



Welcome to Year 6

Meet The Team



Mr
Hetherington



Miss Carr

Ms Buckley



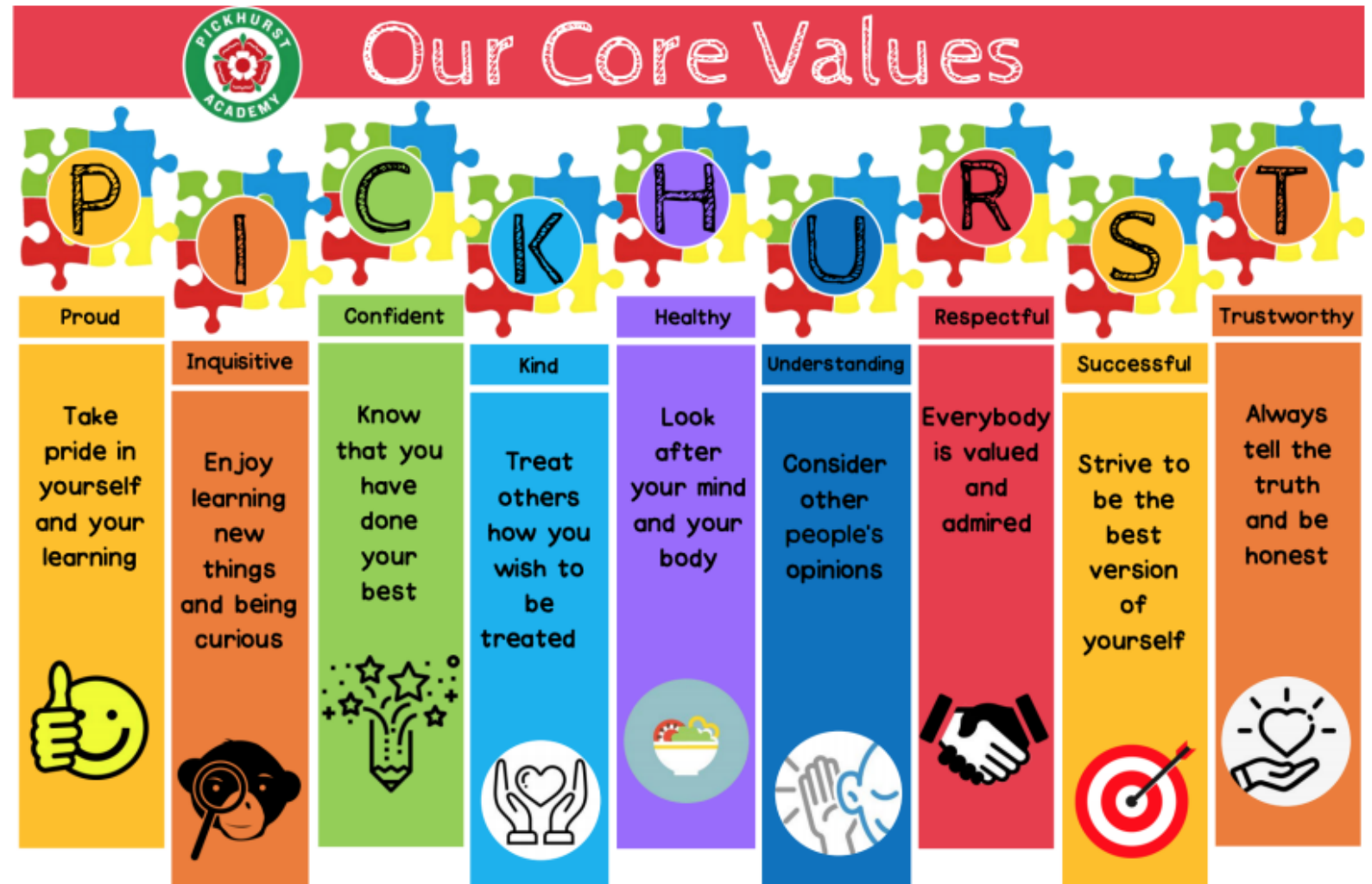
Mrs Stevens

Mrs Rawlins



Pickhurst Passports and House points

The Pickhurst Passport will now appear in the Pickhurst Pamphlet which will be handed out very soon.



Pickhurst Passports and House points

ROCHESTER HOUSE

Your House Captains are...

Francesca H
Bailey W



John Wilmot, 2nd Earl of Rochester (1 April 1647 - 26 July 1680), was an English poet and courtier of King Charles II's Restoration court.



SYDNEY HOUSE

Your House Captains are...

Clarissa DP
Fabio MB



Thomas Townshend, 1st Viscount Sydney (24 February 1733 - 30 June 1800), was a British politician who held several important Cabinet posts in the second half of the 18th century.



WOLFE HOUSE

Your House Captains are...

Kaarthik S
Erin M



Major General James Wolfe (2 January 1727 - 13 September 1759) was a British Army officer, known for his training reforms but remembered chiefly for his victory over the French at the Battle of Quebec in Canada in 1759.



CHATHAM HOUSE

Your House Captains are...

Nathan L
Marcie N



William Pitt, 1st Earl of Chatham (15 November 1708 - 11 May 1778) was a British Whig statesman who led the government of Great Britain during the Seven Years' War (known as the French and Indian War in North America).



Learning behaviours

These are displayed in each classroom and promote positive behaviour for learning.

They can be referenced to when praising a child or encouraging a child during lesson time.



My learning behaviours will show that:

5

I am immersed in learning
I am highly motivated
I am showing enjoyment of the learning struggle
I am leading my own learning
I am making huge steps in my learning
I have positive learning relationships
I feel confident to take risks



4

I am highly engaged in my learning
I am enjoying learning new ideas and concepts
I am active in learning
I lead discussions and show initiative
I am intrinsically motivated
I have positive learning relationships
I am happy with the risks I am taking



3

I am engaged in what I am doing
I am doing the right things with my behaviour
I feel challenged at some points in my learning
I have some good positive learning relationships but they aren't consistent
I am taking some risks with my thinking and learning



2

I am engaged in what I am doing
I am doing the right things with my behaviour
I feel challenged at some points in my learning
I have some good positive learning relationships but they aren't consistent
I am taking some risks with my thinking and learning



1

I have lost my motivation
I may be disrupting other children
I am distracted by the classroom (daydreaming, staring)
I am off task—little or no activity
I may be finding relationships challenging
I am not taking steps in my learning
I may be finding my learning too hard or too difficult
I have little or no energy

Zones of Regulation

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

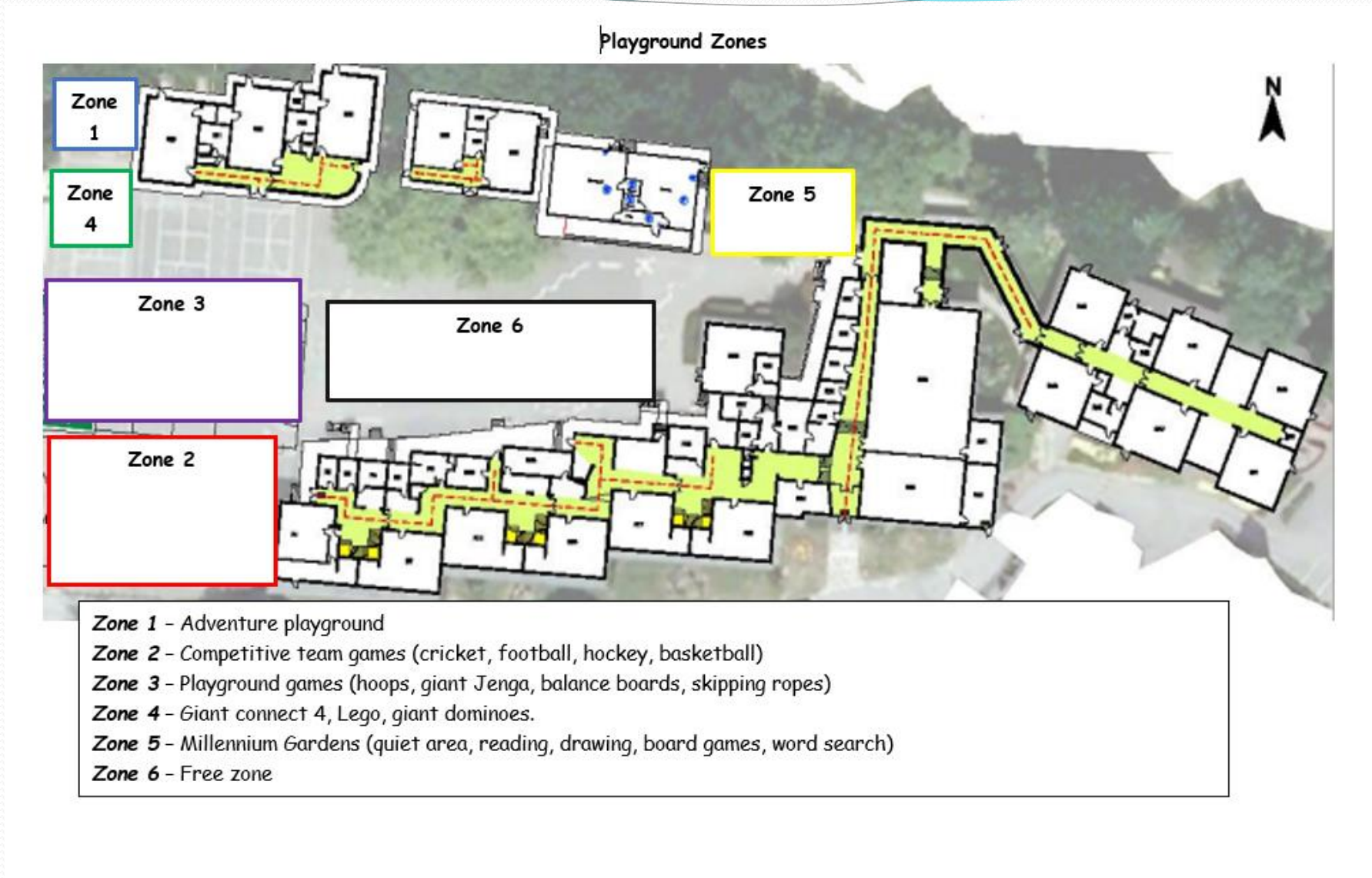
The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- Each child has access to a toolkit
- Calm corner in each classroom
- Zones language used in class
- Lollipop stick check in each morning

Playground

Our playground is organised into zones to promote positive play and interactions amongst all children.



Homework expectations

Homework club is every Friday

Subject	Frequency	Expectations for Child	Parent Support/Advice
Maths TTRS (TimesTables Rock Stars) <i>Online</i>	Weekly	Recommendation is for 10 minutes per day or one hour per week if consolidating.	Encourage independence, support if/when needed.
My Maths <i>Online</i>	Weekly (compulsory)	Complete assigned task which is set on a Friday. Complete by following Friday.	Encourage independence, support if/when needed.
Spellings <i>Listed on Google classroom</i>	Weekly	Daily practice, approx. 10 minutes. Practice spelling words and using them in a sentence.	Encourage, daily practice. Dictate sentences.
Reading <i>"Real book", keep in school bag</i>	10 minutes a day	Take a book home from school to read for pleasure. Choose book band for their level (or teacher will choose). Children should read every day either to themselves or an adult.	Please listen to your child read at least once a week and comment in the record book using the comment bank to help.
Writing	Half termly task (set at the end of every half term, compulsory)	Complete writing task in book, approx. 30 minutes.	Encourage independence, support when needed.
Projects for foundation subjects, e.g. history, science	Half termly (optional)	Optional to complete. However, finished projects will be placed on display around the school.	Encourage independence, support when needed.

Maths: Teaching for Mastery



Scheme:

- White Rose Maths and NCETM



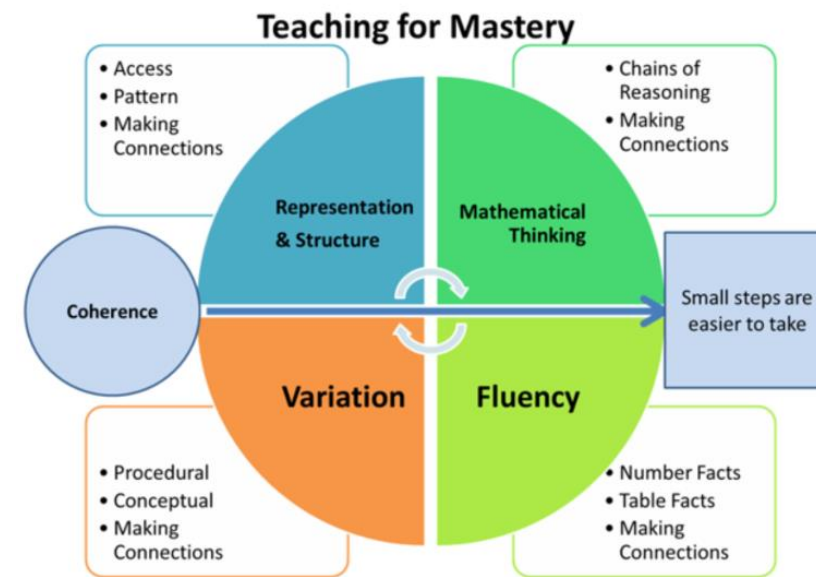
NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

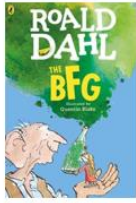
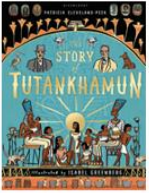
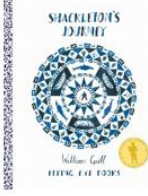
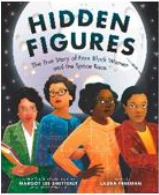
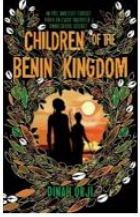
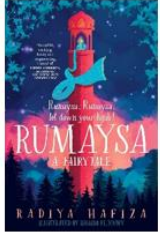
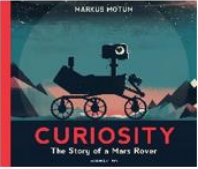
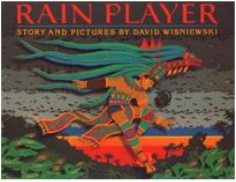
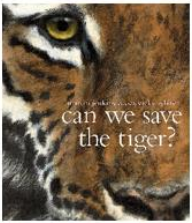
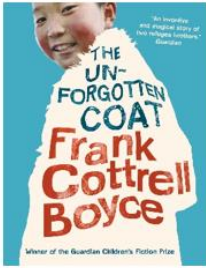
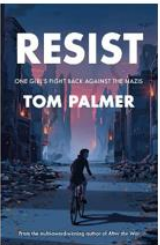
Structure of lessons:

- Maths Gym every morning
- Starter- Mastering Number
- Teaching and tasks- ping pong approach (fluency, reasoning and problem-solving)
- This model enables children to develop their conceptual understanding- Why? How? When?
- Challenges and next steps to extend or consolidate the children's learning
- Plenary- true or false question which allows the children to Agree, Build or Challenge.

Interventions:

- Number Sense is used in interventions which are conducted by the year group HLTA.
- Workbooks can be found on the school website.



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	The First Drawing 	Leon and the Place Between 	The Wilderness 	The BFG 	Our Tower 	The Tear Thief 
YEAR 4	The Story of Tutankhamun 	Frindle 	The Iron Man Ted Hughes the Iron Man 	Shackleton's Journey 	Weslandia 	The Crown 
YEAR 5	The Lost Thing 	Hidden Figures 	Beowulf MICHAEL MORPURGO Beowulf 	Children of the Benin Kingdom 	Rumaysa - a Fairytale 	Curiosity - The Story of Mars Rover 
YEAR 6	The Rain Player RAIN PLAYER STORY AND PICTURES BY DAVID WISNIEWSKI 	Can we save the tiger? 	The Unforgotten Coat Frank Cottrell Boyce 	The Invention of Hugo Cabret 	Resist TOM PALMER 	The Promise 

- National Curriculum objectives covered across the year and across a range of texts.
- At least one piece of writing will be assessed each half term
- A piece of writing will be added to the Pickhurst Portfolio each half term
- Reading skills are embedded in our weekly English teaching as well as spelling, punctuation and grammar

English - example of curriculum coverage



Reading	Spelling	Punctuation/grammar	Writing Outcomes
Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these Retrieving and record information from non-fiction Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Common Words – Words children are expected to spell correctly at all times. Statutory word list and adding prefixes and suffixes to these where appropriate. Revision of suffix –ly. The /I/ sound spelt y elsewhere than at the end of words. The /u/ sound spelt ou. Suffix –ation	Introduction to paragraphs as a way to group related material Expressing time, place and cause using conjunctions Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Use of commas after fronted adverbials	Non-chronological reports Diary entry Newspaper report Character descriptions Final Outcome: Biography of Howard Carter

English

Week 1 (Tested 19.9.25)	Week 2 (Tested 26.9.25)	Week 3 (Tested 3.10.25)	Week 4 (Tested 10.10.25)	Week 5 (Tested 17.10.25)	Week 5 (Tested 3.11.25)
Common words from Key stage 1 and setting non-negotiables	Statutory word list Year 3/4.	Revision of suffixes -ly.	The /a/ sound spelt y elsewhere than at the end of words.	The /u/ sound spelt ou.	Suffix -ation
Monday	minute	sarcastically	crystal	young	information
Tuesday	natural	basically	gym	touch	preparation
Wednesday	naughty	comically	hymn	double	propagation
Thursday	notice	frantically	mystery	trouble	education
Friday	occasion(ally)	gently	myth	country	litigation
Sunday	opposite	simply	pyramid	courage	adoration
January	ordinary	humbly	symbol	encourage	admiration
February	particular	sadly	syrup	colour	imagination
March	peculiar	kindly	typical	couple	differentiation
April	perhaps	slowly	Egypt	southern	damnation
June	material	loudly	bicycle	cousins	sensation
July	possible	worryingly	cymbals	enough	exaggeration
August	medicine	crossly	cylinder	nourish	concentration
September	potatoes	quietly	gymnast	countries	taxation
October	popular	hesitantly	gymnastics	rough	isolation
Saturday	often	quickly	oxygen	cousin	floatation
May	pressure	angrily	crypt	doubling	hibernation
November	position	happily	lyrics	touched	moderation
December	possess(ion)	sleepily	lynx	youngster	hesitation
Month	probably	easily	syrup	troubling	invitation

Vocabulary Ninja spelling scheme.

It includes common/high frequency words, statutory words and spelling rules.

Super sentences

- Each Friday
- Children will not be tested on every single word
- Dictated
- Spellings are taught through out the week but must be practiced at home



New Approach to Reading Records



Letters from the Lighthouse

Group Book

Log reading

History

Settings

! Add a log to this pupil only.

Reading Date & Time

Just Now 

 125 to

Comments

Write your comment here...

Any Problem Words/Sounds?

Type in words or sounds. Use a comma or press enter to separate different words or sounds.

Separate words by comma or press enter

Book is completed? ☐

ADD RECORD

CANCEL

- Parents must comment at least once a week after reading with their child
- Children will have the opportunity to document their reading at least once a week at school but is encouraged to log reading at home aswell
- Teachers will read and comment once a week

English - handwriting

- Modelled weekly handwriting activity
- Pen license
- Handwriting policy

Aims

Our aims in teaching handwriting are:

1. For all children to learn and practise appropriate and effective handwriting skills at each stage of development, continually working towards mature handwriting which is:
 - Legible
 - Presentable
 - Comfortable
 - Fluent
 - Flexible
 - Fast
 - Automatic
 - Sustainable

Assessments

- We continually assess the children, verbal feedback, mark daily, assessment week.
- Teachers use assessment week to inform future planning to 'fill' gaps in knowledge.

	LO: To explore the features of a riddle.		
Steps For Success		C	T
•	Define 'riddle'.		
•	Create relevant clues.		
•	Work collaboratively to solve a riddle.		
Key Vocabulary	riddles, infer, explain, share, predict, justify.		

Curriculum

SCIENCE

AUTUMN		SPRING		SUMMER	
Everything Changes	Light Up Your World	Body Pump	Nature Library	Danger! Low Voltage	Body Health

HISTORY

AUTUMN		SPRING		SUMMER	
The Maya Civilisation		The Ancient Greeks		The Impact of War	

GEOGRAPHY

AUTUMN		SPRING		SUMMER	
	South America – The Amazon		Protecting <u>The</u> Environment		Our World in The Future

ART

AUTUMN		SPRING		SUMMER	
Still Life		Make My Voice Heard		Photography	

DESIGN & TECHNOLOGY

AUTUMN		SPRING		SUMMER	
	Textiles: Stuffed Toys		Cooking: Come Dine <u>With</u> Me		Electrical Systems: Steady Hand Games

Curriculum

COMPUTING

AUTUMN		SPRING		SUMMER	
Computing systems and networks: Bletchley Park	AI	Data Handling 1: Big Data	Data Handling 2: Big Data 2	Creating media: History of Computers	Skills Showcase: Inventing a Product



PSHE/RHE

AUTUMN		SPRING		SUMMER	
Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

PE

AUTUMN		SPRING		SUMMER	
Football	Tag Rugby	Netball	Hockey	Cricket	Athletics
Invasion Games	Invasion Games	Dance: WW2	Gym and Fitness	Tennis	Tennis

RE

AUTUMN		SPRING		SUMMER	
Why do we need suffering in the world? (Christianity, Buddhism, Islam, Zoroastrianism)		Why do we need suffering in the world? (Christianity, Buddhism, Islam, Zoroastrianism)	Why don't we all get on? (Judaism, Christian denominations)	Why don't we all get on? (Judaism, Christian denominations)	

Curriculum

MUSIC

AUTUMN

Happy

Classroom Jazz

SPRING

A New Year Carol

You've Got a Friend

SUMMER

Music and Me

School Summer Production

P4C

AUTUMN

Citizenship: Democracy

P4C: The Pig of Happiness, Signpost, Women Inventors, The Legend of Kobe Bryant.

Citizenship: Rule of Law

P4C: The Lion and The Mouse, John Lewis Christmas Advert.

SPRING

Citizenship: Individual Liberty

P4C: The Silence Seeker, Dreamcatcher, Warning: When I am Old I Shall Wear Purple by Jenny Joseph

Citizenship: Individual Liberty

P4C: Could you work for Google? All You Need is Love, The Argument Clinic.

SUMMER

Citizenship: Mutual Respect, Tolerance and Diversity

P4C: Sunscreen, Altruistic Animals, Monstrous – The Importance of Monsters.

Citizenship: Mutual Respect, Tolerance and Diversity

P4C: Ah Ha! Multiple Intelligences, Love, Trust Me.

MFL

AUTUMN

On Holiday

SPRING

Food

Special Events

SUMMER

Songs

Francophonie: Quotes and Expressions

PE uniform

- T-shirt colour for their house.
- No jewellery.
- Hair up.
- No logos.

SATs

- **Monday, May 12:** English grammar, punctuation, and spelling (GPS) paper 1
- **Tuesday, May 13:** English reading test
- **Wednesday, May 14:** Mathematics: arithmetic
- **Thursday, May 15:** Mathematics: reasoning

- This year we will be offering some children the opportunity to attend some catch up tutoring sessions in Maths and English after school.
- Throughout the year children will be preparing for their SATs in class.
- We will offer a workshop closer to the time of the SATs going into more detail.

Year 6 Residential

- Taking place from Sunday 7th June- Wednesday 10th June.
- Osmington-PGL.
- Website: <http://www.pgl.co.uk/osmington>
- There will be a meeting closer to the time for the parents whose children are attending the trip, with more detailed information.
- Parent Helpers will be chosen after Christmas.
- For those children not attending the trip, they will be completing some fun and exciting projects in school.