



Welcome to Year 6



Our staff – Willow class



Miss Ramsay



Mrs Brook



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:

Wk 1	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	History	Music	3pm Read
Tues	Circle time	English	Break	Maths			Science	PE	
Wed	Assembly	English		Maths			RE	Spanish	
Thurs	Assembly	English		Maths			Art	PHSE	
Fri	Assembly	English		Maths			Computing	PE	

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	Lunch	Register/Story	Computing	PHSE	3pm Read
Tues	Circle time	English		Maths			History	PE	
Wed	Assembly	English		Maths			RE	Spanish	
Thurs	Assembly	English		Maths			Science	Music	
Fri	Assembly	English		Maths			Art	PE	

Autumn 1		Week 1 (w/c 07/09/24)	Week 2 Residential (w/c 14/09/24)	Week 3 (w/c 21/09/24)	Week 4 (w/c 28/09/24)	Week 5 (w/c 05/10/24)	Week 6 (w/c 12/10/24)	Week 7 (w/c 19/10/24)
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
	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
	Class Read	The Valley of Lost Secrets 						
	Writing	The Promise 					Beetle Boy 	
Maths	Objectives	Number -Place Value		Number -Addition, subtraction, multiplication and division				

Science	Electricity 1. To build and test a range of simple circuits using common components. 2. To use circuit symbols to represent components in a simple circuit diagram. 3. To explain how electricity flows around a complete circuit. 4. To investigate how the brightness of a bulb is affected by the number and voltage of cells used in a circuit. 5. To investigate how the volume of a buzzer changes when the number of cells in a circuit is increased or decreased.
Geography	
History	World War II 1. To understand what Germany was like and how it was ruled before World War II began. 2. To explain how Adolf Hitler rose to power in Germany. 3. To know how and why the Second World War started. 4. To understand Britain's response when the war began. 5. To explore how civilian life changed in Britain during the war. 6. To know how Britain's Home Front managed during attacks like the Blitz. 7. To understand the impact of World War II on different local areas in Britain. 8. To explore how World War II affected my own region. 9. To understand the importance of the Royal Air Force (RAF) in defending Britain. 10. To know the major battles and victories that helped Britain win the war.
Art	Artist study – William Morris Printing - William Morris inspired prints on material. 1. To investigate the life, work, and influence of William Morris within the Arts and Crafts movement. 2. To analyse patterns, motifs, and themes in Morris's work, considering how his interests shaped his designs. 3. To experiment with printmaking techniques (e.g. block printing, repeat patterns) on paper and fabric. 4. To design a print motif inspired by natural forms and the style of William Morris. 5. To apply printmaking techniques to create a repeat pattern on material with accuracy and creativity. 6. To evaluate the final printed design, reflecting on artistic choices and how Morris's influence is evident in the work.
DT	
RE	What do religions say to us when life gets hard? 1. To explore why <u>people</u> ask big questions when life gets hard. 2. To investigate how Christian beliefs can help people during difficult times. 3. To investigate how Hindu beliefs can help people during difficult times. 4. To explore how Humanists respond when life gets hard. 5. To understand Christian beliefs about life after death. 6. To understand Hindu beliefs about life after death. 7. To compare Christian, Hindu and Humanist beliefs about life after death. 8. To investigate how beliefs about the afterlife influence the way people live.

	9. To interpret different artistic representations of life after death. 10. To answer the question: what do religions say to us when life gets hard?
Music	Four-chord pop: Playing in a band 1. To explore how music can reflect shared feelings and bring people together. 2. To perform a harmony part alongside a melody with breath control and projection. 3. To perform a rhythmic bass line by following a given structure. 4. To play a rhythmic chord sequence in time with others. 5. To maintain focus and stage awareness during a performance.
Computing	Computing systems and networks - Communication and collaboration 1. To explain the importance of internet addresses. 2. To recognise how data is transferred across the internet. 3. To explain how sharing information online can help people to work together. 4. To evaluate different ways of working together online. 5. To recognise how we communicate using technology. 6. To evaluate different methods of online communication.
Spanish	Phonics 1. To introduce the first set of phonics sounds/phonemes in Spanish. 2. To introduce the second set of phonics sounds/phonemes in Spanish. 3. To introduce the third set of phonics sounds/phonemes in Spanish. 4. To introduce the fourth and final set of phonics sounds/phonemes in Spanish. At School 1. To introduce the unit and the 10 school subjects in Spanish with their correct articles/determiners. 2. To learn how to express time so that pupils can say at what time they study different subjects at school in Spanish. 3. To learn how to use days of the week with a school timetable in Spanish. 4. To learn how to express our opinions about a particular school subject in Spanish. 5. To learn how to justify opinions with a reason, using pertinent adjectives in Spanish. 6. To consolidate all knowledge from the unit and complete the end of unit assessment.
PE	Real Leaders Unit 1 – Personal Ball skills Reaction / Response
PHSE	How do my choices today shape my future health? 1. To understand how daily habits protect long-term dental health. 2. To interpret nutritional information to help make informed choices about food. 3. To describe how habits can influence long-term health. 4. To recognise and regulate strong and complex feelings. 5. To explain how our mindset can affect our personal growth. 6. To understand how my actions can impact myself and others.

Uniform



Our Uniform

Smart, practical and ready to learn

Brave • Kind • Curious

BASIC UNIFORM



- ✓ Grey or black smart trousers, skirt, culottes, pinafore or shorts. No leggings.
- ✓ Black, grey or white socks. Tights should be grey or black.
- ✓ Navy polo shirt (branded available). Shirts tucked in at all times.
- ✓ Navy cardigan or sweatshirt or jumper (branded available). No hoodies for non-PE days.
- ✓ Black, flat school shoes. Plain white/black/navy sandals in the summer if desired, worn with socks.

✗ No long or Ugg-style boots, Crocs, heeled shoes or flip flops. They are not practical at school all day and can be unsafe. Children need footwear they can run in and sit cross-legged on the floor in comfortably. Be wary of slip-on shoes that do not stay on well.

- ✓ Trainers must not be worn out of PE days.

FOREST SCHOOL



- ✓ Children's arms and legs should be covered for Forest School sessions.
- ✓ Plain navy joggers/leggings
- ✓ Long sleeved navy or black top
- ✓ Plain trainers
- ✓ Plain, zip-up navy hoodie (branded available)
- ✓ No jewellery
- ✓ No branded items (unless a school-branded item is chosen).

Depending on the weather, children may need:



Wellies



Plain black or navy waterproofs



Hat and gloves as appropriate



OUTDOOR CLOTHING



We do not specify any particular outdoor coat, hat, scarf, wellies or gloves.
Please ensure that all outdoor clothing is named.



HAIR

- Long hair should be tied back for hygiene and safety.
- Use simple hair bands or clips.
- No large bows or fashion accessories.
- Hair style and colour must be appropriate for school. Extreme styles and colours should be avoided.

JEWELLERY & VALUABLES



Jewellery should not be worn at school (including wristbands, bracelets and fitness trackers). This is because it can cause potential damage to both the wearer and other children, particularly during sporting activities.

If ears are pierced pupils may wear one set of plain, flat studs.



Thank you for supporting our uniform policy.

It helps us keep everyone safe, comfortable and ready to learn.



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 10 May to Thursday 13 May 2027:

Date	Activity
Monday 10 May 2027	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 11 May 2027	English reading
Wednesday 12 May 2027	Mathematics Papers 1 and 2
Thursday 13 May 2027	Mathematics Paper 3



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. They will be sent out with Homework and tested the following Friday.
- 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

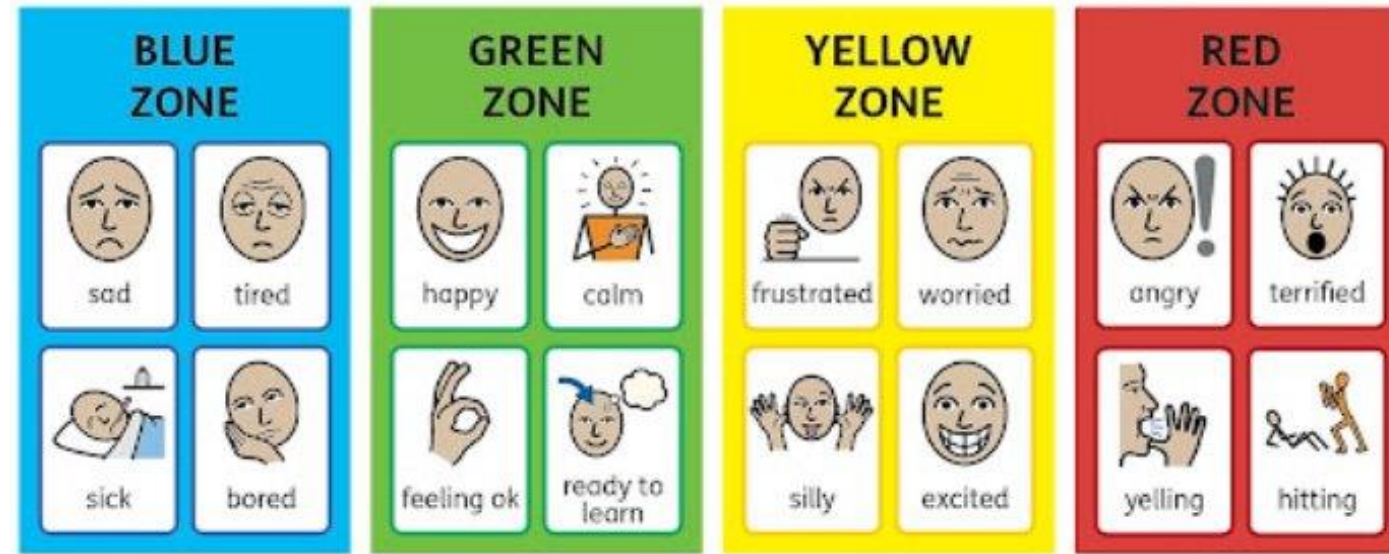
- Children have a reading book matched to their current reading level and a library book/ reading for pleasure book which they will bring home
- Please support your child to read at home daily – aim for 20 mins
- Record when your child has read at home in their reading record
- Children should bring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

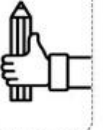
Write about a time that you have felt calm.



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

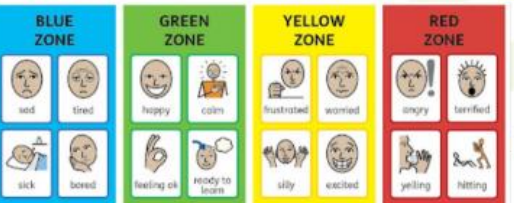


BACK TO SCHOOL WORD SEARCH



Full Sheet
Half Sheet
A4 Sheet
A5 Sheet
A6 Sheet
A7 Sheet
A8 Sheet
A9 Sheet
A10 Sheet
A11 Sheet
A12 Sheet
A13 Sheet
A14 Sheet
A15 Sheet
A16 Sheet
A17 Sheet
A18 Sheet
A19 Sheet
A20 Sheet
A21 Sheet
A22 Sheet
A23 Sheet
A24 Sheet
A25 Sheet
A26 Sheet
A27 Sheet
A28 Sheet
A29 Sheet
A30 Sheet
A31 Sheet
A32 Sheet
A33 Sheet
A34 Sheet
A35 Sheet
A36 Sheet
A37 Sheet
A38 Sheet
A39 Sheet
A40 Sheet
A41 Sheet
A42 Sheet
A43 Sheet
A44 Sheet
A45 Sheet
A46 Sheet
A47 Sheet
A48 Sheet
A49 Sheet
A50 Sheet
A51 Sheet
A52 Sheet
A53 Sheet
A54 Sheet
A55 Sheet
A56 Sheet
A57 Sheet
A58 Sheet
A59 Sheet
A60 Sheet
A61 Sheet
A62 Sheet
A63 Sheet
A64 Sheet
A65 Sheet
A66 Sheet
A67 Sheet
A68 Sheet
A69 Sheet
A70 Sheet
A71 Sheet
A72 Sheet
A73 Sheet
A74 Sheet
A75 Sheet
A76 Sheet
A77 Sheet
A78 Sheet
A79 Sheet
A80 Sheet
A81 Sheet
A82 Sheet
A83 Sheet
A84 Sheet
A85 Sheet
A86 Sheet
A87 Sheet
A88 Sheet
A89 Sheet
A90 Sheet
A91 Sheet
A92 Sheet
A93 Sheet
A94 Sheet
A95 Sheet
A96 Sheet
A97 Sheet
A98 Sheet
A99 Sheet
A100 Sheet

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.



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.
- Email willow@cvps.rklt.co.uk