



Curriculum Evening



Information for Year 6 parents and carers.



Year 6 Teaching Team

Diamond Class

Mr Finnegan

Sapphire Class

Mr O'Rourke

Amethyst Class

Miss Kilinc

The Year 6 Team



Teaching Staff

Sapphire – Mr O' Rourke

Amethyst – Miss Kilinc

Diamond – Mr Finnegan

Maths – Mr Beckwith

Maths - Mrs Ahmed

Guided Reading – Mr Dees

Cover Staff

Mr Jefferson

Mr Irwin

Mrs Rajput

Mrs Richardson

Support Staff

Mrs Rajput

Mrs Tilney

Mrs Harris

Mrs Somaiya

Ms Nair

Mrs Reidman

Other Key Adults

Mr Beckwith – Assistant Head

Mr Went – Phase Leader

Mrs Haines – SENCO

Mrs Kinsella – Pastoral Lead

Mr Dees – Headteacher

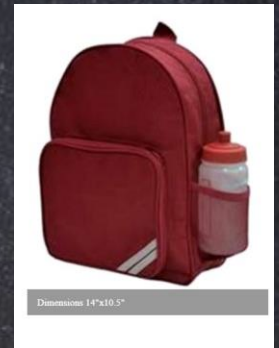
School Bags

A reminder that we do not have the space to accommodate large bags and rucksacks in school, children should not be bringing such bags into school. Pupils are only permitted to bring one of the following types of bags into school:

- the school book bag
- the small school backpack (dimensions 14"x10.5") or
- a school drawstring bag

This decision has been made due to the increasing number of large backpacks being brought to school, which we have found challenging to accommodate within our available storage facilities. This has led to a number of the doors in our storage cupboards being damaged and in need of replacement. It is costly to replace these doors and we would prefer to spend this money on resources to support the learning of all pupils.

All bags are available from Kevins uniform shop in Pinner. For your reference, we have included images of the approved bags. We kindly ask you to ensure that your child is equipped with one of these bags prior to starting in September.





ON HOLD

SMARTPHONES CAN WAIT

Personal Devices Policy



We would like to remind all families that our **Personal Devices Policy** was introduced in **September 2024**, with a one-year grace period to support families in preparing for this change.

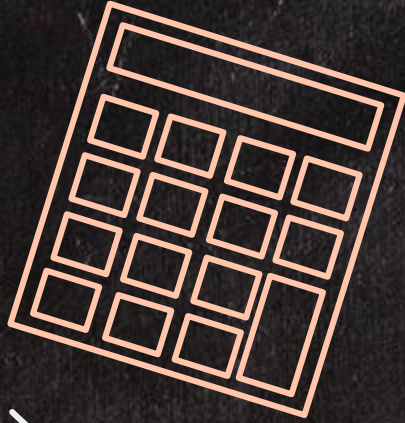
From September 2025, pupils will no longer be permitted to bring smartphones onto the school site.

Currently, only **Year 5 and Year 6 pupils who walk home alone** are permitted to bring a phone to school—and this must be handed in to the class teacher upon arrival.

Our stance remains clear: **pupils of primary school age should not be given smartphones**. This reflects our commitment to supporting children's wellbeing, focus, and healthy social development during their formative years.

01.

CURRICULUM



Curriculum Overview

West Lodge Primary School 2024-2025 Curriculum Overview						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Links						
Genre	Fantastic, Funny, Frightening - Fiction	There's a Boy in the Girls' Bathroom - Fiction	Newspaper Reports	Balanced Arguments	George - Fiction	Redrafting and Editing
Text		Poetry- Powerful Language - Ted Hughes	Wicked	Eye of The Wolf - Fiction		
Science	Living Things and Evolution and Inheritance	Animals including Humans: Circulatory System	Light	Electricity	Looking After the Environment	
History	Ancient Greece		Early Islamic Civilisations		History of Rights in South Africa	
Geography	Natural Disasters		Mapping Skills & Fieldwork		Global Citizenship	
RE	How did it all begin?	Prayer and Meditation	Hindu and Islamic Art	Life after Death	Who are the Zoroastrians?	Comparing Religions
French						
Music	World Unite	Journeys	Growth	Roots	Class Awards	Moving On
PE	Netball Gymnastics	Tridolf Dance	Tag Rugby Gymnastics	Football Dance	Tennis Volleyball	Cricket/ Rounders Athletics
Art & DT	Drawing Skills - Figures	Pulleys and Gears	Painting Skills -	Complex Circuits	Craft Skills	Food Technology
Computing	Coding 6A - More complex variables	6.1 We are app planners	6.2 We are project managers	6.4 We are interface designers	Coding 6B - Object properties	6.5 We are app developers
Mind-up and PSHE	Mind Up - Perspective Taking Jigsaw- Being Me in My World	Mind Up- Choosing Optimism Jigsaw- Celebrating Differences	Mind Up - Appreciating Happiness Jigsaw- Dreams and Goals	Mind Up - Acting with Gratitude A Jigsaw- Healthy Me	Mind Up - Acting with Kindness Jigsaw- Relationships	SRE Mind Up- Mindful Action in the Community Jigsaw- Changing Me
Enrichment Opportunities		Ancient Greek Workshop	Theatre Trip- Wicked		Longridge Residential	

Year 6 Curriculum Map 2024-2025					
English	Autumn Term	Maths			
Writing: This term, we will begin by studying fiction genres and learning how to build suspense in our writing. We will then focus on the novel <i>There's a Boy in the Girls' Bathroom</i>, reflecting on our understanding of the text through written responses. Grammar, Punctuation and Spelling: This term, we will continue to follow the RWI spelling scheme to cover a range of spelling rules and conventions. We will begin to recap the grammar and punctuation taught across the whole of KS2. Key Texts: <i>There's a Boy in the Girls' Bathroom</i>, by Louis Sachar		This term in Maths, the key objectives will be: - To read, write order and compare numbers to at least 10,000,000. - To round any decimal to a required degree of accuracy. - To use negative numbers in context, and calculate intervals across zero - To add and subtract negative and positive numbers - To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - To identify common factors, common multiples, and prime numbers. - To find square numbers up to 12 x 12			
Art & Design This term in Art, the children will focus on their drawing skills. In this unit of work, they will learn how to draw the human form accurately using the correct proportions, and will then look at how to capture the human form in movement.	Computing This term in Computing, we will first undertake coding with a focus on using more complex variables. We will then learn about computer systems. Pupils will learn about how the WWW as a communication tool and what influences searches.	Design & Technology This term in Design & Technology, the children will be learning about pulleys and levers. We will consider the impact of equal and opposite forces and then apply our knowledge to designing and creating a mechanism.	Geography This term in Geography, the children will be learning about a range of natural disasters. Through our study, we will consider the impact these disasters have on different locations, and the effect of climate change on our weather.	History This term in History, the children will be learning about Ancient Greece. They will explore different classes of people, and develop their understanding of the Ancient Greek Empire. They will study Alexander the Great, and be able to make comparisons between life in Ancient Greece, and life today.	Languages This term in French, we will be introduced to the language in a fun and creative way. The lessons will focus on phonics.
Music This term in Music, the children will learn about two topics: Journeys and World Unite. Pupils will be building on their prior knowledge of body percussion and rhythm in a step-dance unit that draws upon musical beats from all over the world.	PE & Sport This term in PE, the children will be covering the topics: Strength, Movement and Conditioning. Netball, Indoor Athletics and Hockey. The focus this year will be to apply the skills taught across KS2 into match situations during outdoor PE.	PSHE This term in PSHE, the children will explore the topics 'Being Me in My World' and 'Celebrating Difference'. Through this work, they will consider how the choices and actions they take influence those around them and the wider world.	Religious Education This term in RE, the pupils will examine the topic 'How Did It All Begin?' The children will discuss the creation stories of various religions. They will have the opportunity to discuss thoughtfully, their own views on challenging questions.	Science This term in Science, the children will first study Evolution and inheritance and develop their understanding of how animals adapt to different environments. They will then move on to learn about the Human Circulatory System.	Trips & Workshops Curriculum Evening – 25th September Natural History Museum – 8th October Heath Robinson Museum – 30th September, 3rd October Ancient Greece Day – 27th November

Our Curriculum has been carefully designed to give your child the most enriching learning experience possible, in line with the National Curriculum 2014.

Our Curriculum overview and termly curriculum map are available on the school website.

We provide many carefully considered trips, including Wicked, The Natural History Museum and Longridge. These link to learning completed in school and are listed on the above-mentioned documents.

English

All work centres around a range of high quality fiction and non-fiction texts:

Autumn -

The Arrival

There's a Boy in the Girls' Bathroom

Spring -

Suffragette: The Battle for Equality

Eye of the Wolf

Summer -

We're Going on a Bear Hunt

Melissa



English

English teaching is delivered by the class teacher with the support of additional adults in the classroom.

Alongside daily English lessons, children will receive guided reading session weekly, and two spelling lessons.

Writing at West Lodge follows a three-week cycle. This is designed to carefully take students through the complete writing process in a precise and supportive manner.

Children's writing is constantly assessed in Year 6 and each published piece of work contributes towards their end of year attainment

Modelled Write

Teacher provides a heavy amount of input to the whole class. The student uses this to inform their piece of writing.

This piece of work is deep marked by the teacher who provides written feedback. Time is given to the student to respond to this feedback which often involves redrafting a section of their work.

Drafting a New Piece

Student is given more freedom, in both the content and structure of their writing. This is written in the form of a draft.

Student self-assesses their writing against the success criteria (which was developed by the whole class the week before) and makes meaningful edits to their written work

Published Write

Student draws on all the knowledge and ideas that they have gained to publish their piece of writing.

This is independent and provides a very good indication of how secure each child has become at writing for that specific genre.

Reading

As well as exploring high quality texts in lesson time, children will have weekly guided reading lessons. These focus on key skills that children need to develop to become competent readers.

- Retrieval
- Inference
- Summary
- Prediction
- Authors' Choice
- Vocabulary



Maths

Work centres around 5 blocks that are based on different strands of Maths (place value, calculation, fractions, shape and space, data and statistics).

Maths in Year 6 focuses on mastering objectives, and reasoning.

Children are grouped for Maths, to ensure that all children get the support they need in the lead up to End of KS2 Assessments. These groups are parallel to one another in terms of attainment and content taught.

There may be some movement between which could be based on many factors.

Our school calculation policy is an important document for all our community to be aware of, and this can be found on our school website.

Written Addition in Year 6

Method:
Column Addition.
Children will practise using column addition to add numbers of all sizes. Secure knowledge of place value is essential.

Handwritten notes: $500 + 900 + 100 = 1000$. Carry the 1000 into the Thousands column. $As\ 80 + 70 + 10 = 160$, carry the 100 into the hundreds column. $As\ 7 + 5 = 12$, carry the 10 into the next column.

Alternative Methods:
By the end of Year 6 children will need to be secure in their knowledge of an efficient method of addition. The following methods may be of help along with place value counters and mats.

The Expanded Method of Addition.
Handwritten notes: Partition both numbers. Line up the H, T & U. $123 = 100 + 20 + 3$, $45 = 40 + 5$. Recombine to get: $168 = 100 + 60 + 8$. $100 + 10 = 110$, $20 + 40 = 60$, $3 + 5 = 8$.

Adding several decimals.
 $14.5 + 0.71 + 26.85$
Handwritten notes: Line up the digits with the longest number first. Add zero as a place holder. Carry below the line. Start adding from the right. $14.50 + 0.71 + 26.85 = 42.06$.

Common Mistakes to look out for:

- Make sure that the digits are lined up correctly in columns of thousands, hundreds, tens and units.
- Check that carrying is done correctly. The digit that needs to be carried must be placed in the correct column and then added in the next step.

PSHE



**SUSTAINABLE
DEVELOPMENT
GOALS**



The mindful approach to PSHE

**NO
OUT
SIDERS**

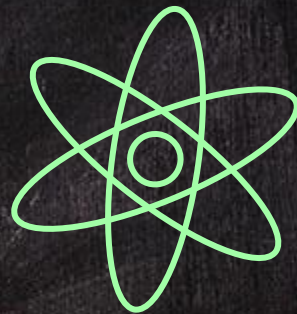
'All different, All welcome'

mindup
For Life



02.

HOMework



Homework

	Set	Due
Monday	English CGP	Wednesday
Tuesday		
Wednesday	Maths My Maths	Friday
Thursday	Topic	Monday
Friday		

Spelling

Spellings be set weekly.

Reading

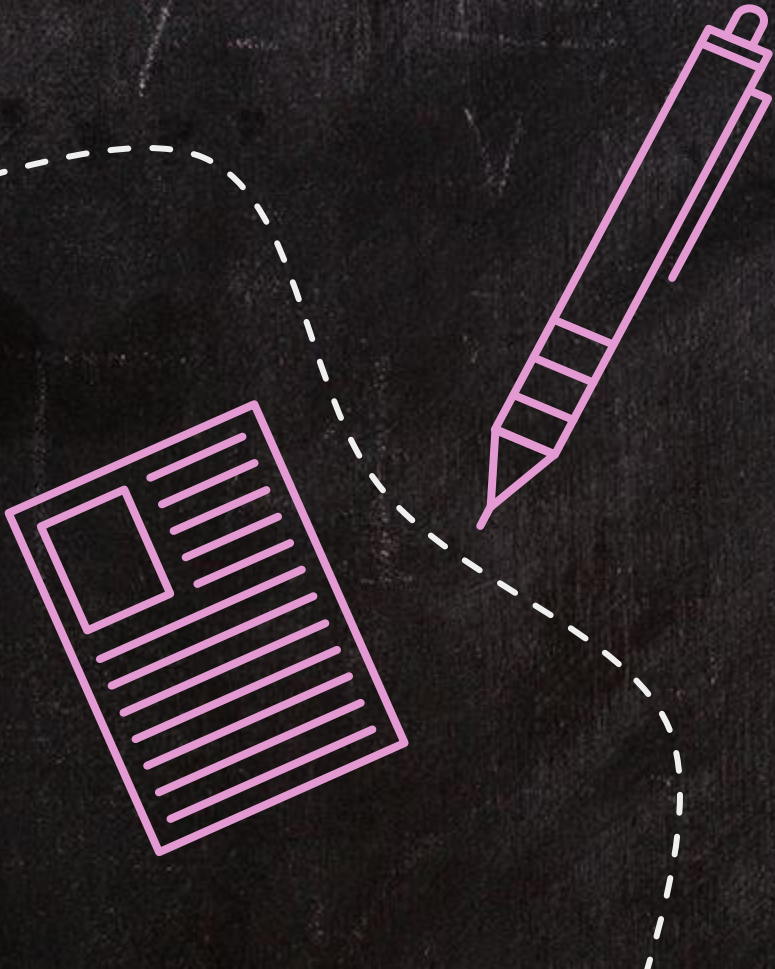
Children are expected to read for 15 minutes each day. Children should read aloud to a parent or adult each day.

Homework Club

Children will have the opportunity to complete any outstanding homework tasks in Amethyst Class on Friday lunchtime or in Diamond Class on a Tuesday breaktime

03.

INTERVENTIONS



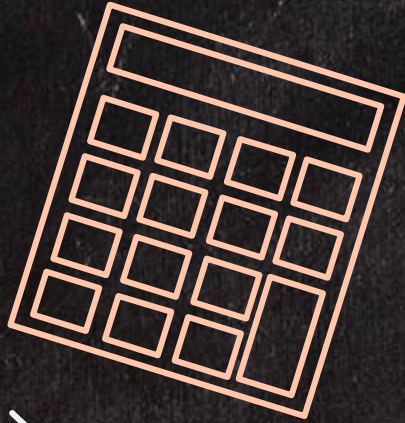
Interventions

Every child, at some point during their Year 6 journey, will benefit from additional support.

- **Small Spelling Group**
- **1:1 Reading**
- **Speech and Language Therapy (SALT)**
- **Literacy Gold**
- **Targeted Reading Interventions**
- **English Catch-Up Sessions**
- **Writing Conferencing**
- **Greater Depth Writing Group**
- **Maths Interventions**
- **TT Rockstars Practice**
- **Maths Booster Sessions (Monday and Tuesday afterschool)**
- **Maths Problem-Solving Club (Wednesday morning)**

04.

ASSESSMENT



KS2 SATS

KS2 SATS Week 2026 will be w/c 11th May.

Children will sit the following papers:

- Grammar, Punctuation and Spelling
- Reading
- Mathematics: Arithmetic
- Mathematics: Reasoning (1 and 2)

To prepare, Year 6 children will sit mock assessments three times throughout the year.

Children do not sit a writing assessment.



How to Support your child

**Please do not use
past papers at home!**

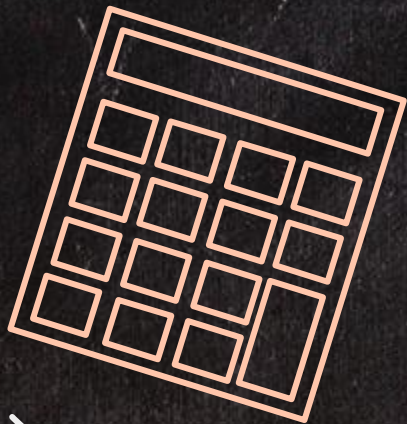
Please ensure tutors are also aware not to do so.

Make sure your child still has time to be a child –
they don't need to spend every moment working!



05.

Reading



Reading

Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.

2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence

Implementation cost ?



Evidence strength ?



Impact (months) ?

+6 months

Reading

From tomorrow, children will begin using a book banded reading system.

Your child's class teacher will assign them a book band, and they will be able to choose a book from our carefully selected collection.

We encourage children to read aloud to an adult at home every night and record this in their Reading Record. The reading noted should be from the book they have chosen. Parents should sign each day to indicate that they have read with their child.

Children will move through the book bands as their reading develops, usually once each term. If a child needs a little more time to build confidence and fluency, we will discuss this with parents.



Why We Ask Children to Read Aloud to an Adult

'Fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard for meaning is wrong.' (1)

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to **prosody**.



When Reading at Home



- Encourage them to read their banded book.
- Support your child in understanding unfamiliar words.
- Praise pronunciation and enthusiasm.
- Discuss the themes and ideas in the text.
- Provide your child time to respond to one of our reading prompt questions
- Sign their reading entry to indicate that you have read together.
- It's absolutely fine to share other stories with your child, but we ask that the 15 minutes of reading recorded in their Reading Record is from their banded book.

General Understanding

1. What is the book about? Can you summarise the main idea or plot?
2. Who are the main characters? What do you like or dislike about them?
3. Where and when does the story take place? How does this setting affect the story?
4. What problem or conflict do the characters face? How is it resolved?
5. What is your favourite part of the story so far? Why?

Deeper Thinking

6. What is the main message or theme of the book?
7. How does the main character change throughout the story?
8. Can you relate to any of the characters? Why or why not?
9. What would you have done differently if you were the main character?
10. Is there a moment in the story that surprised you? Why?

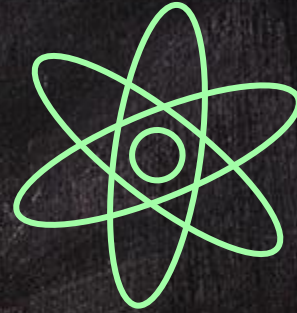
Personal Connection

11. Does this book remind you of anything else you've read or watched?
12. How does this book make you feel? Happy, sad, excited, nervous?
13. Have you ever been in a situation like one in the story? What happened?
14. What do you think would happen if the story had a different ending?

Critical Analysis

15. Do you like how the author describes the setting or characters? Why or why not?
16. Are there any words or phrases in the book that stand out to you? Why?
17. Does the book have illustrations? If so, how do they help the story?
18. Do you think the title suits the book? If not, what would you call it?
19. Was the beginning of the book interesting? Did it make you want to keep reading?
20. Would you recommend this book to a friend? Why or why not?

To conclude



Our Aspirations for our Students in Year 6

- To develop into independent students
- To take on some form of responsibility
- To take responsibility
 - For their conduct
 - For their organisation (including homework)
- To be a role model for the rest of our school
- To uphold the integrity of our school values



How Parents can Support



- Encourage your child to communicate with their teacher rather than taking on the communication for them
- Develop a clear routine at home to complete homework tasks
- Positively frame school experiences
- Read with your child at home and record their reading
- Communicate following the right channels

Year group emails are:

For use:

- *Questions about homework, spellings, or reading books.*
- *Informing the teachers of minor matters such as a change in who will collect your child.*
- *Clarifications relating to class information or routines.*

Not for:

- *Raising concerns or complaints.*
- *Discussing individual pupil progress or sensitive matters.*

- Help your child be prepared and on time for school each day - we ask that children arrive at 8.40am to maximise our time with them.
- Important that your child regularly attends - minimise time off.



A pink line-art illustration of a pen and a document is positioned on the left side of the image. The pen is angled upwards towards the right, and the document is tilted downwards towards the left. A dashed white line curves around them. The background is a dark, textured surface resembling a chalkboard.

ANY QUESTIONS?