

Year 6

Curriculum Information

2026-2027



The Year Group Team

Class Teachers

- Mrs Craven (6C)
- Miss Heasman (6H)
- Mr Grinsted & Mr Hawley (6GH)

Teaching Assistants

- Mrs Berry
- Miss Orchard
- Miss Cadge

There will occasions where other members of the support staff team will work in Y6.

Renewed Vision



Luke 2:52: "And Jesus grew in wisdom and stature, and in favour with God and people."

Rooted in God's love, we believe everyone can grow to be their **Blossoming BEST** in a caring, Christian community.

We encourage each other to belong, excel, shine and thrive so we can love learning, care for others and make a positive difference in the world.

B.E.S.T. – our approach to teaching the whole child

Belong	Excel	Shine	Thrive
			
We grow in understanding of ourselves, others, the world around us and beyond.	We grow in curiosity, knowledge and wisdom through engaging learning experiences.	We grow in confidence, compassion and character, reflecting the Fruit of the Spirit in our lives and relationships.	We grow in strength and resilience, developing healthy and active lifestyles.
 Spiritual Development	 Cognitive Development	 Social & Emotional Development	 Physical Development



Every day in school matters



Thank you for getting your child into school regularly.

Our school had **94.9%** attendance last year, the same as the national average.



Why does it matter?



Learning

Being in school helps children learn and make progress.



Belonging

Being here helps children feel part of their class and school.



Wellbeing

Routines and good relationships support children's confidence and happiness.



Opportunities

School is more than lessons: trips, sport, clubs, worship and many more things.

One important statistic

84%

of KS2 pupils with **100%** attendance achieved the expected standard in reading, writing and maths.



40%

of pupils who were **persistently absent** achieved the expected standard in reading, writing and maths.

When coming to school feels hard...

**We know that some children experience anxiety about coming to school.
Anxiety is real. Avoiding school can make anxiety even harder to overcome.**

Please talk to us early – we want to help and work together.

HOME

- Listen and reassure
- Keep routines calm and predictable
- Be positive and confident about school
- Work with us to help your child attend



Our aim is to help every child feel safe, supported and able to attend.

SCHOOL

- Talk to the class teacher
- We will listen and try to understand the barriers
- If needed, we may escalate to SENCO/SLT for support, which could include an individual attendance plan
- We will review together

Safeguarding – keeping children safe

**Keeping
children
safe is
everyone's
responsibility**



At Moordown St. John's the Designated Safeguarding Leaders (DSL's) are:

Mr P Ruffle
(Headteacher)

Mr S Grinsted
(Deputy Headteacher)

Mrs M O'Gara
(Lead SENCO)

Mrs Ham
(Phase SENCO)



Inclusion – supporting children with additional needs

- Our aim is for all children, regardless of their background, ability or special educational needs, to feel like they belong at MSJ and that they flourish and thrive to reach their full potential.
- At MSJ, the progress and well-being of every child is reviewed formally on a termly basis. If at any point teachers feel your child is not making their expected progress, support strategies are discussed and put in place. This could be through targeted support in groups or 1:1, or by seeking advice from outside agencies when needed.
- If you have concerns that have not already been identified, you are welcome to discuss these with your class teacher. Following this it may also be necessary to involve a member of the school's inclusion team: Lead SENCo Mrs O'Gara (KS2) and Phase SENCo Mrs Ham (YR and KS1) .

Inclusion – supporting children with EAL

Does your child speak another language?

If your child speaks a language other than English, they may be identified as an **EAL learner**.

How do we support your child?

- If you feel your child needs additional support with language, please speak to your child's class teacher.
- Mrs Graham, our EAL coordinator, can also discuss your child's needs with you and explore possible support and strategies.

Information for families

- School information brochures can be printed in other languages – just ask at the office.
- Please talk to us if you have any questions or concerns about your child's language development or communication needs.

Uniform – Autumn and Spring

Summer uniform
can be worn
until October
half-term

KS2

- Plain white blouse or white shirt
- Red tie (*not needed if wearing a blouse*)
- Navy blue cardigan or pullover (school design with red/white insert & logo encouraged)

All pupils

- Navy blue pinafore dress (medium length)
- or navy blue skirt/culottes (medium length)
- or classic style, straight leg, navy trousers (no leggings)
- or grey trousers (short or long)

Uniform – Socks, tights and footwear

- Outdoor shoes need to be black leather in appearance, with a heel no higher than one inch from the base of the foot.
- Navy, grey or white plain socks or navy tights



PE Uniform

- Navy blue or black shorts or skirt or skort
- Navy blue or black jogging trousers or leggings
- Plain red tee shirt (with school logo encouraged)
- Plain red sweatshirt (with school logo encouraged)
- Trainers



Uniform – Other bits and bobs

Jewellery

- Loom bands, friendship bracelets and other wrist jewellery should not be worn in school.
- Only plain, non protruding ear studs are permitted (one per ear). For safety reasons they should be removed on days when there is PE, games or swimming.

Hair, Nail Varnish and Tattoos/Transfers

- Hair should be neat in appearance and tidy: Long hair (shoulder length) should be tied back with a plain and simple navy blue or red fastening.
- Pupils should not come to school with 'extreme' hairstyles e.g. dyed, shaved.
- Children should not have painted nails or tattoos/transfers in school.

Uniform – Worried about school uniform?

Please talk to us if you have any worries about our school uniform policy.

We have a school uniform allowance for children on free school meals or facing other hardships of £35 per year. Please apply using the form on the school website (or ask the school office).

The Start of the Day

- Children will go straight to their classroom, via the Y6 door and stairs, as they arrive between 8:20 and 8:30.
- Doors close at 8:30 and registers are taken.
- Please send any messages in the form of a note on paper (reading logs aren't looked at every day) or speak to the person on the gate.
- Children have their own peg and a shelf to store their belongings. Please make sure EVERYTHING is labelled!

Breaks and lunchtimes



Break time: 10:30-10:45am

Lunch time: Eat: 12:00-12:30pm

Play: 12:30-1:00pm

During break and lunchtimes, children will be offered a range of timetabled sports such as spike ball, football and four square. Quieter activities, such as drawing and reading, will also be available.



Lunchtimes

- Please remember to order your hot school meals in advance.
- There are no spare meals, so children will not be able to swap on the day. If possible, choose your meals with your child.
- **Reminder – we are a nut, seed and pea-free school.**



School Meals and financial support

Every Reception child receives Universal Free School Meals

🍽️ All children in Reception, Year 1 and Year 2 receive a free school lunch every day through the Government's Universal Infant Free School Meals scheme.

You do not need to apply for this for your child to receive meals.

However – some families may also qualify for additional Free School Meal support.

- ✓ Extra support for children and families
- ✓ Additional funding for the school
- ✓ Access to other support programmes where eligible



Why do I need to apply?



Applying for ‘free school meals’ could unlock additional support.

All families receiving **Universal Credit** are now eligible under the Government's expanded scheme. It is thought this will be 1 in 4 of all children at primary school.

Possible benefits include:

- ✓ Additional funding for your child's school (**Pupil Premium Grant**)
- ✓ Access to some holiday activity and food programmes (*subject to eligibility*)
- ✓ Additional support and services for families (*e.g. uniform and residential grants, free milk*)
- ✓ Support remains in place for the academic year, even if circumstances change

You can apply online via the BCP Council Free School Meals webpage: [Free school meals | BCP.](#)

THIS IS A CONFIDENTIAL SERVICE.

The End of the Day

- Children can be collected from the KS2 playground at 3:00pm outside the Y6 entrance (to the side of the Y4 classrooms).
- Please encourage the children to point you out and if you could give us a wave we will get to know each of you quicker!
- We will remind the children but please check that your child has everything you need them to bring home!

Encouraging Independence



Walking Home

We understand the need for our older children to develop their independence as part of their preparation for secondary school.

For safeguarding purposes, we require written consent from a parent/carer to confirm that your child has permission to walk home without an adult.



Behaviour shaping

Verbal praise

Non verbal praise

Name on Smiley face

Juniper awards to reward good effort,
good contributions ...

Y6 raffle - weekly

Children may be sent to the Senior Leadership
Team to show their great work and celebrate
it with them.



Behaviour shaping



 Our Rules	
	1. Show respect to all members of the MSJ community.
	2. Listen carefully and respond appropriately to others.
	3. Use kind words and keep hands and feet to yourself .
	4. Follow instructions given by all staff.
	5. Treat equipment and the environment with care .

Consequences "Getting it right" actions in place	
1	Reminder 
2	Verbal Warning 'You are not following the rule of ____ I am now giving you a verbal warning and you now need to ____'
3	Reflection Miss part of play Time spent with adult Reflection sheet completed No Marvellous Me Badge for that week
4	Red Card <i>3 reflections in a <u>week</u> / continued behaviour following a reflection / more serious behaviour</i> SMS recording / Parents informed Miss play and lunch

What does my child need?



- To promote independence and responsibility, children **may** come prepared with a **small** pencil case that includes a pencil, black handwriting pen, ruler, rubber and sharpener
- Helpful extras: glue stick, coloured pencils, felt-tip pens, etc.
- Reading log – (Mondays & Thursdays)
- Reading book
- Snack & water bottle (we are a nut/pea/seed-free school)
- Coat (wet weather) or hat (hot weather)



How is the week structured?



- English (inc. writing, reading, grammar, spelling, & handwriting) and Maths are taught daily in hubs.
- The weekly timetable includes RE , PE & Science.
- French & PSHE, Geography, History, Computing, Art, D&T and Music will be taught throughout the year.
- Children should be able to tell you which subject they have been working on and the skills they have been developing.



Hubs



- Your child will work in Maths and English hubs. In Y6 there are 3 hubs.
- Children work on the same curriculum, taking the same assessments through the year (unless otherwise discussed).
- The hubs will work at a pace appropriate to the children.
- Hubs provide opportunity for extra support to be given and higher adult to child ratio.
- These hubs are fluid and may change throughout the year.
- All children are challenged to deepen their thinking.

Spellings

- Spellings will be tested on a Thursday morning.
- We focus on teaching rules and patterns as well as common exception words.
- Any spellings that are incorrect when tested on a Thursday will then be highlighted in their reading log, so that the children can continue to practise them at home. Spelling Shed lists are kept open to the end of the half term, so that children can continue to overlearn spellings.

Reading

Each half-term, we will be reading a 'root text' together, which will form the basis for much of our comprehension work. We also have 'branch texts' which link to the root text in some way (e.g. same author, similar theme) for the children to read in school. We will offer suggestions of other texts the children might like to explore if they enjoyed our class texts.

When you are reading with your child, you might focus on asking questions:

- * *What do you think will happen next? What evidence in the text is there for this?*
- * *How does that character feel and why? How do you know that?*
- * *Why did ___ happen?*
- * *Can you summarise what has happened so far?*
- * *What does mean? What other word could be used?*

Increasing the length of reads at home is really important for stamina, as is frequent reading.

Maths

In Y6, we begin our Maths learning by looking at number and place value to ten million.

We then move on to the four operations (including long multiplication and division).

This is followed by fractions, decimals and percentages.

We then look at measure, shape, position and direction and statistics.

We also cover ratio and proportion and basic algebra.

In each area of Maths, we look at reasoning and problem-solving.

RE

In Y6, we explore the following questions in RE:

- How can we and why should we create a more free and just world?
- What is the value of different interpretations of the birth of Jesus to Christians?
- Creation and Science: conflicting or complementary?
- How can sacrificing something bring freedom?
- What does it mean to live a good life?
- Are rites of passage important to people's identities?

Units 1-4 focus on the Christian tradition, unit 5 on the Humanist approach and unit 6 on Christian, Jewish, Hindu and Muslim traditions.

Swimming



You will be informed by text or phone call if your child does not have their swimming kit in the hope that it can be brought in in time for the afternoon.

We need a parent note if your child is to be excused from swimming.

Swimming Kit

Boys: swimming trunks / shorts above the knee (no board shorts), swimming cap and towel.

Girls: one-piece swimming costume, swimming cap and towel.

If your child chooses to wear goggles then s/he must be able to put them on themselves.

No white Swimwear or jewellery, including earrings, for boys or girls!

Please ensure all swimming kit and school uniform is named

Swimming

Swim Instruction

Our swimming instructors are Mrs M Trotman and Ms T Meharg.

Swimming forms one very important part of our PE curriculum, this being a legal requirement at the Primary School Stage.

All children are expected to take part in the class swimming lessons.



- We aim for all KS2 children to enjoy 2 terms of swimming lessons every year in our school pool.
- Swimming in Year 6 will start on Friday.
- All children will swim weekly.

Relationships And Sex Education Key Info

Additional information will be shared in the Summer term and the policy and further information is on the school website. Prior to the unit being taught, parents may choose to attend a meeting to view content & resources.

Headlines

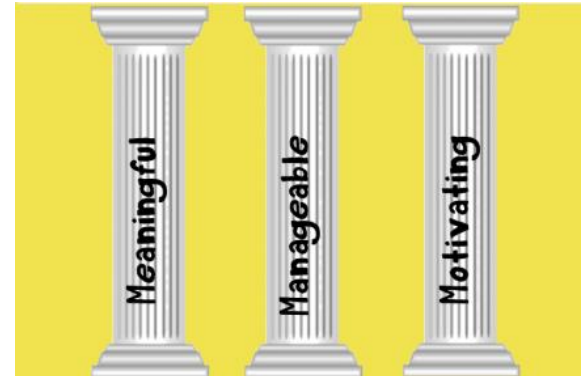
Is this normal?

Making babies

Online content

Feedback

- Our feedback to the children about their work will primarily be through verbal feedback and using marking codes in a way that is meaningful to the children.
- The focus of the feedback will be:
 - Child-friendly
 - Accessible
 - Positive
 - In the moment
 - Verbal with the use of marking codes



Curriculum overview

History: * The Victorians - identify changes that happened in the period and compare cities with seaside towns such as Bournemouth. * WWI - use sources of evidence to deduce information about the past. Describe characteristics of the time period.	 Moordown St. John's Church of England Primary School During the Autumn term, Year 6 will be working hard and learning successfully by:		RE: * How can we and why should we create a freer and more just world? * How do views on Christ's birth vary? Christian focus
PSHE: * Families and friendships * Safe relationships * Respecting ourselves and others	English: Inc Root texts Our root texts will be 'Gaslight', by Eloise Williams and 'War Horse', by Michael Morpurgo. * Reading - Word meaning, inference, prediction, use of language & summary across a range of genres. * Writing - planning, drafting, writing & editing across a range of genres (relating to the Victorians and WWI). * Y6 Grammar, punctuation and spelling curriculum coverage	B E S T M E	Maths: * Place value to ten million * Fluency of the four operations: addition, subtraction, multiplication and division (including long division) * Multiplying and dividing by 10, 100 and 1000 * Factors, prime, cube and squared numbers * Fractions * Reasoning and problem solving
French: * Revision of key vocabulary * Asking and responding to questions * The verbs être & avoir * Telling the time * Describing places	Year Group Information: Reading - please read at least 5 x a week and record in the reading log Swimming - Friday afternoons (both classes) Outdoor PE - Thursdays Spelling test - Thursdays Times Tables/Arithmetic test - Fridays		Science: * Electricity - identify parts of a circuit & investigate the impact of changing components in a circuit. * Light - understand how light travels and explore how light affects shadows.
Computing: * Computing systems & networks * Data & information * Internet Safety	Project Overviews: Term 1: The Victorians - The project focuses on deepening children's understanding of how Bournemouth developed as a Victorian seaside town. Children will learn how industrialisation affected Britain during the Victorian era and how life in the cities compared to life in seaside towns. By considering a number of changes, children will decide whether the Victorian times were a Dark Age or a Golden Age. Term 2: WW1 - Children will look at significant events leading up to the war, what happened during wartime and how WW1 ended. They will consider the impact of the war on different groups in society. They will explore the significance of propaganda. The terms heritage and legacy will be explored and developed by thinking about remembrance.		PE: * Develop skills in swimming, tennis & cricket.
Worship: Children will explore our Blossoming BEST vision through Bible stories, learning that everyone is loved by God and can belong, excel, shine and thrive.			Art: * WW1 watercolour painting in the style of artist, Paul Nash. * 'In Flanders Fields', remembrance art.
			D&T: * Explore, design, make and evaluate a burger, using healthy ingredients and selected side dishes.
			Music: * Listen, appraise, perform & improvise 'Happy', by Pharrell Williams
			Opportunities to apply learning: * Trip to Bovington Tank Museum * Victorian Day * Remembrance Service

Home Learning



Moordown St. John's
Church of England Primary School

Year 6 Autumn 1

Home Learning

Weekly Expectations:

- Daily reading - minimum of ten minutes and recorded in reading log. Reading logs will be checked on Mondays.
- Time Tables - multiplication and corresponding division facts up to 12x12. Remember to use Times Table Rock Stars to support with this.
- Spellings - please refer to separate list. Words will be uploaded to Spelling Shed but don't forget to practise your spelling words in sentences too.



Home Enrichment Activities - The Victorians

Below are some suggested activities for you to do at home with your child that will enhance their learning this half term:



- Look for clues that Bournemouth is a Victorian seaside town. Perhaps visit the garden of the Russell-Cotes Museum and look at the architecture.
- Research Victorian artists and produce a piece of artwork in a similar style.
- Make a poster to highlight safety when using electricity.
- Research Victorian inventions and use junk modelling to recreate your favourite!

- During Victorians times, there were great differences between what the wealthy and poor people ate. Research some typical Victorian recipes and have a go at recreating one of your choice!
- Before the days of computers and television, families had their own entertainment at home. Research Victorian parlour games and have a game afternoon or evening with your family.
- Read a Victorian-themed story/a story set during the Victorian era and see if you can identify features of this time period.

Autumn 1 Spellings:

Autumn 1 - Year 6 Spellings

The spelling patterns for this half term are given below. These patterns will be taught in school weekly and children will practice these words as well as explore other words that follow the same pattern. There will be a weekly spelling test which will take place on a Thursday. In addition to this each week, the children will have a selection of common exception words and homophones to practice in school but they can also go over these at home. It is important that the children practice applying these to their writing. A selection of these words will be assessed half-termly.

	Test on 27.09.20 Words with the prefix 'sub'	Test on 04.10.20 Words with the long vowel sound 'igh/ighet'	Test on 11.10.20 Adding the prefix 'super'	Test on 18.10.20 Words with the suffix '-ful'	Test on 25.10.20 Words that can be a noun or a verb	Test on 02.11.20
Please provide the different spelling patterns or have ready for the weekly test each Thursday	entirety crystal lyric rejoice chapters particular suspense typical	apple huguenot hypothesis multiply multiply average jettison muscle rhyme typical	overbalance huguenot hypothesis multiply multiply average jettison muscle rhyme typical	beautiful marvellous astonishing enough enough enough enough enough enough enough	produce rigorous transparent obvious elegant contrast elegant increase Produce	Review of spelling words from this half term. Please practice the different spelling patterns as well as the listed words.
Common Exception Words	Practice in school w/ 14 th Sept	Practice in school w/ 21 st Sept	Practice in school w/ 28 th Sept	Practice in school w/ 05 th Oct	Practice in school w/ 12 th Oct	Practice in school w/ 19 th Oct
	accommodate available competition conscience determined endless identify likely precipitate rhyme suspense	accompany average conscience determine endless identify likely precipitate rhyme suspense	according average conscience determine endless identify likely precipitate rhyme suspense	achieve average conscience determine endless identify likely precipitate rhyme suspense	achieve average conscience determine endless identify likely precipitate rhyme suspense	achieve average conscience determine endless identify likely precipitate rhyme suspense

Year 6 Monitor Jobs

Taking on responsibilities within the school promotes a range of skills including confidence, independence and organisation.

- * Hall Crew
- * Play Leaders
- * Class Monitors
- * Sports Ambassadors
- * Recycling Monitors
- * Headteacher Helpers
- * Office Monitors

What's in the multi-trip deal?

- A set amount – In Y6 this is £50 which can be paid termly (exc. residential costs)
- To cover the main trips for the year and other additional experiences
- Parents will receive a full breakdown of the costs

We had fantastic support last year and all trips were able to go ahead.

Year 6 proposal

KS2 Year 6

- Theatre production
- Live music performance (Soundstorm)
- Two terms of swimming (Autumn & Spring)
- Trip to Bovington Tank Museum
- Leavers' day at Priory Church
- End of year fun day (which will be partly funded by play ticket sales)

This does not include the Land and Wave residential

Arbor App

A message from the office team:

If you haven't already done so, please download the Arbor APP as soon as possible.

You will need this to give permissions (e.g. for photos/trips), to pay for trips and to receive messages from staff.

KS2 SATs

Week commencing: 10th May 2027

- End of Key Stage 2 SATs (Standard Assessment Tests) are taken at the end of Year 6.
- The tests take place in May and cover Maths, English Reading and a test of English spelling, punctuation and grammar.
- English Writing will be assessed through moderated Teacher Assessment only.
- In July, you will receive a report showing the Teacher Assessment (the level the teacher has assessed your child to be working at) and the SATs results.

KS2 SATs – how to support

What to do?

- Support your child throughout the year to develop their confidence in reading by practising reading aloud, making sure they take time to read quietly and ask them questions about their reading.
- Make sure children regularly practise their spellings and timestables to develop fluency.
- Use the home learning materials to support children in reinforcing what they have learnt.
- Reassure them that they don't need to worry and just try their best in their learning through the year.

Year 6 Residential



What? A residential camping including a range of activities which might include: kayaking, paddle boarding, raft building, bushcraft, archery, team building, etc.

Where? At Purbeck Valley Farm

When? Tuesday 15th – Friday 18th June (4 days and 3 nights)

Who? The trip is offered for all children in year 6 and we encourage all children to go.

Why? Highlight of the year! Enables team building, developing independence, confidence building, as well as exposure to new and challenging experiences.

Approximately £445 more details to follow

Any Questions?



Thank you for attending and for your ongoing support

We look forward to being part of your child's learning journey throughout Year 6!

