

Meet the Teacher

Year 6

Miss Koenig

Mrs Stephens

Our class timetable is...

	8:45 - 10:30	9:45	10:30- 10:45	10:45 - 12:15	12:15 - 13:15	13:15 - 15:00	15:00 - 15:15
Monday	N U M E R A C Y	Collective worship	B r e a k	E N G L I S H	L u n c h	PE/catch-up	C L A S S S T O R Y
Tuesday						Foundation Subjects/RE	
Wednesday						Foundation Subjects/RE	
Thursday						Foundation Subjects/RE	
Friday						Music/ RSHE KS2	
	Fluency and lesson			Creative writing/ Handwriting Reading, GPS into writing		Geography, History, Science, Computing, RE(blocked or weekly)	

Things to know

Homework will be set every **Friday** and due in on **Monday**.

Please, please, please support your child to **read every night**.

For a child to really excel at reading and writing, they need to read regularly.

Pupils are welcomed to choose books or read books from home.

PE

PE Day - **Mondays**

On PE days pupils are asked to arrive in school in PE kits. (Dark jogging bottoms and dark trainers).

Swimming - Summer Term (2 Week block)

On Swimming days, please bring in a bag containing: a swimming costume, a towel and a swimming hat. You may bring goggles if you need them.

Reciprocal Reading & English

In year 6, children complete daily reciprocal reading lessons where we work as a class and individually to understand the meaning of a wide-variety of texts. We will also have a class novel which will be used for some reciprocal reading sessions as well as reading for pleasure.

The children will have daily GPS (grammar, punctuation and spelling) lessons with the specific areas that we study directly related to an upcoming or current piece of writing.

The children will complete several pieces of writing over the term each of which will relate directly to our current topic.

English - Reading

Year 6 - Autumn 1 (Week 3 and 4) English Text : Traditional African Tales

Know more, remember more!

What key knowledge do I need to know and remember?

Week 1 and 2

I know that parenthesis is a word or phrase that can be added to a sentence but where the sentence is grammatically accurate with or without it.

I know that I can mark parenthesis by using dashes, brackets or commas.

I know that commas are used to separate items in a list.

I know that commas are used to separate clauses or phrases.

What key skills will I use to apply my new learning?

I can use the above grammar to write a sequenced recipe.

I can use multi-clause sentences in my writing.

I can use adverbs of manner in my recipe.

I can use fronted adverbials of time to sequence my instructions

I can use precise verbs in my recipe.

I can use commas accurately in poetry to separate clauses and phrases

I can figurative language in my poetry

What new vocabulary do I need to use in context?

Dashes, brackets, commas, parenthesis, parentheses,
Alliteration, metaphor, simile, onomatopoeia, personification,

In reading I can:

Read age-appropriate books with confidence and fluency - including whole novels.

Read aloud with intonation that shows understanding

Work out the meaning of words from the context

Explain and discuss my understanding of what I have read, drawing inferences and justifying these

Predict what might happen from details stated and implied

Retrieve information from non-fiction materials

Summarise the main ideas of a text, identifying key details and use quotations for illustration

Evaluate how authors use language, including figurative language, considering the impact on the reader

Make comparisons within and across books.

Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

Compare and contrast the language used in two different texts.

Identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.

Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.

Identify how writers manipulate grammatical features for effect.

Analyse why writers make specific vocabulary choices.

Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.

Explain how a text has impact on a reader.

Explain why a text has impact on a reader.

Identify how characters change during the events of a longer novel.

Explain the key features, themes and characters across a text.

Compare and contrast characters, themes and structure in texts by the same and different writers.

Explain the author's viewpoint in a text and present an alternative point of view.

Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).

Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).

Use a combination of skimming, scanning and text marking to find and collate information.

Present information that I have collated from various sources.

Explain the structural devices used to organise a text.

Comment on the structural devices used to organise the text.

Read several texts on the same topic to find and compare information.

Explain the main purpose of a text and summarise it succinctly.

Draw inferences from subtle clues across a complete text

Recognise the impact of the social, historical, cultural on the themes in a text.

Comment on the development of themes in longer novels.

Compare and contrast the styles of different writers with evidence and explanation.

Evaluate the styles of different writers with evidence and explanation.

Clearly articulate what I have learned.

Apply what I have learnt to peer teach and explain my learning.

English - Writing

In writing I can write for a range of purposes and audiences and:

Use paragraphs to organise my ideas
Describe settings and characters
Use some cohesive devices within and across sentences and paragraphs
Use devices to structure my writing and support the reader (e.g. headings, sub-headings, bullet points)
Use different verb forms mostly accurately
Use capital letters, full stops, question marks, exclamation marks and commas for lists.
Use apostrophes for contraction mostly correctly
Spell most words correctly from the year 3 and 4 spelling list
Spell some words correctly from the year 5 and 6 spelling list
Produce handwriting that can be read easily by others
Integrate dialogue to convey character and advance the action
Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
Use passive and modal verbs mostly appropriately using a wide range of clause structures, sometimes varying their position within the sentence
Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
Use inverted commas and commas for clarity and punctuation for parenthesis mostly correctly
Make some correct use of semicolons, dashes, colons and hyphens
Select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
Describe settings, characters and atmosphere
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Use verb tenses consistently and correctly throughout their writing
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
Spell correctly most words from the year 5 / year 6 spelling list
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Maintain legibility in joined handwriting when writing at speed.
Select the appropriate type of writing and draw independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)
Distinguish between the language of speech and writing and choose the appropriate type
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
Select verb forms for meaning and effect
Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly
Clearly articulate what I have learned
Apply what I have learned to peer teach and explain my learning.

Our awesome curriculum for the year...

Science	Computing	History	Geography	Art	DT	Citizenship/PSHE	Religion	French	Music	PE
AUTUMN 1 - Our African Adventure			AUTUMN 2 - My Guide to Canning Town					SPRING 1 - Our Changing World Documentary		
<u>Living things/ habitats (African animal focus)</u>	- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics Working scientifically: Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? - Can pupil recognise statements that do and do not support an argument? - Can pupil gather, recording, classifying and presenting data in a variety of ways to help in answering questions? - Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion? - Can pupil use straightforward scientific evidence to answer questions or to support their findings?	<u>Light – How do we see?</u>	Light - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Working Scientifically: Can pupil set up simple practical enquiries, comparative and fair tests; making accurate measurements using standard units, using a range of equipment? - Can pupil gather, record, classify and present data in a variety of ways to help in answering questions? - Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? - Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?	<u>Evolution and inheritance 1*</u>	- recognise that living things have changed over time and that fossils provide information about living things on Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Working Scientifically: reporting and presenting findings from enquiries, including conclusions, causal - relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments. - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate					
<u>Computing systems and networks – Communication</u>	- 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	<u>Data and information – Spreadsheets</u>	- To create a data set in a spreadsheet - To build a data set in a spreadsheet - To explain that formulas can be used to produce calculated data - To apply formulas to data - To create a spreadsheet to plan an event - To choose suitable ways to present data	<u>Creating media – 3D Modelling</u>	- To recognise that you can work in three dimensions on a computer - To identify that digital 3D objects can be modified - To recognise that objects can be combined in a 3D model - To create a 3D model for a given purpose - To plan my own 3D model - To create my own digital 3D model					
<u>Colonisation & Role models</u>	- Study the impact of colonisation on Ghana - Study the type of government that exists in Ghana now and contrast this to the one that existed during colonisation. - Using sources study the lives of famous Ghanians.	<u>Local and National History Significant turning points: how did experiences differ during WWII?</u>	- I can recall some key information about the Second World War. - I can describe how women's roles changed during the Second World War and explain why their roles changed. - I can explain why the global nature of the Second World War had an impact on Britain. - I can explain why evacuation was a huge turning point for many children during the Second World War. - Use digimaps to explore the local area identifying key areas affected during the Blitz - case study The Hallsville Bombing. - I can describe how nursing saw great change during the Second World War. - I can explain how the Second World War was a turning point in many different ways for the British people. - Using sources explore how the Blitz/Battle of Britain changed the course of British history. - The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.	<u>Famous Scientists</u>	- Study Darwin's life and work, his findings and legacy. - Compare this to the learning they did in year 3 on Mary Anning. Why do you think they were treated differently?					
<u>Contrasting locations - Ghana Global trade and interdependence</u>	- Locate Africa's position in the world and Ghana's position in Africa and neighbouring countries. - Use mapping skills to identify the location and types of settlements and land use present in Ghana. - Identify the position/significance of latitude, longitude and the Tropics; identify climate zones and biomes present in Ghana. - Understand geographical similarities and differences through the study of human and physical geography of Ghana's capital (Accra) and location. - Understand how the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water affects the standard of living in Ghana.	<u>Canning Town - How and why is it changing? Fieldwork</u>	- Use computer mapping (Digimaps) to describe the change in Canning town from 1890-2000. - Use Ordnance survey maps and 6 figure grid references to locate local features of interest, then use digimaps to add photos taken to a map of the local area - Use digimaps to plan route / scale of investigation - Use direct observation, maps, photographs and surveys to collect data. - Human and Physical features looking closer is it really clear which are human and which are physical or is there overlap? - Use annotations of base maps with information, field sketches of different scenes or views that they see and take photographs to collect data. - Present information in a report about how/why our local area is changing.	<u>Amazing parts of the world - Brazil and Galapagos case studies</u>	- Locate the world's countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region in a South American country. - Physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical geography on human geography. - Human geography: settlement, land use, economic activity and the impact of human geography on physical geography. - Use maps, atlases, globes and digital/computer mapping to locate and study areas of the world with changing environments both human and physical and how climate change is impacting these. - How is human development affecting these parts of the world?					
<u>Pattern</u>	Research Kente (traditional Fabric)	<u>Photography</u>	Research what makes an effective photograph.							

AUTUMN 1 - Our African Adventure

AUTUMN 2 - My Guide to Canning Town

SPRING 1

**Living things/
habitats (African
animal focus)**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- **Working scientifically:** Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?
- Can pupil recognise statements that do and do not support an argument?
- Can pupil gather, recording, classifying and presenting data in a variety of ways to help in answering questions?
- Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion?
- Can pupil use straightforward scientific evidence to answer questions or to support their findings?

Light – How do we see?

- **Light** - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- **Working Scientifically:** Can pupil set up simple practical enquiries, comparative and fair tests; making accurate measurements using standard units, using a range of equipment?
- Can pupil gather, record, classify and present data in a variety of ways to help in answering questions?
- Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?

Evolution and inheritance 1*

**Computing systems
and networks –
Communication**

- 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

**Data and
information –
Spreadsheets**

- To create a data set in a spreadsheet
- To build a data set in a spreadsheet
- To explain that formulas can be used to produce calculated data
- To apply formulas to data
- To create a spreadsheet to plan an event
- To choose suitable ways to present data

**Creating media – 3D
Modelling**

**Colonisation & Role
models**

- Study the impact of colonisation on Ghana
- Study the type of government that exists in Ghana now and contrast this to the one that existed during colonisation.
- Using sources study the lives of famous Ghanians.

**Local and National
History
Significant turning
points: how did
experiences differ
during WWII?**

- I can recall some key information about the Second World War.
- I can describe how women's roles changed during the Second World War and explain why their roles changed.
- I can explain why the global nature of the Second World War had an impact on Britain.
- I can explain why evacuation was a huge turning point for many children during the Second World War.
- Use digimaps to explore the local area identifying key areas affected during the Blitz - case study The Hallsville Bombing.
- I can describe how nursing saw great change during the Second World War.
- I can explain how the Second World War was a turning point in many different ways for the British people.
- Using sources explore how the Blitz/Battle of Britain changed the course of British history.
- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.

Famous Scientists

Aim high!

Presentation- We have very high expectations of all pupils and encourage pupils to take pride in their work.

Handwriting - We will regularly practice our handwriting to work hard on making it the best that it can be.

Times tables- children will be recapping their times tables up to 12×12 as well as associated division facts. It is important to become fluent in this area so that it can be applied to other mathematical areas.

Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all.

Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards **Literacy, Numeracy, Social Skills and Emotional Regulation.**

Behaviour Policy



1



1st Warning

2



2nd Warning

3



Time out in class

4



Time out in partner
class

5



Headteachers office

SATs

SATs Week - Monday 11 May to Thursday 14 May 2027

Dates: 22nd September 2026

Thank you!

Any questions?

Please email on y6@st-lukes.newham.sch.uk

Message from John Armitage

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Safeguarding at St. Luke's - if you have any concerns see one of our team below

John Armitage HT & Designated Safeguarding lead

Helen Tarbuck AHT & Deputy Safeguarding Lead



Debbie Phillip family Support Worker



Sarah Martin Learning Mentor & After School Lead