



Welcome to Year 6



Our staff – Willow class



Miss Ramsay



Mrs Scarisbrick



Routine

- Doors open at 8:45am- please don't leave children unattended before then.
- Doors close at 8:55am - after this time please go in through the office.
- Child protection - please do not come into cloakrooms.
- If there is any change regarding pick up (e.g. different adult collecting/going to a friend's house for tea,) please send an email to **office@cvps.rklt.co.uk** so that we have written confirmation of the arrangements.
- Pick up time is 3:30pm from the classroom.
- Children can bring healthy snacks from home (e.g. fruit/ breadsticks etc) Snacks are taken outside at breaktime so please send a snack that is easy to eat outside.
- Water bottles from home.



What are your children learning?



Information about what we are covering this half term and a yearly overview can be found on our class page on the Coppice Valley website. You can also find our Autumn 1 timetable here.

<https://www.coppicevalley.com/classes/willow-ks2-year-6/>


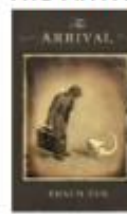

Please also follow Coppice Valley on Facebook / Instagram to see what we are getting up to in class!

Willow Class teaching timetable – Autumn 1

Two-week teaching cycle in sessions:

<u>Wk 1</u>	9:00-9:30	9:30-10:45	10:45-11:00	11:00-12:15	12:15 – 1:15	1:15-1:30	1:15 - 2:15	2:15-3:00	3:00-3:30
Mon	Assembly	English	Break	Maths	Lunch	Register /Story	Science		3pm Read
Tues	Circle time	English		Maths			PHSE	PE - HGT	
Wed	Assembly	English		Maths			History		
Thurs	Assembly	English		Maths			PE	RE	
Fri	Assembly	English		Maths			Music	Spanish	

Wk 2	9:00- 9:30	9:30- 10:45	10:45- 11:00	11:00- 12:15	12:15 – 1:15	1:15- 1:30	1:15 - 2:15	2:15- 3:00	3:00- 3:30
Mon	Assembly	English	Break	Maths	Lunc h	Register /Story	Art		3pm Read
Tues	Circle time	English		Maths			PHSE	PE - HGT	
Wed	Assembly	English		Maths			Computing		
Thurs	Assembly	English		Maths			PE	RE	
Fri	Assembly	English		Maths			Music	Spanish	

Autumn 1		Week 1 (w/c 01/09/24)	Week 2 (w/c 08/09/24)	Week 3 (w/c 15/09/24)	Week 4 - Residential (w/c 22/09/24)	Week 5 (w/c 29/09/24)	Week 6 (w/c 06/10/24)	Week 7 (w/c 13/10/24)	Week 8 (w/c 20/10/24)
English	Spelling		To spell words with the short vowel sound /i/ spelled 'y'	To spell words with the long vowel sound /igh/ spelled 'y'		To spell word by adding the prefix 'over-'	To spell words with the suffix '-ful'	To know words that can be nouns and verbs	To spell words with an /oa/ sound spelled 'ou' or 'ow'
	Keywords		antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply		overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window
	Class Read	<div>The Valley of Lost Secrets</div> <div></div>							
	Writing	<div>The Arrival</div> <div></div>					<div>The Promise</div> <div></div>		
Maths	Objectives	Number -Place Value		Number -Addition, subtraction, multiplication and division					
Science - Electricity			To be able to draw a clear and accurate scientific diagram of a simple electrical circuit using standard symbols.			To understand how changing the voltage in a circuit affects the brightness of a bulb and to be able to make predictions and		To be able to plan a fair test to investigate how different factors affect the brightness of a bulb in a circuit.	



Geography								
History – World War II		To understand what Germany was like and how it was ruled before World War II began.	To explain how Adolf Hitler rose to power in Germany.		To know how and why the Second World War started.	To understand Britain's response when the war began.	To explore how civilian life changed in Britain during the war.	
Art	Artist study – William Morris Printing - William Morris inspired prints on material.							
DT								
RE	Why do some people believe God exists? (Christians, non-religious groups) <ul style="list-style-type: none">To outline clearly a Christian understanding of what God is like, using examples and evidence.To give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging<ul style="list-style-type: none">To express thoughtful ideas about the impact of believing or not believing in God on someone's life.To present different views on why people believe in God or not, including their own ideas							
Music	Dynamics, pitch, and texture (Theme: Coast - Fingal's Cave by Mendelssohn)							
		To appraise the work of a classical composer (Felix Mendelssohn).	To improvise as a group, using dynamics and pitch.		To improvise as a group, using texture.	To use knowledge of dynamics, texture and pitch to create a group composition.	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	
Computing	Computing systems and networks - Communication and collaboration							
		To explain the importance of internet addresses	To recognise how data is transferred across the internet		To explain how sharing information online can help people to work together	To evaluate different ways of working together online	To recognise how we communicate using technology	To evaluate different methods of online communication
Spanish	Phonics The Date							
PE	Harrogate Town Real PE – Unit 1 - Personal <ul style="list-style-type: none">Ball skillsReaction and response							

PHSE	Family and relationships							
		Our Values – Brave / Kind / Curious – School expectations / class charter – respecting PSHE	To understand what we mean by respect and why it is <u>important</u> .		To understand that respect is two-way and how we treat others is how we can expect to be treated.	To understand stereotypes and be able to share information on them.	To resolve disputes and conflict through negotiation and compromise.	To begin to understand the process and emotions relating to grief.
E-Safety	Self Image and Identity <ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is sad, uncomfortable, embarrassed or upset. this. important to challenge and reject inappropriate representations online. 							
Coppice 50	Learn about money management/ budgeting							



Purposeful marking

- Live feedback is given during lessons and verbally
- We focus on next steps and misconceptions
- Support for understanding is given in a timely manner
- Moving away from unnecessary 'ticking'

Behaviour steps



These are the
behaviour steps
we follow as a
school.



Assessments

- At Coppice, we like to do **low stakes quizzing** to assess children's knowledge. Children enjoy quizzes which takes away the pressure.
- The children will also undertake SATs test in Reading, Writing (internally assessed), SPaG and Maths
- In school assessments will take place at the end of each term (Autumn, Spring, Summer) - This is all to help us better understand how your child is progressing and where gaps may lie. This will inform future teaching and support.



SATs Week

Key stage 2 tests

The statutory key stage 2 tests are timetabled from Monday 11 May to Thursday 14 May 2026.



Homework

- In Year 6, to enable children to feel ready for SATs, there will be homework in maths/English.
- We also expect that children are reading at home regularly. This could be reading to themselves, to an adult or sibling or an adult reading to them.
- Practice of times tables and spellings is also expected.

Homework

- Reading – we would ask that children read at home daily. Please sign the reading record and write down which pages have been read by your child. There is no requirement for you to write any notes about their reading.
- TT Rockstars – Times tables is a classroom focus too - please stick with the times tables that we have set on TTRS.
- Spellings will be sent home this year. We will give you more information about this when we start to send them home.
- Reading scrapbook – this will go home with a different child each week for them to create a book review on their favourite book or most recent read.





Why read for 20 mins a day?

Supports progress and attainment

- Reading 20 minutes a day exposes children to 1.8 millions words per school year and supports children's attainment across the curriculum.

Supports wellbeing

- Reading stimulates the development of imagination
- Reading fiction stimulates creativity
- Support development of empathy
- Supports relaxation at bedtime.



Reading – how you can support at home

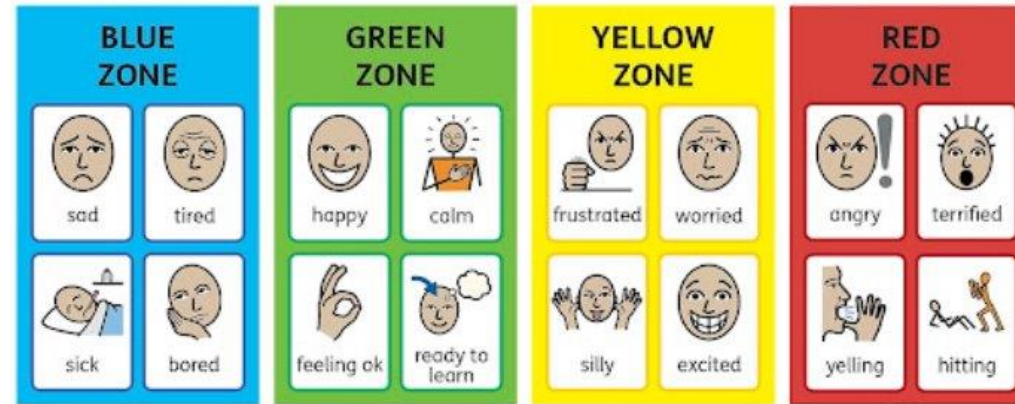
- Children have a reading book matched to their current reading level and a library book/ reading for pleasure book which they will bring home
- Please support your child to read at home daily – aim for 20 mins
- Record when your child has read at home in their reading record
- Children should bring their reading record and reading book(s) to school with them each day

Handwriting

- As a school we follow the Letterjoin handwriting scheme.
- This scheme allows children have access to handwriting resources at home if they want to practise.

EYFS	Year 1	Year 2
a b c d e	a b c d e	a b c d e
f g h i j k	f g h i j k	f g h i j k
l m n o p	l m n o p	l m n o p
q r s t u	q r s t u	q r s t u
v w x y z	v w x y z	v w x y z

Zones of Regulation



The Zones of Regulation is an approach designed to teach self-regulation and emotional control.

It sorts feelings and states of alertness into four coloured zones: Blue, Green, Yellow, and Red.

All feelings and zones are okay, but we want to teach children the tools to be able to recognise how they are feeling, and regulate themselves back to the green zone, so that they are happy, calm and ready to learn.



I can try again if I make a mistake

Ready to Reflect
Journaling

Write about a time that you have felt calm.



Ready to be Mindful
Mindfulness activity

Choose a mindfulness activity to stick into your journal and begin or continue one that you're already working on.

SUDOKU



BACK TO SCHOOL



How do you feel today?



www.coppicevalley.com

Each morning, the children will have a choice of different mindful and calming activities when they arrive at school.

For example, writing in their journal, colouring, reading a book or chatting with a friend.

This will give everybody time to regulate themselves and hopefully feel calm and ready for the day ahead.



Pupil Premium

- What is Pupil Premium?
- The 'pupil premium' is extra money for schools to help disadvantaged pupils of all abilities achieve their full potential.
- The amount of funding schools receive is decided by how many disadvantaged pupils they have.
- So...the more families who are identified as pupil premium, the more funding we will get.
- Benefits to you...
- Pupil premium pupils receive free school meals in KS2, as well as KS1
- Although all pupils in KS1 receive free school meals, the additional money to school enable extra resources.
- Do I qualify?
- The office will send out more information and we are pleased to help you complete an application form.
- Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:
 - - Universal Credit (with an annual net earned income of no more than £7,400)
 - - Income Support
 - - Income-based Jobseeker's Allowance
 - - Income-related Employment and Support Allowance
 - - Support under Part 6 of the Immigration and Asylum Act 1999
 - - The guarantee element of Pension Credit
 - - Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
 - - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190

www.coppicevalley.com



Coppice Valley PTFA

(Parents, Teachers and Friends Association)

The Coppice Valley PTFA are a group of parents, teachers and friends of the school who come together once or twice a month to discuss ideas for events to help fundraise for the school.

2024-25 Events:

Bake Sales, Christmas Fair, Sponsored Bounce, Dress Down Days, Halloween and Valentine discos, Ice pop sales and Healthy Snack Stalls.

Upcoming – Colour run (Saturday 13th Sept)

The PTFA AGM date will be confirmed in the next few weeks. The date will be sent out once confirmed. Due to stipulation of the constitution, all 5 main roles have to be up for election this year. If you are interested in running for a role, please write a personal statement of up to 200 words and send to office@cvps.rklt.co.uk

The roles are Chair, Vice Chair, Secretary, Treasurer and Social Media Administrator. Please submit interest to the email above. Many thanks, as always new members welcome.

The PTFA

So far we have raised money to pay for: Year 6 end of year gift, coach for the residential, book bags for new starters and the ice cream van.

We have also been able to contribute towards the canopy in Forest School, the mud kitchen and the music garden.



Thank you!

- Please keep us informed on anything that may have an influence on your child.
- If we can help with anything, just ask! - sleep difficulties, routine suggestions, bereavement, mental health, etc.