

The Leader in Me

Here at the Queens Federation, the 'Seven Habits of Effective People' are an integral part of the school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. Our children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best that they can be - at home, at school and in the wider community.

7 Habits

Habit 1: Be Proactive I am responsible for my own learning and actions.



-Have a 'can do' attitude and try our best in everything we do.

-Stop, think and make good choices.
-Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind I aim high and understand the importance of learning for life.



-Set a goal.
-Make a plan on how to achieve that goal.
-Persevere if things get tough.

Habit 3: Put First things First I persevere and challenge myself to solve problems.



-Do the important things first.
-Stay focused and concentrate.
-Manage challenges and distractions along the way.

Habit 4: Think Win-Win I am kind and think about the needs of others.



-Look for solutions to problems.
-Try to make sure everyone can be successful.
-Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood I respect myself and others and celebrate my global community.



-Share own ideas and opinions.
-Listen to other people's ideas and opinions without interrupting.
-Try to understand the views and opinions of others even though they may be different to our own.

Habit 6: Synergize I work and learn with others and take pride in my achievements and environment.



-Communicate and listen carefully to others.
-Value other people's strengths and talents and learn from them.
-Know that we can get more done and create better ideas and solutions when working in a team.

Habit 7: Sharpen the Saw I strive to be the best that I can be.



-Take care of ourselves, look after our heart, body, mind and spirit.
-Balance time between school, out of school activities, family and friends.
-Enjoy learning new skills and seek ways to become a better person.

Behaviour Expectations

In Year 6 we encourage positive behaviour in many ways...
* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' and our school values in and around school. Good effort, demonstrating positive attitudes and behaviour will also be rewarded with house points. House points are counted at the end of each half term. The winning house is awarded a 'non-school uniform day.'

*Each week one child from each class will become our 'Star of the Week.' They will receive a certificate and have special privileges throughout the week.

*The whole class work together to receive 'class animals.' When the class has received 10 animals, the children are rewarded with activity time.

*Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

Franklin House



Hawking House



Newton House



Darwin House



Leadership Roles

The children are expected to try their best in all aspects of school life; individually and in a team. As the oldest children in school, there are a large number of opportunities available to Year 6 so that they can make a significant and positive contribution to school life. Children are asked to apply for a range of leadership roles and responsibilities such as Sports Leaders, Play Leaders, Librarians, Peer Mediators and are expected to be role models to our younger children.

Home Learning: This year home learning will comprise of several weekly tasks.

- **Reading** - we expect all children to read at home at least 5x each week for 20 minutes each session. When your child has read, please comment and sign their Reading, Spelling and Homework diary or ask your child to comment in their Reading, Spelling and Homework diary. Reading plays such an important part in our curriculum. It is essential that children develop a love of reading and enjoy reading a wide range of texts. Please see our list of KS2 Recommended Reads if you are stuck for a good book to read. The list can be found on our school website.
- **Spelling** - spellings to be practised will be recorded in the Reading, Spelling and Homework Diaries each week. You can practise at home using the look, cover, say, write and check method. The spellings will include all of the words that the children should know by the end of Year 5 and 6.
- **Number Facts** - to link into our 'Teaching for Mastery' approach, children will be asked to practise number facts. These will be set on a weekly basis and may be paper or online based activities, such as 'Times Table Rock Stars.' Please see our 'No Nonsense Number Facts' booklet which identifies the key facts children will be focusing on each half term. The booklet can be found on our school website.
- **Additional English and Mathematics Tasks** - each week children in Year 6 will be set additional English and Mathematics tasks. The tasks may consolidate classroom learning or be preparing children for learning that is soon to take place.

Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. The opportunity for additional reading helps the children to become more confident readers; it really makes a difference!

All volunteers who help in school now require a DBS check to be completed. DBS checks come at a cost to the school and so we would ask that any volunteers are able to support in school at least once every 3 months.

Please ask at the school office about this check.

Birthday Books

At Queen Emma, we celebrate birthdays by inviting children to donate a 'birthday book' to their class. A special sticker will be placed in the inside cover of the book to tell everyone who has donated the book. We celebrate in this way to help us be a 'healthy school.'

Attendance Information

Here at Queen Emma, school attendance is very important. The headteacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing an 'Absence Request' form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the headteacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 5 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

Thank you for taking the time to read this booklet.

We hope it may have answered some of the questions you may have about Year 6. Please do not hesitate to contact us if you have any further queries and questions.



Welcome to Year 6 at Queen Emma Primary School

Welcome to Year 6!

We are looking forward to getting to know both you and your children this year and hope that Year 6 will be filled with lots of interesting and exciting learning opportunities. This year Jaguar Class (Class 6.1) will be taught by Mr Evans and Panther Class (Class 6.2) will be taught by Ms Osborne, our Later Years Phase Leader.

Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenemmaschool.org.uk

Expectations

As in all year groups, we have high expectations of behaviour in Year 6. We hope to see the children developing self-discipline and confidence, as well as demonstrating a responsible and positive attitude to school. We expect the children to show courtesy to each other, to all adults and to respect property. We welcome your support in encouraging the wearing of correct school uniform and ensuring your child is equipped and ready for learning every day. **Our school rules are 'Be Ready, Be Respectful and Be Safe.'**

Our School Day

Our school day begins at 8.45am. Classrooms doors will open at 8.40am and your child may come inside and get ready for their day from this time. Children in Year 5 and 6 may enter school quietly and sensibly via the door closest to the school hall. At the end of the school day, Year 6 children will leave school via the doors at the back of the hall. Please be aware that lateness is officially noted in the register. If your child arrives after 8.45am, you will need to take them to, and sign them in at, the school office.

Our school day ends at 3.15pm. Please wait in the playground by the hall doors for your child. For their safety, it is important that the teacher knows that your child has seen you or permission has been given by you for your child to walk home alone. Thank you for your cooperation and patience with this.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please feel free to come and see us if you have any queries or concerns. After school in the playground is usually a good time to catch us!

Physical Education (PE) Lessons

On PE days children may come into school dressed in their PE kits. Children need to wear black shorts, a white T-shirt and suitable running shoes. PE will also take place outside during the year so children will also need to wear jogging bottoms and a sweatshirt during the colder months. Long hair should be fastened back and earrings should be removed on PE days. Please ensure all items of PE kit are clearly named.

During the second half of summer term, children in Year 6 will participate in swimming lessons in the swimming pool at Queen Edith Primary School.

Jaguar Class PE lessons will take place on Monday and Wednesday.
Panther Class PE lessons will take place on Monday and Wednesday.

Year 6 Topics 2024 - 2025

Autumn 1: World War 2

Autumn 2: World War 2

Spring 1: Exploring South America

Spring 2: Fairtrade

Summer 1: Local History Topic

Summer 2: All Fired Up!

What does my child need in Year 6?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**



During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable footwear during the summer months.



Your child will need a named water bottle in school. These should be brought to school and taken home again everyday. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.



In Year 6, children complete the majority of their work in ink pen. Children are provided with all of the resources they require in school.



All children should wear clean, comfortable, black shoes when at school.

Children may bring a healthy snack or buy a snack from our school 'Snack Shop' for morning breaktime. Healthy snacks include a piece of fruit, vegetable or a cereal bar.

PGL Caythorpe Court Residential Experience

The Year 6 residential trip to PGL Caythorpe Court, Lincolnshire will take place from Monday 16th—Wednesday 18th June 2025. More details will follow soon.

What will my child learn in Year 6?

By the end of Year 6, your child should be able to...

Reading

- Read fluently with full knowledge of all the Year 5 / 6 exception words, root words, prefixes, suffixes / word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues
- Maintain positive attitudes to reading and understanding of what they have read by when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; making comparisons within and across books; reading a wide range of genres with different structures and purposes or pleasure, identifying themes and conventions between text types
- Understand what they read by explaining how language (including figurative language) structure and presentation can contribute to the meaning of a text; asking questions about a text; drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; making predictions based on details stated and implied with evidence from the text
- Distinguish independently between statements of fact and opinion
- Retrieve, record and present information from texts to other readers in informal notes and formal presentations

Writing

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary; direct address in instructions and persuasive writing
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using the contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility
- Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms, within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at KS2 mostly correctly—this includes capital letters, full stops, question marks, commas in lists, inverted commas and other punctuation to indicate direct speech, commas for clarity, punctuation for parenthesis, semi-colons, colons, dashes, bullet points, ellipsis, hyphens and the use of the apostrophe for contraction and possession
- Spell correctly most words from the Year 5 / 6 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Mathematics

Number - Number and Place Value

- Read, write, order and compare numbers to at least 10 000000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context and calculate intervals across zero
- Solve number and practical problems that involve all of the above

Number - Addition and Subtraction

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Perform mental calculations, including with mixed operations and large numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Solve problems involving addition, subtraction, multiplication and division, use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Number - Multiplication and Division

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context
- Identify common factors, common multiples and prime numbers
- Perform mental calculations, including with mixed operations and large numbers
- Use knowledge of the order of operations to carry out calculations involving the four operations
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Number - Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions ≥ 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$
- Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$
- Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Measurement

- Solve problems involving the calculation and conversion of units of measure, using decimal notation, up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units (e.g. mm^3 and km^3)

Geometry - Properties of Shapes

- Draw 2D shapes using given dimensions and angles
- Recognise, describe and build simple 3D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line or are vertically opposite and find missing angles

Geometry - Position and Direction

- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes

Geometry - Statistics

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

Geometry - Ratio and Proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found

Year 6 SATS - May 2025

These national tests take place in the week beginning Monday 12th May 2025. Please do not book any holidays or appointments during this week.



Reading in Year 6

Reading continues to be an integral part of our learning in Year 6. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and Reading, Spelling and Homework Diary in school every day. Children may independently change their reading books as soon as they have completed a book.**

Throughout the week children in Year 6 will take part in whole class guided reading lessons, read silently and may also read individually with an adult. We encourage the children to read at home at least 5 times a week for 20 minutes each session. Reading every day at home would be even better! At the start of this year, our Whole School WIG is for every child to read at least 5 times a week. We will be monitoring progress on a weekly basis and working towards a whole school reward.

We now encourage the children to write their own comments in their reading record books.

The school reading scheme and book banding system provides the back bone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them. Please see our list of 'KS2 Recommended Reads' if you are stuck for a good book to read. The list can be found on the school website.

Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' ...

**Is achievable for all - high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge*

**Promotes deep and sustainable learning - lessons are designed with careful small steps*

**Builds on prior knowledge - pupils' learning of concepts is seen as a continuum across the school*

**Provides children with opportunities to reason about a concept and make connections - pupils are encouraged to make connections and spot patterns between different concepts (e.g. the link between division and fractions) and use precise mathematical language*

**Promotes conceptual and procedural fluency - maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.*

**Problem solving is central - this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening*

**Provides challenge through greater depth - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group*

Teaching for Mastery has a CPA approach at its core.

Concrete - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example... when teaching addition...

Concrete	Pictorial	Abstract
<p>Use cubes to add two numbers together as a group or in a bar.</p>	<p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>Use the part-part whole diagram as shown above to move into the abstract.</p>

Reasoning: Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...