



TO LAMORNA CLASS YEAR 6

Staff:

Teachers – Mr Larter

Shared general TA with Y5 – Mrs Ballard

1-1 TAs – Mrs Challoner / Mrs Osmand / Miss
Maisie / Mrs Thurgood

What is year 6 all about?

- Embracing all opportunities – however challenging and scary they may feel.
- Reinforcing the positives of this amazing class as a team and building further on these.
- Growing as independent, enthusiastic, inquisitive learners.
- Developing healthy self-belief and confidence to best prepare ourselves for the next challenges ahead.
- Understanding that sometimes the tough stuff just needs to get done – no fuss, no hugely exciting delivery, no dip in enthusiasm, no change in focus depending on who it is delivering the curriculum.
- Leaving Primary school with the certainty you have made the most of every chance you were provided with!

Challenging outcomes, pushing our comfort zones ...

- Pupil Parliament speeches
- Subject Ambassadors / House Captains
- Lunchtime buddies
- Project outcomes
- Harvest Festival / Christmas concert / St Piran's parade
- Transition activities
- Trips – camp (Friday 12th- Sunday 14th June)

Providing opportunities for all to flourish and excel ...

- Sporting opportunities - building on from previous years
- Musical / Drama opportunities
- Artistic opportunities
- Clubs
- PGL camp

Weekly timetable

(BUT, flexibility vital to an interesting and varied curriculum)

Monday: Mr Larter

Tuesday: Mr Larter

Wednesday: Mrs Mackenzie / Mr Hamshar

Thursday: Mr Larter – PE day

Friday: Mr Larter



Autumn Term Curriculum Map

Can one voice change the course of history?

ENGLISH

Reading and Writing a range of text types for different purposes building: greater confidence in the range of skills and knowledge gained from work on SPaG and enhancing their work through effective editing.

- ❖ **Diary / Journalism:**
- ❖ **Persuasion** – pupil parliament speeches adverts for signing up.
- ❖ **Letter writing - At the Front and home:** letters home (considering censorship) and letters from home, diary entries – soldiers and home.
- ❖ **Narrative** – developing descriptive language and tone.
- ❖ **Poets of WW1:** writing in the style of the war poets, descriptive poetry.

SCIENCE:

LIGHT

- ❖ Recognise that light appears to travel in straight lines.
- ❖ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- ❖ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

ELECTRICITY

- ❖ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- ❖ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

MATHEMATICS:

- ❖ Place Value to 10,000,000 - comparing, ordering and rounding numbers.
- ❖ Negative numbers in real life contexts.
- ❖ Recap and deepen understanding of addition and subtraction formal written methods.
- ❖ Long Multiplication with larger numbers.
- ❖ Recap of short division method as well explore and be confident with long division.
- ❖ Common factors / multiples / squared and cubed numbers.
- ❖ Order of operations through BIDMAS.
- ❖ Simplify fractions, add and subtract fractions, compare and order. fractions, multiply and divide fractions & fractions of amounts.
- ❖ Explore co-ordinates, translations and reflections in four quadrants.



Can one voice
change the
course of history?

WWI / Protest /
Activism

SPaG: Securing confident understanding and use of:

- ❖ Phrases, clauses (main, subordinating, relative).
- ❖ Simple, compound, complex sentence structures (commas used to mark clauses).
- ❖ Identify and accurate use of parenthesis and hyphens.
- ❖ Using adverbial and preposition phrases.
- ❖ Using colons and semi colons to join main clauses.
- ❖ Accurate use and punctuation of direct and reported speech.

READING



- ❖ Stay where you are and then Leave – John Boyne.
- ❖ The Last Post – Keith Campion.

GEOGRAPHY:

Was The Great War truly a World War? Who was involved and why? Looking at global perspectives (how has the map of the world changed?) The impact of the commonwealth.

HISTORY:

See the attached Knowledge organiser.

Please keep up to date with your child regarding where they are up to learning this key knowledge for the topic.

They may be asked to revise a section for the occasional quiz to see how they are getting on with this key information.

PE:

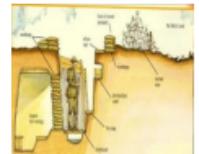
Development of skills including: throwing, catching, co-ordination, balance, weight transference - to apply in a range of invasion games.
Daily Mile – improve stamina and fitness.

MUSIC: Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.

DT: Designing and building WW1 models linked to mechanical systems.

Art: Art inspired by WW1 – comparing and contrasting styles of WW1 trench artists. Using a range of media to create their own trench artwork – from photos and their own trench experiences.

Particular focus: John and Paul Nash.



Computing:

Computing systems and networks - Communication and collaboration – Explore how data is transferred over the internet. A focus is on addressing the makeup and structure of data packets, how the internet facilitates online communication and collaboration and complete shared projects.

Creating media – Web page creation - Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites paying attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

MFL - French: Understand and know:

- ❖ Key vocabulary, phonetics and pronunciations.
- ❖ Developing grammar and vocabulary for:
 - My Home
 - At School

RE:

Hinduism – Exploring: what Hindus believe about God; Hindu deities; worship at home, key festivals and their beliefs in life cycles.

PSHE:

Jigsaw Units – 'Being Me in My World' (Having a deeper understanding of our own sense of place within class, school and global community) & 'Celebrating Difference' (Developing knowledge and understanding of inclusion and diversity within society)
Keeping up to date with current affairs / politics / geography and Britain's part in the world.

Homework Guide

A guide for your child's homework in the Autumn Term:

- Daily reading – 15-20 minutes minimum (please write in planner)
- TT-Rock-Stars – Min 20 minutes a week practice (little and often works well)
- Spelling Shed Online Assignment– Set and due on Thursdays
- Maths sheet – Consolidation / practise of key skills – set and due on Thursdays

Soon after half term – Booklets focusing on Key Year 6 Skills (Maths, SPaG) will be given to each child – SATs buster type books – more prep for secondary than SATs!

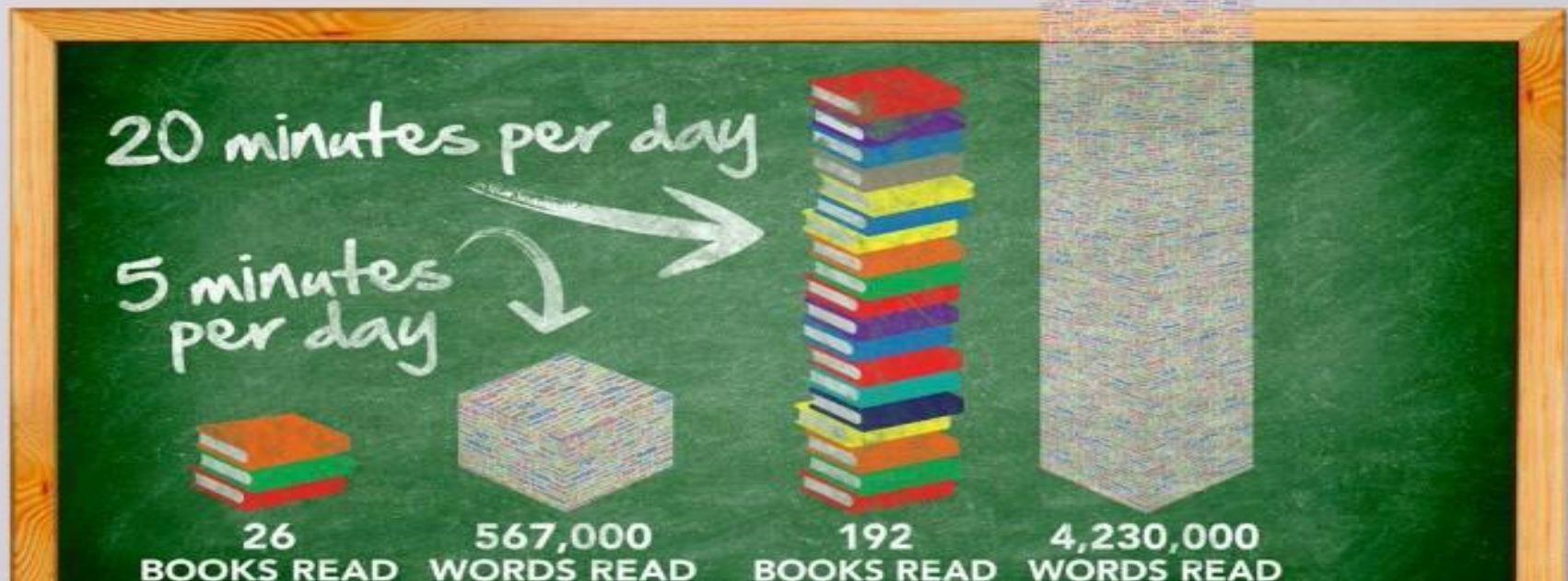
A last note on homework

- if your child is finding the homework tough:
 - first of all reinforce the learning attributes of determination, independence and resilience.
 - but definitely avoid the onset of a full-scale '*Homework Armageddon*'; instead of this drop us a note in their planner and we can work through the problem at school.

IF YOUR CHILD READS

5 MINUTES PER DAY
VS
20 MINUTES PER DAY

TOTAL
BOOKS
READ FROM
FIRST
THROUGH
SIXTH
GRADES



0 Days
Absence

190
Days
in
School

10 Days
Absence

180
Days
in
School

19 Days
Absence

171
Days
in
School

29 Days
Absence

161
Days
in
School

38 Days
Absence

152
Days
in
School

47 Days
Absence

143
Days
in
School

How Does School Attendance Affect a Child's Learning?

365 Days in a Year
190 School Days
175 Non School Days

Over half
a term
missed!

Having **90%** Over 5 school
years, is half a school
year's work missed.

A **2 week** holiday in term
time, means that the
highest attendance a child
can achieve is **94.7%**

Perfect!

4
weeks
missed!

100%
Attendance

95%
Attendance

90%
Attendance

85%
Attendance

80%
Attendance

75%
Attendance

Best chance of success

Less chance of success

Serious impact on
education and
reduced life chances

Secondary School Preparation:

- Personal organisation
 - please ensure that responsibility for packing all the necessary equipment every day is firmly in your child's hands – a forgotten piece of homework, PE kit (for clubs), planner needs to be their responsibility in order to instil independence by the time secondary school arrives.
 - Help your child design a weekly plan of what they need and when – display it prominently and hand full responsibility over to them for getting it sorted!
 - Wherever possible we will avoid a phone call home asking for forgotten PE kit (for lessons or clubs) or homework – after all it is a key skill for secondary school and beyond to get organised and hit deadlines!

Secondary School Transition

- This year is preparation for this, including homework, organisation, responsibility etc.
- Please encourage your child to take part in as many transition activities as possible to reduce their anxieties for next September, even if this involves activities at schools you are not applying for e.g. HDS weekend sessions

If you are interested in other schools:

Contact the school directly to organise attendance

Hayle

St Ives

Nexus (Camborne)

Helston

Mullion

Cape Cornwall

PLEASE CHECK THESE DETAILS ON THE SCHOOLS' WEBSITES.

- Online applications - All Secondary selection forms need to be completed: 31st October www.cornwall.gov.uk

SATs 2024-25

- Monday 11th – 14th May 2026

Monday	SPaG
Tuesday	Reading
Wednesday	Maths – Paper 1 Arithmetic / Paper 2 Reasoning
Thursday	Maths - Paper 3 Reasoning

A meeting regarding these will be held in January

Bits and Bobs

- **Attendance** - School starts at 8:40 (prompt) and ends at 3.20pm.
- **Planner** — please ensure in on a daily basis / notes regarding reading completed, homework. Can your notes go in the Notes from home section not day to day as this is where reading details can be recorded and is space for the children to make their notes regarding their organisation.
- **Walking home permission** – note in diary on the days when they will be walking home (outlining regular collection / walk home routine)
- **Mobile phones** - to be handed in at the beginning of the day.
- **Holiday request forms** – extra paper may be needed for detail.
- **Medical information** – please keep this up to date with the office.

Please remember ...



Please don't wait for parent meetings if you have any concerns, questions, bits to celebrate.

- Always feel welcome to come and see us to discuss your child: school work, progress, socially, concerns, however small it may seem pop in to avoid unnecessary worry.

Please avoid the class Whatsapp group

- Or phone (use planner if you are unable to get in.) Or of course the email address that is on our class webpage: ashleylarter@st-hilary.cornwall.sch.uk

Any Questions?