

## THE HAMPDEN WAY

Aspiration &  
Opportunity



We do  
our best

We are  
kind

We are  
a team



# WELCOME TO YEAR 6

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# THE YEAR 6 TEAM

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Mr Nutt, Mrs Schleising (Mon-Wed), Mrs Field (Wed-Fri),

Mrs Baker, & Mrs Strawbridge



# EXPECTATIONS

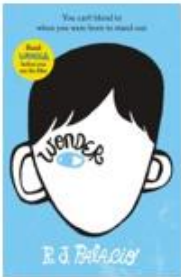
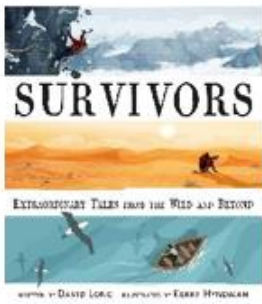
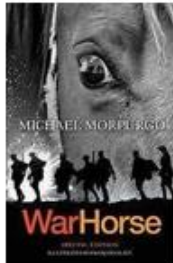


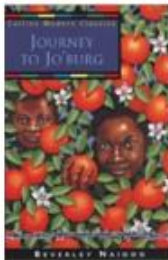

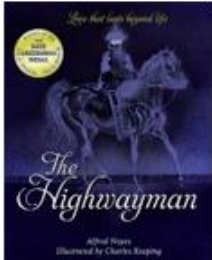



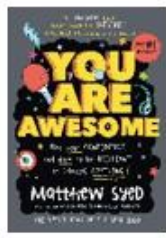

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# Year 6 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My World	Conflict, Duty and Sacrifice	Motivation for Change	Blood, Breath and Fears	Muggles, Magic & Malevolence	Be Awesome!
<b>Core Text:</b> Wonder  	<b>Core Text:</b> War Horse / War Game   	<b>Core Text:</b> Journey to Jo'burg   	<b>Core Text:</b> Pig Heart Boy  	<b>Core Text:</b> Harry Potter & the Philosophers Stone  	<b>Core Text:</b> You Are Awesome & Go Big   
<b>PSHE Outcomes:</b> Identifying goals for the year. Promoting global citizenship.	<b>PSHE Outcomes:</b> Challenging normality.	This is an overview of what we'll be studying throughout the year. For the full version, please see the JHS website.		<b>PSHE Outcomes:</b> Health of support.	<b>PSHE Outcomes:</b> Exploring self-image and body-image



Science Knowledge Organiser: Electricity (Y6 T1)

Prior knowledge/key knowledge & skills

**Y4 prior knowledge:** Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Series and Parallel Circuits

**Series**

A circuit that only allows electrical energy to travel around one path through all of the components in the circuit. If a component is removed, all components stop working.

**Parallel**

A circuit that allows electrical energy to travel around multiple paths, meaning that individual components can be removed without stopping other components.

Investigative focus

**Pattern-seeking:** How many bulbs can be lit from one battery? Can you create a circuit that makes all the bulbs have the same brightness? What do you need to change if more components are added to the circuit?

Challenging Perceptions

Can you explain the danger of short circuits? Can you explain what a fuse is? Can you explain the impact of changes in a circuit?

Key People

<b>Benjamin Franklin (1706-1790)</b>	Started studying electricity in 1746 and discovered that charge could be stored. In 1750, he carried out his famous kite experiment to prove that lightning was electricity.
<b>Luigi Galvani (1737-1798)</b>	Italian physician who discovered that the legs of a dead frog twitched when struck by an electrical spark – the early work in recognising electricity in nerves and muscles.
<b>Alessandro Volta (1745-1827)</b>	Italian pioneer of electricity who is credited as the inventor of the electric battery and the discoverer of methane. He proved that electricity could be created chemically.
<b>Michael Faraday (1791-1867)</b>	English scientist who contributed to the study of electromagnetism and electrochemistry. His inventions formed the basis of electric motor technology.
<b>Georges Leclanche (1839-1882)</b>	A French electrical engineer who created the <i>Leclanche Cell</i> in 1866 – one of the first electrical batteries and the forerunner of the modern dry cell battery.
<b>Nikola Tesla (1856-1943)</b>	Serbian inventor and engineer who discovered the rotating magnetic field, which formed the basis for the type of motor now used in hairdryers, vacuums and drills.

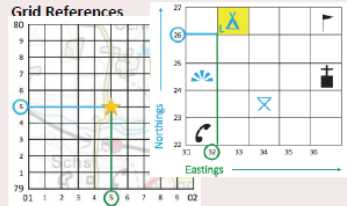
Circuit Symbols		
Cell		A device that generates electrical energy from chemical reactions, used as a source of power.
Battery		A container that holds two or more cells, used as a source of energy.
Lamp/ Bulb		A light source, which generates light as an electrical current passes through a filament (thin wire).
Buzzer		An electrical component that makes a sound which is often used for signalling.
Motor		An electrical component that converts energy into kinetic (movement) energy.
Open Switch		A device designed to open and close a circuit is complete or broken.
Closed Switch		A device designed to open and close a circuit is complete or broken.
Wire		A thin flexible thread of metal (often encased in an insulator, used to link components).
Voltmeter		An instrument used to measure the potential difference (in volts).
Ammeter		An instrument used to measure the electric current (in amps).

Vocabulary	
Conductor	A material that allows electrical energy (current) to pass through it.
Insulator	A material that stops electrical energy passing through it.
Current	The rate of flow of electrical charge around a circuit.
Resistance	Where the flow of the electrical charge is slowed down by a component.
Power Station	An industrial facility where electrical power is generated, often from coal, gas etc).
Pylon	A tall tower structure used for carrying electrical cables across the ground.
Renewable Energy	Natural energy sources (e.g. wind, solar (sunlight), hydro, geothermal).

Geography Knowledge Organiser: Maps & The UK (Y6 T1)

Vocabulary	
Scale	The size of a map compared to the area it represents (e.g. 1cm = 500km)
Contour Lines	Lines on a map which represent changes in height (closer together = steeper)
Grid Reference	Numbered lines that help identify a specific location on a map
Topography	The surface features of the earth, such as hills, mountains, valleys
Capital City	The major city of a country, usually the place where government meets
Physical Maps	Maps that show the shape of the land and physical features (rivers, mountains)
Human Geography	The study of people and their interactions with their communities and environment

Prior knowledge/key knowledge	
Year 5 prior knowledge	Understand and describe key aspects of physical geography. Locate places on maps, globes and atlases. Locate the UK's regions and major cities. Locate places on maps, globes and atlases studied in relation to the Equator, Tropics of Cancer and Capricorn, and their <b>latitude and longitude</b> .

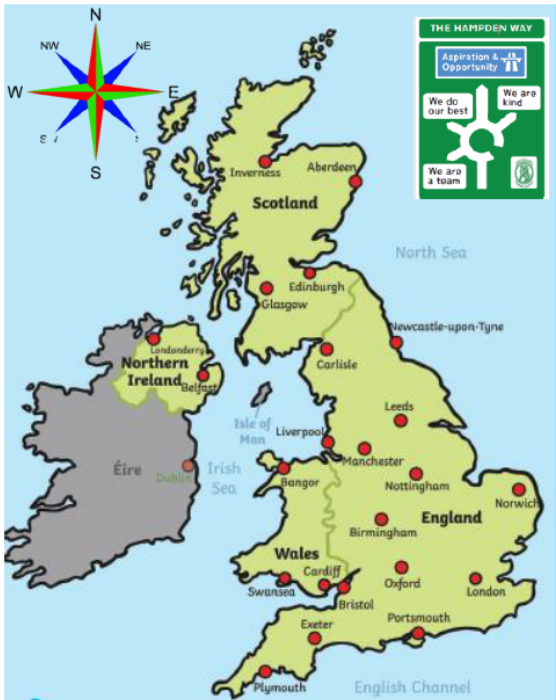


**4-figure grid references** define a square on the map (e.g. 32 26)

**6-figure grid references** divide each side of a square into tenths, which gives a more precise location (e.g. 015 795)

**Eastings** are the first set of digits and **Northings** are the second part.  
**Along the corridor and up the stairs!**

The United Kingdom includes England, Wales, Scotland and Northern Ireland.	Great Britain or Britain refers to the main island of the UK (including England, Wales and Scotland).
The highest mountain in the UK is Ben Nevis in Scotland (which is 1,345m tall).	England is divided into 48 different counties, with North Yorkshire being the largest by area.
The capital city of England is London, the capital of Wales is Cardiff, the capital of Scotland is Edinburgh and the Capital of Northern Ireland is Belfast.	The UK's longest river is the River Severn (354km long), which runs through the counties of Powys (Wales), Shropshire, Worcester and Gloucestershire (England).
Ireland (or Eire in Irish) became independent from the UK in 1922, after the Irish War of Independence.	The UK's population is approximately 66 million (in 2020), with around 9 million living in London.



Key skills/ investigative focus	Big Questions/Challenging Perceptions
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Determine why some locations in the UK are more populous than others. Why did big cities like London and Manchester become so big?
Use 4- and 6-figure grid references with ease and accuracy	
Work confidently with a range of maps from large-scale street maps to 1:50,000 maps	

# HOMework

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- READING – 4 X PER WEEK (EVERY NIGHT IF POSSIBLE)
- READ THEORY (20 MINS PER WEEK)
- MATHS ACTIVITY (USUALLY WEEKLY)
- TIMES TABLES ROCKSTARS (15 MINS PER WEEK)
- SPELLING PRACTICE ON SPELLING SHED (WEEKLY)
- TOPIC (OCCASIONALLY)

USUALLY HANDED OUT ON A THURSDAY,  
DUE IN ON A WEDNESDAY









# APPROXIMATE COSTS THROUGHOUT THE YEAR

(ALL SUBJECT TO CHANGE!)

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- FIELD WEEK - £345
- SWIMMING (TRANSPORT CONTRIBUTION) - £15
- THAME MUSEUM VISIT - £2 (VOLUNTARY)
- WWI WORKSHOP - £7
- IMPS WORKSHOP - £3 (VOLUNTARY)
- HARRY POTTER STUDIO TOUR - £27
- JUNIOR CITIZEN VISIT - £7 (COACH CONTRIBUTION)
- MOVIE NIGHT/CINEMA (TBC) - £5
- JUNIOR DISCO - £3
- SCHOOL SLEEPOVER - £2 (+ DINNER!)
- LEAVERS' HOODY - £20 (ORGANISED BY PTFA)
- LEAVERS' PHOTOBOOK - £16

**ANY WORRIES/CONCERNS – CONTACT US**



# SATS... IS ONLY A SMALL PART OF YEAR 6!

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In May, children will sit tests in:

- English – Reading Comprehension
- Maths – 2x reasoning/1x arithmetic
- Spelling, punctuation and grammar – 1x spelling/1x grammar & punctuation

These tests will be both set and marked externally. Your child will receive a scaled score, with 100 being the expected level for Year 6 pupils. These marks will be used in conjunction with teacher assessment to give a broader picture of their attainment for transition to KS3.

**The Year 6 KS2 SATs will be administered in the week commencing 13th May 2024**



# MATHS

24

$$15.4 - 8.88 =$$

1 mark

25

1 3 3 0 1 6

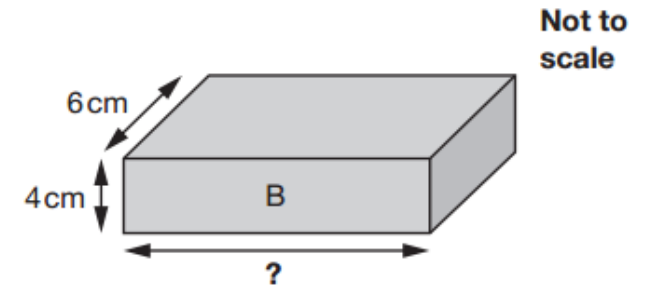
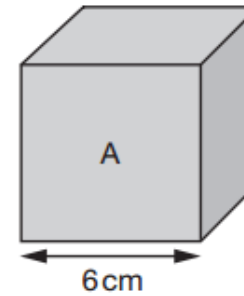
2 marks

Show  
your  
method

Arithmetic paper  
example  
questions

24

Cube A and cuboid B have the same volume.



Calculate the missing length on cuboid B.

Reasoning paper  
example  
questions

Show  
your  
method

cm

2 marks



# GPS

## Grammar, Punctuation and Spelling example questions

Which sentence uses the **hyphen** correctly?

Tick **one**.

The sugar-free lollies are available in three flavours. ☐

The sugar-free-lollies are available in three flavours. ☐

The sugar-free lollies are available in three-flavours. ☐

The sugar free-lollies are available in three flavours. ☐

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause ☐

as a fronted adverbial ☐

as a subordinate clause ☐

as a noun phrase ☐

...also, a 20 word  
spelling test from  
words learnt  
during KS2

# ANY QUESTIONS?

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# IF YOU HAVE ANY QUESTIONS OR YOU NEED ANY HELP...

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Talk to us by emailing the school office:

[office.2591@john-hampden.oxon.sch.uk](mailto:office.2591@john-hampden.oxon.sch.uk)

**The children have settled in brilliantly and we are looking forward to an enjoyable and challenging year with them!**

**Thank you!**

