



Meet the Teacher

Welcome to Year 6

Rostron and Hamilton Class



Year 6 Morning Groups – Mrs Waywood and Miss Perry

Rostron Class Teacher – Mrs Waywood

Hamilton Class Teacher – Mrs Hustwit

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Meet the teacher...



Tomorrow, your child will spend the day with their new teacher and will be told which morning group they will be in.

They will also be given a pack to take home with some information about the teachers they will have.

Meet the teacher...



Over summer, we have set the children a task to produce a poster all about them which they should bring back to school in September.

We would also like to give you the opportunity to tell us about your child too. In the pack there will also be a letter inviting you to write to us , if you wish, to let us know about your child.

What does Year 6 look like?



At Hardy Mill, our vision is for our children to be the best that they can be.

We are committed to ensuring that by the end of your child's journey with us, they feel as well-prepared as possible for the next stage of their educational journey.

We are really asking for your support this year in order to get the absolute best from your child.

What does Year 6 look like?



Year 6 brings a great deal of focus on preparing for high school, SATs and the responsibilities that accompany being the oldest children in the school.

Although many of your children may feel that, on occasions, we are the “fun police” there are reasons why we insist that Year 6 work hard in class, wear appropriate uniform, complete their homework, follow the school rules and help others across the school in order to prepare them for the expectations of high school and beyond.

Our aim is to equip your child for the next step in their learning journey and for their future, regardless of where life takes them or the paths they choose. We believe that the foundations we build in primary school will set them on the right path toward success.

Curriculum



In school, children are taught:

- Art and Design
- Computing
- Design Technology
- English
- Geography
- History
- Maths
- Music
- Physical Education
- PSHE
- Religious Education
- Science
- Spanish

A curriculum letter will be sent out each term to let you know what your child will be learning in each subject.

Curriculum Overview – UKS2 Autumn 1

Science	History	Computing	P.E
Earth and Space	Ancient Maya	Digital citizenship- safety	Netball and Basketball

Music	Art	PSHE
Sea Shanties	Drawing – Trees and flowers	Being Me in My World- year ahead, about them

Sample Timetable

Y6 Timetable 2024- 2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50 - 9.00	Arithmetic strip	SPaG book	Arithmetic strip	SPaG book	Arithmetic strip
9:00 – 9:15	Spellings	Spellings	Spellings	Spellings	Spelling test Revision of commonly misspelt words
9:15 – 10.15	Maths	Maths	Maths	Maths	Maths
10.15 - 10.30	SPaG	SPaG	SPaG	SPaG	SPaG
10:30 – 10:45	BREAK				
10.45 – 11.00	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number
11:00 - 11:30	Reading	Reading	Reading	Reading	Reading
11.30 - 12.15	English	English	English	English	English
12:15 – 1:15 LUNCH					
1.15 – 2.15	Science	History	Art	PE	Music/Spanish
2:15 – 2:30	Assembly	Assembly	Assembly	Assembly	Assembly
2:30 – 3.30	Science	PE	Computing	RE	PSHE

PPA 11:45 – 3:30

Classes split in the morning, just like they did in Year 5 and will work as classes in an afternoon.



Curriculum Expectations

- Children are expected to strive to do their very best in every lesson.
- Children are encouraged and expected to keep their handwriting neat and take pride in their presentation in all subjects.
- They are also encouraged to make progress week on week as their knowledge and skills develop.
- During the first few weeks of term we revisit some of the key knowledge taught in previous years to support their new learning.

Curriculum Expectations



P.E

- Children must take part in PE sessions, if they cannot participate, please inform your child's class teacher by email, letter or phone call to inform us of the reason why.
- Watches and jewellery, including earrings, **must** be removed for PE sessions.

P.E days: TBC



Behaviour Expectations

This is where we really do need your support!

Our school rules are designed to create a safe and purposeful learning environment for everyone. Whether we're on a trip to the local library, where we need to be very quiet, standing on a train station platform, where they must stay away from the platform edge or playing a game where they need to take turns, it's essential that children understand the importance of following rules. They must also recognise that there are consequences for not adhering to these expectations, thereby learning to take ownership of their choices and accept any repercussions for their actions.

SATs



- You will be invited to a SATs meeting early in January, where we will explain what will happen in SATs week and what we will be doing in the run up to it.
- At the beginning of Year 6 we use past SATs papers to test the children to see what they have remember from pervious year groups (as SATs tests test children on all knowledge from KS2) and to help inform what we teach in class. These test are nothing at all for the children to worry about and we are always very honest about why we do these test and that if there are questions they can't answer, that is fine – it lets us know what we need to teach them, so that they can answer it next time.
- CGP books

Attendance and Punctuality



- It is important that your child arrives on time and attends every day. As soon as they enter the classroom, children will take part in a morning maths or an English activity to consolidate previous learning in class, equating to 50 minutes each week.
- If for any reason they are absent, please let school know the reason for their absence on the first day.
- Attendance at Hardy Mill is very important. As a school, we monitor attendance carefully and will notify you if your child's attendance falls below national average. The government are also having a big push on attendance and issuing many more fines.

School day begins: 8.50am Children will enter through the main KS2 door.

School day finishes: 3.30pm Children will leave school through the KS1 door and will be able to walk home on their own if permission has been given.

Routines



- Healthy snacks can be brought to school to eat at morning play time.
- If your child has a packed lunch, please ensure these contain healthy options.
- Please see the Wellbeing section of our website for ideas for healthy snacks and packed lunches.
- Please remember we are a “nut free” school.

Routines



WATER

- The Department for Education guidance for Early Years Providers states that water and milk are the only safe drinks to give children in regard to their oral health.
- Please ensure your child has a water bottle in school each day. Their bottle **must** contain only water. The NHS advice is that soft drinks such as juice should only be given at mealtimes to help reduce the risk of tooth decay. The children have access to their water all day and constantly sipping juice can increase the risk of tooth decay. Also, water bottles are often on desks and if they contain juice and they are spilt, desks can become very sticky.

Routines



- Children may bring a school book bag or small bag to school.
- Children will be provided with the stationery that they need and a pencil case. Children are not allowed to bring their own stationery to school.
- Year 6 will be able to walk or cycle to and from school and bring their mobile phone to school once relevant paperwork has been signed.

Uniform Expectations



Uniform

- Children are expected to come to school in full uniform everyday.
- Please clearly name all items of uniform.
- Please see the uniform expectations on the website.

Uniform Expectations



We ask that children adhere to our uniform policy. Uniform helps to foster a sense of belonging and pride in their school as well as promoting equality.

It is important that we insist that Year 6 wear correct uniform as high school will insist on this as will many professions.

Uniform Expectations



Jewellery

Jewellery is not to be worn in school with the exception of:

- **one pair** of plain studs in pierced ears
- a traditional watch preferably (Smart watches are only permitted with a parental consent slip that can be requested from the school office)

If children come to school wearing items of jewellery which are not in line with the policy e.g. hoop earrings, sparkly earrings, bracelets, necklaces etc. **they will be confiscated** and returned to the child to take home at the end of the day.

If you are thinking of having your children's ears pierced, we advise that this is done at the start of the summer holidays to allow them time to heal.

Uniform Expectations



Hairstyles

- Haircuts should not be less than a Number 3 and no designs shaved in
- Headbands and bobbles must be plain and in line with school colours
- Shoulder length (or longer) hair should always be tied back for health and safety reasons
- Large hair bows are not to be worn

If children come to school with large hair bows or hair accessories, they will be asked to remove these and put them in their bag to take home.

Uniform Expectations



Nail varnish and make up

- Nail varnish, false nails and make up are not appropriate for school and must not be worn.
- Any child wearing make-up will be provided with a wet-wipe to use to remove their make-up and any child wearing nail varnish/false nails will be told to remove these when they get home and a check made the next day to ensure this has been done.

Uniform Expectations



Shoes

- Black, flat, sensible shoes (no trainers or sandals)
- Trainers should **only** be worn on PE days

Uniform Expectations



Active wear

- On PE days, **plain** active wear uniform should be worn.

To ensure there is no competition about being dressed in the latest trend, which can put a great deal of financial pressure on parents, **branded sportswear is not permitted.**

Homework



As your child transitions to high school, it's important to understand that the amount of homework will increase and become compulsory. This is where our emphasis on homework comes in—it serves as an essential tool for consolidating their learning and applying the skills they've acquired. Moreover, managing their homework teaches children valuable lessons in time management and meeting deadlines, which are crucial skills in the world of work.

How you can help at home



Homework

- Homework will be posted on SeeSaw and we will also use this platform to keep you updated about what we are learning in class. Homework will be set weekly and will focus on the basic skills your child needs to learn during their time in Year 6
- Each week children will be expected to:
 - Learn spellings
 - Practise their times tables
 - Enjoy reading at home
 - Learning Log Homework

How you can help at home



Times tables

- By the end of **Year 4** your child is expected to know their **1x, 2x, 5x, 10x, 3x, 4x, 8x, 6x, 7x, 9x, 11x and 12x** times tables and associated division facts. In Year 6 it is important that they can rapidly recall x tables facts as this will significantly help them in their learning and maths.

Spelling

- During the year, your child will be taught a number of different spelling rules which they are expected to learn and apply. They also need to learning the words from the Year 5 and 6 word list. Children will be given a set of words to learn on a Friday and they will be tested on 10 of these the following Friday.

How you can help at home

Reading

As a primary school it is our job to ensure children leave our school ready for the demands of the KS3 curriculum which they will meet at high school. The best thing that you can do to help your child academically is to help them to read fluently, confidently and to understand what they are reading.

The Centre for Literacy in Primary Education conducted a research report in January 2021 and stated:

- “... the research shows us, that **being literate changes your life**. The research also shows us that if you are a literate child who reads for pleasure then **this has more impact on your future life chances than any other factor.**”

How you can help at home

Regular home reading

- The more reading you can do at home, the better. Little and often works best.
- Consider building reading into your bedtime routine... whatever the age of your child! Turn devices off, you read a book or a chapter to them and let them read to you.

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

How you can help at home

Reading

Encouraging your child to read, reading books aloud to them and modelling reading fluently helps stimulate their imagination and expands their understanding of the world. It helps them develop language and listening skills and can help them relax and positively impact their well-being.

Chess is a game for two players, who try to move their pieces across a board. The game is popular across the globe.



A Life-changing Game

Lots of children dream of becoming famous. Some want to be celebrated for their singing, dancing or acting, others for being athletes. This is the story of Phiona Mutesi, a girl who shot to international fame for doing something quite different: playing chess.

A challenging upbringing

Phiona's life used to be very different from how it is now. She grew up in a family which lived in Katwe, a very poor neighbourhood in a country called Uganda. At the age of nine, Phiona had to drop out of school, even though she was still unable to read or write, as her family could no longer afford to send her. She started selling maize and vegetables in a street market to support her family.

An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.



Coaching a champion

As with learning any new skill, you often need someone to teach you how to do it. In Phiona's case, her coach was a man called Robert Katende, who worked hard to get children interested in the game.

Robert hadn't always been dedicated to coaching chess. In fact, for a long time his passion lay with another game: football. A talented player himself, Robert coached the children of Katwe in football. But when he realised that some of the children had no desire to play football, he turned his attention to chess.

Robert spotted Phiona's potential in the game and put lots of time and effort into helping her improve. She played recklessly at first, too eager to win games as quickly as possible. But when Robert reminded her to play calmly and patiently, she changed her approach to playing the game, bringing her great success.

A roaring success

In 2007, at 11 years old, Phiona became Uganda's junior girls' champion. But Phiona's talent also took her far from home. She travelled to other countries to compete against some of the most experienced chess players in the world. In 2009, she took her first ever trip out of Uganda to attend a competition. She won and, just four years after first learning to play, became an international chess champion.

Watching her next move

Phiona gained fame very quickly. At one competition, she caught the attention of a journalist, who was so in awe of her talent that he wrote a book about her. He called the book *The Queen of Katwe*. A film of the same name was also made in 2016 to show the story of her life so far. Phiona accepted an opportunity to study at a university in the United States of America. She has already achieved great things and people are waiting in anticipation of what she will do next.



Tom and Geoff have fallen into a cave where Geoff sees something interesting...

In the Cave

Tom peered nervously into the darkness.

'It's just a rock. They're all rocks, you can...'

He stopped. The rock Geoff was pointing to was a different colour to those around it, and had a curiously regular shape. As they walked towards it, they could see that, whatever it was, it certainly wasn't a rock.

It was large, smooth, a dull red in colour and shaped rather like a small boat. The front was pointed in a smooth upward curve that reminded Tom of the nose of a dolphin.

'It's got writing on it.' He leaned forward to brush away the dust with his sleeve. On the upper surface, someone had painted a series of letters in gold, but before he could make out what they were, Geoff called him.

'Tom?'

There were two seats set into the centre of whatever it was, and Geoff was sitting in one of them. He was beckoning to Tom, and staring intently in front of him.

'What?'

Geoff pointed and Tom came round to look. On the surface in front of the seats, a green light glowed in the dark.

'What did you do?'

'I didn't do anything. It just came on.'

'It came on?'

'I just sat down and it came on.' Geoff pointed. 'Like that one.'

A small orange light had appeared beside the green one. A moment later it was joined by another. And another.



Silently, Tom climbed in to sit beside Geoff. They watched as the lights continued to flick on until they extended to cover the whole board in front of them and then spread along the panel that stretched between them to the floor.

At the same time, the boys became aware of a faint humming, an almost inaudible vibration that they felt rather than heard, finishing in a ping that reminded Tom of a microwave oven telling you the pizza was ready.

And that was that.

'Wow... ' Geoff reached out a hand. Directly in front of him were two horizontal handles and between them a circle of four large, blue lights arranged like the petals of a flower. 'I wonder what it is?'

'What?'

'This. What do you think it is?'

'It's...' Tom shrugged. 'Well, it's a machine.'

'Yes, but what's it for?' Geoff ran a finger cautiously over the surface of one of the lights. 'I wonder if we could find out.'

'What are you doing?'

'They're not just lights, are they?' Leaning forward, Geoff stared intently at the surface under his hand. 'They're buttons, you see? I reckon if you pushed one of these -'

'You can't do that!' Tom stared in horror at his friend. 'You don't know what'll happen!'

Geoff said nothing. Obviously they didn't know what would happen. It was why he wanted to push a button and find out. His finger still hovered over the group of blue lights.

'At least let's think about it first,' Tom pleaded.

'Think about it?'

'Just for a minute or two. It might help.'

Reluctantly, Geoff sat back and thought about it. But the more he thought, the more it struck him that you *could* think forever and still not know anything. There was only one way to really *know*.

Longbow Girl

This story is set in the past. Merry Owen is a young girl who loves archery. Here, she is taking part in a competition against a group of adult archers who have never met her before. She has to shoot an arrow into a target of black and white circles on a board. There are two rounds in the competition.

Merry stepped forward. She was dimly aware of applause, of jeers, of shouts, but nothing intruded above the roaring of blood in her ears. She positioned herself behind the line, rolled her shoulders and took a few deep breaths.

'We're all ready when you are,' said the marshal, as if it were a great joke.

Merry selected an arrow, eyed her target. She felt a cool focus flood her veins.

'Ready your bow!' cried the marshal.

Merry took her stance, then, listening to the commands of the marshal, she nocked* her arrow, bent from her waist, marked the target, drew back her bow and loosed. The crowd had fallen silent. The only sound she could hear was the whisper of her bowstring and the hiss of her arrow. It seemed to take long seconds to fly home to its target. Merry saw it hit and lodge in the black ring, just left of the white centre.

*nock: to place an arrow against the string of the bow



She chose another arrow, let fly. It lodged in the black ring again, just to the right of the white centre. Then she took out her third arrow, aimed, loosed. Inner white! She was sure of it.

She turned, walked back from the line as the crowd, which had been stunned into silence, started to clap. She didn't smile. Not yet. She just stood and waited. She was aware of the marshal staring at her, mouth hanging open, revealing stumps of discoloured teeth. She just looked at the mountains rising behind the castle, tried to keep at bay the noise and the attention.

'Well!' stated the marshal. His voice came out high-pitched. He cleared his throat and started again. 'Well...it would appear that Merry Owen will go through to round two.'

More noise from the crowd.

Merry walked forward to retrieve her arrows. She passed the marshal. He looked at her with sheer surprise.

'In round two,' he declared for her benefit, 'we move ten yards back and each competitor will take turns so that we might better enjoy the spectacle. So we might better appreciate their skills.'

The atmosphere became even more charged. The men glanced at each other, each thinking, it seemed to Merry, of the ten gold coins, of the fortune awaiting the winner. But for her, there was even more at stake than a purse of gold.

The ten other competitors all took their turns. The clear winner so far had two arrows in the black ring and one in the inner white.

Then it was Merry's turn. She walked forward. The crowd cheered. The men watched. Gone was the air of ridicule, amusement or pity directed her way.

She waited till it fell quiet, then chose her first arrow. She nocked it, drew back her bow to its fullest extension. She needed all its power now to make the extra distance and to maintain accuracy. She felt and sensed the almost unbearable tension in the wood. Please don't break, she prayed silently. Please give me just a few shots more. She let out her breath, loosed the arrow. The bow held strong. The arrow flew to the target. Black circle.

Second arrow. She had to do better. No thinking, no worrying, just instinct and skill. She heard the ancient commands, in her head, in her body and somewhere deep inside that must have been her soul. She pulled in a breath, released it smoothly as she loosed the arrow, as she watched it home in. Inner white! She felt the first flush of euphoria, pushed it down, selected her third and final arrow. She let it fly. Closed her eye, breathed, waited. The crowd roared. She opened her eye, looked at the target. Even from this distance she could see: dead centre of the inner white.

Only then did she smile.

The marshal hurried up to the target, eyed the arrows and smiled back. 'We have an outright winner,' he declared. 'With one first circle and two golds, Merry Owen wins!'



How you can help at home

The SATs Reading Paper, which the children will sit at the end of Year 6, provides a bench mark for the expectation for reading going forward to high school.

The paper is an hour long and children are expected to read three texts and answer questions about all three texts.

During their time in KS2 we gradually increase expectation in reading so that by the end of Year 6 the children have the best chance of meeting the expected standard. Your support with this process is vital.

How you can help at home

Reading

The importance of reading fluently

- Fluent reading supports reading comprehension. **If children are to become fluent readers, they need to read a lot.** If reading becomes effortless, children can focus their attention on the meaning of the text. We have put together a reading fluency checklist to help the children understand what it means to read fluently.





How you can help at home

When you read with your child, encourage fluency by talking about the features listed on our fluency checklist and model this when reading.



Reading fluency checklist



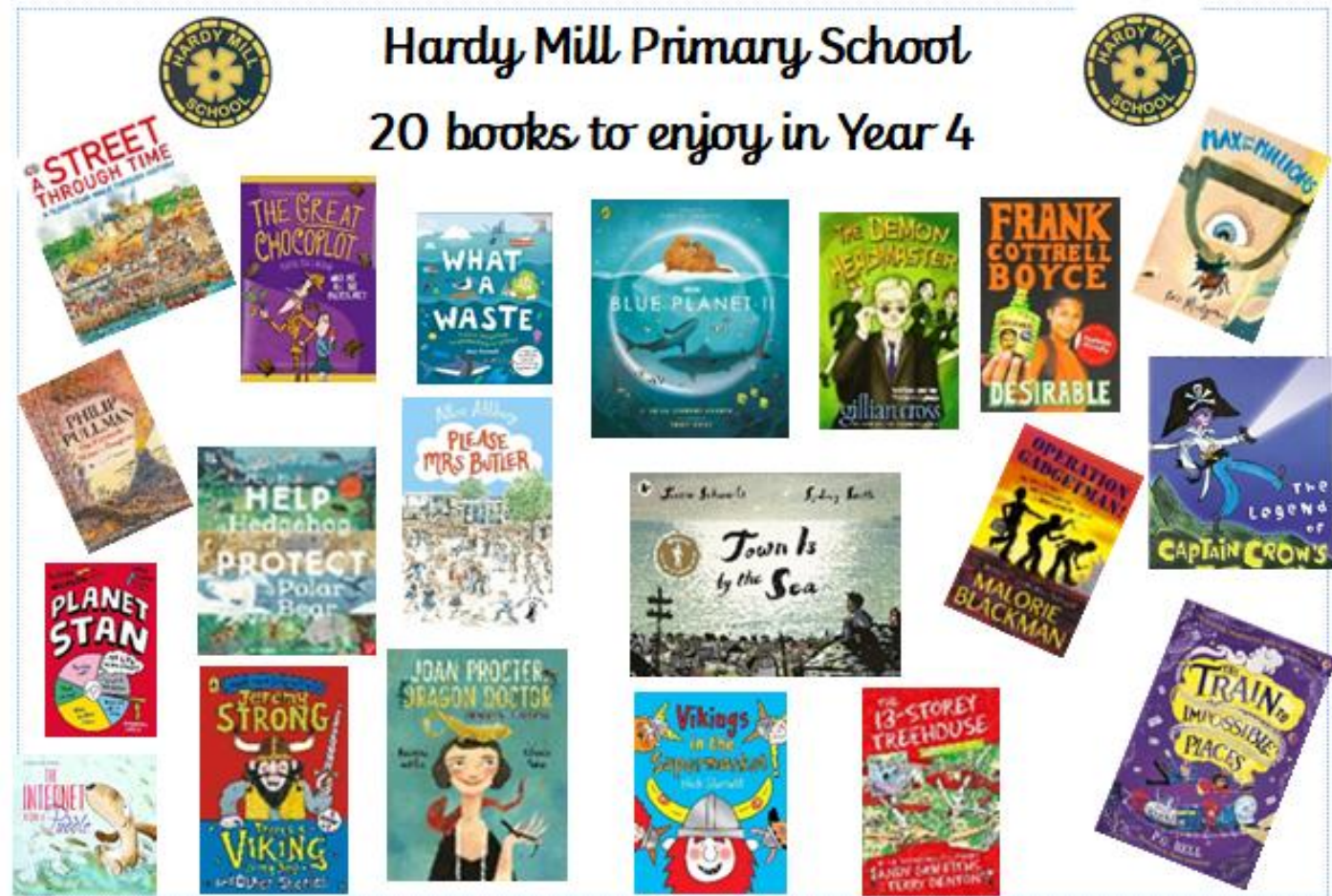
	Accuracy	I read each word correctly. Accuracy counts.
	Speed	I read at the right speed - not too fast and not too slow.
	Expression	I vary my voice and read with expression. I do not read like a robot.
	Punctuation	I pay attention to punctuation. I know that it helps me read at the right

How you can help at home

20 books to read

Each year group has a list of 20 recommended reads for the children whilst they are in **Year 6**.

These books can be borrowed from school and many can be borrowed free of charge from Harwood or Bolton library.



Online Safety



- Please continue to supervise your child whilst they are online and frequently check any devices your child uses to look at the apps and content that they have been accessing.
- Treat it as you would road safety – you wouldn't show them how to cross the road once and then leave them, apply the same rules on the internet – reinforce online safety constantly!
- Please visit www.common sense media.org for app and website information to check whether sites and apps are appropriate for the age of your child.
- An online safety newsletter is sent out on ParentApp and is put in the online safety section of the website each month, with information for parents about the latest apps and games that children are accessing.

Online Safety



- Social media – for age 13+ with parental consent
- Instagram and snapchat cause issues in school – please keep your child from using these apps.
- If you allow them to use social media, please monitor them and ensure they have strict privacy settings and only accept friends they know in real life (please check these regularly).
- We have had pupils with open Instagram accounts with THOUSANDS of followers – please be safe and keep it secure!
- WhatsApp – friendship issues.

How you can help us!



Ensure your child has the correct uniform, especially unbranded Activewear on PE days.

Make sure your child does not come to school wearing jewellery other than what is permitted in the uniform policy. Your support in particular with hoop earrings, false nails and mascara would be very much appreciated!

Encourage your child to do their homework.

Take an active interest in their achievements at school and in their test scores.

Let us know about achievements outside of school so that we can celebrate their successes beyond the curriculum.

Working together



You know your children best. Please tell us if there is something happening that may impact on their wellbeing or learning in school.

If you have any queries during the year, please do not hesitate to come into school, telephone or email us.

We aim to resolve any issues quickly and the sooner these are brought to our attention the better to hopefully prevent a small issue turning into a big one.

Questions



Thank you for attending this meeting.

If you have any questions please do not hesitate to get in touch with any of the Year 6 team.