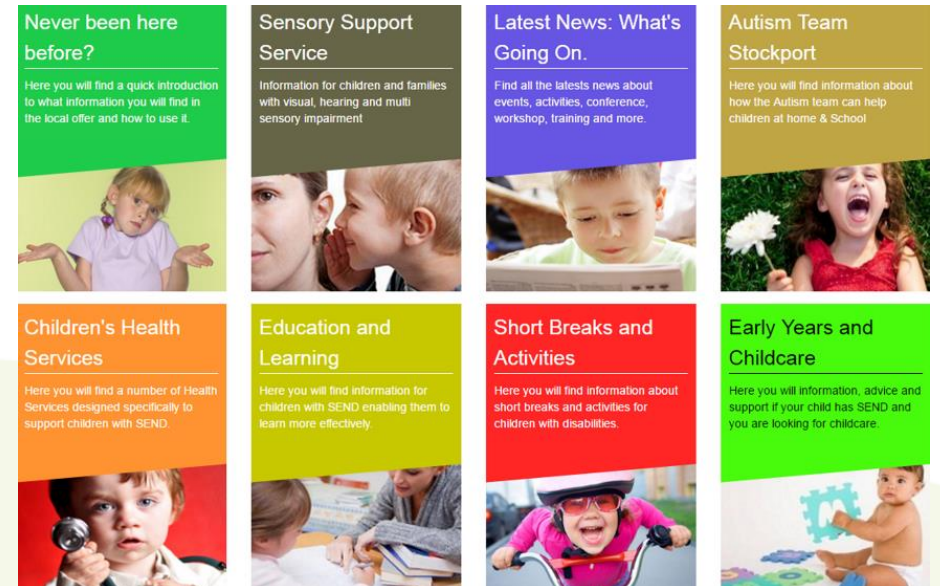
- The school's website

<http://www.hIGHLANE.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

