



# Meet the Teacher 2025-2026

## Year 6

Maundene Primary School



# Our aims for today:

- To provide you with information about the learning that your children will focus on throughout Year 6.
- To communicate the expectations for the next curriculum year.
- To provide you with an opportunity to ask any questions about your child's next curriculum year.

This is not a time to discuss your individual children as teachers will have comprehensive transition meetings with their previous teachers and our SENCo.



# Welcome to Year 6



Mrs Rattle

Mrs Macey

Miss Lambert

Mr Lawrence

# At Maundene, we believe in the following values:

Compassion
Integrity
Resilience
Curiosity
Respect
Aspiration

Each classroom has a values display which focuses on one value each term. We encourage the children to show these values throughout the school day inside and outside of the classroom.

# Expectations

At Maundene our vision is to create a learning environment built upon the principles of an Attachment and Trauma approach where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others.

We recognise that each individual child is at a different stage of social learning. As a result of this, we treat each child as an individual and if further support needs to be provided for particular children we put this in place.



## Positive Rewards:

Star of the Week

Good News Notices

Character Skills Certificates

Headteacher Awards

# Uniform

Grey trousers/ tailored shorts (summer only)  
Grey pleated skirts/pinafore dress  
Red polo shirt with logo  
Red cardigan/jumper with or without the logo  
Red gingham dress (summer only)  
Grey/white/red tights  
White/black socks  
Black shoes/ankle winter boots/plain black trainers

## PLEASE LABEL ALL ITEMS

Hair beyond shoulder length should be tied back

No jewellery please – earrings should be small studs only and removable for PE by the child.

A watch is permitted- no smart watches.

Make-up - including nail varnish - is not permitted.



# PE

## PE kit:

Red/black PE shorts or black cycling shorts

House colour t-shirt

Grey/black tracksuit with no logos for outdoor PE

Black leggings

Trainers/plimsolls (black)

Tights should not be worn in PE – please keep a pair of socks in school

A letter from home is required should your child not be able to participate

Children should be coming into school wearing their kit.



# The School Day

8:35 – Gates Open

8:40-8:55- Early morning  
work/interventions

9:00 – Registration

10:45 – 11:00 – KS2 Break time

You can provide your child with a fruit  
or vegetable snack)

12:30 – 13:30 – KS2 Lunch

15:20 – School finishes



# Curriculum

Autumn

Spring

Summer

Year Six		
<b>Peace and Conflict</b>	<b>Power and Governance</b>	<b>Social Justice and Equity</b>
<b>Focus:</b> Civil rights movement; conflict at all levels	<b>Focus:</b> The power of collective action and role of social movements and governments in tackling injustice	<b>Focus:</b> Accepting differences
<b>Core Texts</b>	<b>Core Texts</b>	<b>Core Texts</b>
<p><u>Global Learning outcome</u></p> <p>Speeches audiobook that challenge perspectives and shared on social media</p>	<p><u>Global Learning outcome</u></p> <p>Coitan recycling campaign</p>	<p><u>Global Learning outcome</u></p> <p>Multi-faceted marketing campaign &amp; production</p>
<p>Max and the Millions</p>  <p>Stela by Starlight</p> 	<p>Gorilla Dawn</p>  <p>Climate Rebels</p> 	<p>Pig Heart Boy</p> 
<p><b>Science:</b> Autumn 1: Light; Autumn 2: Electricity</p>	<p><b>Science:</b> Spring 1: Living Things and their Habitats Spring 2: Evolution and Inheritance</p>	<p><b>Science:</b> Animals including Humans</p>
<p><b>History:</b> Human Rights: Systemic racism past and present</p> <p><b>Geography:</b> USA and London: Segregation and community</p>	<p><b>History:</b> Spring 1 The Real Wakanda- Lost city of Benin</p> <p><b>Geography:</b> Spring 2 Changing landscape of Congo National Parks: Impact on people and places</p>	<p><b>History:</b> Anglo-Saxons and Viking settlements; Edward the Confessor and power struggles</p>
<p><b>Computing:</b> Autumn 1: Online Safety / Online bullying Technology in our lives Autumn 2: Online Safety / Self Image and identity Computing a - Design a game with a timer and a score</p>	<p><b>Computing:</b> Spring 1: Online safety day activities Discrete Digital skills - A Data and information - google sheets Spring 2: Online Safety / Managing online relationships</p>	<p><b>Computing:</b> Summer 1: Online Safety / Privacy and security Computing - B - Programming - sensing movement - Microbit Summer 2: Online Safety / Copyright and ownership Discrete Digital skills - B - Promote, plan and manage a Yr 6 end of school event using a range of digital skills</p>

# Curriculum

## Autumn

<b>DT:</b> Autumn 1: DT- Slinkachu- miniature art (Construction)
<b>Art:</b> Autumn 2: Art- Watercolour (Sam Cannon)
<b>RHE:</b> Autumn 1 Family and Relationships Autumn 2 Health and Wellbeing
<b>PE:</b> Dance, Hockey, Tag Rugby, Badminton
<b>Music:</b> English Model Music Curriculum v2 Autumn 1: Music and technology Autumn 2: Developing ensemble skills
<b>RE:</b> Autumn 1: Understanding faith in Medway Autumn 2 Judaism Unit 4: Jewish Life
<b>MFL:</b> Autumn 1: Phonetics 3 & 4 (X) and Les vêtements - Clothes (I) Autumn 2: Moi dans le monde - Me in the World (P)
<b>Writing:</b> Autumn 1: Non Chronological Report and Letter writing (formal and informal) Autumn 2: Newspaper and Dual Narrative

## Spring

<b>DT:</b> Spring 2: DT- Patchwork Quilt inspired by African designs (Textiles)
<b>Art:</b> Autumn 1: Art- Gorilla Paintings and Sketches (Kim Guthrie)
<b>RHE:</b> Spring 1: Safety and the changing body Spring 2: Citizenship
<b>PE:</b> Tennis, Basketball, Gymnastics, Cricket
<b>Music:</b> English Model Music Curriculum v2 Spring 1: Creative composition Spring 2: Musical styles connect us
<b>RE:</b> Spring 1: Buddhism Unit 4: The Buddhist community worldwide Spring 2: Christianity Unit 9: Leading a Christian life
<b>MFL:</b> Spring 1: Le week-end - At the Weekend (P) Spring 2: En ville - Around Town (P)
<b>Writing:</b> Spring 1: Narrative and Persuasive speech Spring 2: Biography and Explanation Text

## Summer

<b>DT:</b> Summer 2: DT - Pneumatic beating heart (Mechanisms) Summer 2: DT- Food Fortnight
<b>Art:</b> Summer 1: Art- Newsprint heart (Travis Bedel)
<b>RHE:</b> Summer 1: Economic Wellbeing Summer 2: Transition
<b>PE:</b> Athletics, Rounders, Tri Golf, outdoor and adventurous activities
<b>Music:</b> English Model Music Curriculum v2 Summer 1: Improvising with confidence Summer 2: Farewell tour
<b>RE:</b> Summer 1: End of life's journey Summer 2: Sikhism Unit 4: Belonging to the Sikh community
<b>MFL:</b> Summer 1: À l'école - At school (P) Summer 2: Manger et Bouger - Healthy Lifestyle (P)
<b>Writing:</b> Summer 1 and 2: Newspaper and Narrative

# Reading

Children will participate in daily reading lessons where they will develop their fluency, prosody and comprehension skills.

At the beginning of the year, children will be given their own reading record. Please read with your child daily and ensure your comments are recorded. In order for your child to access the curriculum, they **must** read regularly at home.

# KS2 SATs

KS2 SATs, also known as the National Curriculum Assessments, are standardised tests taken by children in Year 6 at the end of their primary education. They are designed to measure a child's attainment against the national curriculum standards in core subjects.

Purpose of KS2 SATs:

- Assess student progress: The tests help teachers and parents identify where a child is performing well and where they might need additional support before moving to secondary school.
- Inform secondary schools: Results are shared with the child's new secondary school to help them understand each pupil's baseline and plan appropriate support or setting arrangements.

# KS2 SATs - Dates for 2026

The statutory Key Stage 2 tests for 2026 are timetabled to take place during the week commencing Monday May 11th to Thursday May 14th 2026.

- **Monday 11th May 2026:**
  - English grammar, punctuation and spelling Paper 1: questions
  - English grammar, punctuation and spelling Paper 2: spelling
- **Tuesday 12th May 2026:**
  - English reading
- **Wednesday 13th May 2026:**
  - Mathematics Paper 1: arithmetic
  - Mathematics Paper 2: reasoning
- **Thursday 14th May 2026:**
  - Mathematics Paper 3: reasoning

# KS2 SATs - How are Results Reported?

How Results are Reported:

- KS2 SATs papers are marked externally.
- Your child will receive a raw score (the total number of marks achieved on each paper).
- This raw score is then converted into a scaled score. Scaled scores typically range from 80 to 120.
- A scaled score of 100 or more means your child has met the "expected standard" for the key stage.
- A score below 100 indicates they have not yet met the expected standard.
- A score significantly above 100 (e.g., 110 or over) may indicate they are working at "greater depth" within the expected standard.
- At the end of the summer term, SATs results are shared with parents.

# Stationery



School equipment is not necessary as we will provide everything the children need in school.

Children should use a school book bag or the Maundene backpack – bags will be kept on their pegs in the cloakrooms.

Children should bring a labelled water bottle into school that they can refill throughout the day. This is to be filled with water, not juice.

# Keeping Informed

- If you need to inform your child's class teacher about a brief query, please speak to them after school (Members of SLT are available every mornings and after school on the playground also).
- Appointments can be made via the class teacher or office if you feel a longer meeting is needed.
- Curriculum Newsletters are provided in the form of a website to notify you about your children's termly learning.
- Weekly Newsletters are sent out by email on a Friday. These detail key dates for you to take note of.
- Parent Consultation Evenings take place in Term 2 and Term 4.
- In Term 6, you will receive your child's End of Year report.

# Parental Engagement

- Throughout the year you will have various opportunities to engage in your child's learning by attending each of the following:
  - A Class assembly
  - Two Learning with your Child Workshops
  - Reading with your Child
  - A Learning Showcase in Summer 1
- Dates are shared through our weekly newsletter and are always well in advance so that you can attend as many events as possible to support your child.

# Lines of Communication

1. Class teacher/Teaching Assistant
2. Phase Leader  
Mrs Read EYFS/Year 1  
Miss Kasabi Year 2, 3 and 4  
Mrs O'Connor Year 5 and 6
3. Mrs Hampton (SENCo) or Miss Rixon (Home School Support Worker)
4. Mrs Jackson (Deputy Headteacher)
5. Miss Capes ( Headteacher)



# Homework Expectations

In order to embed the learning taking place in school, please support your child to complete the following at home every week:

- Read three times a week - contact book must be signed and returned.
- Times Table Rockstars (online)
- Ed Shed (online)
- One sheet of homework in their homework book - with arithmetic, reasoning, grammar and 10 spellings to learn weekly with a test on Thursday. Homework will be handed out Friday and will need to be returned by Wednesday the following week.
- There will be a point reward system for homework in place for every class. 3 points if homework is handed in early, 2 points if homework is handed in on the day, 1 point if homework is handed in a day late. If the children earn 10 points, they will get a sticker!
- Additional homework will be provided in preparation for SATs and to prepare the children for Secondary.

# How to help your child

- ✓ Support your child in becoming more independent throughout the year – packing own school bag and looking after their belongings, washing hands
- ✓ Let us know if anything happens that might affect your child's well-being.
- ✓ Ensure they attend school every day and are on time
- ✓ Ensure your child reads **daily at home**.
- ✓ Encourage your child to complete their homework which is set every week.

# Questions

If you have any questions, please ask them now!

