



Welcome



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Aims

- To give details of the Year 6 curriculum.
- To give details of exciting Year 6 events, such as:
 - Christingle concert
 - WWII day
 - SATs
 - Residential
 - Production
 - Leavers' events
 - Transition to secondary school

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Year 6 staff



Mrs Ellis



Mrs Pannell



Mrs Groves



Mrs Dawes



Mrs McCarthy



Mrs Forster



Mrs Sykes

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Year 6 Pupils' Roles and Responsibilities

Year 6 is an exciting year, filled with new roles and responsibilities that help prepare the children for the next stage of their education. Many pupils will take on important positions such as prefects, reading mentors and computing leaders, supporting younger children across the school and of course all year 6 pupils have the role of leading by example as positive role models.

With this increased responsibility also comes greater independence. Once written parental permission has been received, children may walk home from school, and if parents feel it is necessary, they may bring a mobile phone for this purpose. However, **phones are only permitted once parents have attended a Children and Technology meeting.** Please note that there are **only two meeting dates available**, so if you anticipate that your child will have a phone in Year 6, it is essential that you attend one of these sessions.



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Link to Year 6 page of the website where you can find the weekly timetables and other useful information.

<https://www.langshott-surrey.co.uk/page/?title=Year+6&pid=162>

	Monday	TUESDAY Wear PE Kit		WEDNESDAY		THURSDAY Wear PE Kit		FRIDAY	
8:35-08:55	Morning Challenge Register Respond to marking	Morning Challenge Register Respond to marking		Morning Challenge Register Respond to marking		Morning Challenge Register Respond to marking		Morning Challenge Register Respond to marking	
8:55-10:10	Maths	9-10:10 Maths	9-10 PE	Maths		English		Maths	
10.10-10:25	Break	Break		Break		Break (10:00)		Break	
10:30-11:40	English	10.25-11.25 PE	10.25-11.25 Maths	English		PE – Basketball 10:20 – 11:05	Maths	10.25- 11.30 English	10.45-11.30 Music
11:50-12:30	Whole Class Reading	English		PSHE		Maths	PE – Basketball 11:05– 11:45	11:30- 12:15 Music	11:30- 12:15 English
12:30–13:30	Lunch	Lunch		Lunch		Lunch		Lunch	
13:30-13:45	Register Assembly (13:30 – 14:15)	Register Afternoon challenge		Register Afternoon challenge		Register Afternoon challenge		Register Assembly (13:30 – 14:15)	
13:45-15:00	Topic – History (3)	Art – Christmas Cards		13.30-14.15 Spanish	13.30-14.15 Whole Class Reading	Whole Class Reading Art – Christmas Cards		Flashback Friday Topic – History (4)	
				14:15-15:00 Whole Class Reading	14:15-15:00 Spanish				

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Home learning

Reading	Daily and recorded in planners
Spelling	Home learning sheets set and checked on Thursdays. No formal test.
My Maths	2 activities every 2 weeks
TTRS	Optional
Creative topic	Half-termly tasks

For families who wish to 'go the extra mile' and support their child with extra home learning in core areas, CGP workbooks (Question Book bundles & 10 Minutes Book bundles) are available to purchase via Scopay.

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Year 6 Curriculum Map: 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value Four operations Fractions A	Assessments Fractions A & B Converting units Ratio & proportion Consolidation	Measure Ratio Algebra	Fractions, Decimals and Percentages Area, perimeter and volume Statistics	Shape Position and direction	Preparation for secondary
Reading	The Secret Lake - Karen Inglis The Mermaid in the Millpond - Lucy Strange Avoid working in a Victorian Mill - John Malam	Firework maker's daughter - Philip Pullman	Friend or Foe - Michael Morpurgo	Anne Frank Information text Stamina reads	Poetry Revision	Preparation for secondary
Writing	Place value of punctuation Oliver Twist Queen Victoria formal letter	Poetry- Highwayman Mayhem Narrative Free Writing	German in the Woods - informal letter, Poetry - Blitz WWII Diary	Animal information text Instructions Free Writing	Suspense narrative Piano narrative	Argentina travel brochure
Science		Evolution and inheritance Light	Electricity	Living things and their habitats - classification		Animals including humans - heart and healthy living
Computing			Online safety		Coding and programming	Online safety
History	Victorians		WWII			
Geography	Where we live					Amazing Argentina
RE		What do Christians believe about creation? Christmas		Easter		Islam
PHSE	Being me in my world	Celebrating difference Relationships	Dreams and goals	Finance	Healthy Me	Changing Me First Aid
Art	Self-portraits - Digital art Christmas cards			Animal designs/ patterns		Banksy Street Art vs Graffiti
DT	Victorian bridges					Food technology
PE		Dance Handball Netball		Gymnastics Hockey		Athletics OAA (at Residential) Cricket Tennis
Music	Ukulele					Singing
Spanish				Argentina		

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Reading

- ✓ Reading is essential for Year 6 children as it develops vocabulary, comprehension and critical thinking, whilst also supporting writing and fostering imagination.
- ✓ Spend time with your child, even when they are independent readers, to talk about their reading experiences, what they are reading and how the plot is progressing
- ✓ Children are expected to read at least 4 times a week and to record this in their planners
- ✓ STAR points will be given weekly for reading recorded in planners

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End of year expectations – Reading:

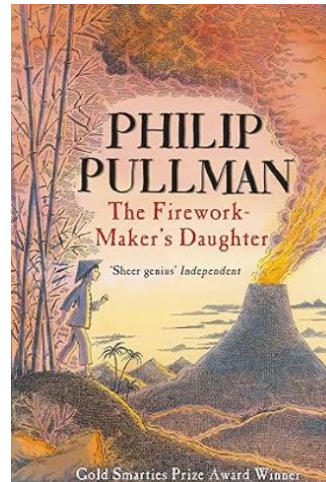
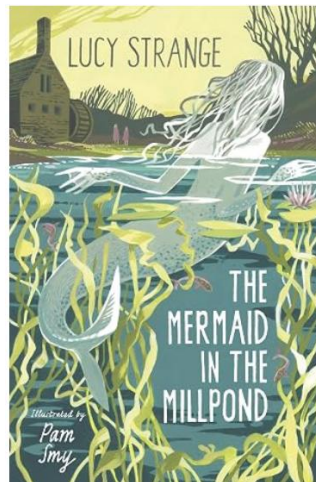
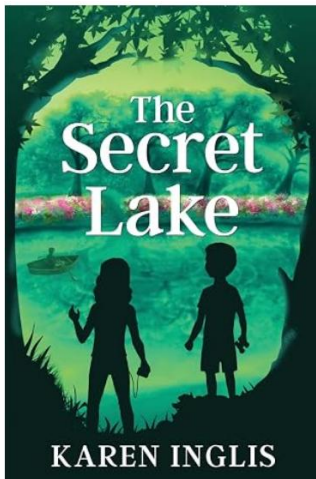
Decoding/ Familiarity with texts	- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Identify and discuss themes and conventions in and across a wide range of writing.
Vocabulary	- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. - Identify how language, structure, and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Retrieval	- Retrieve, record and present information from non-fiction. - Distinguish between statements of fact and opinion.
Inference	- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. - Provide reasoned justifications for their views. - Identify themes and conventions in a wide range of books. - Make comparisons within and across books.

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Reading

We regularly use books in class in Reading and English. If you would like to purchase these, please see below some of the books we use:



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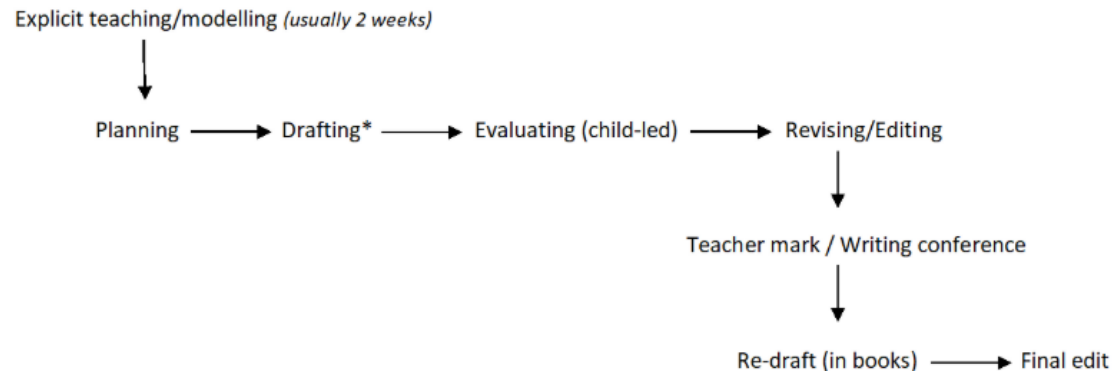


Writing

By the end of Year 6, pupils are expected to write effectively for a range of purposes and audiences. They should demonstrate secure control of grammar, punctuation and spelling with accurate sentence construction and varied sentence types. Writing should be cohesive, well-structured and organised using appropriate layout and paragraphing.

In year 6 writing is taught through a range of stimuli, including drama, poetry, films and texts.

The writing process



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End of year expectations – Writing:

Spelling	• Use a range of Year 5 and 6 spelling words in their work. • Use further prefixes and suffixes and understand the guidance for adding them. • Use dictionaries to check the spelling and meaning of words. • Spell some words with 'silent' letters.
Grammar and Punctuation	• Understand the differences between informal and formal language. • Understand synonyms and antonyms. • Use cohesive devices such as grammatical connections and adverbials. • Use hyphens to avoid ambiguity. • Use semicolons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list and punctuate bullet points consistently.
Composition	• Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. • In narratives, describe settings, characters and atmosphere and integrate dialogue to advance the action. • Use a wide range of devices to build cohesion within and across paragraphs. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing.

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Writing

Meeting end of year 6 writing expectations.

|| The Piano ||

As he ambled into the room, the familiar smells began to invade his nostrils. The smells of polished keys and wet paint soothed him as memories began to flood his head. He stumbled over to the velvet, maroon curtains, pulling the string, the began to swish to each side like the wall was opening up, revealing many secrets. Clouds of dust emerged, overwhelming his wrinkled face. A piano sat in the middle of the space, shiny and black with many reflections bouncing off. He took a seat, lifting up the scratched and dented case, he started to play. The notes began to drift off into the atmosphere filling it with tranquility. A note turned into a line. And a line turned into a song. Taking a deep breath he realised the magic of the keys.

The man sat perched upright, his head tilted to the side in harmony. It was only

then he realised the song. The song he was playing. It was the same they listened to in the war. His mind was suddenly transported him to another dimension. Running through the destroyed landscape, beads of sweat trickled endlessly down his cut forehead. A feeling too familiar. Smoky determination flooded his head. He had to find shelter. Finally his mysterious eyes settled on the only bit of shelter for miles. Without time to come to a halt, his once muscular body slammed into the wall. Standing next to him was his best friend. He was armed. The sounds of gunshot overwhelmed his ears. He knew battle was near. His friend had to shoot. Giving him a sharp nod, he obeyed the order. Stepping out onto the churned up earth, he raised his gun. The sound of a bang and the smell of gunpowder told him his friend had shot the enemy. He thought this until his body was hurled into the air. Major depression hit him as he dashed towards his friend. His body laid crumpled and and limp. Guilt was his only feeling subsiding grief.

A cold tear trickled down his cheek as he realised the sacrifices others had made. Within an instant, his sadness changed to joy as he realised the happiest times in his life. The melody carried him back to decades ago, when the trees were amber and the temperatures were reasonably cold. His feet were in a rhythm * tried to remember

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Maths

How to support at home:

- ✓ Children should be fluent with all of their times tables facts.
- ✓ The MyMaths tasks are set based on our current topic in order to consolidate their learning.
- ✓ The children will either complete an Arithmetic or Reasoning test every fortnight. They will do their corrections with an adult at school and these will be sent home.
- ✓ In addition to support maths, revision booklets are available on the website

Revision booklets

[Home](#) ▶ [Learning](#) ▶ [Year Group Pages](#) ▶ [Year 6](#) ▶ [Revision booklets](#)

Please use these booklets to support your learning.

Also in 'Revision booklets'

[Arithmetic](#)

[EGPS](#)

[Reasoning](#)

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End of year expectations – Maths:

Arithmetic	• Add, subtract, multiply and divide whole numbers and decimals using the formal written and mental method. • Use the inverse of an operation to check their answer with accuracy. • Use order of operation to solve calculations. • Add, subtract and multiply fractions with different denominators and mixed numbers. • Multiply and divide fractions by whole numbers. • Find fractions and percentages of an amount.
Problem Solving and Reasoning	• Understand mathematical vocabulary (factors, multiples, prime, composite, squared and cubed). • Read, write, order and compare numbers. • Round any number to a required degree of accuracy. • Use equivalences between fractions, decimals and percentages. • Use simple formulae and find missing number problems algebraically. • Solve number and practical problems that involve all of the above.

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Curriculum highlights



Digital art project



Local Geography walk



Christingle



Graffiti workshop



WWII Activity Day



Healthy Eating
– food tech



Forest School



Year 6 Breakfast
SATS week



Bowles



Year 6 Production

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Christingle concert

Year 6 pupils will celebrate Christingle in the school hall, with parents warmly invited to join the special event. The children will create their own Christingles, learning about their symbolic meaning in the Christian tradition. Led by Reverend Vic, the hall will be filled with candlelight and reflection as families come together to mark the beginning of Advent in a joyful, meaningful way.



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Pantomime

Thursday 17th December



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WWII Day

The children absolutely love learning about everything to do with WWII and to celebrate this we provide them with an opportunity to understand what life was like for children in the 1940s, whilst also enhancing their wellbeing at the same time. In March, we spend the day being children of that time (technology-free): playing a range of old-fashioned games; participating in a mini-sports day; enjoying a snack of fruit; being creative and learning new skills. Children are invited to dress up for the day in costume, ideally as a WWII child, but all WWII is welcome.



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SATs Assessment

In Year 6, SATs are externally marked assessments taken at the end of primary school. While they do not measure everything a child can do, they are an important way of ensuring that the curriculum has been taught effectively and that pupils have met expected standards. To monitor progress throughout the year, children complete past SATs papers in September, November and February, using the 2024, 2025 and 2026 papers. We kindly ask that parents do not use these specific papers for practice at home, as prior exposure can lead to inaccurate assessment outcomes and may not give a true reflection of your child's attainment in school.

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SATs Week - w/c 10th May 2027

- Children will start revision in school in the Spring term.
- We will hold an information evening for parents in the Spring term.
- Children will be expected to do a little revision during the Easter holidays, using CGP guides, question books and/or past papers.
- We offer an optional SATs Breakfast at 8am Mon – Thurs during SATs week.

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:35 SATs Breakfast (Hall)	8:00-8:35 SATs Breakfast (Hall)	8:00-8:35 SATs Breakfast (Hall)	8:00-8:35 SATs Breakfast (Hall)	
English Grammar, Punctuation and Spelling Paper 1: Questions	English Reading Paper	Mathematics Paper 1: Arithmetic	Mathematics Paper 3: Reasoning	
=====		=====		
English Grammar, Punctuation and Spelling Paper 2: Spelling		Mathematics Paper 2: Reasoning		

- All children sit the same tests (no higher/lower options) although some children qualify for access arrangements.
- They are marked externally and you will receive the results in July.

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Bowles Residential

14th – 16th June 2027

- Three full days of activities; including skiing, climbing, archery, water sports, camp fire, orienteering and leap of faith; run by an incredibly experienced and dedicated team of staff at Bowles and accompanied by Langshott staff.
- We will hold an information evening for parents in the Spring term where we will issue a timetable, kit list and further details.



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Thursday and Friday after residential

- Thursday 17th June - Graffiti artist workshop and normal school lunch/packed lunch.
- Friday 18th June - large inflatables on the playground and pizza and ice cream provided for lunch.





End of Year activities: Dates to be confirmed

- Sports Day
- Year 6 production
- Leavers' assembly (morning)
- Leavers' disco

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Transition

- Closing Date for secondary application: 31st October
- We will be working closely with all secondary schools.
- PSHE lessons will focus on transition during the Summer term.
- Transition day – Provisional dates Tues 29th June/Wed 30th June secondary school dependent

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Inset days

- Tuesday 1st September 2026
- Monday 4th January 2027
- Monday 26th July 2027
- Tuesday 27th July 2027
- Wednesday 28th July 2027

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thank you!

Should you have any concerns or questions throughout the year, please contact the school or speak to your child's teacher directly. We kindly ask that concerns are raised with us first rather than being discussed on social media, so that we can work together to find the best solution.

Thank you for your support and partnership.

Together, we can help your child thrive in Year 6.

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