

WELCOME MEETING Y6 2025-2026



Building on high expectations

The
Stoke
Poges
School

MEET THE UKS2 TEAM

Year 6:

Mr Ensby (Hazel)

Miss Trussell (Oak)

Mrs Picot

Mrs Whelan

Mrs Jeffries

Mr Follant (Music)

Mr Follant (Computing)

Mrs Chapman (Maths)

Mr Headland (PE)



SCHOOL UNIFORM

- White shirt and tie
- Grey skirt/tunic dress/trousers/shorts/skorts
- Purple jumper/cardigan with school logo
- White or grey socks
- Black school shoes – no trainers without a valid reason and note
- Please ensure children have jackets and coats for cold and wet weather
- Hair ties should be black or purple
- Hair accessories should be discrete – no oversized bows, scrunchies or clips.
- **Earrings should be small studs only** and be taken out/covered with tape for P.E./Games
- No nail varnish or temporary transfer tattoos
- No jewellery unless it is of religious significance – this also needs to be removed for P.E./Games
- **Everything must be labelled!**

LUNCHES AND SNACKS

should be healthy – no sweets, chocolates, fizzy drinks

- absolutely no nuts or nut products
- water bottles are allowed in class, but no juice or squash
- lunchboxes must be named
- good idea to give the children a snack for break times
- Please check that all hot lunches have been ordered for the week ahead. Occasionally there are menu changes which means you need to rebook.
- Please cancel any unwanted meals by 9am each day to avoid charges and food waste.



PENCIL CASES

- in school everyday
- reasonable size and style
- everything labelled
- no personal or expensive items
- recommended list of stationary:

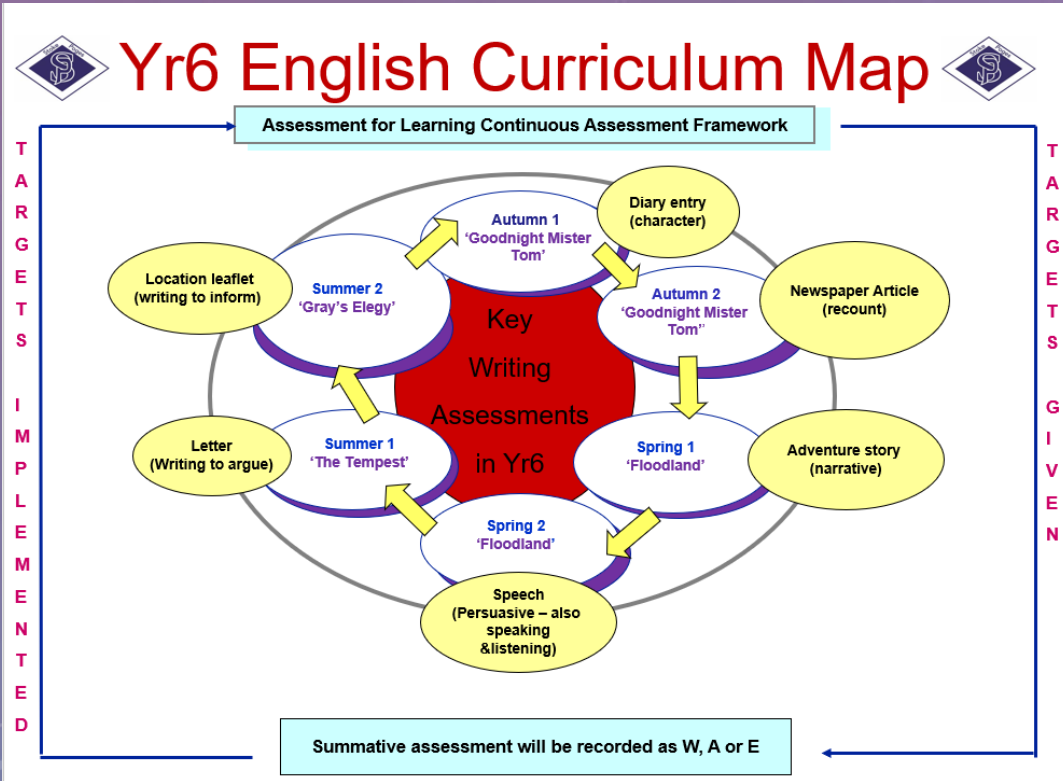
pencil
eraser
ruler 30cm and 15cm
sharpener
blue pen
purple pen
colour pencils
glue stick
scissors



HANDWRITING
PENS, NOT
BALLPOINT PENS
PLEASE.

OUR YEAR 6 CURRICULUM

- Our Year 6 curriculum can be found on the website.



THE STOKE POGES SCHOOL

Year 6 Long Term Plan

	Their Past, Our Future Autumn Term	Water Ways of the World Spring Term	Location, Location, Location- A local history study Summer Term
Values	Kindness, Equality, Respect, Honesty	Positivity, Responsibility, Friendship, Resilience	Resilience, Patience, Individuality, Courage
Big Question	What lasting effect has WW2 had on our lives?	Why is water so important?	How much do you know about where you live?
Purposeful activity	Hold exhibition of Anderson Shelter models and invite visitors to come around. Ch'n to stand by models and share knowledge of WW2.	Create double page spread about rivers to go alongside river model (completed at home)	Travel brochure for the local area
Enrichment (visitors and visits)	Trip to RAF Hendon WW2 day in school Visit to Nursing home	Trip to Thames Explorer Debate around plastic pollution with another school Local area litter picking	Trip to Thomas Grey memorial with Local Historical Society Local Historical Society in to school Local area litter picking
Maths	<p>Number and place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10000000 Round any whole number to a required degree of accuracy <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction Perform mental calculations, including with mixed operations and large numbers Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>Properties of Shape</p>	<p>Number and place Value</p> <ul style="list-style-type: none"> use negative numbers in context and calculate intervals across zero <p>Fractions</p> <ul style="list-style-type: none"> Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison <p>Measurement (time)</p> <ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa 	<p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers Use their knowledge of the order of operations to carry out calculations involving the four operations Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations <p>Algebra</p> <ul style="list-style-type: none"> Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables

ENGLISH

- End of Year Expectations document outlines the 'Key Performance Indicators' children needed to achieve a Secure EXP at the end of Year 6 and can be found on the school's website.
- Creative curriculum – relate to Topic e.g. unit on World War Two by reading 'Goodnight Mr Tom' in Guided Reading and 'Star of Hope, Star of Fear' in English.
- We build to a final piece of work each half term which is assessed.
- English and Spellings homework set weekly
- Homework usually related to unit being learnt at school



READING

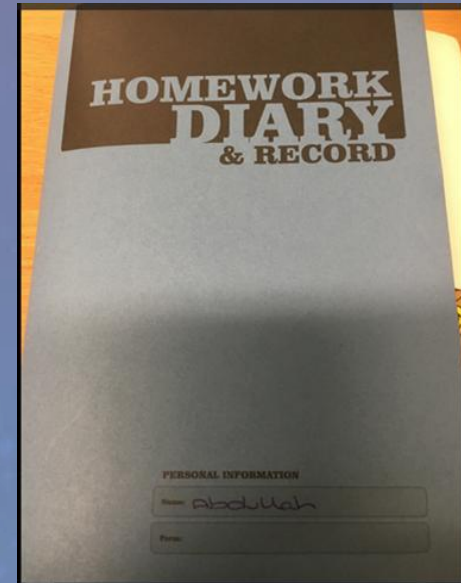
- End of Year Expectations document outlines the ‘Key Performance Indicators’ children needed to achieve a Secure at the end of Year 6 and can be found on the school’s website
- Teaching of reading is done with the class teacher in school: Guided Reading lesson four times a week
- Enjoyment of reading is also important – we encourage the children to share their ‘enjoyment’ book with an adult
- Share a book with teacher at the end of the day
- Bookmarks



The screenshot shows a school website page with a dark blue header containing navigation links: HOME, ABOUT US, KEY INFORMATION, TEACHING & LEARNING, YEAR GROUP INFORMATION, PARENT INFORMATION, and NEW FAMILIES AND ADMISSIONS. Below the header is a large image of children playing recorders. A dark blue box with the word 'WELCOME' is overlaid on the top left of the image. Below the image is a white content area with a breadcrumb trail: Home > Teaching & Learning > Our Curriculum > We are expert Readers & Writers. The main heading is 'We are expert Readers & Writers'. Below it is a paragraph: 'English is given the highest status in our curriculum to help learners to improve their learning and performance in education, work and life.' This is followed by the heading 'English Curriculum Statement' and another paragraph: 'English is the heart of our curriculum. Through the early acquisition of language and the continual development of vocabulary, children begin to understand abstract and concrete concepts, connect ideas and gain articulation to express themselves. In its myriad of forms, literacy enables children to not only make sense of the world, but to...'. On the right side of the page, there is a dark blue sidebar with the heading 'In this section' and a list of links: Speaking & Listening, Phonics, Reading, and Writing.

READING AT HOME

- Reading for enjoyment is encouraged at home.
- Once a child has come off the reading scheme they will be encouraged to choose a book from the class library or from home. This book needs to be in school everyday. Teachers will monitor the children's choices and encourage reluctant readers to choose a variety of authors and genres.
- Minimum expectation of reading is 15 minutes at home daily.
- All children will have a bookmark. It is expected that they record the page number and date each time they read. These will be checked regularly.
- Communicate using the Homework Diary (remind children to show us) These will also be checked regularly.
- School focus to raise standards for Reading – Please do volunteer to listen to readers in school.



MATHS

- End of Year Expectations document outlines the
- 'Key Performance Indicators' children need to
- meet age related expectations at the end of
- Year 6 and can be found on the school's website



[Home](#) > [Teaching & Learning](#) > [Our Curriculum](#) > [We are Mathematicians](#)

We are Mathematicians

At The Stoke Poges School we take great care in the teaching of mathematics from EYFS through to Year 6 and preparing children for every stage of their learning. Our emphasis is on problem solving and investigating maths through everyday situations. We strive towards shaping assured, happy and resilient mathematicians who relish the challenge of maths.

Maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment, and curiosity about the subject.

In this section

[We are expert Readers & Writers](#)

> [We are Mathematicians](#)

[We are Scientists](#)

[We are technically minded](#)

[We are Historians](#)

- Fast paced challenges, encouraging children to set their own pace
- Maths manipulatives available in all groups to support learning
- Three maths groups
- Maths homework set weekly
- A mixture of Mathletics and in homework books.

Trip to the Natural History Museum Wednesday 24th September



VALUES

- Every month we will be introducing and promoting a specific value across the school.
- Please also encourage this value at home.
- Classes will collect marbles in a jar every time they show each value. If the jar is full, the class will receive a reward.



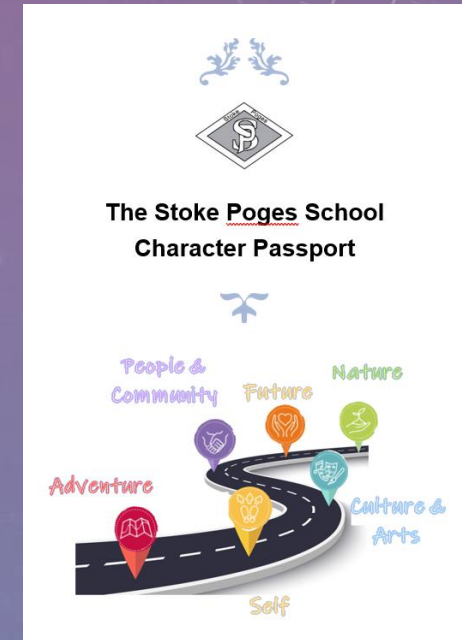
CHARACTER

We are committed to fostering the personal development of all our pupils through a variety of teaching and learning opportunities. Our goal is to prepare them for life in modern Britain, encouraging them to become responsible and active citizens who contribute positively to society and show respect for those who are different from themselves. Our Values underpin both the learning behaviours and character traits that the children should aspire to demonstrate in all aspects of school life and beyond.

Character education is essential in today's world, as it equips pupils with the positive personal qualities, dispositions, and moral compass needed to navigate society. We aim to cultivate virtues, ethical values, and character traits that promote motivation and guide conduct. This allows pupils to reflect thoughtfully, learn eagerly, act with integrity, and collaborate well with others—qualities they need to thrive in our society. Our Character Education is integrated throughout the curriculum, school culture, and extra-curricular activities.

We have designed a series of enriching and rewarding experiences to support our character education initiative. These are outlined in our Character Passports, which will be stamped upon completion and kept at school until the end of Year 6.

Character Passport



Building our character

	Passport to Nature	Passport to People & Community	Passport to Self	Passport to Future	Passport to Culture and The Arts	Passport to Adventure
Reception	Search for a minibeast	Litter Pick	Taste a new fruit	Care for an animal	Paint through music inspiration	Immersive flight day
Year 1	Go on a seasonal walk	Post a letter	Dance in the rain	Speak to local people who help us	Create a piece of art for an exhibition	Go welly wandering
Year 2	Make a home for a small creature	Visit a key landmark	Eat something you have grown	Create a class time capsule	Retell a story to an audience	Have a picnic in the wild
Year 3	Visit a woodland area	Make a pen-pal from a contrasting location in the UK	Learn a new playground game	Bake your own biscuits and hold a class bake sale	Retell a Greek Myth	Build a den
Year 4	Visit a pond	Highlight a local issue and raise awareness	Make your own game and teach it to someone else	Research a career you have never heard of	Perform a Shakespearean Soliloquy	Take part in a team-building activity challenge
Year 5	Have a paper-free day at school	Invite a local representative to discuss the local area	Take part in 5 minutes of daily mindfulness	Run a healthy food tuck shop	Experience a live performance	Light a fire with flint and toast marshmallows
Year 6	Take part in a class debate about the environment	Explore and discuss children's human rights and the lives of children around the world	Explore stress management techniques	Plan and manage an event using a budget	Write and deliver a speech	Take part in orienteering

JUNIOR CHALLENGE – BRONZE, SILVER OR GOLD

What is the Junior Challenge – Bronze and Silver Award?

The Junior Challenge is inspired by the Duke of Edinburgh award but for Primary Children. Over the course of the year, children will have the opportunity to participate in three sections:

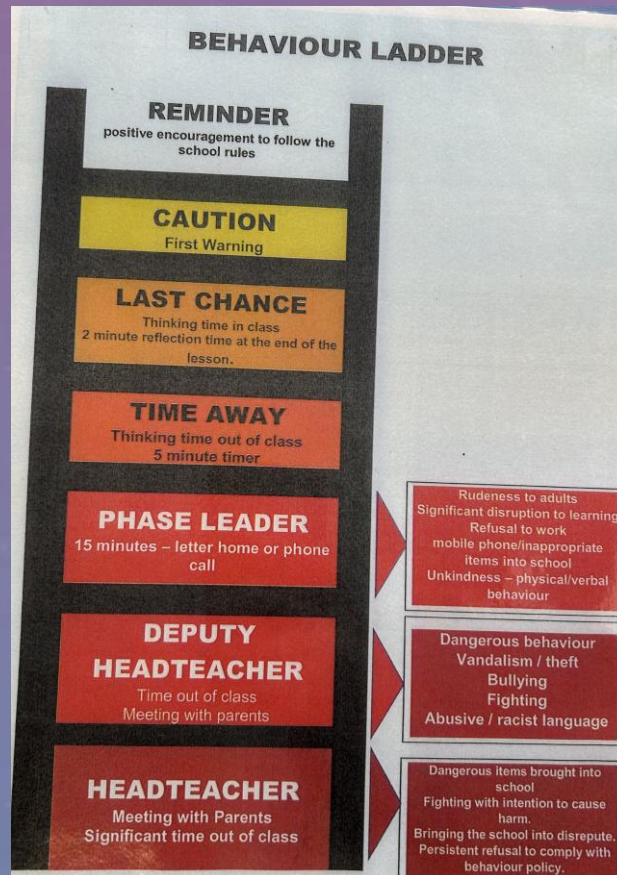
- *Community*
- *Learning a new skill*
- *Physical*

At the end of the year, children will take part in a 5km (Bronze) 10km (Silver) or 15km (Gold) hike as well as an organised treat as a reward for completing their Bronze, Silver or Gold award.

REWARDS AND SANCTIONS

Rewards

- UKS2 rainbow tickets for raffle every week.
- Each teacher may have added rewards (e.g. Star of the week, prize boxes, stickers).



Rainbow tickets



Rainbow tickets = team points
1 rainbow = 1 team point

Rewards for the winning team

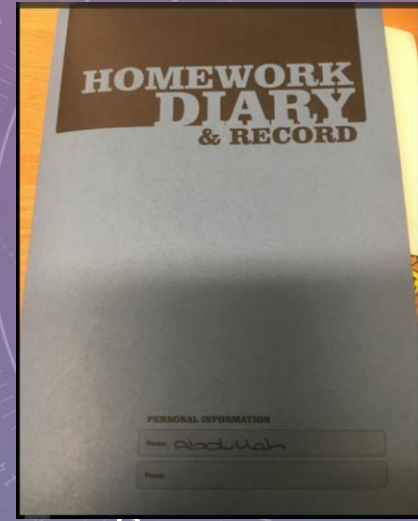
P.E. AND GAMES

- Games – Tuesday am, P.E. – Thursday pm,
- Uniform: P.E. – purple polo shirt and black shorts,
Games – purple polo shirt, black shorts, black joggers,
crew neck black jumper/school jumper, **black trainers**
 - everything labelled
 - Roll on deodorant



HOME LEARNING

- Homework diary
- Set in blue homework diary (checked weekly)
- Homework Diary needs to be in school everyday
- English, Spellings and Maths set weekly
- To be completed in homework books (unless otherwise stated)
- Encourage good presentation
- Children responsible for handing in homework
- Communicate using the homework diary (remind children to show us)



If homework is not handed in on time, children will be given the weekend and we will expect it in school Monday. If it is still not handed in, children will complete their homework at lunchtime with their teacher.

If this happens twice in one half term, class teachers will speak to parents and if there is a third incident then children will be sent to the phase leader.

	MON	TUES	WED	THUR	FRI
Handed Out					English, Spellings Maths
Due in					English Spellings Maths
Spellings, multiplication tables and reading are on-going.					

SPELLINGS

New Curriculum Spelling List Years 5 and 6

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

- Set in Homework Books
- NC list given to children to take home and can also be found on school website
- Weekly spelling scores will be recorded in the homework diary.

HOMEWORK DIARY & RECORD

PERSONAL INFORMATION

Name: *Abdullah*

Page:

KNOWLEDGE ORGANISERS

Knowledge organisers for Year 6 can be found on the school's website

- A knowledge organiser is a single sheet of paper that lists
- the important facts – not practical skills – that pupils should know by the end of a unit of work.
- These contain key information for pre-teaching, such as vocabulary, and useful links which will enable you to find out more about a subject

THE CIRCULATORY AND RESPIRATORY SYSTEM

STAYING HEALTHY

- Cigarettes contain huge amounts of chemicals which can cause lung damage and lung cancer.
- Fatty foods can clog blood vessels and cause a heart attack.

Blood Vessels

- 1/ Arteries** - Take blood AWAY from the heart to the body organs and tissues. When blood is pumped through these, you can feel your pulse.
- 2/ Veins** - Take blood TOWARDS the heart from body organs and tissues.
- 3/ Capillaries** - Tiny blood vessels which take the blood into organs and tissues.

Alveoli are tiny sacs within our lungs that allow oxygen and carbon dioxide to move between the lungs and the bloodstream.

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YR6 PLACE VALUE KNOWLEDGE ORGANISER

Key Concepts

- Numbers to ten million
- Rounding any whole number to a required degree of accuracy
- Recognising the place value of numbers up to 10,000,000
- Compare and order numbers
- Negative numbers

Key Vocabulary

- Increase/decrease
- less than/greater than
- equal to
- rounding
- nearest
- negative number
- compare
- order
- partitioning
- place value
- Part, part whole
- ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten million

Place Value of Digits

Place value helps us know the value of a digit, depending on its place in the number.

TM	M	HTH	TTH	TH	H	T	O
1	3	7	6	4	8	2	5

- In the number above, the 1 digit is in the ten millions place so it really means 10,000,000 (ten million).
- The 3 digit is in the millions place so it really means 3,000,000 (3 million).
- The 7 digit is in the hundred thousands place so it really means 700,000 (seven hundred thousand).
- The 6 digit is in the ten thousands place so it really means 60,000 (sixty thousand).
- The 4 digit is in the thousands place so it really means 4,000 (four thousand).
- The 8 digit is in the hundreds place so it really means 800 (eight hundred).
- The 2 digit is in the tens place so it really means 20 (twenty).
- The 5 digit is in the ones place so it means 5 (five).

Representing Numbers

Numbers can be represented in a variety of ways:

4,812,300	
4,000,000	812,300

The above representations are often called part, part, whole diagrams. They can show different ways to partition a number.

M	HTH	TTH	TH	H	T	O
4	8	1	2	3	0	0

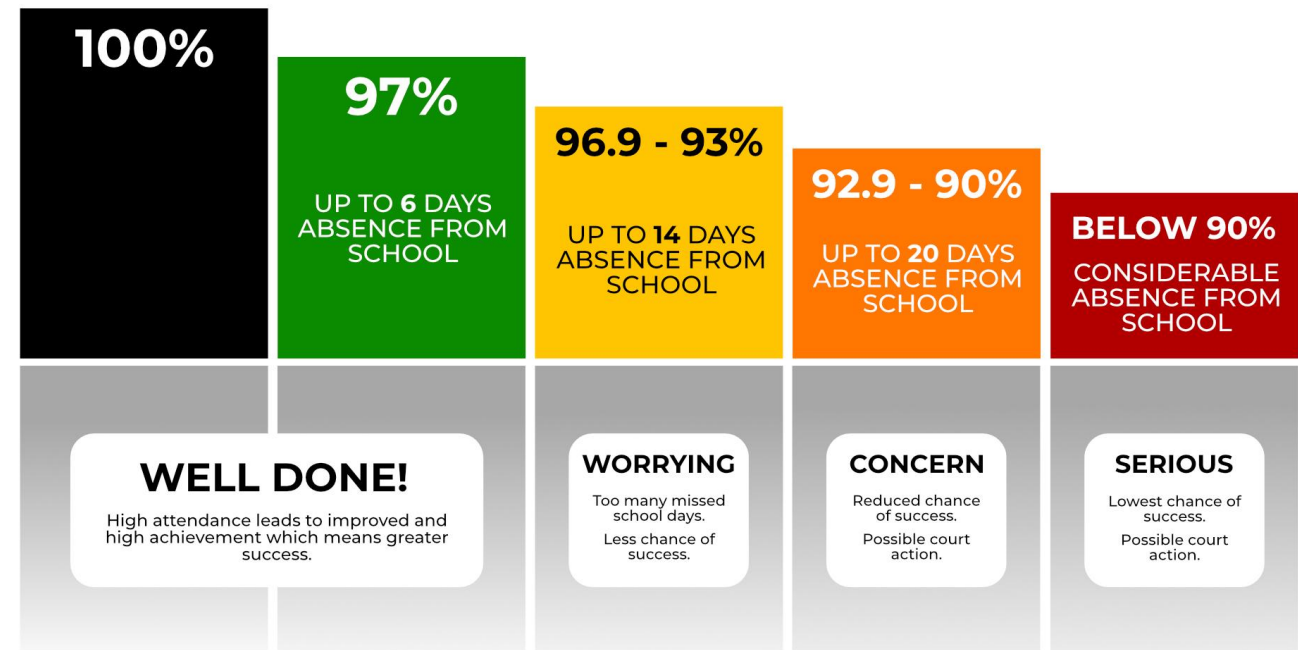
The counters on this place value chart show the number 2,130,421. This is written as two million, one hundred and thirty thousand, four hundred and twenty-one.

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ATTENDANCE

- Please ensure your child arrives to school on time.
- It is so important that your child comes to school.
- Poor school attendance and lateness will be addressed.

WHAT IS YOUR ATTENDANCE?



There are 175 non-school days a year.
That's plenty of time to go on visits, holidays, shopping and other appointments.

Pupil Premium

If you believe you are eligible for Pupil Premium FSM, please complete the 2025/26 Application Form that was emailed to you or contact The Office for a copy.

This is NOT the same as Universal Infant Free School Meal, which entitles Reception, Year 1 and Year 2 children to free meals.

Existing pupil premium eligible parents including if you have transferred from another school also need to complete the form please.

Pupil Premium FSM is a major funding trigger for our school. Therefore, parents / carers of children in Reception, Year 1 and Year 2 should still apply. Pupil Premium FSM is for any child from Reception to Year 6.

Pupil Premium continued

Under current regulations children whose parents/carers are in receipt of any of the following will be entitled to free school lunches via the Pupil Premium FSM eligibility:

- Universal Credit with an annual net earned income of no more than £7,400
- Income Support (IS)
- Income-based Job Seeker's Allowance (IBJSA)
- An Income-related employment and support allowance (ESA)
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of the State Pension Credit
- Where they are entitled to Child Tax Credit and also Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school meals*

Please return your application form via the school office, or email it to office@stokepoges.school by the end of this week.

COMMUNICATION

- Everything that you need to know will be communicated via email, as well as in our weekly reminder email on a Friday
- We will also send reminders via the class Whatsapp
- Please check emails daily
- School website
- phone school office: 01753 643 319
- Please only use School Gateway app to report absence, email school office in all other instances and it will be forwarded to teachers office@stokepoges.school . Please include your child's full name and class.
- If your child is unfortunately late (after 8.50am) for School an adult must sign them in at Reception please.

