WELCOME

MEET THE TEACHER
YEAR 6

Tuesday 15th September

Our School Vision and Values

Growing Together with Love, Courage and Joy

Providing everyone with opportunities to thrive through faith, learning and shared goals.

We aim to:

Foster bravery when facing new challenges.
Celebrate teamwork and collaboration.
Nurture a spirit of kindness and helping others.
Support every child to flourish academically, socially and emotionally.

Our School Values:

Key People

Senior Leaders

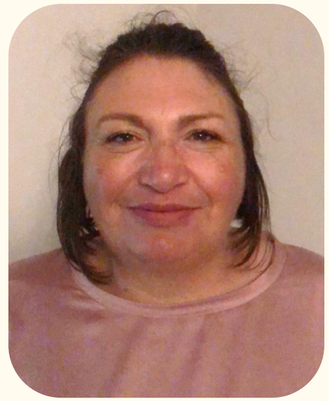
Mr Hussain
School Business Manager

Mrs Hobson
Headteacher

Mrs Parry
SENDCO

Miss Gravestock
Assistant Headteacher
Reception and Key Stage 1

Mrs Murphy
Assistant Headteacher
Personal Development & SIAMS



Mrs Whitehead
Assistant Headteacher
Key Stage 2

Key People
Year 6 Team

Mrs Rhodes
Class Teacher

Mrs Whitehead
Class Teacher
Assistant Headteacher

Mr Murphy
Class Teacher
Assistant Headteacher

Key People
PPA Cover team

Miss Stevens - HLTA
Art Teacher

Miss Halliday - HLTA
PE Teacher

Year 6 Timetable

Idle CE Primary School - Year 6 – Timetable – 2026-2027										
8:50 – 9:00	**9:00 – 9:15**	**9:15 – 9:45**	**9:45 – 10:15**	**10:15 – 11:00**	**11:00 – 11:15- Break**	**11:15 – 12:00**	**12:00 – 1:00 - Lunch**	**1:00 – 1:15– Class Novel**	**1:15 – 2:30**	**2:30 – 3:30**
Monday	Quick 10	HT Worship	Spelling	English		Maths			Science	Outdoor PE
Tuesday	Quick 10	Singing Worship	Reading	English		Maths			History/ Geography	Spelling / Music
Wednesday	Quick 10	SLT Worship	Reading	English		Maths			Indoor PE *Y6 PPA*	Art *Y6 PPA*
Thursday	Quick 10	Teacher Worship	Reading	English		Maths			Religious Education	French
Friday	Quick 10	Celebration Worship	Spelling	English		Maths			Library / Computing	PSHE

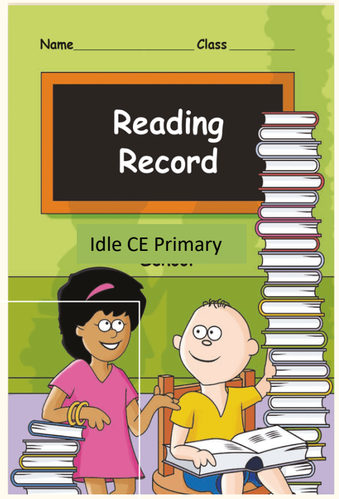
Note PE Days are: Monday and Wednesday

Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text						
English	**Writing outcomes:** **Non-fiction** – A character description of Skellig **Fiction** – Dual perspective diary entries written as Michael and Mina	**Writing outcomes:** **Fiction** – A Suspense narrative detailing the discovery of the mask **Non-fiction** – A formal letter to the British museum to halt the excavation	**Writing outcomes:** **Fiction** – A setting description of the rainforest **Non-fiction** – An informal letter home after being rescued	**Writing outcomes:** **Non-fiction** – A newspaper report of village being attacked by raiders **Fiction** – A narrative about a Viking raid incorporating speech and action	**Writing outcomes:** **Fiction** – An internal monologue of the operation **Non-fiction** – A balanced argument – should animal organs be used in human transplant?	**Writing outcomes:** Revisit prior units in preparation for moderation **Fiction** – A diary of Nates thoughts and responses to his situation
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Measurement: Converting Units	Ratio Algebra Number: Decimals	Number: Fractions, Decimals and Percentages Measurement: Area, perimeter and volume	Statistics Geometry: Shape	Themed projects, consolidation and problem solving
Science	**Evolution & Inheritance** Lens: Biology Understanding how living things change over time and how characteristics are passed on	**Living Things: Classification** Lens: Biology Understanding how living things are classified using scientific systems	**Light** Lens: Physics Understanding how light travels, reflects and enables us to see	**Electricity** Lens: Physics Understanding how circuits can be varied and controlled to change outcomes	**Animals: Circulatory System** Lens: Biology Understanding how the circulatory system transports substances around the body	**Science Investigation Unit** Lens: Working Scientifically Applying scientific skills to plan, test, analyse and evaluate investigations
RE	U2.14 How do religions help people live through good and bad times? (Thematic)	U2.2 Creation and Science – Conflicting or Complimentary?	Unit 39: Why do Hindus want to be good?	U2.7 What difference does the Resurrection make for Christians? (RE Today)	U2.11 Why do some people believe in God and others not?	U2.5 What would Jesus do?
History		**Mayan Civilisation** *What made the Maya one of the most advanced ancient civilisations in the world?*		**The Vikings** *Were the Vikings raiders, traders, or settlers in Britain?*		**Mining in Yorkshire** *How did coal mining shape life and change communities in Yorkshire over time?*

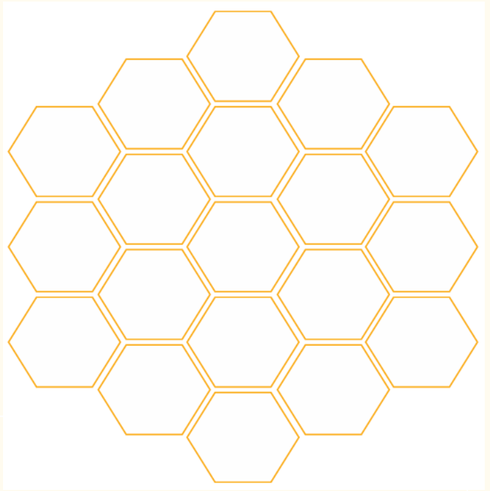
Geography	**Biomes and Climate Change** *How does climate affect biomes and how is climate change affecting our planet?*		**South America: Rio and South-East Brazil** *How does the geography of south-east Brazil affect people, cities and rainforests?*		**Protecting our Environment** *How can people protect the environment in an interconnected world?*	
PSHE: Story Project	**Text:** Aaron Slater Illustrator *Through perseverance I can achieve challenging goals*	**Text:** Little People, Big Dreams Marcus Rashford *Using adversity to inspire others and standing up for what you believe in*	**Text:** Little People, Big Dreams Mary Evans *Challenging stereotypes and the benefits of exercise*	**Text:** Sunny Side Up *Understanding legal and illegal harmful substances and associated risks*	**Text:** Making a Baby *Sequencing the events around the conception of a baby*	**Text:** Finding My Voice *Preparation for transition to Secondary School*
PE	**Indoor PE:** Badminton **Outdoor PE:** Football	**Indoor PE:** Basketball **Outdoor PE:** Orienteering	**Indoor PE:** Dance **Outdoor PE:** Hockey	**Indoor PE:** Volleyball **Outdoor PE:** Golf	**Indoor PE:** Gymnastics **Outdoor PE:** Athletics (Sports Day)	**Indoor PE:** Fitness **Outdoor PE:** Rounders
Art	**Biomes and Climate Change** Lens: Painting and Colour Environmental Message Painting	**Mayan Civilisation** Lens: Craft and Design Mayan-inspired design Mask	**South America: Rio and South-East Brazil** Lens: Textiles and Mixed Media A rainforest collage	**The Vikings** Lens: Sculpture and 3D Viking-inspired sculpture	**Protecting our Environment** Lens: Artists and Visual Culture	**Mining in Yorkshire** Lens: Drawing Industrial landscape drawing
DT	**Biomes and Climate change** Lens: Design, Innovation & Evaluation Design an eco-product	**Mayan Civilisation** Lens: Textiles Create patterned woven designs	**South America: Rio and South-East Brazil** Lens: Food & Nutrition Prepare culturally inspired food	**The Vikings** Lens: Structures Design and build a longboat	**Protecting the Environment** Lens: Electrical Systems Design a monitoring system (e.g. pollution, water levels, waste)	**Mining in Yorkshire** Lens: Mechanisms & Mechanical Systems Build pulley/lift systems
Computing	Communication and Collaboration	Webpage Creation	Variable in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movement
French	French sports and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	Revise and recap
Music	**Developing Musical Skills** *Charanga MMC: **Developing Ensemble Skills/Swing Low, Big Sing; Improvising with Confidence** – soul, jazz, rock, hip hop, gospel, salsa*		**Playing and Performing - Djembe Course** *Develop competency when playing by ear and with others*		**Music Technology Composition – Yumdrip** *How to use a DAW to compose your own track* *Create and compose their own songs/ end of year raps – hip hop,*	

Reading Expectations



- Reading is a priority at Idle CE Primary School.
- We expect that all children will read at home a minimum of 3 times a week and reading records will be completed by an adult.
- Every week an adult in school will monitor reading records and stamp with 'Reading Record Checked'.

Spelling Expectations



- Spelling is a priority at Idle CE Primary School.
- We expect that all children will learn a list of spelling words at home every week. These will be the statutory words for each year group.
- All spelling tests will be on a Monday. New words will be sent home on a Tuesday.

Homework

Weekly homework:

- Reading at least 3 times a week recorded in a reading record.
- Spellings in preparation for a spelling test.
- Timetables for KS2

Uniform

The Governors, Staff and pupils are proud of the uniform we have at school promoting a sense of 'belonging'. It is **not** compulsory to have clothing with the school logo on. Children should wear a:

- Red sweatshirt or cardigan.
- White polo shirt.
- Black or grey trousers, skirt or pinafore dress.
- All-black shoes or trainers **with a black sole.**
- PE days require a plain white or logo T-shirt and black or navy bottoms

What to Bring to School

Every Day

Named water bottle

Please ensure these are named and filled with water each morning. Children have access to refill them throughout the day.

Reading book and reading record

Please ensure children bring their reading book to school. Reading books will be changed weekly.

Optional snack

We offer children a free snack in Reception and KS1. All children are welcome to bring their own healthy snack of **fruit or vegetables from home.**

Lunch Boxes

A healthy packed lunch
Children are welcome to bring a packed lunch from home. We are a nut-free please due to allergies in school.

Water only including flavoured water.

Please note that children must only bring either a packet of crisps or a small biscuit. No sweets or chocolate allowed.

How to help at home

In addition to reading at home and supporting learning spellings you could also support your child in Maths using:

- Numbots
- TTRS
- 5-Minute-Maths
- Hit the Button.

Y6 Residential

Buckden House Outdoor Education Centre, North Yorkshire

6MW: February 22nd – 24th
6R: February 24th – 26th

More information to follow

KS2 SATS

KS2 SATS begin Monday 10th May 2027

Monday: GPS and Spelling
Tuesday: Reading
Wednesday: Maths Paper 1, Arithmetic and Paper 2, Reasoning
Thursday: Maths Paper 3, Reasoning

Communication

Strong home-school communication is essential to support your child's learning and wellbeing.

We will communicate with you through:

- School communication app (e.g. Arbor/ParentMail)
- Weekly Headteacher's Newsletter
- School website
- Facebook
- Emails
- Parent consultations and school reports
- Face-to-face conversations at the start/end of the day when appropriate.

Please follow us on Facebook!

Please Remember!

If you have any concerns, questions or important information to share, please get in contact with us. We are always happy to help!

Any Questions

We are on hand to answer any questions you might have!

Please feel free to approach a member of staff.