

Expectations for Year 6

What to expect this year....

Learning together, achieving forever.

Meet the staff team.



Teachers:

Mrs Osborne (Oak) and Mrs James (Maple) – Miss Hanafin (Monday)

LSAs:

Miss Menard, Mrs Bush, Mrs Browne

The team very much work as a cohort unit so your child will work with a range of adults.
We pride ourselves on being an approachable and friendly staff team, so please do
contact us as you need!

Learning together, achieving forever.

Year 6 Highlights:

- ▶ *Ancient Greece Treehouse Theatre – Friday 17th October (you will receive a letter about this shortly)*
- ▶ *Avon Tyrrell residential trip – Tues 11th – Friday 14th November*
- ▶ *Bikeability – Friday, Monday 9th and Tuesday 10th February*
- ▶ *SATs week – Monday 11th – Thursday 14th May*

Whilst we will send out reminders of key events, please do refer to our termly dates letter and school calendar found on our website. You can also subscribe to this so you never miss a thing!

Learning together, achieving forever.

Topics in Year 6.

- ▶ Autumn Term 1 – Ancient Greece
- ▶ Autumn Term 2 – Volcanoes
- ▶ Spring Term 1 – Mayans
- ▶ Summer Term 1 – Rainforest
- ▶ Summer Term 2 – Our changing Planet

Learning together, achieving forever.

A typical week in Year 6

Weekly Overview – Week 1 beginning 2025-2026

Class: Maple/Oak Year 6

Day	Early work	9:10	9:30 – 10:45	11:00 – 12:00	12 - 12:55	13:00 – 14:30	14:30- 15:15	
Monday LH to cover AJ	Assembly IN HALL		Maths	Mega Maths	English	Handwriting	Indoor PE / Computing	Handwriting
Tuesday	Morning Activities	Spellings	Maths	Mega Maths	English	Blended Reading 45 minutes	History / Music	
Wednesday	Morning Activities	Spellings	Maths	Mega Maths	English	Art		Singing Assembly
Thursday	Morning Activities	Spelling Test	Maths	Mega Maths	English	Blended Reading 45 minutes	Outdoor PE / Music Year 2 – LM	Picture News
Friday	Reflection Time	Achievement Assembly	Maths - arithmetic		Science	Blended Reading 45 minutes	Jigsaw (Zones of Regulation) / DT Y6 PPA	

12:00 – 13:00 Lunch
Year 6 12:30





The mindful approach to PSHE

Being Me in My World

Puzzle Overview - Year 6

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter	
Pieces		
1. My Year Ahead	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
2. Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
3. Being a Global Citizen 2	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
4. The Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. Consequences	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

<https://www.greatbinfields.co.uk/pshe-and-rse-jigsaw/>

<https://www.greatbinfields.co.uk/pshe-and-rse-jigsaw/>

Please visit our website for our PSHE and RSE policies and more information on how each are taught.

Curriculum pages on our website

<https://www.greatbinfields.co.uk/curriculum/>

Each area of the curriculum has a dedicated information page on our school website. These pages are kept up to date by our Subject Leads. These pages outline the long term plan for that area across the school. For example, you can see what your child will be learning in Science during their school year, how this progresses from KS1 to KS2 and which objectives we are assessing your children against.

Curriculum

Home >> Key Information >> Curriculum



**Our Philosophy -
Curriculum
Intent,
Implementation
and Impact**



**Year Group
Curriculum
Maps & Reading
Lists**



Assessment



**Homelearning
Help**



Art & DT



Computing



**Cultural Capital
at GBPS**



English



Forest School



Geography



History



Maths



French



Music



**PSHE (including
RSE) and
Citizenship**



PE & Games



Science



**Religious
Education (RE)**



Growth Mindset



**Our Residential
Programme**

AUTUMN

In PE this term, we will be exploring: goalball, netball, hockey and gymnastics.

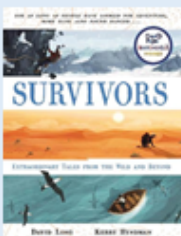
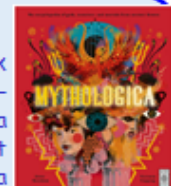
English

In English in Autumn 1, we focus on Greek Myths. The first unit of work requires the children to write a non-chronological report about a mythical creature they have designed. That mythical creature will then star in a myth that the children write later on in the half term.



In blended reading, we look at the story 'Mark of the Cyclops'. We predict what might happen in the story and discuss how our inference skills can help provide us with subtle clues along the way.

In our volcanoes topic, we write diary entries and survival stories linked to a book called 'Survivors'. The children will read a variety of different texts to find out about different volcanoes around the world.



In RE we look at the concept of persuasion. At Christmas, we learn about the Magi and their role in the Nativity.



Jigsaw, our PSHE teaching focuses on the unit "Being me in my World"

Science



In science, we will be exploring our circulatory system including learning about the blood and heart. We will also venture out of this world to investigate Space, including studying the movement of the planets.



In DT, we aim to plan and create a sweet or savoury dish inspired by Greek delicacies.

In Art, we will focus on Ancient Greek amphora, exploring their uses and symbolism, and will sketch, paint and sculpt our own vases.

History

We will look at the legacy of Ancient Greece on the modern world exploring democracy, the Olympics, every day life in Ancient Greece, Alexander the Great and Sparta vs Athens.

Geography

This term we be exploring different types of volcanoes, in particular Anak Krakatoa.



Maths

Some of the objectives we will cover include:

- ◆ Place value, ordering and comparing numbers up to 7 digits, including consolidating knowledge of decimal numbers.
- ◆ Revise the formal methods for the four operations: column methods and the bus stop method.
- ◆ Fractions: comparing and ordering fractions, including adding and subtracting fractions with different denominators. We will also multiply fractions.
- ◆ Identify different angles types and find unknown angles in shapes including triangles and quadrilaterals.
- ◆ Revise finding the area and perimeter of shapes including solving investigative problems using this knowledge.
- ◆ Gain confidence and efficiency with mental arithmetic.



Year 6 Residential: Avon Tyrrell is always an eagerly awaited school trip in Year 6! We look forward to taking your children to this incredible Outdoor Adventure Centre in the New Forest.

Computing

We will begin with an E-safety focus and then use Scratch to code a stimulation or game.



Whole School Highlights

- ▶ **Forest Schools activities for each year group**
- ▶ **Jigsaw Days – half termly events, each with different theme based on PSHE (Jigsaw) learning**
- ▶ **Topic visitors and trips**
- ▶ **Geography fieldwork**
- ▶ **Creativity Week**
- ▶ **Sports Day**
- ▶ **EYFS Nativity**
- ▶ **Y5/6 End of year production**
- ▶ **Y3 L2Me concerts**
- ▶ **Half termly House Point Reward Time – a thank you for following the school's values and Behaviour Code**

Learning together, achieving forever.

General Information

- ▶ Settling in – usual transition and Jigsaw (PSHE) element
- ▶ Approachable staff team
- ▶ Children must not bring in any unnecessary equipment. They are permitted to bring with them a **small** rucksack (KS2 only), containing their lunchbox, healthy break time snack, clearly named water bottle and coat.
- ▶ Healthy Snack only - We ask that children in Key Stage 2 bring a healthy playtime snack if they would like one - fruit and vegetables only please. Sweets, crisps and chocolate are not permitted. Please do not pack playtime snacks in your child's lunch box. These should be kept separately.
- ▶ Stationery equipment and pencil cases, etc. are provided by school. Please do not send your children in with these. Thank you.
- ▶ Belongings – please ensure all belongings are named and that your children understand it is their responsibility to look after them. (Lost property in the entrance hall).
- ▶ No toys / teddies are permitted. Keep them safe for home use.
- ▶ Year group costs – a letter regarding this has been emailed out.

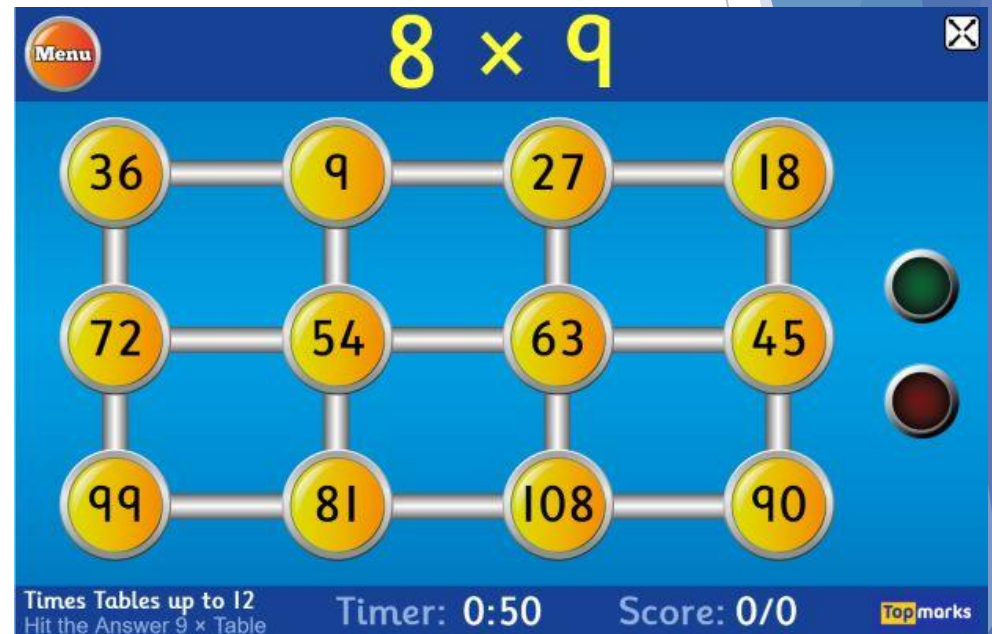
Learning together, achieving forever.

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

- ▶ We will regularly post updates on the latest news page (front page) as the year group enjoys special events.
- ▶ Each half term, we will post a round up of the topic including pictures of your children learning in action! This will be in the 'class page' section of the website (under red 'children' tab then 'class pages')
- ▶ The monthly school newsletter is also published on the 'latest news' section. This will keep you up to date with school events.



Times tables/Number bonds



This will be set as part of your homework and it is expected that they screenshot their practises to help support their fluency in calculations.

(We are happy to offer paper copies if you are trying to reduce your child's screen time).

Maths



- ▶ We will be using MathSeeds (KS1)
 - Used for lessons and some homework activities
 - Guided learning journey
 - All children will be given a log in
 - All parents will get information and a guide on how to use this.

- ▶ We will be using Mathletics (KS2)
 - Used for lessons and some homework activities
 - Guided online resource giving children access to activities to help Maths learning (fluency, problem solving and reasoning)
 - All children will be given a log in
 - All parents will get information and a guide on how to use this.

‘How can I support at home?’

- Play games
- Number bond practise
- Times table practise
- Pattern spotting in Maths all around you

Mathletics

Spellings



EdShed

<https://play.edshed.com>

Name: _____

Username: _____

Password: _____



- ▶ The children in KS2 use a programme called 'Spelling Shed' to learn their spellings.
- ▶ The children in KS1 also use Spelling Shed alongside their Monster Phonics.
- ▶ Spelling Shed is full of many interactive games and activities. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.
- ▶ Every Friday, the children are set an activity on Spelling Shed to complete at home. They are tested on the words they have been focusing on in school on the following Thursday.
- ▶ If your child has prior agreement with their teacher to complete the quiz on paper, please provide a picture of the paper copy on Seesaw each week for marking and reference.
- ▶ The children have their own Spelling Shed log in details in their Home School Diary.

Reading



- ▶ As your child moves through the book bands, we encourage them to begin really thinking about the books they are interested in and enjoy. They will be encouraged to try and explore a range of texts, promoting a strong and varied reading diet.
- ▶ Whilst the children will have general reminders to change their books, independence is promoted in KS2 and we find most children are able to effectively manage this themselves, finding the balance between giving enough time to a book but also updating it regularly.
- ▶ Diaries should be in school every day, so they can be stamped if your child reads 1-1, in a Blended Reading session or in a Guided Reading session. However, diaries are not checked by staff every day so please do not send communication to teachers via diaries.
- ▶ **Remember the expectation is to read to an adult 5 x per week and for this to be recorded in their home school log.**

Our Home School Log

- ▶ This book is to travel to and from school ***every day***.
- ▶ We expect all children to read at least 5 times a week at home. You will need to sign to indicate they have done this.
- ▶ We hope that your child and you as parents find it a useful tool to record your child's reading achievements.
- ▶ This book will last for the whole school year and is provided free of charge, however if your child loses their home school book there is a cost of £4.00 to replace it. Please contact the admin office if you need a new diary.

Normal Home Learning Expectations

- ▶ Our Home Learning Policy can be found on our school website in the Key Information section.
- ▶ We recognise and value the contribution that learning in the home environment can make to our children's education. All Home Learning is linked to learning done in class. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to a topic.
- ▶ The expectation for this year group is: 1 hour – 1hour 15mins a week, in addition to reading.
- ▶ Instead of the weekly tasks set, there will be a **maximum** of one home learning project (with at least 2 weeks given to complete) in every year group per half term. These tasks are more research and project based but provide stimulating and relevant open-ended tasks for those children who may manage to complete their set homework very quickly.
- ▶ Home learning will be **posted on Seesaw on a Friday**, to be returned **via Seesaw by** the following Thursday.
- ▶ We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by: encouraging and supporting them; playing games with them; practicing times tables, number bonds and telling the time; practicing the children's phonic patterns and spellings they receive; listening to children read 5 times per week and providing opportunities for real life experience; talking, shopping, using money, cooking, letter writing etc.

Learning together, achieving forever.



As children move up through the school, they will become more and more proficient at using Seesaw for their Home Learning but also for in-school learning opportunities.

- Your child may have an activity on their account that says “In school activity – no home action required”. This means they will be completing the task in school and will not need to complete it at home. This does however provide a good talking point of what your child has been doing in their learning time!
- As children progress into KS2, they will have increased independence when it comes to accessing their Home Learning.
- On each Home Learning activity set, there will be capacity to indicate whether the activity was completed independently or with support.
- Seesaw is a really creative way for children to showcase their learning, we would encourage them to make use of these tools as they feel more confident.

Some further guidance about Home Learning

- ▶ **Pupils are expected to complete tasks given in the time allocated.**
- ▶ Staff will provide feedback to each piece of Home Learning. This may be in the written or audio form.
- ▶ **Children who do not do their homework:** It is the responsibility of all class teachers to see who has completed the home learning on the day that it is due to be returned. If unforeseen circumstances have arisen and made it impossible for the child to do the home learning set, please notify the class teacher of this.
- ▶ If a child does not complete their Home Learning **twice** the class teacher will contact the child's parents to discuss what support can be put in place.
- ▶ If this continues for three consecutive weeks, the Deputy Headteacher will be informed and will contact parents to ascertain the possible reasons why.
- ▶ *If homelearning is handed in late – it may well be that the teacher will not mark it until the following week due to other working commitments.*
- ▶ All of this information can be found in our Home Learning Policy.



Computing and e-safety

- ▶ **A reminder for you:** Our Safer Internet Day for our children is in the Spring term – further details to follow.
- ▶ E-safety is planned into our curriculum in both Computing and as part of our PSHE/Jigsaw learning.
- ▶ We also have lots of information on e-safety on our website in the Children's section and will signpost you accordingly.
- ▶ Our E-safety lead (Mrs Roberts) is informed of all e-safety concerns in school and keeps track of emerging patterns.



Learning together, achieving forever.

Continuous and end of year assessment for our year group

- ▶ We continually assess our children throughout the day, week, term so that we know we are providing them with a curriculum they can access and rightfully deserve. This is called formative assessment.
- ▶ We use a system in school to record your children's progress throughout the year. Our Leadership Team monitor this system regularly to ensure all pupils are adequately challenged and supported. In addition to this, Pupil Progress Meetings are held where class teachers and the Leadership team meet to discuss how individuals, specific groups or cohorts have been targeted, supported and challenged in the form of various interventions so that all children in our school have the best possible chance of meeting their end of year expectations as set out by the Government.
- ▶ We report how your child/ren are doing in their ongoing and end of year assessments during our Autumn and Spring Parents' Meetings and of course in their end of year Achievement Report which is sent home in July.
- ▶ Please do contact us if you have any questions or concerns regarding your child's curriculum progress.
- ▶ Assessment information is also fed back to our Governing Body, our Local Authority and in the case of some year groups, the Government for statistical analysis.

Learning together, achieving forever.

School Uniform Expectations

- ▶ We take great pride in our uniform and it is important that all children and parents support us in ensuring that children have the correct uniform at all times. Wearing a school uniform helps to promote unity and team spirit among our pupils.
- ▶ Please refer to guidance which can be found on our website: <https://www.greatbinfields.co.uk/school-uniform/>
- ▶ Children wear a blue logoed school cardigan or sweatshirt (no fleeces inside), white polo shirt*, grey skirt or grey trousers for girls, and grey trousers for boys.
- ▶ In the summer boys can wear grey shorts and girls can wear a dress, either blue/white stripe or gingham.
- ▶ We ask that sensible, robust, black shoes are worn, and not trainers.
- ▶ To avoid unnecessary cost, please ensure all uniform is clearly labelled with your child's name.

Learning together, achieving forever.

Clothing Grants

- ▶ If you have difficulty providing your child with essential items of clothing or footwear, a limited amount of financial assistance may be available through Pupil Premium Funding depending on your income.
- ▶ *We also have lots of second-hand uniform (check out our FOGB page)*
- ▶ Further advice is available from our school office.



PE Kit Expectations

All children need to come into school wearing a complete P.E. / Games kit on their PE days. Your child needs:

- ▶ To remove earrings before they come into school and if hair is long, it needs to be tied up. If there is a reason earrings are unable to be removed, they will need to use cover tape
- ▶ To wear plain black shorts underneath jogging bottoms/leggings for indoor PE. Children must have shorts on for health and safety (friction on wall bars – less slippy!)
- ▶ To wear their plain house coloured T-shirt (these are available from FOGB PTA)
- ▶ To wear sensible trainers for the whole day
- ▶ Everything should still be clearly named
- ▶ It is your family's responsibility to ensure they wear their kit in school on the right days as PE/Games is a statutory part of our curriculum



Our relational approach



CONNECTION
BEFORE
CORRECTION

- ▶ We are firm believers of connection before correction
- ▶ We place relationships at the heart of all we do
- ▶ We are proud to be an accredited bronze level ATA (Attachment and Trauma Aware) School.
- ▶ We move through a system of: verbal warning, RP (reflection points), RF (reflection form).

If a child receives a **reflection form**, this is usually completed by a member of SLT (Miss Lyddon – HT or Mrs Holdsworth – DHT/Behaviour Lead) or the SENDCO (Miss Khan). We encourage the child to reflect on their choices and think about how they could have handled it differently. We link this to our zones of regulation and we consider ‘natural consequences’ to ‘repair damage’.

Parents/carers are notified by the Admin team via e-mail if their child is bringing a reflection form home with them. This is to keep you informed about the events of the day. Please sign to acknowledge receipt of it. There is also the option to speak to someone further about the incident, if necessary.

We adopt a model of ‘**restorative justice**’ between pupils where appropriate and ask them to consider each other’s viewpoints.

Zones of regulation

Behavioural choices & consequences

If you are not displaying our Behaviour Code/School Values you will face the following consequences:

- A verbal warning.
- You will be asked to take a **'Reflection Point'**.
- You will be asked to take a **second** 'Reflection Point'.
- You will need to leave the classroom and complete a **'Reflection Form'** with Mrs Holdsworth, Miss Lyddon or Miss Khan.

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Copyright © 2021 Think Social Publishing, Inc. All rights reserved.
Adapted from The Zones of Regulation 2-Storybook Set | Available at www.socialthinking.com

Our Behaviour Code is underpinned by Zones of regulation. This helps enable the children to label their emotions, how their bodies may have been feeling and possible reasons for why they may have felt this way. We also encourage the children to reflect on their behaviour choices and think about how they could have acted differently. We refer to the restoration process as 'repairing damage' and this may be in the form of an apology to someone, picking something up from the floor or mending something which has become broken as a result of their actions.

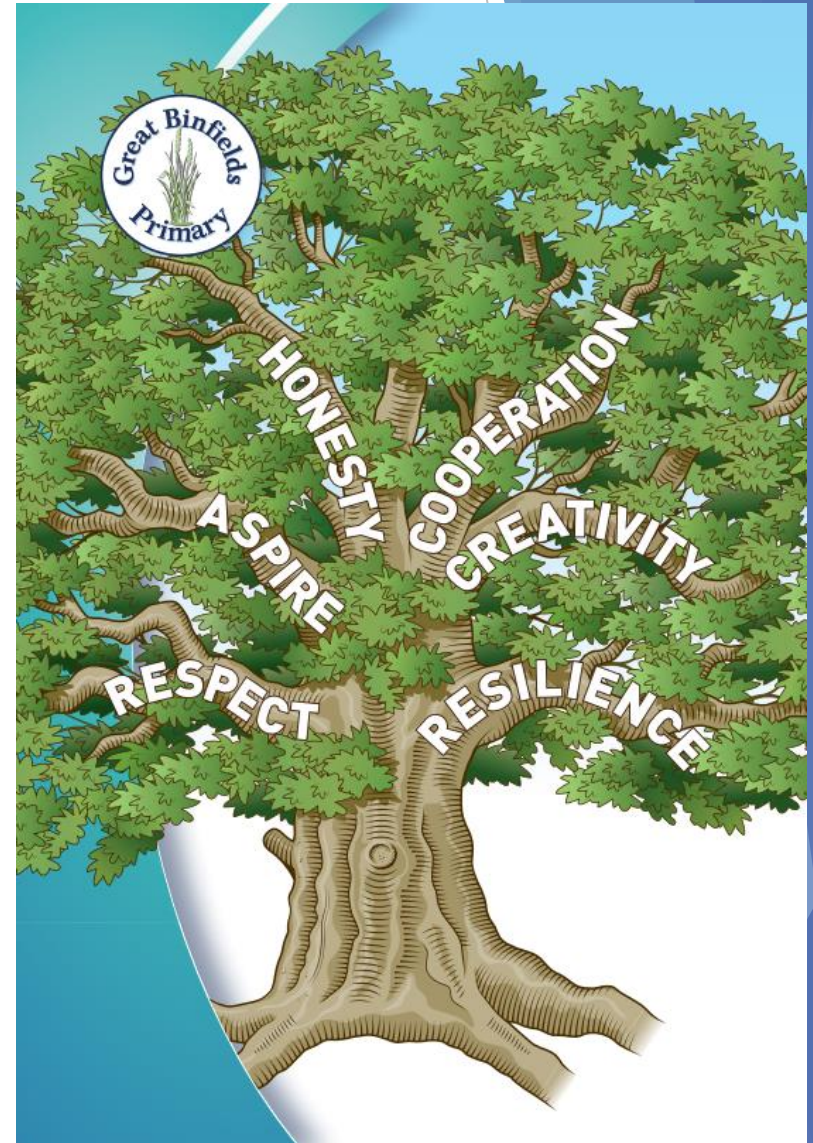
Rewards at GBP for fulfilling responsibilities and for trying to be the very best version of themselves

- ▶ Golden Trail Treat – *whole class team effort – once completed they vote for a safe trail treat, e.g. in class biscuit decorating, craft, pebble painting, etc.*
- ▶ Pupil of the Week – *awarded to 1 child from each class, each week during Friday's celebration assembly.*
- ▶ Home Notes from Miss Lyddon (HT) or Mrs Holdsworth (DHT) – *awarded for exceptional effort.*
- ▶ Values certificates and rainbow pin badges – *for following the school's values.*
- ▶ House points & House point reward time for the winning house each half term. *Children stay in the same team throughout their time at our school. They collect house points for following the school's values and Behaviour Code throughout the school day, including playtimes.*
- ▶ Milkshake Club – *milkshake club spinner picks a class at random during Friday's assembly (these reduce each week until every class has been selected). Class teacher then picks a child for displaying school values that week. Child may then pick a peer to take with them for a Friday afternoon milkshake in Mrs H's office!*

Learning together, achieving forever.

Sharing your children's out of school achievements

- ▶ If your child has accomplished something special out of school, please do encourage them to speak to us and they can share this with their classmates or, if a particularly special moment, the rest of our school during our Friday assemblies.
- ▶ We regularly have children sharing their sporting/dance achievements, their work for charity etc. and also their musical achievements too. We love seeing our children live out the Great Binfields values.



Safeguarding Responsibilities

- ▶ Everyone in our school community has a responsibility to safeguard our children.
- ▶ Our school's DSL(*)s are: Miss Lyddon (Lead), Mrs Holdsworth (Deputy Headteacher) and Miss Khan (SENCo). All of our staff are safeguarding trained.
- ▶ Please contact school to speak to our DSL or one of our DDSLs if you have any safeguarding concerns.
- ▶ We have lots of safeguarding information on our school website.

(*) (D)DSL = (Deputy) Designated Safeguarding Lead

Any Questions?

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light to dark. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The rest of the slide is a plain white background.

Thank you for attending this meeting – your support is very much appreciated and we look forward to working together with your children.



*At the end of the day,
the most overwhelming
key to a child's
success is the positive
involvement of parents*

Jane D. Hull

