

# Welcome to Year 6



# Meet the Year 6 Team



Miss Bicheno



Mr Robinson



Mrs Shahzadi



Mrs Nice



Ms Yu

Mr Edwards

# Meet the Year 6 Team



Mrs Inwards



Mr Edwards

# Learning Behaviours



Teamwork



Perseverance



Independence



Creativity



Curiosity



Reflection

# Values

(The things we truly believe in for **everyone** involved with Highwood)

- Celebrating Diversity
- Continual Improvement
- Pride
- Happiness
- Trust
- Respect



# VIPs (Values In Practice)

- For your child to be a Highwood VIP they need to regularly show:
  - Happiness
  - Respect
  - Continual improvement
  - Cultural diversity
  - Trust
  - Pride
- The children will have the opportunity to self-assess against the criteria with support from their teacher.
- Children will be taught how to demonstrate these values during our PSHE lessons.
- New – rolling programme, rather than termly. For example, if a child was awarded a Silver badge at the end of summer, they can work towards Gold this term.
- Children will retain their Gold badge when they have achieved it unless they no longer meet the criteria.
- Children not yet meeting the criteria will be supported to work towards those targets during the following term.



# Uniform

- Green school jumper or cardigan embroidered with the school logo\* (no hoodies)
- White shirt, polo shirt or blouse
- Grey or black school skirt, dress or trousers (leggings are permitted under skirts/dresses and are not a substitute for trousers; no fashion trousers or jeans)
- Black leather-looking shoes (**no trainers** or heels)
- Optional green and white checked dresses for summer
- Black or grey **smart shorts** for summer (**no cycling/sports shorts** unless worn under a skirt)

## **PE kit consists of;**

- Green Highwood T-shirt\*
- Plain black shorts
- Trainers/Plimsolls
- Plain Black tracksuit for colder weather

\*Needs to be bought from Reception

# Uniform

- No items of jewellery should be worn in school with the exception of small stud earrings and watches. These must be removed for PE.
- No make-up or nail varnish should be worn in school.
- No extreme hairstyles should be worn, and long hair must be tied up for PE. Hair accessories are to be minimal i.e. no large hair bows. Any accessories should be in **school colours** of green, black or white.
- Hijabs are to be in school colours of green, black or white.
- Long hair to be tied back during the school day.
- **Mobile phones must be handed in to the school office if prior permission is granted to have one in school.**



# Year 6:

- 8.35am Door opens (Early morning tasks)
- 8.55am Registration closes
- 9.00am Whole Class Reading
- 9.30am Spelling
- 9.40am Writing
- 10.30am Break
- 10.45am Times tables & arithmetic (Wed – French)
- 11.15am Maths
- 12.20pm Lunch
- 1.20pm Registration and independent reading
- 1.30pm Foundation subjects e.g. History, Geography, Science, Religious Education, PSHE
- 3.00pm Class reading
- 3.15pm Home

# Lunch time & Snacks

- Three choices everyday – meat, vegetarian or jacket potato.
- Includes a drink and dessert.
- All of the pupils will need to be able tell an adult what they are having for lunch every morning.
- Children are allowed to bring in fruit to eat during break.

# Topics for the Year

## Year 6 – Investigating Change



Autumn  
“Does change  
always lead to  
progress?”

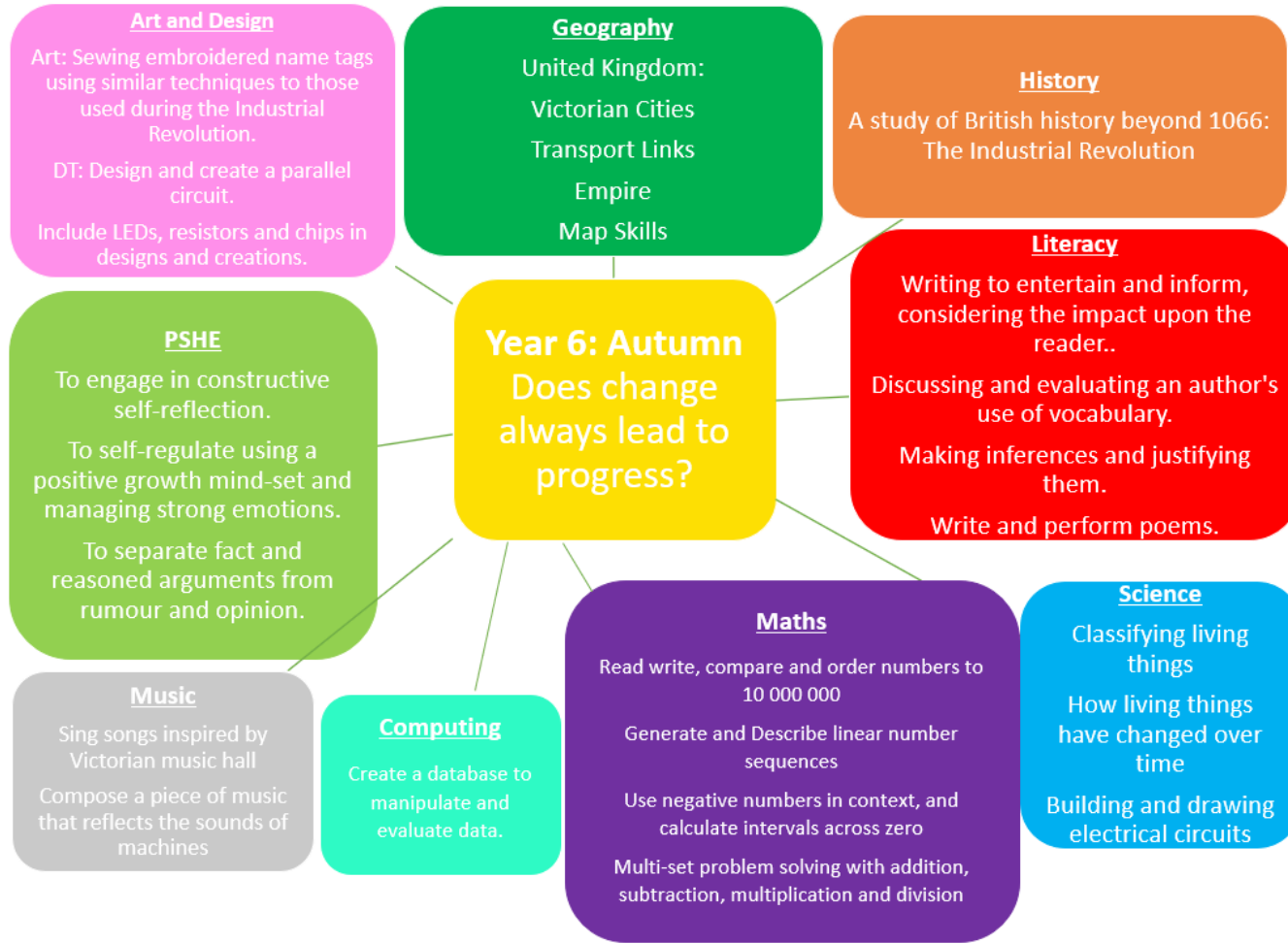


Spring  
“What would a  
world without war  
look like?”



Summer  
“What is the secret  
to success?”

# Autumn Term Curriculum Map



You can find the curriculum maps on the website.

# Autumn Term Knowledge Organiser

## Does Change Always Lead To Progress?

### What was the Industrial Revolution?

<b>When?</b> 1750 to 1900	<b>Where?</b> Great Britain British Empire
<b>What Changed?</b> Agriculture to Industry Countryside to town Population growth Technology Living conditions	<b>Who?</b> Richard Arkwright Isambard Kingdom Brunel George Stephenson Thomas Edison Charles Darwin

### Key Vocabulary

**industrialise**— when a country builds up a system of industries (factories) to manufacture products

**urban**—relating to the town rather than the countryside

**rural**—relating to the countryside rather than the town

**mechanisation**—the introduction of machines or automatic devices into a process, activity, or place.

**mass production**—manufactured in large quantities by an automated mechanical process

**population explosion**—an massive growth in the number of people living in a particular place

**empire**—an large group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.

### Does Evolution lead to Progress?



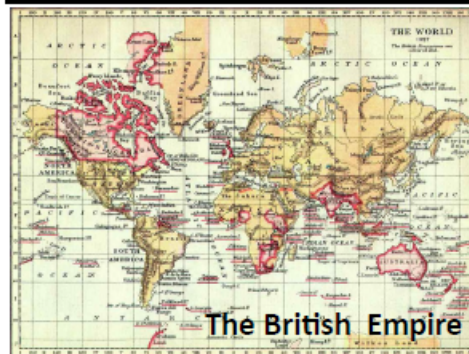
**Evolution**— The process by which different kinds of living organism are believed to have developed from earlier forms.



**Darwin's Finches.**  
Different species of finches have different shaped beaks

**Adaptation**—The process of change so that an organism or species can become better suited to their environment

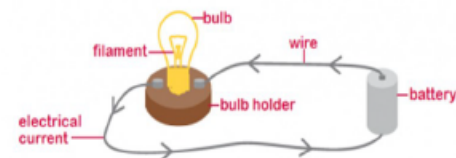
### The Effects on the Wider World






### Timeline

1775	Invention of Arkwright's water frame
1870	Invention of the Spinning Jenny
1812	Invention of the steam train
1828	Slavery is abolished in the British Empire
1830	Stephenson's Rocket transports passengers from Manchester to Liverpool
1840	Reading Railway Station was built
1842	The Mines Act—Women and girls were forbidden to go down the mines. Boys had to be over 10 years old
1851	The Great Exhibition The Origin of Species is published
1862	The cotton famine. Lancashire cotton workers support the campaign against slavery
1877	Queen Victoria becomes Empress of India
1878	Thomas Edison invents the lightbulb

### Electricity






# Example Termly Homework Grid

	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 and 12	Week 13 and 14
Deadline	Wed 20 <sup>th</sup> Sept	Wed 4 <sup>th</sup> Oct	Wed 18 <sup>th</sup> Oct	Wed 1 <sup>st</sup> Nov	Wed 15 <sup>th</sup> Nov	Wed 29 <sup>th</sup> Nov	Wed 13 <sup>th</sup> Dec
	It is just over 15 years since the invention of the iPhone! Interview an adult about how technology has changed in their lifetime. Write notes or record their answers.	Read a story together. Share a book with someone in your family. You could read to someone or have someone read to you.	Your choice!  Pick an activity to do with someone in your family. Explain how you had to work together in order to achieve it.	Take a trip on a train. Take photos and write a recount of your journey. Where did you go? How long did it take? How do you think your journey compared with the first railway journeys?	Play Hit the Button throughout the week and see if you can beat your score each time.	Bake some cakes or biscuits with a Victorian theme or using a Victorian recipe. Maybe a Victoria Sandwich Cake...	Login to the pupil area on <a href="#">Language Angels</a> and play some of the School games with someone at home. Username and password are: 6Bhighwood or 6Rhighwood
	Play Sumdog for 30 minutes.	Your Choice!  Pick a skill you would like to master. Eg. sewing, cooking or tennis. Practise your skill and show how you have improved over time.	Find a picture of an important building or invention from the Victorian era. Copy the picture. Then, improve your drawing and draw another version.	Maths – Make a maths poster to show all the vocabulary and the methods you have learnt for: addition, subtraction, multiplication or division.	Learn a new French word each day for two weeks, write them in a book and learn them.	Create a presentation to show all the things you've learnt about the industrial revolution.  Extra challenge: Create a quiz at the end!	Run or walk 2km. Time how long it takes you.
	Write a list of questions about the industrial revolution that you would like to find the answer to. Use the internet and reference books to carry out your own research.	Choose and read a book with a Victorian theme. It could be a book written in the Victorian era, or a book set in the Victorian times. Write a review.	Login to the pupil area on <a href="#">Language Angels</a> and play some of the Tea Room games to practise your learning. Username and password are: 6Bhighwood or 6Rhighwood	Find as many different tree leaves as you can. How many different species can you identify? Sort them into groups according to their size and shape.	Create your own piece of machine music. Perform it, record it and bring it in to school. Think about using household objects to mimic the sound of machines.	Play Sumdog for 30 minutes.	Your choice!  Choose a piece of homework from the grid that you did not do but would have liked to have done.



# Example Termly Homework Grid

	<p>Your choice!</p> <p>Produce something creative related to your summer holidays. It could be a picture, model, song, dance etc</p>	<p>Draw a poster or make an advert (like on the TV) to persuade someone to buy a product from the industrial revolution.</p>	<p>Use the skills of observational drawing to draw a picture of a natural object.</p>	<p>Victorians used to enjoy telling and reading ghost stories. Write your own ghost story.</p>	<p>Make a 3D model of an invention from the industrial revolution.</p>	<p>Find a creative way to show off your highlights from the term. It could be a huge poster, a model, a song, or a power point!</p>	<p>Design a Christmas card in the style of a Victorian Christmas card.</p>
	<p>Find out about an important inventor or industrialist in the industrial revolution. Draw a comic strip or write a biography of their life.</p>	<p>Find out about a British bird. Write an information report on it. How has it adapted to its environment? Include information about its habitat, life-cycle, diet and behaviour.</p>	<p>Choose an invention (e.g. car, telephone etc). Look at the history of it. Create a timeline to show how it has progressed from an early invention to today.</p>	<p>Choose an invention from the industrial revolution and find out how it worked. Write an explanation with labelled diagrams.</p>	<p>During the industrial revolution, most children had to work. Find out about the sorts of jobs that children did in factories.</p>	<p>Your choice!</p> <p>Choose a topic to investigate. Start with a probing question and then display your findings in an interesting way.</p>	<p>Many of the Christmas traditions we are familiar with today, originated during the Victorian times. Find out about these traditions and present them in a creative way.</p>
	<p>Begin a reading journal (look at Miss Bichenov's for inspiration). You can add to this throughout the term.</p>	<p>Imagine that you were lucky enough to have a ride on the first steam train. Write a diary entry that captures the sights, smells, sounds and excitement of the day.</p>	<p>Create a poster about an animal that has gone extinct. Explain why the animal went extinct.</p>	<p>Which of the inventions of the industrial revolution do you think was the most important? Think about how it changed the way people lived then. Is it still an important invention today?</p>	<p>Your choice!</p> <p>Reflect on all the homework you didn't want to do this term and see if there is one that you would now like to attempt.</p>	<p>Does change always lead to progress? Create a mind map with all of the things this question makes you think of.</p>	<p>Watch a Christmas advert on TV, what message does it portray and how does this fit with the spirit of Christmas.</p>

To help further your learning, we would like you to complete at least 1 piece of homework every 2 weeks. Across the term, you should cover at least one task from each learning behaviour. Your homework should be completed to your highest standard, demonstrating the Highwood values of pride and continual improvement.

# How can you help at home?

- ◉ Reading and Writing
  - ◉ Encourage your child to read every day – 15-20 minutes (or more!)
  - ◉ Ask your child about what they are reading
  - ◉ Model reading for pleasure
- ◉ Maths
  - ◉ Times tables (Times table rockstars)
  - ◉ Sumdog
- ◉ Homework Grid
  - ◉ Complete 1 piece of work every two weeks
  - ◉ Deadline – Exact deadline on homework grid.
  - ◉ Will be published on MS Teams – this is where we would like it to be submitted. Let us know if you need a login.



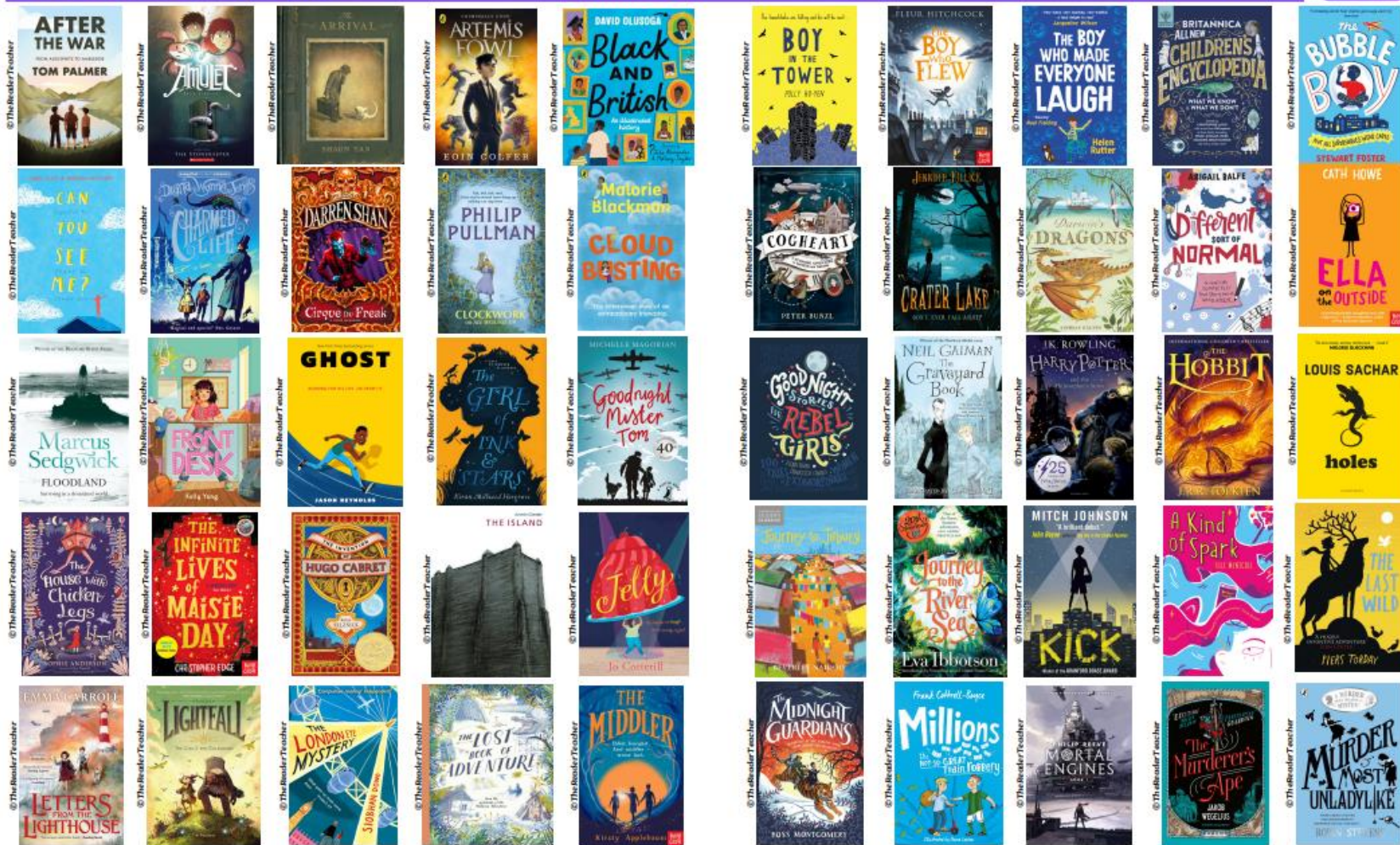
# The Reader Teacher

[www.TheReaderTeacher.com/Year6](http://www.TheReaderTeacher.com/Year6)

## Top 100 Recommended Reads for Year 6

for ages 10-11+

Poster



Scan this QR code to purchase the pack through Reading Rocks!



For more primary school recommended reads booklists, visit [TheReaderTeacher.com](http://TheReaderTeacher.com)



# The Reader Teacher

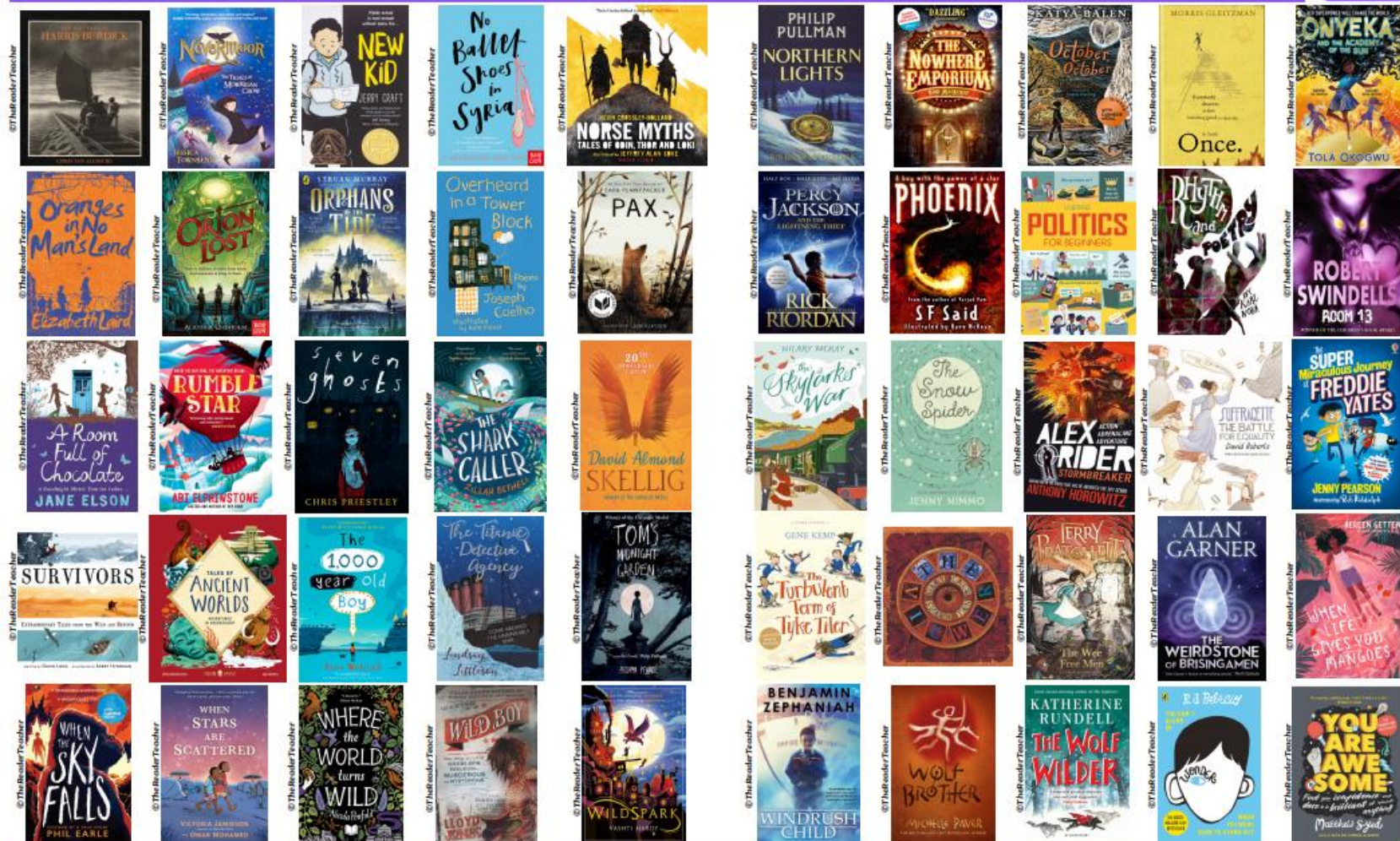
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SCAN ME



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# Secondary School Applications


- Deadline: 31st October 2023 – you will be less likely to be offered a place at your chosen schools if you miss this deadline
- You will have the opportunity to list various schools with a space for a top choice. Please list ALL of the schools you are happy for your child to go to. If you only put one choice down your child may not receive a place at that school and you will be offered another school where there is space for your child. This could be the other side of Reading.
- School offer day is 1st March 2024

# SATs

- They take place in May
- We will have a meeting closer to the time.
- Your child does not need to do any SATs practice outside of school – we cover what we need to in school.

# Keeping in touch

- Welcome any time
- Parents Evening 18<sup>th</sup> and 19<sup>th</sup> October
- Mid-year reports
- End of Year learning review









Highwood Primary School – Foundation Two

Report 2015-2016

Class: F2

Children's comment:

 <b>Curiosity</b>	<p>Brooke is a naturally thoughtful and curious pupil. She enjoys learning about our environment and the world we live in and always asks well considered questions. Brooke understands that there are similarities and differences between herself and others and among families, communities and traditions. She confidently asks why things happen or asks for further clarification, especially when tackling mathematical concepts. Brooke has a love of maths and this can be seen in the way she approaches tasks. She especially enjoys solving number problems and during self-chosen time can often be found in the maths area quietly working through mathematical concepts. These include solving adding, subtracting, doubling and halving questions and number sentences.</p>
 <b>Perseverance</b>	<p>Brooke has fantastic perseverance. She tackles old and new concepts with the same determination and hard work. She never wavers on her conviction that she can complete the task. She has worked exceptionally hard this year in all areas of the curriculum, but especially in mathematics. At the beginning of the year she needed small amounts of reassurance about whether she was following the mathematical steps correctly. As her confidence has grown she is able to work through complex mathematical number problems and discuss her reasoning afterwards. She enjoys working with the humidor and always turns to this resource and many others if she comes across a problem she is not sure how to solve.</p>
 <b>Independence</b>	<p>Brooke is very independent. During learning zone she loves independently reading in the book corner or writing in the writing area. She has worked extremely hard in phonics and is able to independently apply her phonic knowledge to her reading and writing. Brooke enjoys writing her own stories and sentences and likes to challenge herself by reading story books. She shows great independence in knowing where all the resources are that she might need to help her. At the beginning of the year Brooke found cursive handwriting a challenge. Every day she would independently decide to practice her letter formation until she remembered how to write each letter. Now she confidently forms every letter in the alphabet and is working on writing each letter with more control.</p>
 <b>Teamwork</b>	<p>Brooke is an excellent 'team player'. She has a lovely friendship group who always work together during learning zone. Like all friends they sometimes offer in their ideas and opinions. Brooke is excellent at compromise and finding a solution to their problems. She will talk to her friends about what options they have and will continue to discuss the conflict until they have agreed a plan of action. Brooke is confident to share her ideas with everyone in the class and listens carefully to other people's ideas. Although she listens to their ideas she does not always take their ideas on board and build on them. For example when Brooke and her partner were set the task to build a pirate ship, they talked to each other and listened and then set off gathering the resources and equipment they needed. However, they ended up working quite independently as they had not managed to combine their ideas into one.</p>
 <b>Creativity</b>	<p>Brooke enjoys being creative. She uses a variety of different media including construction materials, paints, pencils, junk modelling, play dough, clay, music and musical instruments to create pieces of art work. However her clear strength is her imagination and role play. During learning zone she loves to act out her favourite traditional tales with her friends. These include Little Red Riding Hood, The Three Little Pigs and The Ginger Bread Man. She takes turns to act out different roles. She changes her voice and uses her body to portray the character and performs the stories to her peers and the adults in the setting. It is a joy to watch and I hope her imagination continues to grow!</p>
 <b>Reflection</b>	<p>Brooke has worked hard to develop her reflective skills. She works really hard on completing the task she has been set so that she sets herself and finds it hard to look at the work subjectively afterwards. With adult support and questioning she is able to think about what she has done well and what she could do better next time. Recently she has started to identify what she has done really well and enjoys sharing her achievements with the class. She thrives on praise and loves being put on the star. However, a key skill for Brooke to develop is to look at her work and identify what she could do a bit better next time. This will mean that she continues to develop her work and is able self-correct her work with less adult intervention.</p>



# Communication

- ◉ Every day after school
- ◉ Arrange a meeting after school
- ◉ Share anything with myself or other adults that you feel is important
- ◉ Twitter [@HighwoodPrim6R](#) or [@HighwoodPrim6B](#)
- ◉ School Website
- ◉ Email **[Year6@highwood.wokingham.sch.uk](mailto:Year6@highwood.wokingham.sch.uk)**
- ◉ It is important we always have your up-to-date contact information.