

Year 6 Information Evening 2025 - 26



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Aims of this evening

Welcome and partnership

Curriculum overview

Teaching and learning

Assessment and progress

Home –school support

Wellbeing and personal support

Mobile phones

Questions and communication

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Meet the team....

21 Mr Raymond, Miss Wright

22 Mrs ElMaghraby

23 Mr Cole, Mrs Payne

24 Miss Kirby, Mrs Hashmi

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Rules and responsibilities

- School rules
- Behaviour rewards
- Head Teacher awards
- Playground Pals
- Prefects
- School Council
- House Captains

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Our Core Values

Our core values are:

- Integrity
- Respect
- Happiness
- Pride
- Responsibility
- Tolerance



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Attendance/punctuality

- Importance of attendance/punctuality
- SATs are the week commencing 11th May 2026

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Uniform/PE

- PE days
- Uniform etc (shoes, braids etc)

This half term:

Class 21 has PE on Wednesday only

Classes 22, 23 and 24 have PE on Monday and Wednesday

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Our Curriculum

Cycle 1 - World War Two

Cycle 2 - Rainforests

Cycle 3 - Local & National History

Cycle 4 - Changes to Our World (Climate Change and Sustainability)

Science: classification, circulatory system, evolution and inheritance, light, electricity

PSHE: SRE (Summer Term)

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School events of the year

- Lincolnsfield Centre - 7th October
- Kew Gardens - 11th December
- Panto - 15th December
- World Book Day
- Black History Month
- Tudor Week
- Number day
- PGL
- End of year performance
- World Mental Health Day
- Remembrance Day
- Christmas Bazaar (FTCA)
- Children's Mental Health Week
- Safer Internet Day
- British Science Week

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Maths

Paper 3 Question 17

A shop buys 35 boxes of crisps. Each box contains 48 packets of crisps. On average, the shop sells 56 packets of crisps each day. How many days will it take for all of the crisps to be sold? [3 marks]

Paper 3 Question 15a

A factory makes T-shirts and dresses. They pack them in boxes. There are 50 T-shirts in a box. How many T-shirts are there in 250 boxes? [1 mark]

Maths

Paper 2 Question 17

A 4 kilogram bag of rice costs £6. What is the cost of 500 grams of the rice? [1 mark]

Paper 1 Question 31

$(5^2 + 3) - 12 \div 4$ [1 mark]

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Reading

- Home communication books will go out Friday and will be signed by the teacher on Thursday.
- 4 entries of 20 minutes are required to meet weekly expectation. Each entry gains the children a score towards our reading challenge. If they reach 300, the school will purchase a book of their choice for them to keep.
- Children will need to read between 120 - 170 words per minute by the end of Year 6.
- SATs reading test has three different sections which the children will read and answer questions to.

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Reading

Carefully, Michael leaned over to look: on one side of the boat lay the whale's tapering tail; on the other side, the head with its scarred lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

Look at the paragraph beginning: *Carefully, Michael leaned...*

Where was the whale?

Tick **one**.

in front of the boat

☐

at the side of the boat

☐

under the boat

☐

five metres from the boat

☐

1 mark

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Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Writing

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Writing

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Assessment and progress

- Parents Evening
- Spelling tests
- Assessments throughout the year

Home –school support

- Homework routines
- Showbie - spellings
- TTRS

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Mobile Phones

- Common in year 5 & 6
- Safety element
- Emotionally ready for the responsibility of a phone.

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Mobile Phones

What do we need to know?

Smartphones stimulate the brain's dopamine reward system. Each notification, scroll and 'like' lights up the brain's pleasure centres, reinforcing use and increasing dependency. The young the brain is more vulnerable it is to this cycle and as a result phones can become addictive. When the whole world lives online- it is so easy for our children to think that they should too but phones literally impact their brain development, behaviour and even their mental health. Phone use can:

- Impact sleep- the light from the phone screen can affect sleep quality and make it hard to fall asleep
- Increase mental health needs- studies show increased phone use can increase anxiety and depression and students report this themselves!
- Decrease social skills- phones promote less face-to-face interaction and can hinder emotional intelligence (the ability to read and manage your own emotions and those of others)
- Increase negative self-comparison, self-esteem and confidence – especially when using social media
- Decrease focus in the classroom- concentration levels are often impaired due to the constant fast paced, instant gratification on apps/games and social platforms

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Mobile Phones

What we're giving isn't just a phone, it's a portal to an unpredictable, adult world we have very little control over. Children are finding themselves sucked into the devices, spending less time playing with friends and more time staring at a screen. They also introduce comparison, social pressure, addiction and exposure to content their brains aren't yet equipped to process.

Signs your child may not be ready yet:

- Difficulty switching off screens without a reaction
- Low tolerance to frustration
- Poor impulse control or high anxiety after screen time
- Seeking approval or reassurance often

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Mobile Phones

So what can we do?

It is a tough one, especially when everyone else seems to have a phone but here are some top tips which will support them developmentally and emotionally whilst balancing the practical aspects:

- You could go off grid and give them a nokia phone- just for calls and texts
- Give them a 'pinwheel phone' or 'Bark phone' which look like real smart phones but have no internet or social media and have parent controls so you can see messages sent/ manage their usage and even turn off apps at certain times
- Try not to let them have social media until they are 16 when they are developmentally ready- I know it seems extreme but I truly believe it is the best thing you can do for your child – read the anxious generation book I link below for more info
- introduce phones gradually, with clear boundaries and education- Give them their phone in June or July and monitor it together over summer, gradually teaching them about boundaries and rules as you go so they are ready in September and know the rules
- Be consistent and predictable with your rules and let them know you will be checking their phone
- Keep phones out of bedrooms and minimise usage at the weekends- a few hours window and then it goes away
- Encourage more real-life contact with friends- be open to having friends round and allowing them to 'hang out' at yours rather than through screens and have a no phone rule in your home
- Have open conversations about healthy usage

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Mobile Phones

Only to be bought to school if your child is travelling home by themselves.

While digital communication can be beneficial, it's crucial to ensure our children's safety online.

As parents, it is your responsibility to:

- Regularly check your child's WhatsApp conversations
- Monitor group chats they're a part of
- Discuss online safety and appropriate behaviour
- Set guidelines for WhatsApp usage
- Be aware of who your child is communicating with
- Remember, active parental involvement is key to creating a safe digital environment for our children

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Questions

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