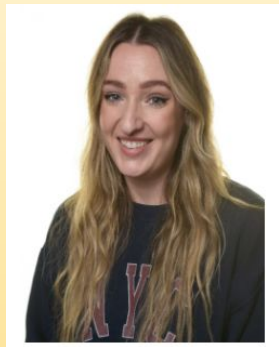


Year 6 Curriculum Induction Evening

2025-2026



Welcome to Year 6



Miss Broster
Head of Year 6
6B



Mr Dickinson
6D



Miss Badminton
6LB



Miss Dyer
6KD



Miss Mottram
6M



Ms Khan
Higher Level
Teaching
Assistant



Teaching assistants

Ms Ahmed
Miss Smart
Ms Champike
Ms Layla

Routines of the day...

Our school day starts at 8.30am. Children have morning challenges linked to their learning so it is important they are in on time.

Break is at 10.30 and lunch is at 12.15.

Our school day ends at 3.00.

PE days are Mondays and Thursdays. Mondays are gymnastics or dance and Thursdays are outdoor games.

<https://www.beaverroad.org.uk/class/year-6>

Uniform and PE Kits

Our main uniform:

Gold polo.

Royal blue cardigan, sweatshirt or fleece.

Charcoal trousers, skirt, pinafore or shorts.

Blue or yellow gingham dress in the warmer weather.

Black shoes or trainers.

Please ensure your child's uniforms and PE kits are clearly labelled.

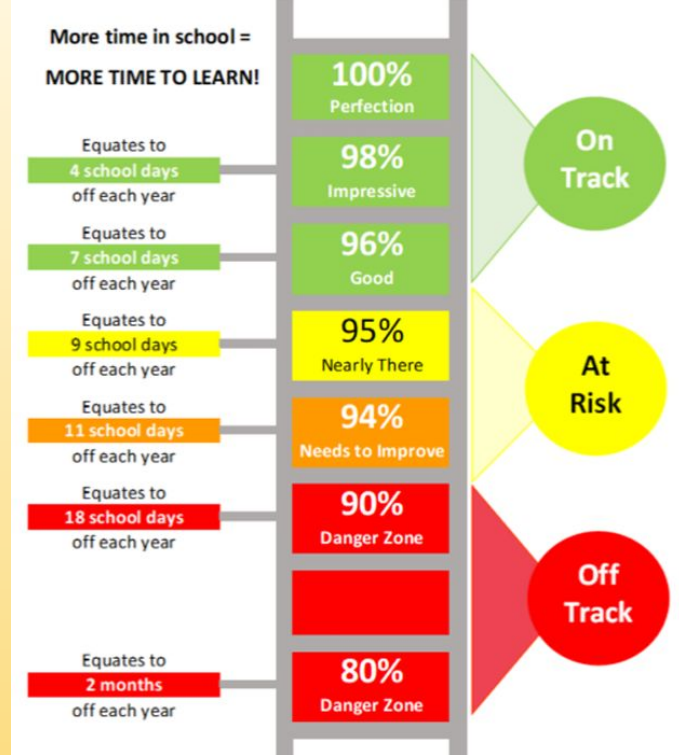
Beaver Road - School Uniform



Attendance

Every day in school counts. It's not just about learning to read and write; it's also about building friendships, developing confidence, and feeling like a real part of our school community.

If your child's attendance becomes a concern, we will follow a clear process to help. This will involve meetings with the class teacher, the Head of Year, and eventually a member of our Senior Leadership Team. We want you to know this is a chance for us to collaborate and find solutions together, ensuring your child has every opportunity to thrive.



**Our doors
open at 8.25**

Expectations and behaviour



"We put Rights and Global Citizenship at the centre of everything we do and are advocates for other children's rights..."

The Expectations in Year 6 are to:

- Be respectful to both their peers and all adults they work with.
- Be independent and curious learners.
- Be resilient when facing challenges.
- Be responsible for their learning and personal organisation.
- Use a range of presentational skills.
- Take pride in their work and always produce their best.
- Continue to build up the pace of work.
- Be positive role models and set a good example for the younger children to follow.
- Enjoy learning and develop a thirst for knowledge.



We respect each other

In Year 6, we expect every child to aspire to reach their full potential. We believe that ALL children can and will achieve. All children will be expected to present their work neatly and take pride in all their learning.

"We put Rights and Global Citizenship at the centre of everything we do and are advocates for other children's rights..."



Emotion Coaching

The restorative practice



Step 1

Recognising the child's feelings and empathising with them

I can see that you're... pacing/you've stopped playing

Step 2

Validating the feelings and labelling them

I wonder if you're feeling... I would feel...if ...It must be hard to feel like that

I can see you're... because I care about you...the rule is...

Step 3

Setting limits on behaviour (if needed)

What could you do? Listen to their suggestions.

List what might happen for each solution.

Is this fair, will this work, is it safe?

Step 4

Problem-solve with the child

How are you likely to feel/ How are others likely to feel?

Curriculum...

Learning Journey:

History

Learning Journey:

What impact did World War I and World War 2 have on people?



Geography

Learning Journey:

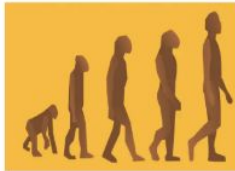
Why is a successful brand important to an Entrepreneur?



Science

Learning Journey:

What is Evolution?



Learning Journey:

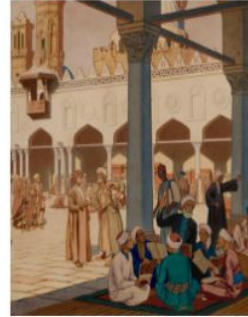
Why do people decide to resettle?



D+T

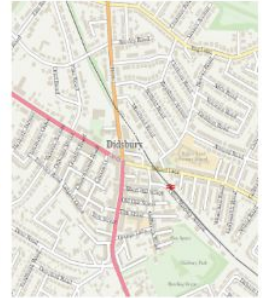
Learning Journey:

Why did the Islamic Golden Age advance history?



Learning Journey:


How can I find my way around Didsbury?





Maths...

Every Maths lesson starts with a 'fluent in five' activity. Children are encouraged to make links to prior learning. They learn new skills and are taken through small steps to help them master a new objective. Maths questions and problems are represented in lots of different ways so they can apply their learning across the Maths curriculum.

Factual - I know that
Procedural - I know how
Conceptual - I know why

YEAR 4 - DIVISION  **Including Models and Images**

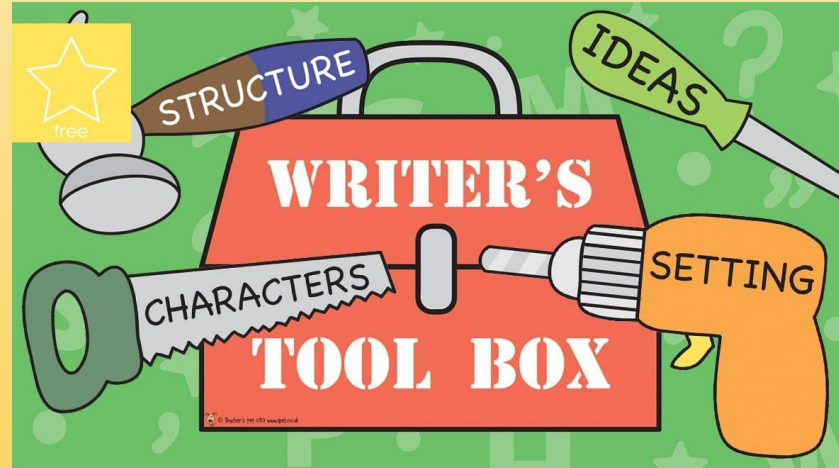
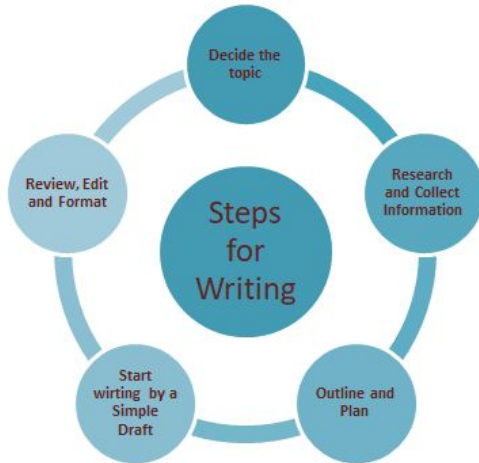
End of Year Objective:
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

CONCRETE	PICTORIAL	ABSTRACT
<p>For single fraction and decimal equivalents, this could also be demonstrated using a simple calculation such as $12 \div 4$ to show the remainder initially as a fraction.</p> <p>oooooooooooooooo</p> <p>Using practical equipment, children can see that for $12 \div 4$, the answer is 3 remainder 0, or put another way, there are three whole groups and a remainder of 0. This remainder is one part towards a full group of 4, so is 0.4. To show the remainder as a fraction, it becomes the numerator where the denominator is the divisor (the number that you are dividing by in the calculation).</p>	<p>The number line can be used to 'chunk' off multiples of the divisor:</p>  <p>$135 \div 25 = 5$ remainder 10.</p>	<p>To develop the chunking method further, children should be taught the formal method of long multiplication. It should be extended to include dividing a four-digit number by a two-digit number.</p> <p>e.g.</p> 

English...

We plan units of work built on engaging 'book hooks' and opportunities for lots of talk prior to the writing process.

We design writing opportunities based upon engaging texts and exciting experiences which give them a real purpose to their writing.





Reading

Encourage your children to read as much as they can at home. They will all have a colour banded book which is changed regularly in school and can also bring home a 'reading for pleasure' book.

Every Friday, in class, we will have a 'book talk' session...

The purpose of 'book talk' is to generate discussion around books that children are reading at home.

Book talk takes places once per week and children are expected to talk to their peers about their current reading book.

This could include: what they are enjoying about their book, what has happened so far, what they think might happen next, whether they would recommend this books etc...



Home Learning...

Weekly non-negotiables:

- Mangahigh
- Spag.com
- Reading update on Seesaw

Home learning is monitored every Friday.

- Weekly spelling test every Thursday

Home learning grids and spellings will be uploaded to Seesaw in the first week of every half term.



Beaver Road Home Learning Grid - Year 6 – Autumn 1, 2023

Here is the home learning for this half term. You will see on the left hand side, an 'every week' box. These activities must be completed weekly and will be monitored by your child's class teacher. In the other boxes, there are activities which link to this term's learning. These boxes are optional. We would love to see any work you do on Seesaw. Or, you could bring it into school for our displays and to share with your class or in our weekly year group assemblies.



Every Week – Non-negotiables

- Reading – You should be reading your colour banded book for 10-15 minutes daily. Please post a weekly update on Seesaw. This could be a picture of the front cover with a comment of how many pages you've read.
- Spellings – please see separate spelling document. You will have a spelling test every Friday in class.
- Mangahigh/spag.com – each week there will be a task set on either Mangahigh or spag.com. These will alternate (e.g. W2 Mangahigh, W3 spag.com). Logins for both websites will be given out in school. If you lose your login, please see your class teacher.

<https://www.mangahigh.com/en-gb/>

<https://spag.com/>

These activities will be monitored weekly by class teachers.

Writing

Pretend you are a soldier or a child who has been evacuated in WW1 or WW2. Write a diary entry from their perspective. What might you write? How might you be feeling?

Here are some tips and reminders for writing diary entries:

<https://www.bbc.co.uk/bitesize/topics/zzyyqdm/articles/zdqtqr>



Science

<https://www.bbc.co.uk/bitesize/topics/zzyyqdm/articles/zdqtqr>

Use the information in the link above to find out more information about the circulatory system. Present what you have learnt in –

- A video uploaded to Seesaw
- A PowerPoint presentation
- A poster or leaflet

History

Choose either WW1 or WW2 and create a timeline of important events. Remember to use Kidzile when doing any online research.



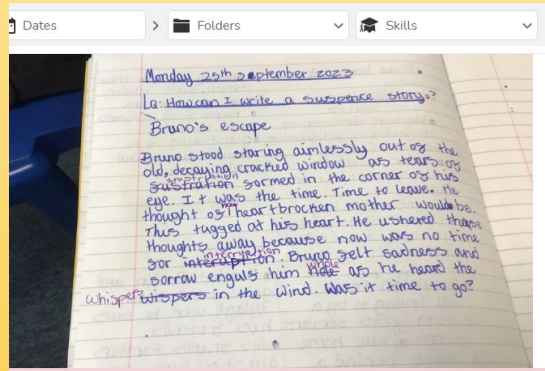
Design & Technology

Design and make your own air raid shelter.





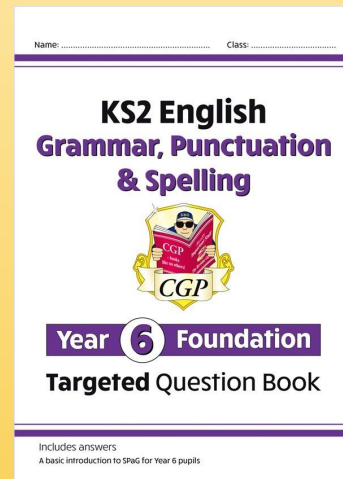
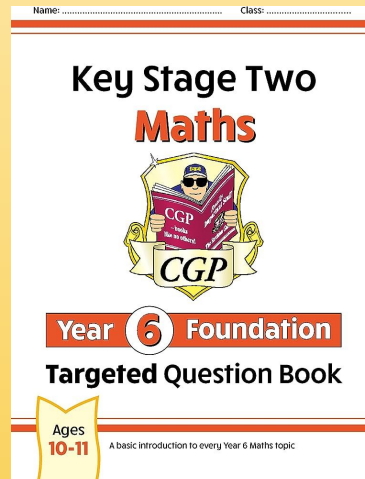
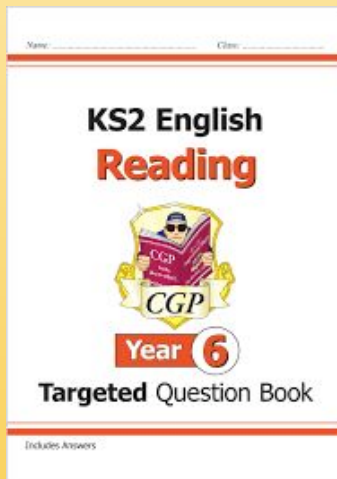
As well as being used for a home-learning platform, we also use Seesaw to celebrate children's work. You may notice that your child uploads a piece of work they are feeling proud of for you to see. We also like to upload pictures of exciting learning happening throughout the week!



Helpful websites and books to support your child's learning...



We also have files you can download from the home learning tab on our website!



What about extra- curricular trips/ experiences?



We have lots of exciting trips planned for the year ahead, including our upcoming trip to Stockport Air Raid Shelters and our end of year trip to Ghyll Head.

There will be more information to follow with regards to planned trips, workshops and experiences. If trips do not receive enough funding - they cannot take place..

SATs and transition to Secondary Schools



We are here to guide you and will be informing you of meetings near the relevant time.



Thank You

