



# Curriculum Morning

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YEAR 6

**SHERINGDALE**

Learn Create Grow Together

# Welcome

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- Who we are
- Timetable
- Overview of learning
- Key dates
- Home learning
- Helping at home
- Mobile phones
- Secondary school



# Who we are

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**Year 6 Oak class teacher**

Greg Sleet

**TA**

Agency

**Year 6 Chestnut class teacher**

Nikki Finch

**TA**

Maria Garcia

**Head of Upper KS2 & Year 6 teacher**

Phil Rickner



Sarah Jones  
Head Teacher



Phil Rickner  
DHT



Ellen Gibson  
DHT



Des Nunes  
AHT & SENCO



Zoe Savundra  
AHT



Jonathan Pate  
AHT

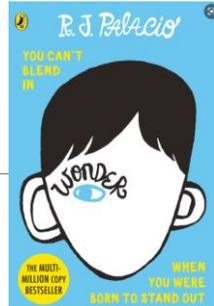
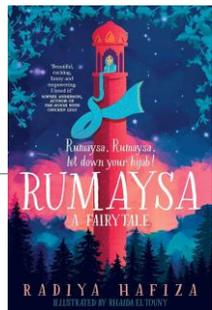
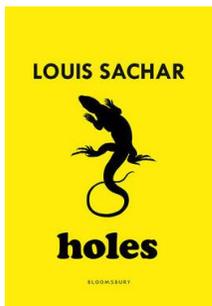


# Timetables

PE day: Wednesday

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 9:10	Registration SATs practice	Registration SATs practice	Registration Spellings	Registration Spellings	Registration Spellings
9:10 - 9:45	Reading	Reading	Reading	Reading	Mathematical Fluency and Arithmetic
9:45 - 10:45	English	English	English	English	Maths
10:45 - 11:00	<b>Break</b>				
11:00 - 12:00	Maths	Maths	Maths	Maths	English
12:00 - 12:40	Science (Knowledge Preparation)	<b>KS2 Singing Assembly</b>	PE	MFL	PSHE
12:40 - 1:30	<b>Lunch</b>				
1:30 - 1:45	<b>KS2 Assembly</b>	<b>PSHE Assembly</b>	PE	<b>Good Book Assembly</b>	Grammar & Punctuation <b>Workshare Assembly (1:40-2:15)</b>
1:45 - 2:30	History/Geography	Art/DT (1:45-2:40)		Science	
2:30 - 3:30	Computing (2:40-3:30)	Music (2:40-3:30)	PE	RE	2:30-3:30 Leadership/Training /Meeting time

# Overview of learning - English



## Reading

In year 6, children are taught to read aloud a wider range of poetry with accuracy and at a reasonable speaking pace. Daily whole class reading allows children to discuss and engage with a range of culturally rich and diverse books whilst emending their love of reading. Children are taught to summarize and make inferences around characters thoughts and feelings based on their actions. Developing children's understanding of language, especially vocabulary, is heavily emphasized across the year. We study a range of texts across the year which develop cross-curricular links with other subjects allowing children to make connections within and across their learning.

## Writing

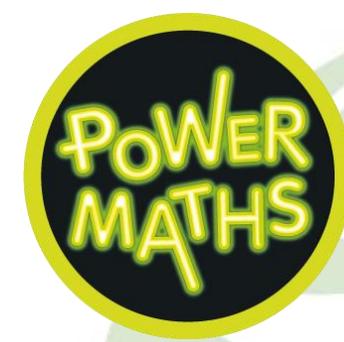
In year 6, children develop their understanding of purpose, tone and audience for writing by critically analysing key texts and having active discussions in order to select appropriate vocabulary and grammar. We teach writing using a range of Power of Reading and Talk for Writing to expose children to a range of techniques. Writing is developed around collaborative learning and analytical discussions. We use model texts and teachers model outcomes explicitly. **This year we will cover genres including narrative, newspapers, letters, diaries and many more.** Handwriting and grammar, spelling and punctuation are also taught through genres.

# Grammar and Spelling Features

- Passive voice
- Formal and informal language
- Linking ideas with a wide range of cohesive devices
- Using different layouts
- Colons, semi-colons and dashes
- Hyphens to avoid ambiguity

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

# Overview of learning - Mathematics



## Key aims of *Power Maths*

Keeping the whole class progressing together

Providing rich problem solving to challenge and engage every child

Practical assessment to reveal misconceptions and inform speedy interventions

Nurturing a growth mindset and building children's confidence in maths

- ⚡ An exciting **whole-class mastery approach** for Reception to Year 6
- ⚡ Written by **mastery experts** and inspired by best practice from around the world
- ⚡ Fully **recommended by the Department for Education**
- ⚡ Created specifically for **UK classrooms**
- ⚡ Makes maths an adventure and helps build a culture of **excitement and confidence!**

# Overview of learning - Mathematics

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**6NPV-1** Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).

**6NPV-2** Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning.

**6NPV-3** Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.

**6NPV-4** Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.

**6AS/MD-1** Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).

**6AS/MD-2** Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.

**6AS/MD-3** Solve problems involving ratio relationships.

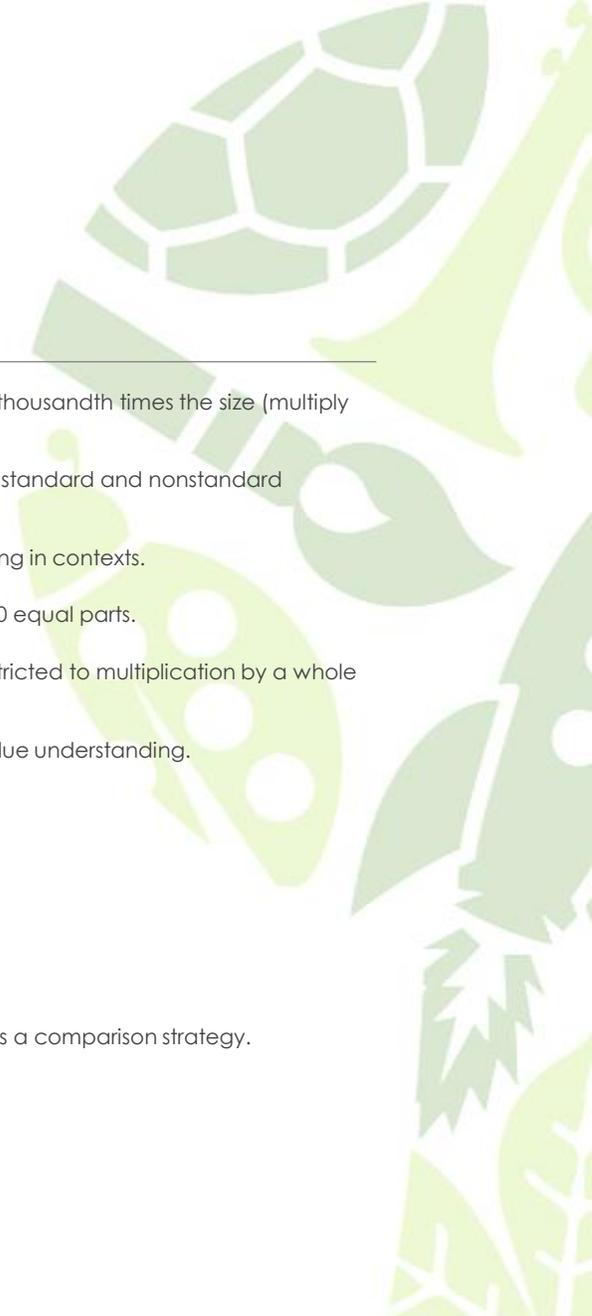
**6AS/MD-4** Solve problems with 2 unknowns.

**6F-1** Recognise when fractions can be simplified, and use common factors to simplify fractions.

**6F-2** Express fractions in a common denomination and use this to compare fractions that are similar in value.

**6F-3** Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.

**6G-1** Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.



# Overview of learning - Science

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Autumn 1 – Living things and their habitats

Autumn 2- Evolution

Spring 1 – Animals, including humans

Spring 2 – Electricity

Summer 1 – Light

Summer 2 - SRE



# Overview of learning - Topic approach

## Autumn

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- English: Holes, writing setting description balanced debate, suspense writing; non-fiction texts and newspaper articles
- Science: Living Things and their Habitats; Evolution and Inheritance
- DT: Textiles
- Art: Collage and self-portrait based on Frida Kahlo and Ernesto Muniz
- History: The Mayan Civilization
- Geography: The United Kingdom – How will London change in the future?
- PSHE: Dreams and Goals; Healthy Me
- Computing: Systems and Networks; Web Page Creation
- Music: Growth and Journeys– exploring beat, syncopation and rhythm
- RE: Does religion help people to be good?; What is the relationship between Judaism, Christianity and Islam?



# Overview of learning - Topic approach Spring

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- English: Rumaysa, narrative, explanation texts; personification text
- Science: Animals, including Humans; Electricity
- DT: Structures and Systems – Computing Systems
- Art: Printing and graffiti in the style of Banksy
- History: WW2 (Battle of Britain)
- Geography: Trade and Economics
- PSHE: Being Me in My World; Celebrating Difference
- Computing: Variables in Games; Creating Real World Appliances Using Sensors
- Music: World Unite; Roots (performance based)
- RE: Where does God come from?; Can religion help us when life gets hard?



# Overview of learning - Topic approach Summer

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- English: Visual Literacy; *Wonder*
- Science: Light; SRE
- DT: World Food Study
- Art: Observational drawings and portraiture
- History: Local history (Battersea Power Station)
- Geography: Contrasting Area (Brighton and Southfields)
- PSHE: Relationships, Changing Me
- Computing: Introduction to spreadsheets; 3D modelling
- Music: Revision of key topics and music history; end-of-year play
- RE: What do Buddhists believe?; Philosophical belief systems – what can we learn?



# Key dates

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6 Oak Class assembly – 10th October

6 Chestnut Class assembly – 12<sup>th</sup> December

Wandsworth Test –

London Zoo – 13th October

SATs Week – Monday 11<sup>th</sup> May to Thursday 14<sup>th</sup> May 2026

PGL – 29<sup>th</sup> June to 3<sup>rd</sup> July 2026

Production and Leavers party – Second half of the Summer Term



# Home Learning

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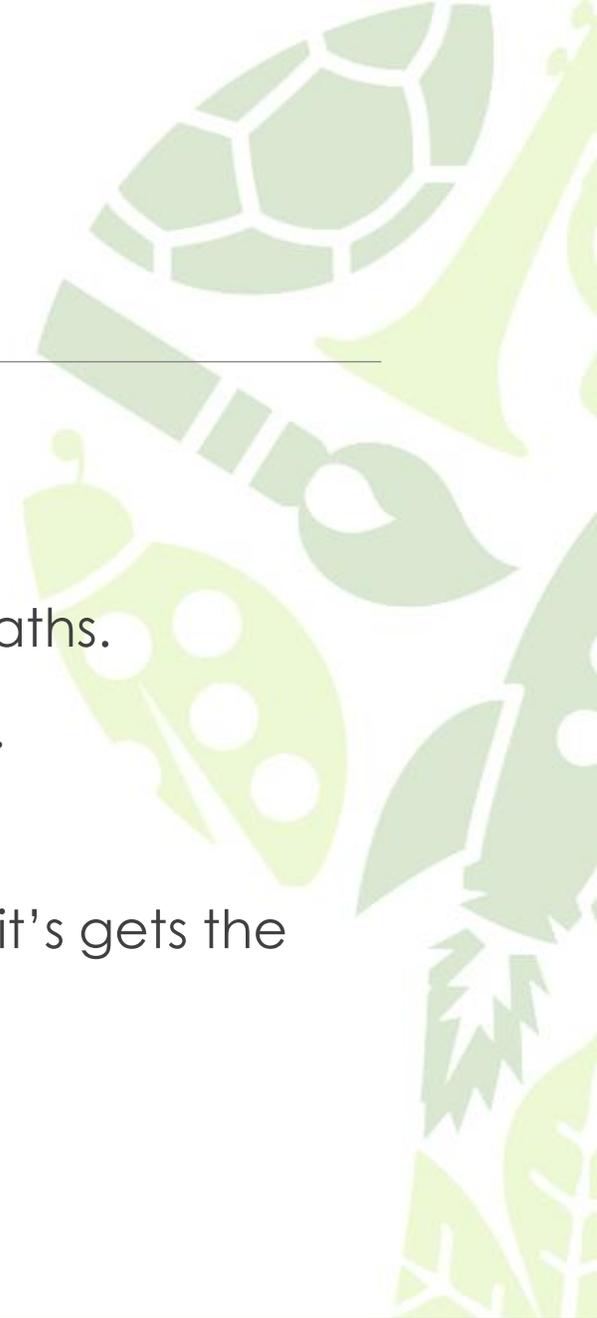
Given out every Friday

## **Hand in on Wednesday**

Primarily to reinforce previously covered concepts in English and Maths.

Also to learn year 5 & 6 statutory spellings and practise times tables.

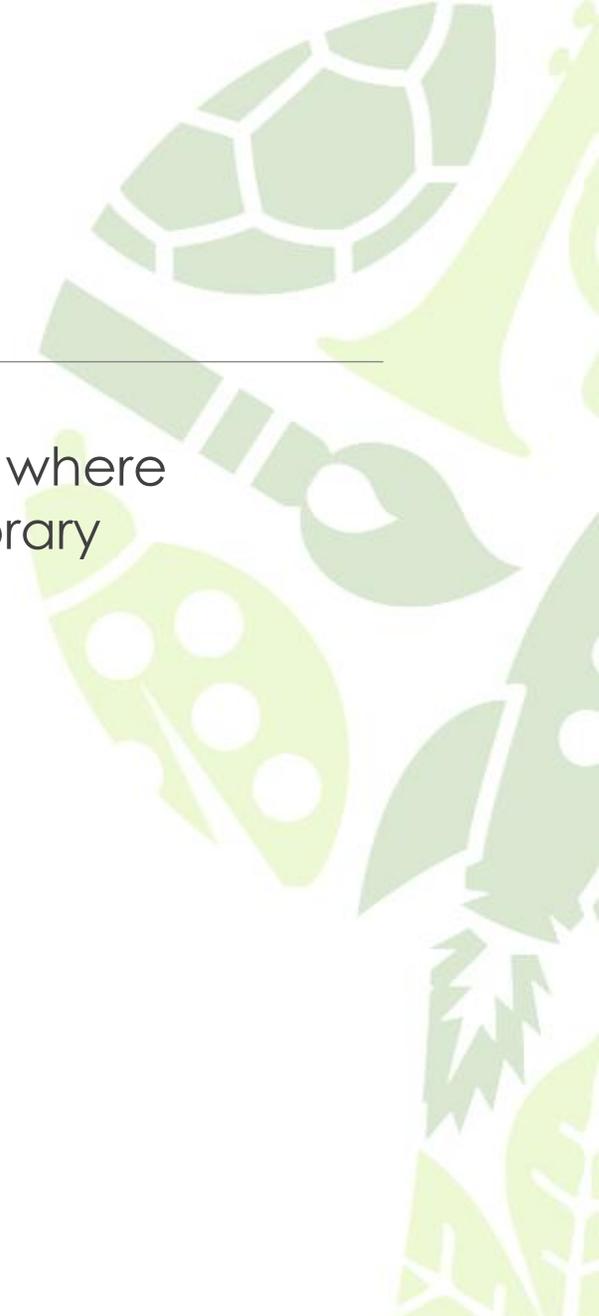
It is important that homework is completed and returned on time – it's gets the children better organised for secondary school.



# Helping at home

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- Daily reading Year 6 standard books – we have reading records where children record the books they are reading from our in-school library
- Regular times tables practice
- Helping with homework
- Bringing children in on time (8:40am)
- Providing healthy snacks for break time – brain food
- Ensuring children attend tuition groups





# Mobile Phones and smartwatches (if internet connected)

- To be handed in to the office every morning and collected after clubs.
- Whatsapp monitoring: FamiGuard, KidsGuard etc

The screenshot shows the FamiGuard website with a navigation bar at the top containing 'Products', 'Demo', 'Learn', 'Support', 'Store', and 'Sign In/Up'. The main heading reads 'Keep Your Kids Safe Online with the #1 Parental Control App'. Below this, a sub-heading states 'Multiple parental control features with FamiGuard to help children foster safe and balanced digital wellbeing. Screen time, app usage, browser history, location tracking and more can let busy parents have a peace of mind.' A 'Get Started' button is prominently displayed. To the left, there is a smartphone displaying a social media feed. In the center, a woman in an orange shirt is looking at her phone. To the right, a 'Most Used Apps' report for 'Today, September 18' is shown, listing: TikTok (3h 20m 21s), Phone Call (1h 24m 10s), Instagram (1h 19m 32s), Facebook (56m 21s), Message (37m 36s), and Safari (27m 23s).

The advertisement features a woman in an orange shirt holding a smartphone. A large green shield with a white checkmark is positioned behind her. The text 'KidsGuard for WhatsApp' is written in blue, and 'Track WhatsApp Online' is written in large green letters. Several WhatsApp logos are scattered around the scene, and a yellow emoji is visible in the bottom left corner.

# Secondary School

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<https://www.wandsworth.gov.uk/apply-for-a-secondary-school-place>

You can apply for a secondary school place for entry in September 2025 from **1 September 2025**.

Your application must be received by **31 October 2025**.



# Thank you for coming

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Whilst this is a year with lots of work, its also the best year with lots of fun activities, trip and opportunities to make long-lasting memories.

We look forward to providing your children their best year at Sheringdale.

This presentation will be available to you on the school website. You will also find the curriculum map for the whole year on there.

If you have any questions throughout the year, please contact the office who will forward these on to us.

[info@sheringdale.wandsworth.sch.uk](mailto:info@sheringdale.wandsworth.sch.uk)

