



WELCOME TO YEAR 6

Meet the Year 6 Team...

- Mimosa - Mrs Armitage and Mrs Wason
- Quince - Miss Burrows and Mrs Matthews
- Willow - Mrs Tigwell and Mrs Gibson
- Damson - Miss Stanley, Miss White and Mrs Smith

Reading



- It is really important to develop **reading stamina**
(Platinum and gold readers should achieve Age Related Expectations as they read regularly and for sustained periods)
- We encourage pupils to read **challenging texts** of both fiction and non-fiction and vary genres/authors
- **Library and link** books can be changed every day after school
- We ask the children to complete the comments section with a quick summary of what they have read that day

Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

The Park

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park?' Joe said furiously. 'They can't do that, it's... it's the park!'

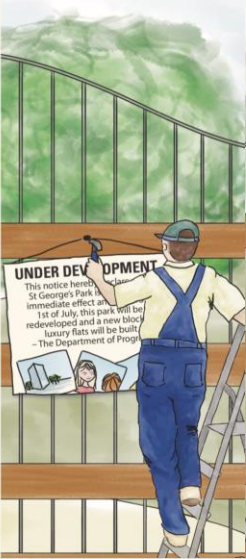
'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about...?' Joe started to say.

'You leave that to me, I don't want you worrying,' Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll... I'll think of something.' Joe's mum just nodded, turning away to wipe her eyes.



Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence.

'I don't know... I can't believe they've closed the park. I mean, why?' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:



Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay inside the flower. Key ingredients in our diet such as tomatoes and aubergines rely on this way. Many other common foods such as blueberries and blackberries would also be harder to produce and much more expensive without British bumblebees.

Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Geranium



Lavender



Wild rose

Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering.

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

- Here is a copy of 2019's reading texts.
- There were 2000+ words to read within the three texts before answering 39 questions, all within one hour
- This is why reading stamina is so important for pupils.

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

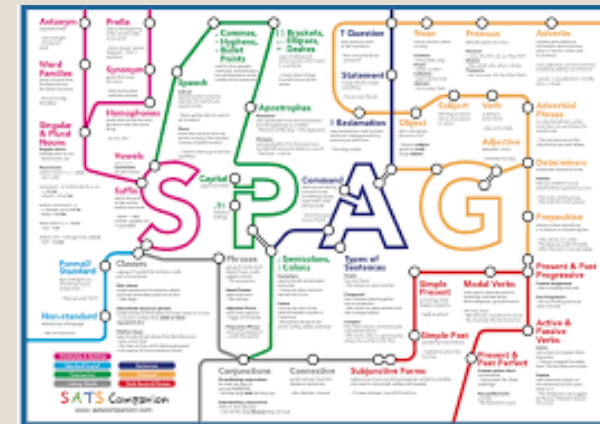
'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Andra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

Writing and SPaG



- **Spellings**

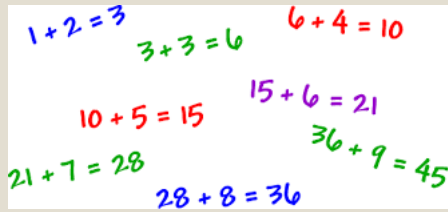
- These are practised weekly in school and as homework with a test (Thursday).

- **Grammatical terms**

- Prepositional phrases, adverbials etc. recalled through homework activities.

- **Writing**

- This is not assessed as a test but instead through class activity books (mostly their English book) across a range of subject areas in May.



Hand-drawn math problems in various colors:

- $1 + 2 = 3$ (blue)
- $3 + 3 = 6$ (green)
- $6 + 4 = 10$ (red)
- $10 + 5 = 15$ (red)
- $15 + 6 = 21$ (blue)
- $21 + 7 = 28$ (green)
- $28 + 8 = 36$ (blue)
- $36 + 9 = 45$ (green)

Maths



There are two main areas of maths:

- **1) Arithmetic**
 - Regularly practised through morning work and homework
- **2) Reasoning**
 - DoodleMaths APP helped to support pupils by regularly revisiting key topics so it stays fresh in their memory
 - New subscription available soon
- **A variety of extra sessions will be offered from Autumn 2**
 - (Greater Depth and support)
- **DOODLEMATHS**
 - Last year saw excellent progress from DoodleMaths pupils (1 girl raised by two years)

Themes in Year 6

- Rivers and Coasts
 - Raiders of the Lost Maya
 - Revolutions
- Physical Geography
 - Ancient Civilizations
 - Local history study of the Victorian era





Science and DT



- Animals and Humans - The Heart and Circulatory system
- Electricity
- Light
- Living Things and their Habitats
- Inheritance and Evolution

- Sewing – Christmas themed puppet
- Food technology – Maya flatbreads
- Motorised vehicle

ICT and PE (Mondays)

- World Wide Web
- PowerPoint vs Prezi
- Excel
- Green Screen
- Coding

- OAA
- Dance
- Gymnastics
- Rounders

Personal , Social and Health Education (PSHE)

Coverage includes...

- **Transition** units to prepare pupils for Senior School
- **Relationship and Sex Education (RSE)** in the summer term
 - Parents will be sent information regarding the material that will be shown in the summer term
 - Parents have the right to withdraw their child/ren from certain RSE sessions



UNIFORM



- Jewellery should **only** consist of a watch and/or one pair of stud earrings
- No make up or nail polish
- Appropriate school shoes (not trainers)
- Black or grey socks for boys...black, grey or white for girls (black or grey tights)
- PE kits need to be worn on Monday and Tuesday
- Please ensure long hair is tied back away from faces
- Remove jewellery or please cover with micro-pore tape
- Plain black tracksuit bottoms or shorts, green t-shirt, plain black hoodie or jumper (or school jumper please)
- Mobile Phones must be switched off and handed to their class teacher to be placed in the safe (teachers will not be responsible for any loss or damage to these)
- Mobile phones are not permitted on the school site due to safeguarding purposes

Belongings/equipment

- Mobile Phones must be switched off and handed to their class teacher to be placed in the safe (teachers will not be responsible for any loss or damage to these)
- Mobile phones are not permitted on the school site due to safeguarding purposes
- Please ensure your child has a dictionary/thesaurus
- Pencil cases that are too large will be kept in school bags or pigeon holes

PPA – Tuesday afternoons

Physical Education

- Taught by CM Sports coaches
- Covers Games and Athletics



French, Art and Music

- Taught by Mrs Hepworth and Mrs Clack





Independence

- We encourage pupils to become more **independent** throughout this year, in preparation for their senior schools next year
- It will help your child if they are encouraged to take on these responsibilities:
 - **Pack their own bag the night before**
 - **Prepare their own lunches**
 - **Have their own equipment in school**
 - **Organising their own homework and timetables**
 - **Completing homework independently (and seeking help via their teachers or parents as needed)**

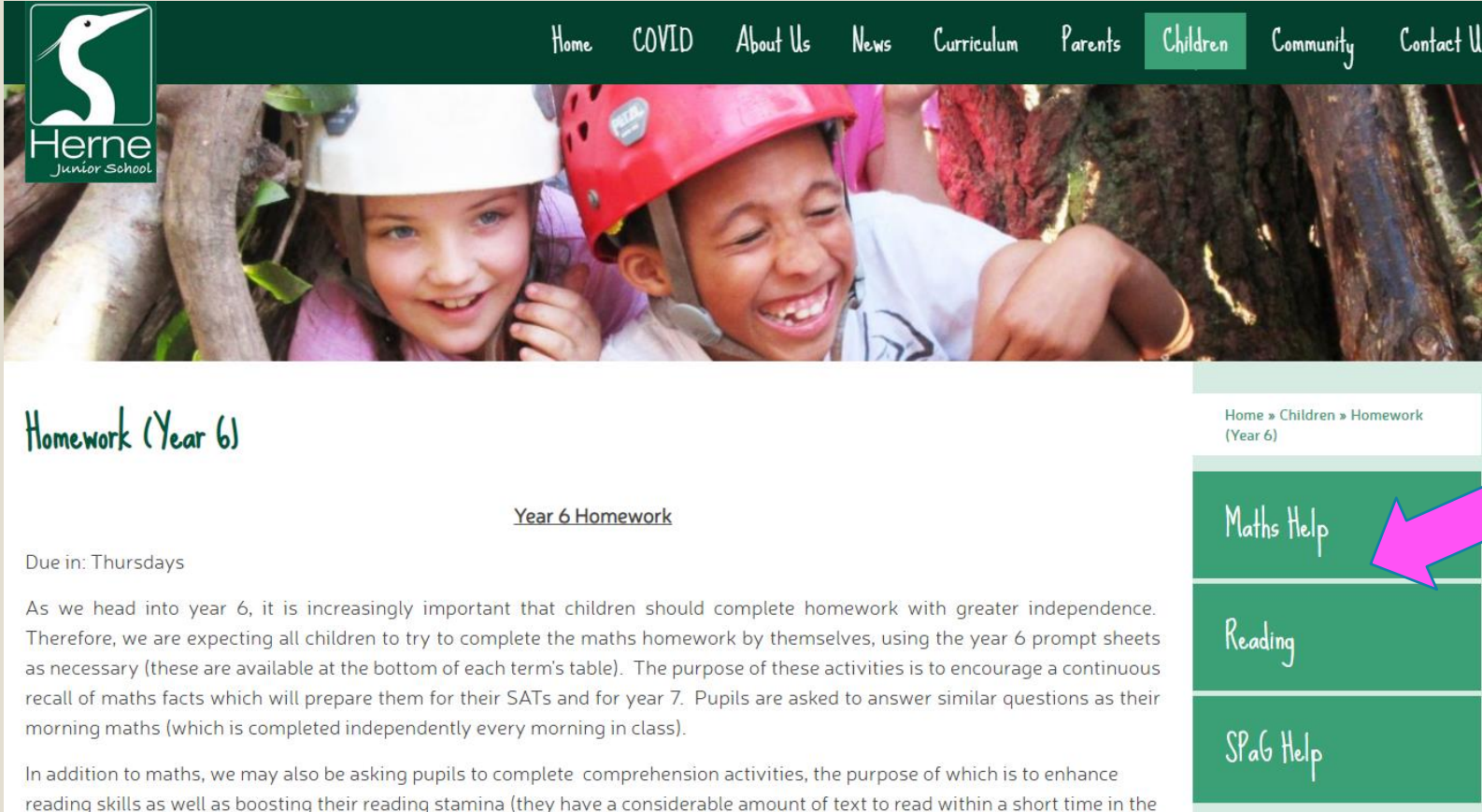


Homework



- Homework books are handed out **Thursday** and returned **Thursday**
 - This will be self-marked and checked for its completion by an LSA or teacher
 - AT LEAST 6 maths questions answered
 - A reading comprehension task/research for future learning
- Reading record books and times tables books to be handed in and checked **EVERY DAY** also
 - Reading (at least 5 times per week of 15 minutes, recorded in their home-link books)
 - **Times tables booklet** (we will review this after October half-term) as they are so integral to work in Y6 (ratio, % and fractions)
 - 6/7 reads per week to achieve the platinum reader treat (including half-term)
- Spellings – we shall ask for evidence of their practising of these
- **EXTENSION** and further **SUPPORT** will be offered to pupils as necessary but please allow us time to gauge abilities (there are activities available on the website)

Homework support



The screenshot shows the Herne Junior School website. The top navigation bar includes links for Home, COVID, About Us, News, Curriculum, Parents, Children, Community, and Contact Us. The 'Children' link is highlighted. Below the navigation bar is a large image of two children wearing helmets and smiling. The main content area is titled 'Homework (Year 6)' and features a section for 'Year 6 Homework' with a 'Due in: Thursdays' notice. The text explains the importance of independent homework completion for Year 6 pupils, mentioning SATs preparation and morning maths. A sidebar on the right contains a breadcrumb trail 'Home » Children » Homework (Year 6)' and three green buttons labeled 'Maths Help', 'Reading', and 'SPaG Help'. A pink arrow points to the 'Maths Help' button.

Herne Junior School

Home COVID About Us News Curriculum Parents Children Community Contact Us

Homework (Year 6)

Year 6 Homework

Due in: Thursdays

As we head into year 6, it is increasingly important that children should complete homework with greater independence. Therefore, we are expecting all children to try to complete the maths homework by themselves, using the year 6 prompt sheets as necessary (these are available at the bottom of each term's table). The purpose of these activities is to encourage a continuous recall of maths facts which will prepare them for their SATs and for year 7. Pupils are asked to answer similar questions as their morning maths (which is completed independently every morning in class).

In addition to maths, we may also be asking pupils to complete comprehension activities, the purpose of which is to enhance reading skills as well as boosting their reading stamina (they have a considerable amount of text to read within a short time in the

Home » Children » Homework (Year 6)

Maths Help

Reading

SPaG Help

Tabs have now been added to the Year 6 homework page for maths and SPaG guidance.

There is also a recommended reading list for year 6 pupils.

Dates

- Selborne Field visit

- Wednesday 20th September - Willow
- Monday 25th September - Damson
- Thursday 28th September - Quince
- Friday 29th September - Mimosa

- Parents' evening

- Towards the end of this half term (TBC)

- SATS week

- For the week commencing 13th May 2024
- No holidays to be booked for this week please
- Further information will be provided during the Spring Term to discuss these further and how we will support your child

- IRONBRIDGE

- For the week commencing 1st July



Finally...

- Please email your child's class teacher or Mrs Tigwell (Year 6 Leader) if you have any concerns or queries
- C.Tigwell@hernejunior.com
- I.Burrows@hernejunior.com
- A.Stanley@hernejunior.com
- M.Armitage@hernejunior.com