

WELTON PRIMARY SCHOOL

YEAR SIX

PUPIL AND PARENT

HANDBOOK



SEPTEMBER 2023



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In September the Year Six Team will be:



Miss Seddon



Mr Barnes



Mrs Milner

Welcome Back

We are looking forward to seeing everyone in September.



When you haven't been at school for a while it maybe a little scary too. It's okay to be a bit worried.

While you have been at home and having a summer holiday, we have been making sure the school ready for a new year.

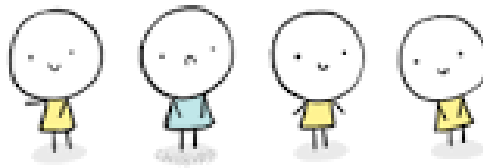
We have also been getting the classrooms ready. All we need now is you!



COMING BACK TO SCHOOL

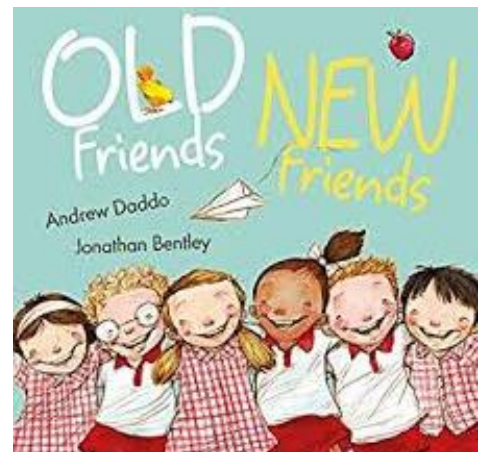
You will probably have a new teacher. They know you might need more looking after for a while.

sometimes being
happy is hard to do.



You will have a new classroom and it will look different. That's ok, because you will soon get used to it.

You will be in a class with some old friends but also some new friends. You might miss some of your old classmates, but you can see them at breaktime.



School Day

At Welton, the gates will open at 8:40am and registers will open at 8:45am.



It is essential that you arrive at school promptly, to ensure you do not miss part of your first lesson which begins at 9am prompt.

The lessons you will have every day:

- Guided reading and /or phonics,
- SEEC or spelling,
- Maths, number fact fluency sessions,
- English, handwriting and the class reading book.



Your teachers are getting all your lessons ready for September. They know that you may have forgotten how to do some things. Don't worry, they will help you.

Learning and lesson will stop at 3:20pm – you will then prepare to leave the building. You will be collected or go to the club at 3:30pm.

Prohibited Items



There are some things that are not allowed at school, these need to be always left at home.



Mobile phones



Smart watches and any watch that has internet and messaging facilities.



Sweets and confectionery

This includes in packed lunches.



Jewellery

Small flat studs can be worn in lessons but need removing for breaks and PE. We strongly recommend that earrings are not worn for school.



Our lockers are very small.

Rucksacks are permitted for children who have a signed permission to bring their bicycle to school.



Hydration drinks



Chap sticks, cough sweets etc



Toys and other things from home.

What should I wear to school?

The children look smart in their school uniform and will all wear school uniform.



Welton's Expectations

Ready

Respectful

Safe

Be ready to learn.

**Respect the school rules
which will keep you
safe.**

Soft PE bag



Book bag




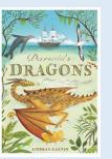

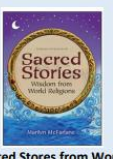
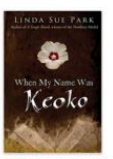
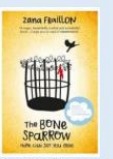
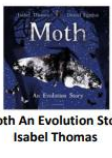




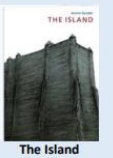




Welton Independent Learning Skills (W.I.L.S.)

- Stickability
- Personal Best
- Risk It
- Organised
- Asking Questions
- Focus
- Collaboration
- Reflection


Every Thursday
– special assembly







What does learning look like in Year 6?

Welton Primary School Long Term Plan 2022				Year Group: 6	Class Teachers:	
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 Holes Author: Louis Sachar	 Darwin's Dragon Lindsay Galvin	 Cog heart Author: Peter Bunzl	 Sacred Stores from World Religions Marylin McFarlane	 When My Name Was Keoko Linda Sue Park	 The Bone Sparrow Zana Fraillon
	 Moth An Evolution Story Isabel Thomas	 The Five Kingdom System. Biological Classification	 Medicine a Graphic History	 The Silk Roads	 The Second World War Paul Dowswell	 The Island Author: Armin Greder
Core Poem	Autumn  Poems from a Green and Blue Planet		Spring  The Tyger William Blake	 The Listeners Walter de La Mare	Summer  On the Move Author: Michael Rosen	

Spelling	Learning new words & unstressed sounds	Letter Strings 3	Building Words 2	Word families and letter strings	Assessment & Revision <i>Content of unit to be linked to class needs following on from assessment.</i>	Assessment & Revision <i>Content of unit to be linked to class needs following on from assessment</i>
Maths <i>(NCETM: Covid Recovery Curriculum)</i>	AS/ MD: Calculating using known structures NF: Multiples of 1000	NF: Multiples of 1000 NPV: Numbers up to 10,000,000 G: Draw, compose and decompose shapes	AS/ MD: Multiplication and Division M/G: Area, perimeter, position and division	F: Fractions and Percentages Statistics Mean	AS/ MD: Ratio & Proportion AS/MD: Order of operations (KS2 Statutory Assessments)	AS/MD: Calculating using known structures Solving problems with two unknowns
Number Sense: understanding of number and fluency with number facts (Addition and Subtraction / multiplication & division facts – fractions, decimals & percentages)						
Science	Biology: Evolution and Inheritance <i>(links to Mary Anning, Darwin – previous learning)</i> Alfred Wallace https://youtu.be/cpOIPIdYNSI Assessment Question: What is the difference between an inherited feature and an environmental feature?	Biology: Living Things and their habitats Assessment Question: Can you create a classification key which includes all five kingdoms?	Biology: Animals including humans Assessment Question: What are the components of my circulatory system and how does it function?	Physics: Light Assessment Question: On a road at night, how does the light travel for us to be able to see objects?	Physics: Electricity <i>Significant Individual: Michael Faraday</i> Assessment Question: What can affect a bulb's brightness to change?	Biology: Animals including humans Independent research project: Work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. Assessment Question: How can I keep my body healthy and what can damage it?

History	<p>Local History: Slavery Significant Individual: William Wilberforce</p> <p>Assessment Question: <i>Who was William Wilberforce and what impact has he had on British History?</i></p>		<p>Events Beyond Living Memory: Victorian Era <i>Victorian Era/Disease/lifestyle Medicine</i></p> <p>Significant Individual: Dr Mary Murdoch (Hull GP)</p> <p>Assessment Question: <i>What makes Mary Murdoch a significant individual during this period in history?</i></p>		<p>Monarchy and Empire WW2- a turning point in British History</p> <p>Assessment Question: <i>Why did Britain colonise so many countries during this period of time?</i></p>	
Geography		<p>Human & Physical: Investigating climate and biomes.</p> <p>Assessment Question: <i>Plan an itinerary for a visit to a biome of your choice. What would be seen on the tour?</i></p>		<p>Human & Physical: Fair Trade</p> <p>https://schools.fairtrade.org.uk/</p> <p>Assessment Question: <i>How and why has trade changed through time to become global?</i></p>	<p>Place Knowledge: What does it mean to be a refugee?</p>  <p>Assessment Question: <i>Who are refugees and migrants and what makes people leave their homes?</i></p>	
Religious Education	<p>Justice and Freedom</p> <p>Assessment Question: <i>Is it fair?</i></p> <p>Christmas: Religious Christmas; Secular Christmas: <i>Is Christmas only for Christians? What does Christmas mean to me?</i></p>		<p>Living a Faith</p> <p>Assessment Question: <i>What gives a sense of identify and belonging?</i></p> <p>Easter: – Power and Hope: <i>what is the message of Easter to the World?</i></p>		<p>Hopes and Visions</p> <p>Assessment Question: <i>What is life about?</i></p>	
Physical Education	Hockey and Rugby	Gymnastics and Hockey	Lacrosse and Netball	Dance and Lacrosse	Tennis and Athletics	Rounders and Athletics

Computing	Digital Literacy: Online Safety Assessment Question: What is meant by my digital footprint? Computer Science: Coding Assessment Question: What is a function in coding? Give an example that you have used?	Information Technology: Spreadsheets Assessment Question: How would you add a formula so that the cell shows the total of a column of cells? Information Technology: Blogging Assessment Question: What is a blog and how can an audience be involved in a blog?	Computer Science: Text Adventures Assessment Question: What is a text-based adventure and why is it important to plan them?	Computer Science: Networks Assessment Question: What is a text-based adventure and why is it important to plan them? Information Technology: Quizzing Assessment Question: What factors do you need to consider when creating a quiz? Apart from the questions what else does a quiz need to contain?	Computer Science: Understanding Binary Assessment Question: How does binary relate to the programs that you use or create?	Information Technology: Spreadsheets (with Microsoft Excel) Assessment Question: How do you carry basic data formulae for percentages, averages, minimum and maximum numbers or multiplication?
Art	Drawing: Artist: Leonardo Da Vinci Use a variety of taught techniques to creative life like and impressionistic drawings.		Painting: Artist: Lowry Composition of artwork  Historical link – Industrial Britain. What might his work have looked like during 800 – social reforms?			Sculpture Artist: Giacomo Balla  Work around armatures or over constructed foundations..
Design Technology		Textiles: Weave and Sew – make a felt phone case)		Food and Nutrition: Fair Trade Meal  Design and make meal that has either minimal air miles or uses fair trade products.	Construction: Keepsake Box with Alarm  Create a housing for electrical components Choose components that can be controlled by switches, buzzers, bulbs etc.	

Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay
MFL	Revise <i>avoir</i> and <i>être</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Je peux</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>aller</i> Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet
PSHE / RHE	Being Me in my World <i>Do my choices matter? Understand how the choices we all make can impact on local and global issues.</i>	Celebrating Difference What can cause conflict in our world? <i>Gain an understanding into how conflicts can arise from difference. Explain how we feel when we hear and see people experiencing conflict due differences.</i>	Dreams and Goals Together, can we make the world a better place? <i>Explore how we can all personally make the world a better place, with the help of others and the satisfaction we can gain by doing this.</i>	Healthy Me Can we have too much of some things? <i>Understand on how some people misuse substances and alcohol Understand that when they are used anti-socially or being misused there is an impact on people around them or close to them.</i>	Relationships What is it like to experience loss? <i>Understand the feelings of loss as well as being able to recognise when people may be trying to gain control or power over us.</i>	Changing Me What does it feel like to be a teenager? <i>Explore how we feel as we begin to approach our teenage years. Understand the physical and mental changes we will experience.</i> <i>Explore how a baby develops from conception to birth.</i>

Help with supporting your children at home



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Curriculum Planning

HOME ▸ CURRICULUM ▸ CURRICULUM PLANNING

What is the intent of our curriculum?



SUPPORTING
LEARNING AT HOME

Supporting Learning at Home

HOME ▸ CURRICULUM ▸ CURRICULUM PLANNING ▸ SUPPORTING LEARNING AT HOME

Research tells us that parental involvement in pupil learning results in better outcomes for children. Children who regularly learn at home have better school outcomes than children who do not. At primary level, the evidence is strongest for short and focused homework projects.

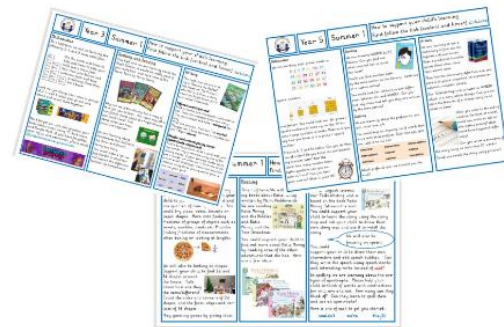
Learning at home has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.

As with home learning more widely, parental support for homework can promote the self-regulation in children necessary to achieve academic goals including goal-setting, planning, perseverance, and the management of time, materials, attentiveness, and emotions.

EEF Working with Parents to Support Children's Learning

How to support your child's learning at home

Please see the information sheets attached below:



- [EYFS Summer 2 Curriculum for Parents](#)
- [Year 1 Summer 2 Curriculum for Parents](#)
- [Year 2 Summer 2 Curriculum for Parents](#)
- [Year 3 Summer 2 Curriculum for Parents](#)

Year 6 Knowledge Organisers

HOME ▸ CURRICULUM ▸ SCIENCE ▸ YEAR 6 KNOWLEDGE ORGANISERS

Knowledge Organisers

This identifies all the key learning your child needs to know for each half term for each subject.

Welton Primary School—Science Knowledge Organiser

Year: 6 Evolution and Inheritance Biology

What should I already know?	Inheritance and Mutation	Adaptation	Evidence for Evolution
<ul style="list-style-type: none"> I know that most living things live in habitats to which they are suited. I can describe how different habitats provide for the basic needs of animals and plants and how they depend on each other. I can describe how fossils are formed when things that have lived are trapped within rocks. I know that environments can change and that this can sometimes pose dangers to 	<p>Evolution is a change over time. It occurs when there is competition to survive (natural selection).</p> <p>Living things produce offspring of the same kind. Some of a parent's characteristics are passed down to the offspring - this is called inheritance. This is why we often share similar features with our parents.</p> <p>Inheritance is genetic, not environmental. e.g. If two blonde-haired parents dye their hair black, this does not mean they will have black-haired child.</p> <p>Some features are new to the offspring. These are called mutations. This is why we are not exact copies of our parents.</p> <p>These changes in offspring over time allow evolution to take place.</p>	<p>Evolution and natural selection have enabled living things to adapt to their environment.</p> <p>Sometimes the changes that offspring have from their parents are advantageous - they allow the offspring to cope better in their environment. Often the changes are not advantageous (called maladaptation). When this is the case, the offspring will find it more difficult to thrive.</p> <p>Natural selection ensure that, over time, the advantageous characteristics survive in the species.</p> <p>If environments change rapidly, some variations of species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers. They reproduce and pass their characteristics on to their young. Over time, these inherited characteristics become more dominant within the population. Over a very long period of time, these characteristics may be so different to how they were, originally that a new species is created. This is evolution.</p>	<p>Fossils are the remains of living things, found in sedimentary rocks. They provide evidence about living</p> <p>When palaeontologists compare animals in fossils to animals today, they can see similarities and differences between them.</p> <p>Fossils show that giraffes necks were not always long. They have developed over time to reach high branches.</p> <p>Living things also provide evidence of natural selection and evolution.</p> <p>On the Galapagos Islands, Charles Darwin found differences between finches from island to island. They had adapted for the different foods that they eat.</p>
<p>Vocabulary</p> <p>offspring A person's children or an animal's young.</p> <p>vary A change or slight difference.</p> <p>environment All the circumstances, people, things and events around them that influence their life.</p> <p>fossils The hard remains of a prehistoric animal or plant that</p> <p>sexual reproduction When an animal or human produces offspring with a male</p> <p>characteristics The qualities or features that belong to them and make them recognisable.</p> <p>adapted A change in structure or function that improves the chances of survival within a given habitat.</p> <p>inherited A characteristic you are born with because your parents or ancestors also had it.</p> <p>species A class of plant or animal whose members have the same main characteristics.</p>	<p>Adapted to Warm Environments</p> <p>Camel, Fennec Fox, Kangaroo</p>	<p>Adapted to Cold Environments</p> <p>Penguin, Seal, Polar Bear</p>	

Finding out about your child's day



Getting in touch

We are here to help.

- For simple questions related to school lunches, payments etc please contact the school office.
- For queries and worries in relation to school rules, learning, progress, and friendship etc please email the school office who will let the teachers know you need to talk to us.
- For worries and concerns that you have raised with the class teacher but seem to be ongoing please contact the school office and ask to speak to the phase leader who will contact you to find a solution to your concern.

Phase leaders

EYFS: Miss Brash

KS1: Miss Seddon

KS2: Mrs Millar

Key stage 2 SATS

Date	Exam
Monday 13 May 2024	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 14 May 2024	English Reading
Wednesday 15 May 2024	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2024	Maths Paper 3 (Reasoning)

SATs (Standard Assessment Tests) are designed to evaluate your child's progress throughout years 3-6.

You will be invited to a meeting about SATs at the end of the autumn term.



HOMEWORK

**Your child will receive regular homework in year 6.
This usually consists of,**

- 1 piece of maths homework based on learning in school.
- 1 piece of writing homework – grammar, short writing tasks
- Individual spellings

Reading plus at least 3 x weekly

Home reading book



***Children will be provided with a homework book.
Homework will be handed out on Fridays to be
completed by the following Wednesday. It is an
expectation that all tasks will be completed on time
and to a high standard.***



Welton Primary School—Science Knowledge Organiser



Year: 6

Evolution and Inheritance

Biology

What should I already know?

- I know that most living things live in habitats to which they are suited. I can describe how different habitats provide for the basic needs of animals and plants and how they depend on each other.
- I can describe how fossils are formed when things that have lived are trapped within rocks.
- I know that environments can change and that this can sometimes pose dangers to

Vocabulary

offspring	A person's children or an animal's young.
vary	A change or slight difference.
environment	All the circumstances, people, things and events around them that influence their life.
fossils	The hard remains of a prehistoric animal or plant that
sexual reproduction	When an animal or human produces offspring with a male
characteristics	The qualities or features that belong to them and make them recognisable.
adapted	A change in structure or function that improves the chances of survival within a given habitat.
inherited	A characteristic you are born with because your parents or ancestors also had it.
species	A class of plant or animal whose members have the same main characteristics.

Evolution is a change over time. It occurs when there is competition to survive (natural selection).

Inheritance and Mutation

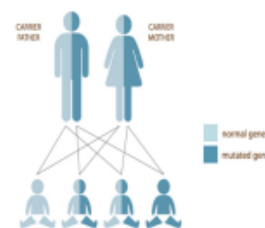
Living things produce offspring of the same kind.

Some of a parent's characteristics are passed down to the offspring - this is called inheritance. This is why we often share similar features with our parents.

Inheritance is genetic, not environmental. e.g. If two blonde-haired parents dye their hair black, this does not mean they will have black-haired child.

Some features are new to the offspring. These are called mutations. This is why we are not exact copies of our parents.

These changes in offspring over time allow evolution to take place.



Some characteristics that are passed on genetically negatively affect the offspring.

Adapted to Warm Environments



Adapted to Cold Environments

Adaptation

Evolution and natural selection have enabled living things to adapt to their



Sometimes the changes that offspring have from their parents are advantageous - they allow the offspring to cope better in their environment.

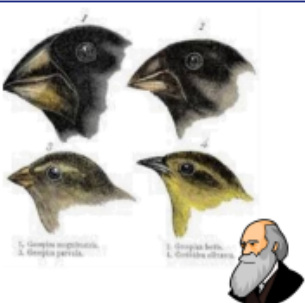
Often the changes are not advantageous (called maladaptation). When this is the case, the offspring will find it more difficult to thrive.

Natural selection ensure that, over time, the advantageous characteristics survive in the species.

If environments change rapidly, some variations of species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers. They reproduce and pass their characteristics on to their young. Over time, these inherited characteristics become more dominant within the population. Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution.

Evidence for Evolution

Fossils are the remains of living things, found in sedimentary rocks. They provide evidence about living



When palaeontologists compare animals in fossils to animals today, they can see similarities and differences between them.

- Fossils show that giraffes necks were not always long. They have developed over time to reach high branches.

Living things also provide evidence of natural selection and evolution.

- On the Galapagos Islands, Charles Darwin found differences between finches from island to island. They had adapted for the different foods that they eat.

Welton Primary School—History Knowledge Organiser

Year: 6

Slavery



Timeline

1582	1759	1787	1789	1791	1804	1807	1831	1833	1833
First English Slavery voyage to Africa	William Wilberforce was born	Thomas Clarkson set up the Abolition of Slavery Committee	Olaudah Equiano published an autobiography	The slave rebellion on St Domingue	The slaves on St Domingue won the rebellion and re-named the island Haiti	The Slave Trade is abolished in Britain	'The History of Mary Prince a Slave' published in Britain	Slavery is abolished in the British Empire	William Wilberforce died

Vocabulary

boycott	Refuse to be involved with something in any way.
petition	A formal written request, signed by many people, made to demand change
resistance	Refusing to accept or do something
slave	A person who is legally owned by another person and is forced to obey them
slavery	The practice of enslaving people and forcing them to work for other people
servant	Employed to perform tasks for other people, often in the household
segregation	Separating people of different races, classes or ethnic groups
colony	Area under political control or occupied by people of another country
plantation	An area where crops like coffee, sugar and tobacco are grown
Barracoön	An enclosure where enslaved people were forced to stay
abolition	The act of getting rid of something
British Empire	The collective term for all the areas under the control of the British
coffles	A line of animals or slaves fastened or driven along together
exploitation	Treating someone unfairly to benefit from their work
Parliament	Group of elected politicians who make the laws
peasantry	Farm worker of low social class

The Transatlantic slave trade involved the transportation by slave traders of various enslaved African people, mainly to the Americas. The slave trade regularly used the triangular trade route and its Middle Passage and existed from the 16th to the 19th centuries. The vast majority of those who were enslaved and transported in the transatlantic slave trade were people from Central and West Africa. It was a difficult journey and unknown millions died as a result.

Trade Triangle:

The transatlantic slave trade generally followed a triangular route:

- Traders set out from European ports towards Africa's west coast. There they bought people in exchange for goods such as cloth, guns, iron pots and swords which were loaded into the ships.
- The voyage across the Atlantic, known as the Middle Passage, generally took 6 to 8 weeks. Once in the Americas those Africans who had survived the journey were off-loaded for sale and put to work as slaves.
- The Ships then returned to Europe with goods such as sugar, coffee, tobacco, rice and later cotton, which had been produced by slave labour.



Thomas Clarkson	Ottobah Cuggoano	Olaudah Equiano	Mary Prince	William Wilberforce
Clarkson founded 'The Society for Effecting the Abolition of the Slave Trade'. This helped to persuade MP's to pass the Slave Trade Act of 1807, which abolished British trade in slaves.	Also known as John Stuart, was an African abolitionist. Captured in present-day Ghana and sold into slavery at the age of 13. In 1772 he was purchased by an English merchant who took him to England, where he was taught to read and write, and was later freed. He campaigned for slaves rights.	An African slave who was brought to England by his owner. He secretly saved up and bought his freedom. Equiano wrote an autobiography describing the horrors of slavery. He became England's leading spokesperson for black people and the abolition of slavery.	Mary Prince was a slave who suffered terrible mistreatment. First woman to petition parliament as a slave. She wrote an autobiography titled: 'The History of Mary Prince, a West Indian Slave, Related by Herself'. It told of the things she had endured.	A British politician and a leader of the movement to abolish the slave trade. He was from Hull and began his political career in 1780, eventually becoming a member of Parliament for Yorkshire. Wilberforce died three days after the final bill abolishing slavery was passed.

Abolition of the Slave Trade in the British Empire

The act of the slave trade was outlawed in 1807 and slavery was officially abolished across the British Empire in 1833. The fight to end the slave trade was a drawn out battle.

Modern Slavery

Modern slavery is the exploitation of other people for personal or commercial gain. Modern slavery is all around us, but often just out of sight. When people have no alternative options, they can become trapped making clothes, serving food, picking crops, working in factories, or working in houses as cooks, cleaners or nannies.

Unit 6.1 – Justice and Freedom

forgiveness	The act of forgiving; to excuse or pardon.
reconciliation	To heal differences and restore a good relationship between them?
harmony	Being in agreement and unity.
moral	To do with what is right and wrong and how a person acts.
ethical	Morally justified, conforming to a set of morals.
parable	A short story within Christianity which usually had a moral lesson.

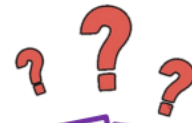


Christianity

Theme of Unit: Fairness

Links between freedom, justice, forgiveness and reconciliation

Is it Fair?



Philosophy

Theology

What will I be exploring?

† What is the meaning of justice and freedom?

† Why should people be good?

† What do religions teach about forgiveness and reconciliation?

You will be looking through a mostly philosophical lens to explore and explain the concepts of justice and freedom. You will be looking at justice from both a Christian viewpoint and from a worldview from a place of non-religion.

You will then look through the theological lens at what Christianity teaches about forgiveness and how reconciliation may take place.

DOES JUSTICE MEAN EVERYONE IS HAPPY AND NO ONE IS A VICTIM?

Welton Primary School—Year 6 Art Experience Organiser



Sketching: Da Vinci. Exploring light and dark and how light affects subjects.



Watercolours: Lowry. How to create depth, perspective, and atmosphere.



Sculpture: Giacomo Balla. Exploring modern art, expression, and movement.



Key Vocabulary:

Foreground, middle ground, background, depth, perspective, still life, realistic, impressionistic, composition, tone, form, positive and negative values.