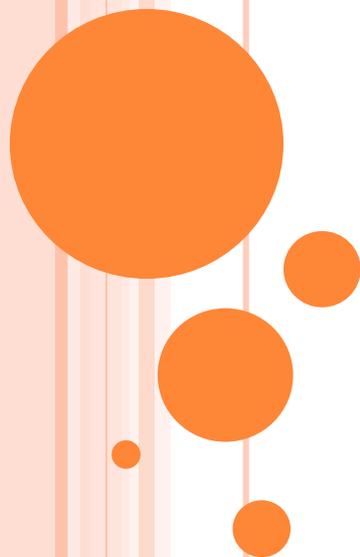




Welcome to Year 6 Walker and Tate



Year Team

- Mr Clarke – Tate
- Mr Carney – Walker
- Miss Atkinson – Learning Support Practitioner

Miss Rogers - One to One Support

Mrs Mac - One to One Support

- Mrs Schofield – Additional Support



YEAR 6 EXPECTATIONS AS A LEARNER

Self Managers	<p>Enjoy challenges, especially open ended or deeper thinking ones.</p> <p>Try different ways to solve a problem.</p> <p>Prioritise the most important things that need doing.</p> <p>Welcome opportunities to take on added responsibility.</p> <p>Organise own time.</p> <p>Not put off by changes that may occur to normal routine.</p> <p>Describe own strengths and weaknesses.</p>
Effective Participators	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion.</p> <p>Know that their ideas can help other people.</p> <p>Decide when they need 'time out' or 'thinking time' to deal with emotions.</p> <p>Determined not to 'give in' too easily.</p> <p>Manage disappointments and keep emotions in check.</p>
Resourceful Thinkers	<p>Ask questions to check understanding.</p> <p>Tenacious when things get difficult.</p> <p>Sort and classify information and check it for clarity.</p> <p>Draw inference and make deductions from a range of sources.</p> <p>Give alternative solutions or explanations.</p> <p>Describe effective learning and compare to own learning.</p>
Reflective Learners	<p>Value and use feedback that helps to improve quality of work and learning.</p> <p>Review learning and identify a factor that could help make them a more effective learner.</p> <p>Use more than one piece of evidence to support their learning.</p>
Independent Enquirers	<p>Follow up a question to gain clarification.</p> <p>Use more than one piece of evidence to support their findings.</p> <p>Complete a task without reminders from others.</p> <p>Break down complex ideas into steps.</p> <p>Make lists when helpful to do so.</p> <p>Sort information and choose what is most relevant.</p>
Team Workers	<p>Take on a specific allocated role in a group.</p> <p>Respect and tolerate values and beliefs of others in a joint activity.</p> <p>Communicate capably as a team member.</p> <p>Keep focused on a task and avoid distractions.</p> <p>Respect opinion of others when different from their own.</p>



EXPECTATIONS

Friday 4th May

LO: I can write a legend

✓ Many years ago, in the small, busy town of Waterside, there stood a grand mead-hall, sitting beside a cloudy, running waterstream that led to the shining, blue, sea. The glorious mead-hall was a joy to all people as they all feasted there happily, every night, even if they were poor and owned no land. Nobody knew that all this happiness was to end, swifter than anyone thought...

✓ It was a shining, hot day at Waterside and the fish came in big numbers so they would eat plentifully that night. There was one that caught more than ~~anyone~~ anyone else. His name was Beowulf. He was a hefty, strong-looking 18 year old. He had wavy, golden locks which made him look even more impressive than he actually was, sparkling, blue eyes that seem to be green but wasn't and had unnecessary arm-rings.

✓ That night, while the people were feasting, a monster emerged from the thin slit of the ghostly moon, carefully making its way towards the mead-hall (that was blocking most of the light of the moon). So it made its way, stumbling across golden trees. Its name was Skely. As soon as it was outside, it burst through the iron doors, killing 50 men. Most men were so scared, except one. (You know who it is don't you?)

✓ Beowulf plunged at the blood-sucking monster and started to wrestle, fiercely, each determined to win. Despite being the weaker one, Skely pushed Beowulf on the ground, energy wasted. Beowulf seized his opportunity and strangled Skely so he suffocated to death.

✓ As a celebration, they put the gruesome Skely in the stocks. That night, they all ate well and drank barrells of ale and mead so they got drunk quickly. (What happens next? Read on!)

SECONDARY READY

A phrase you'll hear frequently!

Encouraged to do your best and try what you can in your final year at Primary School.

Cross Country, Football, Athletics - attitude and behaviour dependent!

Mobile Phone and Walking home reminder.



SECONDARY APPLICATION

Deadline 31/10/25

Done on Liverpool School Portal (or council you live in)

James Power

Fill in all five suggestions

Do not leave it to chance



FOUNDATION CURRICULUM

Key Topics to look forward to:

World War 2 (Local Study & Battle of Britain)

Windrush Generation

Monarchs

Earthquakes, Mountains & Volcanoes

Human Geography

Compare Global regions



ENGLISH IN YEAR 6

- Writing for a purpose – making links to Topic learning – Significant Authors and learning from their writing styles.
- Reading delivered over the course of the week and used to develop decoding and comprehension skills. Working in whole class and grouping as appropriate. Links to home.
- New English scheme this year.



ENGLISH IN YEAR 6

- Spellings – covered via Spelling Shed units and day-to-day support – engagement supported.
- Presentation – Handwriting should be worked on to ensure writing is legible and fitting with school policy and curriculum requirements.
- School feedback policy – something to remember before parents evening.



END OF YEAR EXPECTATIONS

? Reading:

Comprehension and Understanding	Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event.
Prediction, inference & deduction	Draw inferences and justify with evidence from the text.
Intonation and Expression	Varies voice for direct or indirect speech.
Grammatical Features	Recognise: - clauses within sentences
Research	Uses more than one source when carrying out research. Creates set of notes to summarise what has been read.



END OF YEAR EXPECTATIONS

? Writing:

Sentence & text structure	Add phrases to make sentences more precise & detailed. Use range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition.
Punctuation	Uses brackets, dashes and commas. Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).
Paragraphing	Consistently organize into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
Handwriting	Legible and fluent style.



MATHS

- White Rose Maths and many other supporting materials. Encouraging children to develop use of their reasoning skills; explaining their mathematical understanding and application of knowledge.
- Areas of learning this term: Place Value, Four key operations, Fractions and Number Sense. Really important that messages continue at home and homework is accessed.
- Basic Skills and Fluency sessions – 4 x half hour sessions to support year group in foundational maths learning.



END OF YEAR EXPECTATIONS

? Maths:

Counting & ordering	Count forwards & backward with positive & negative numbers through zero. Count forwards/backwards in steps of powers of 10 for any given number up to 1000000. Compare & order numbers with 3 decimal places. Read Roman numerals to 1000.
Tables & multiples	Identify all multiples & factors, including finding all factor pairs. Use known tables to derive other number facts.
Bonds & Facts	Recall prime numbers up to 19.
Place value & rounding	Recognise Place value of any number up to 1000000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000. Round decimals with 2 decimal places to nearest whole number & 1 decimal place
Calculations +/-	Add & subtract Numbers with more than 4-digits using efficient written method (column) and numbers with up to 2 decimal places
Calculations x/÷	Multiply and divide 4-digits by 1-digit Multiply & divide whole numbers & decimals by 10, 100 & 1000
Fractions & percentages	Count up/down in thousandths. Recognise mixed numbers & fractions & convert from one to another. Multiply proper fractions by whole numbers.
Time	Solve time problems using timetables and converting between different units of time.



HOMEWORK

- TTRockstars – Updates as you play. Please continue to apply and access.
- Spelling Shed – Weekly spellings alongside some target spellings and Learning Challenge Vocabulary.
- Learning Logs – set half termly and shared in class to support learning challenge and other in class learning.
- **CGP Books – Set each Friday, longer term support for SATS and general practise.**



PHYSICAL EDUCATION

- Monday and Wednesday – remember to wear your P.E. Kits on these days.
- Swimming to **end of term** – PE days may be subject to change after this.
- Swimming starts **next** Wednesday (10th September confirm)



BEHAVIOUR AND DISCIPLINE

- Positive rewards – marbles in jar, Dojo points.
- Star of the week, Work of the week.
- Hot Chocolate Winner.
- Phase leader – Mr Robinson (Assistant head/Y5 class teacher).
- Sanctions in line with policy - report cards etc.

Behaviour matters



STEPS TO HANDLING ISSUES

Please remember the order we have in school for dealing with any potential issues and who to contact.

Teacher

Phase Leader

Headteacher



PARENTS EVENINGS

Week commencing 20th October.

Week commencing 23rd March.

We will also be contacting parents in relation to any report cards etc.

Speak to us! Different in Year 6 with going home procedures.



ATTENDANCE

It matters!

Always aiming for 97%+

Best for social and academic development.



SATS AND INFORMATION

- ? Week beginning 11th May 2026.
- ? Team effort – we are here to support and guide. We do need your help too!
- ? Transition work to commence after SATs to ensure children feel ready to complete their time at Rudston and take the next step to Y7+ education.



HEALTHY MINDS

- Water bottles – Children have access all day.
- Morning break snack – healthy snack.
- Healthy School Meals.
- Healthy lunchboxes.
- Coat each day.



Classroom Plan – Our Class Charter

Our Class Charter

- To be kind, friendly members of our class. Showing kindness to everyone.
- Making sure that everything is out of our hands when the teacher or someone in class is speaking.
- Making sure that we don't interfere with anyone's property or touch someone to play.
- If we are playing games outside we need to make sure that we aren't rough and we don't argue over small issues; using the art of being brilliant to solve problems
- Always include people, trying to be a 2%er making sure we are aware of our impact.
- Make sure we are polite and ask people if they are okay. Speak to others as we would like to be spoken to.
- If we see someone down or upset, we will make sure we check if they are okay and solve any problems.
- Ensure that we are always listening and following teacher instructions; stopping when asked and encouraging those around us. Make sure we keep eye contact to help our learning.
- Move quietly and sensibly between activities and instructions.
- Encourage and support each other. Working with people that we don't usually work with.
- To make sure we take responsibility for our own learning, using resources around us and showing respect for our work through neat presentation.



RESIDENTIAL - ISLE OF MAN

June 22nd - June 26th

The Venture Centre - countryside, converted barns, have sole use of one camp.

Activities

Orienteering, archery, air rifle shooting, assault course, coastal walk, abseiling, climbing, canoeing, crate stacking, kayaking, high ropes course, sailing, stand up paddle boards, raft building, team building exercises, wide game, aerial runway, ropes course, bushcraft skills, gorge walking.

Our final programme will be agreed the week prior to the visit.



	a.m.	p.m.	Eve
Sun	Travel to Isle of Man by ferry or flight	Introduction to centre Fire drills Assault course	Coastal walk
Mon	Raft Building and Racing	Kayaking and Canoeing	Archery
Tue	Campcraft Skill Camp fires Cook own lunch	Abseiling and Climbing	Wide game
Wed	Operation Phoenix Team Challenge Competition	Depart for ferry or flight	



POSITIVE THINKING

- ? Creating positive learners and positive children.
- ? Taking responsibility – increased independence
- ? Rephrasing your questioning – “What went well today?”
- ? Encouraging the children to become “Secondary Ready” – Rudston Child Committee – applications by next Friday!



THANK YOU

We look forward to getting to know you all!
Feel free to ask any questions.

