



St Joseph's Catholic Academy

“TOGETHER WE GROW IN
GOD'S LOVE, LEARNING TO
BE THE BEST WE CAN BE”.

Welcome to Year 6

Teacher: Mrs Roblett

Teaching Assistant: Mrs Fabri and Mrs Blackwell

About me...

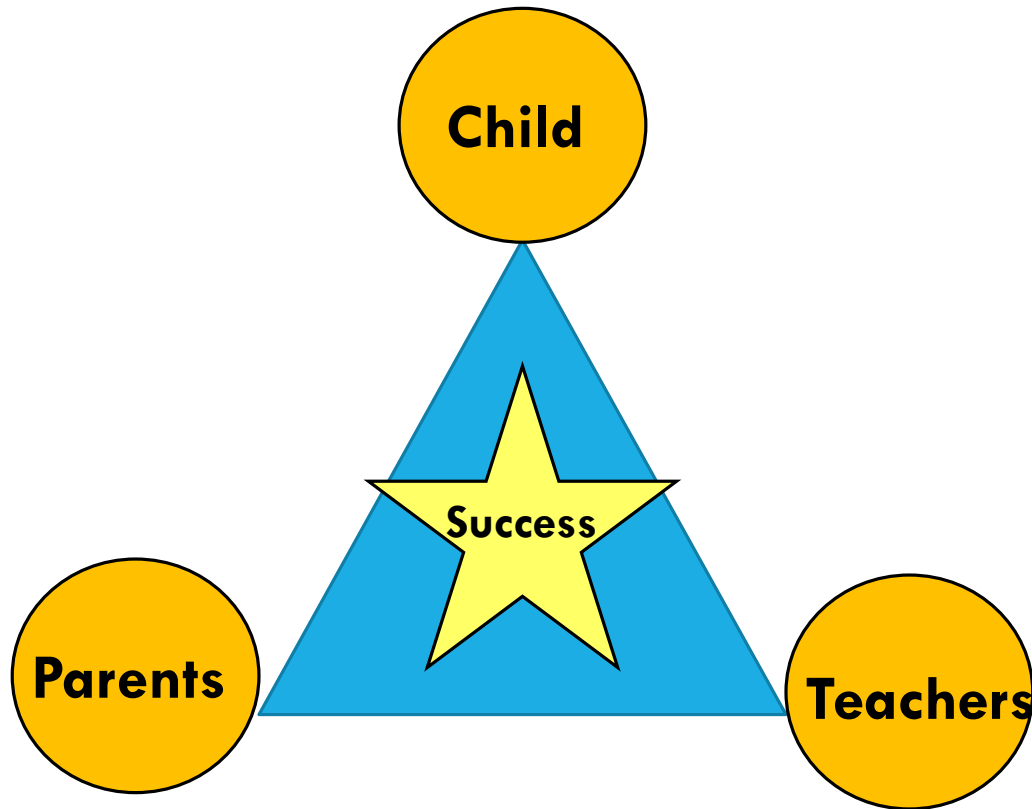
This is my 7th year teaching at St Joseph's.

I have a 7 years old daughter.

Passionate about making learning fun and exciting.

Love looking after my daughter, being outside and gardening.

Parent – Teacher partnership



You have made a positive choice in sending your child to St. Joseph's. Our commitment is to promote excellent learning and behaviour.

For your child to reach their full potential we need to work together.

Communication, consistency, collaboration.

This might mean:

- supporting the school in managing your child's behaviour.
- set a good example and promote positive behaviour at home.
- keep us informed of behaviour difficulties your child may be experiencing at home.
- inform the school of any kind of trauma which may affect your child's mental health at school.
- Contact the class teacher if you feel that your child's behaviour, in or out of school, is impacting on your child's emotional well-being.

Attendance and Punctuality

- ❖ Good attendance at school is proven to be significantly linked to progress.
- ❖ Gate opens at 8.45 and we finish at 3.15
- ❖ Soft start – activities focused on individual or class targets
- ❖ Registration is between 8:45 and 9:00
- ❖ Illnesses – informing school on the days of absence
- ❖ Attendance policy – leave of absence.

Year 6 is important because...

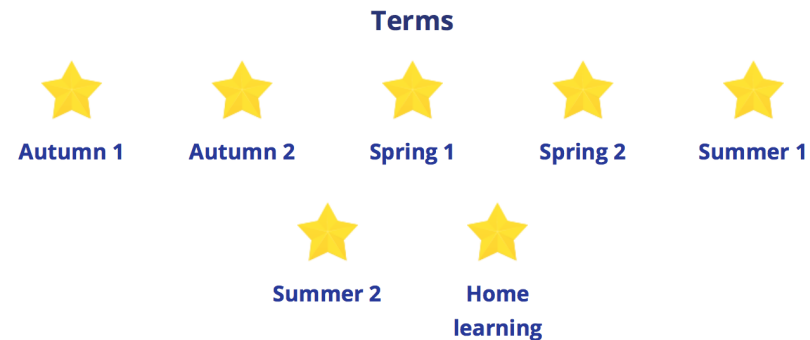
- ❖ It is where the transition from Key Stage 2 to Key Stage 3 takes place.
- ❖ A fantastic year with many challenges, responsibilities and opportunities.
- ❖ Last year at primary school.
- ❖ Ready academically and personally for the challenges that lie ahead.

Hertford museum in October 2nd

Hilltop Residential 23.02-25.02

Topic half term overview

You can find a topic overview on your class webpage as well as other helpful documents/links.



Key questions

Why did Britain have to go to war in 1939?

How was Britain able to stand firm against German threat?

What was it like to be an evacuee?

History

Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Know how to place historical events and people from the past societies and periods in a chronological framework.

Know how Britain has had a major influence on the world.

Children will learn what events lead to WW2 and place them in chronological order. They will learn about the roles of women in the war and explain why the Battle of Britain was a turning point in WW2. Children will have an opportunity to understand what it was like to be an evacuee child.

Year: 6 Term: Autumn 1

Battle of Britain!



Wow starters: Children will experience what it would be like in the Blitz. Hearing the deafening sound of the Air raid siren then the bombs falling overhead.

Outcome: Children understand the Battle of Britain was a turning point in the war.

Celebration: Children will have a WW2 day as they dress up in class WW2 clothes and enjoy the music and food of the 1940's

Science

Classify living things into broad groups according to observable characteristics and based on similarities and differences.

Know how living things have been classified.

Give reasons for classifying plants and animals in a specific way.

Children will look at Carl Linnaeus and research why he was so important in the process of classifying animals. They will use their skills of observing characteristics and classify sweets and then leaves collected in school grounds. Finally the children will give reasons why living things are classified in a specific way.



DT

Construction

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams or prototypes.

Children will build Anderson shelters in forest school.

Discrete subjects

P.E – Fitness

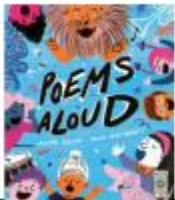
Computing- Coding using algorithm to create simple games and animations

Reading- skimming and scanning techniques. Retrieval of information quickly.

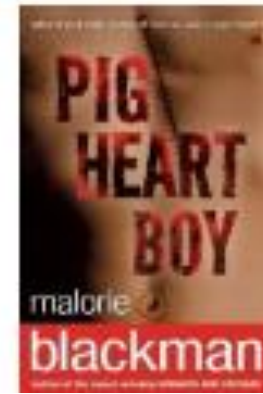
Spelling - Review homophones and near homophones, suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly, suffixes beginning with vowel letters to words, Focus on doubling the consonant after a short vowel: words from the Y5/6 word list.

Year 6 Curriculum topics

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2025
	Battle of Britain	Hola Mayas	Journeys: the story of migration to Britain	Keeping your heart healthy	Some Like it Hot	Paris Basin	Caring for our Coasts



Take one book



Classroom routines



Please make sure that your child has a water bottle and a snack everyday.



Monday – swimming (3 weeks).



Tuesday - PE and Forest School—
please wear PE kit to school.

Spelling





- ❖ Sound mats are still available in the classroom. Children are still encouraged to use their sounds when spelling.
- ❖ Spelling patterns are taught in discreet spelling lessons 3 x a week.

qu	ch	sh	th	ng	ai	ee	igh	oa	oo
									
ar	or	ur	ow	oi	ear	air	ure	er	
									

ESSENTIALspelling
Year 6



English

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Black History Month.
Autumn 1	Take one book						Windrush story – non-fiction
	Outcome changes yearly	Recount – using vivid description and emotions write a diary with a flashback from perspective of RB	Story - retell story from a different perspective		Recount – 1 st person narrative including historical figures or facts and events.		Recount - Newspaper article about Windrush
		W1, W2, S2, T1, P1			T1, W1, W2, W1, S1, T2, T3, P4		T1, W1, W2, S1, T2, T3
Autumn 2							Remembrance Day WW1- information text
	Shakespeare company to perform and then respond to performance (Y4, Y5 & Y6) Change yearly.	Short story – ending of a story incorporating dialogue.	Information text – non-chronological report about Maya's achievements.		Discussion – A debate followed by write-up which presents and evaluates the opinions of multiple different viewpoints.		Poetry - (vocabulary building) – read, write and perform free verse poetry on the theme of Remembrance Day.
	Monologue in a form of a letter	W1, W2, S2, T1, P1	T1, W1, W2, S1, T2, T3, P4	W1, W2, S2, T1, P1			

- ❖ Writing is taught with a book based approach to make it exciting and engaging.
- ❖ This half term we will be focusing on diary entry with a flashback, a short story from a perspective of another character and 1st person narrative.
- ❖ Reading is taught through shared and guided reading and individual reading.

	Week 1	Week 2	Week 3	Week 4	Week 5		
Spring 1						Take one book (Will change yearly.) For example, 2019 – 	
		Narrative workshop: Review key narrative techniques (creating setting, characterisation, atmosphere.) Writing a single extended narrative or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique. Informal letter - Missing chapter story - formal letter			Poetry – Narrative poetry linked to the theme of migration.		
		T1, W1, W2, T2, P1					
Spring 2							
		Persuasion – Construct an argument to persuade others of a point of view and register and tone	Recount – A letter where the children choose the register and tone by themselves.	Explanation – link to Science Reporting and presenting findings from enquiries including conclusions, causal relationships and explanations of and degree of trust in the results.			

Maths

- ❖ We teach Maths using a maths mastery approach.
- ❖ We will use concrete, pictorial and abstract methods to help the children develop a deep understanding of mathematical concepts.
- ❖ Maths will be taught using a combination of whole class adult input, adult led group activities and child initiated activities.
- ❖ This half term we will focus on: Calculating using knowledge of structures, 1.26 Composition and calculation: multiples of 1,000 up to 1,000,000

RE

- ❖ We teach RE for 10% of our timetable.
- ❖ We carry out a daily act of worship in class or during our whole school assemblies.
- ❖ We also include a morning, lunch and end of day prayer in our daily routine.
- ❖ Termly liturgies will be taking place this year. The children will be inviting parent to join these.
- ❖ This half term our topics are Creation and Covenant.

How can you help your child? Home learning.

- ❖ Listen to your child read at home every day for at least 15 minutes. Also read and share books with your child.
- ❖ Writing, practising spellings (common exception words, high frequency words, spellings given to your child).
- ❖ Maths – on purple mash once a week (2dos)
- ❖ Spelling challenges (at their own pace)
- ❖ Topic - Purple Mash if appropriate.



Must Can

Reading

Read 15 minutes every day with your adult.

Listen to stories read by others.



Maths

2Dos on purple mash – set every Friday.

And/or Practice all times tables.

<https://www.timestables.co.uk/>



Spelling – Challenges

Work on your spelling bronze, silver and gold. Remember to bring them in to be tested as soon as you're done.

Aim to complete a level over this half term.



English – Use year 3/4 and 5/6 statutory spelling list to make an entry:

Soldier
Definition: a person who serves in an army.

Synonyms: warrior, fighter, servicewoman, marine, officer,

Antonyms: civilian

Waving
Definition:

1. move one's hand to and fro in greeting or as a signal.
2. move to and fro with a swaying motion while remaining fixed to one point

Synonyms: gesturing, signalling,

Antonyms: motionless, stillness, pause

Year 6 Autumn 1 – WW2



History

Complete research and create presentation using power point, or create a newspaper recount, non-chronological report or a blog.

Possible topics:
Children during WW2 and evacuation.

Homes in 1940's

Rationing.

Women at war.

How was propaganda used.

Hertford during WW2.

RE – Retell the Creation story

Re-read the Noah's Ark story (Genius 1-3)

Retell it in your own way. You could:

- Draw it as a story map or comic strip
- Verbally retell it and record yourself
- Write the story or a prayer inspired by the story.



Art – WW2 shelters

Create a shelter used during WW2 a media you have at home. You could:

- junk model
- use natural materials collected from outside
- use Lego or other construction materials
- use playdoh/plasticine/clay.



Science – classification

Collect biscuits and classify them (group them) according to their similarities.

Use these questions:
What shape are they?
Do they have layers?
Do they have fillings?
Are they square?
Are they dark?



Why is it so important to read with your child?

❖ **Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.**

-organisation for Economic Co-Operation and Development

❖ **Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.**

- [DfE (2016) DfE strategy 2015-20: World-class education and care p.24]

❖ **Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.**

-OECD (2010) PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4]

❖ **Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose**

-[Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention Medical Humanities, 41 (2), pp. 113-20]

❖ **Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.**

❖ **Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns**

[Billington, J, (2015)Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads University of Liverpool]

School website

Our class page will be updated throughout the year with pictures, letters and information.



Communication

- ❖ If appropriate some messages can be given on the gate at drop off or collection time.
- ❖ Please feel free to email the office and I will call you or email back as soon as possible.

Weekly Blog

Keep up to date with all your child's learning with Seesaw!

There will be a weekly blog every Friday about the learning from the week. We will also update you with anything you can discuss or practice with your child to prepare them for the week ahead.

-Make sure you have linked with your child's new class using your new log in (have already been sent home, let me know if you need another copy.)

-The children will get their logins, so they can upload things at home, later this half term.



Prayer Bags

- ❖ Each child will have an opportunity to take home the class prayer bag
- ❖ This contains everything you need to carry out a collective worship at home, in the same format as the children do in school
- ❖ There is an information card inside the bag and a video on our school website to guide you, if needed
<https://www.stjosephs255.herts.sch.uk/worship-at-home/>
- ❖ Teachers will start by sending home the bag with children who didn't get a turn last year. This is due to the prayer bags been introduced late in the year.





Any
questions?
