
# WELCOME TO YEAR 6

# THE YEAR 6 TEAM

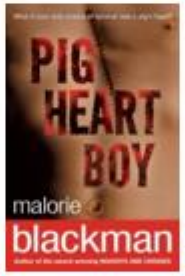
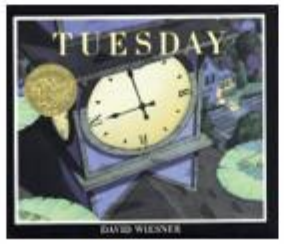
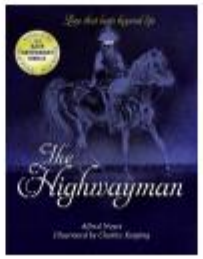
Mr Nutt, Mrs Parker (Mon-Wed) & Mrs Wormald (Thu-Fri),

Mrs Papworth, Mrs Aspinall, Miss Downs & Mrs Braybrook

# EXPECTATIONS

John Hampden Primary School
Curriculum Map

# Year 6 Long Term Overview 2025-26

| Autumn Term<br>PSHE Theme<br>COMMUNITY | Autumn Term<br>PSHE Theme<br>CELEBRATING DIVERSITY | Spring Term<br>PSHE Theme<br>PERSEVERANCE | Spring Term<br>PSHE Theme<br>HEALTHY MIND & BODY | Summer Term<br>PSHE Theme<br>HEALTHY RELATIONSHIPS | Summer Term<br>PSHE Theme<br>EMBRACING CHANGE |
|---|---|---|---|---|---|
| **Belonging**<br>**Responsibility**<br>**Rights** | **Inclusion**<br>**Respect**<br>**Acceptance** | **Self-Belief**<br>**Aspiration**<br>**Challenge** | **Balance**<br>**Keeping Safe**<br>**Self Esteem** | **Tolerance**<br>**Choice**<br>**Conflict Resolution** | **Independence**<br>**Resilience**<br>**Looking Forward** |
| **Autumn 1**<br>Me and My World | **Autumn 2**<br>Conflict, Duty and Sacrifice | **Spring 1**<br>Motivation for Change | **Spring 2**<br>A healthy body and an open mind | **Summer 1**<br>Muggles & Magic | **Summer 2**<br>Be Awesome! |
| **Whole Class Reader**:<br>Wonder<br>by RJ Palacio<br>  | **Whole Class Reader**:<br>When The Sky Falls<br>by Phil Earle<br>  | **Whole Class Reader**:<br>Windrush Child<br>By Benjamin Zephaniah<br>  | **Whole Class Reader**: Pig Heart Boy<br>by Malorie Blackman<br>  | **Whole Class Reader**: Harry Potter & the Philosophers Stone by JK Rowling<br>  | **Whole Class Reader**:<br>The Final Year<br>by Matt Goodfellow<br>&<br>Can You See Me?<br>By Libby Scott & Rebecca Westcott<br>  |
| **Core Text**:<br>The Lighthouse<br>(Literacy Shed Video)<br>  | **Core Text**:<br>War Game<br>by Michael Foreman<br>&<br>Rose Blanche<br>by Roberto Innocenti<br>  | **Core Text**:<br>Tuesday<br>by David Weisner<br>  | **Core Text**:<br>The Highwayman<br>by Alfred Noyes<br>  | **Core Text**:<br>Newt Scamander: Fantastic Beasts and Where to Find Them by JK Rowling<br>  | **Core Text**:<br>Alma<br>(Literacy Shed Video)<br>  |

This is an overview of the texts and topics we'll be studying throughout the year.
For the full version, please see the JHS website.

# 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.

Use recognised symbols when representing a simple circuit in a diagram.

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

| | |
|---|---|
| **Benjamin Franklin (1706-1790)** | 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. |
| **Luigi Galvani (1737-1798)** | 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. |
| **Alessandro Volta (1745-1827)** | 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. |
| **Michael Faraday (1791-1867)** | English scientist who contributed to the study of electromagnetism and electrochemistry. His inventions formed the basis of electric motor technology. |
| **Georges Leclanche (1839-1882)** | A French electrical engineer who created the *Leclanche Cell* in 1866 – one of the first electrical batteries and the forerunner of the modern dry cell battery. |
| **Nikola Tesla (1856-1943)** | 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 buzzing sound which is often used for signalling. |
| **Motor** |  | An electrical component that converts electrical energy into kinetic (moveme |
| **Open Switch** |  | A device designed to open a circuit is complete or broker |
| **Closed Switch** |  | A device designed to open a circuit is complete or broker |
| **Wire** |  | A thin flexible thread of met encased in an insulator, use |
| **Voltmeter** |  | An instrument used to meas circuit (in volts). |
| **Ammeter** |  | An instrument used to meas circuit (in amps). |

## Vocabulary

| | |
|---|---|
| **Conductor** | A material that allows electrical energy (cu |
| **Insulator** | A material that stops electrical energy pass |
| **Current** | The rate of flow of electrical charge around |
| **Resistance** | Where the flow of the electrical charge is s component). |
| **Power Station** | An industrial facility where electrical powe coal, gas etc) |
| **Pylon** | A tall tower structure used for carrying ele the ground. |
| **Renewable Energy** | Natural energy sources (e.g. wind, solar (su |

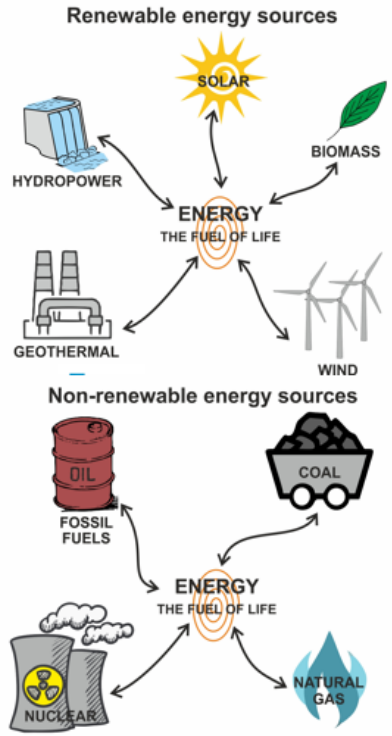
# Humanities Knowledge Organiser

**Year: 6 Term: 1**

## Energy – How do we power the world?

## Prior knowledge/key knowledge

| | |
|---|---|
| **Year 5 prior knowledge** | Describe and understand key aspects of the distribution of natural resources - trees and forests. |




## Vocabulary

| | |
|---|---|
| **biomass** | Organic (natural) material that can be used as a fuel. |
| **carbon emissions** | Carbon emissions are the release of carbon into the air and atmosphere around us. |
| **carbon footprint** | A carbon footprint is a measure of the total amount of greenhouses gases that are released as a result of our actions. |
| **climate change** | Climate change is a large-scale and long-term change in the planet's climate, including weather patterns and average temperatures. |
| **emissions** | An emission is something that is released into the world. |
| **fossil fuel** | Fossil fuels are natural substances that were formed over millions of years from the buried remains of ancient organisms; they include coal, oil and gas. |
| **generator** | A device that converts power from motion or fuel into electric power. |
| **greenhouse gases** | These are gases in Earth's atmosphere that trap heat. Carbon dioxide and methane are both examples of greenhouse gases. |
| **non-renewable energy** | A source of energy that will eventually run out as it cannot be made as quickly as it is consumed, such as coal. |
| **nuclear power** | Nuclear energy from inside atoms can be used to generate huge amounts of electricity. |
| **renewable energy** | Renewable energy is created by resources that nature can replace, such as wind, water and sunlight. |
| **turbine** | An engine that can turn movement into energy. |

## Key skills/ investigative focus

Describe and understand key aspects of the distribution of natural resources - energy

## Big Questions/ Challenging Perceptions

A sustainable world: does it matter how we live?

Who is responsible for the energy problem?

Every person on this planet has a **carbon footprint**.

This is a way of measuring the total amount of carbon dioxide and other greenhouse gases that are released as part of daily life.

It is also possible to calculate the **carbon footprint** of a product, a business or even a country.

# HOMEWORK

After Christmas, we will provide everyone with SATs revision guides, which will then become the main homework

- 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 (20 MINS PER WEEK)
- TOPIC (OCCASIONALLY)

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

# Year 5 and 6 Statutory Spellings

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

# 100 BOOKS TO READ BEFORE YOU LEAVE YEAR 6…

# APPROXIMATE COSTS THROUGHOUT THE YEAR

(ALL SUBJECT TO CHANGE!)

- FIELD WEEK - £360
- SWIMMING (TRANSPORT CONTRIBUTION) - £15
- THAME MUSEUM VISIT - £2 DONATION
- WW2 WORKSHOP - £7
- IMPS WORKSHOP - £3 DONATION
- HARRY POTTER STUDIO TOUR - £30
- MOVIE NIGHT/CINEMA (TBC) - £5
- JUNIOR DISCO - £3
- SCHOOL SLEEPOVER - £2 (+ DINNER!)
- LEAVERS' HOODY - £20 (ORGANISED BY PTFA)
- LEAVERS' PHOTOBOOK - £17

**ANY WORRIES/CONCERNS – CONTACT US**

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

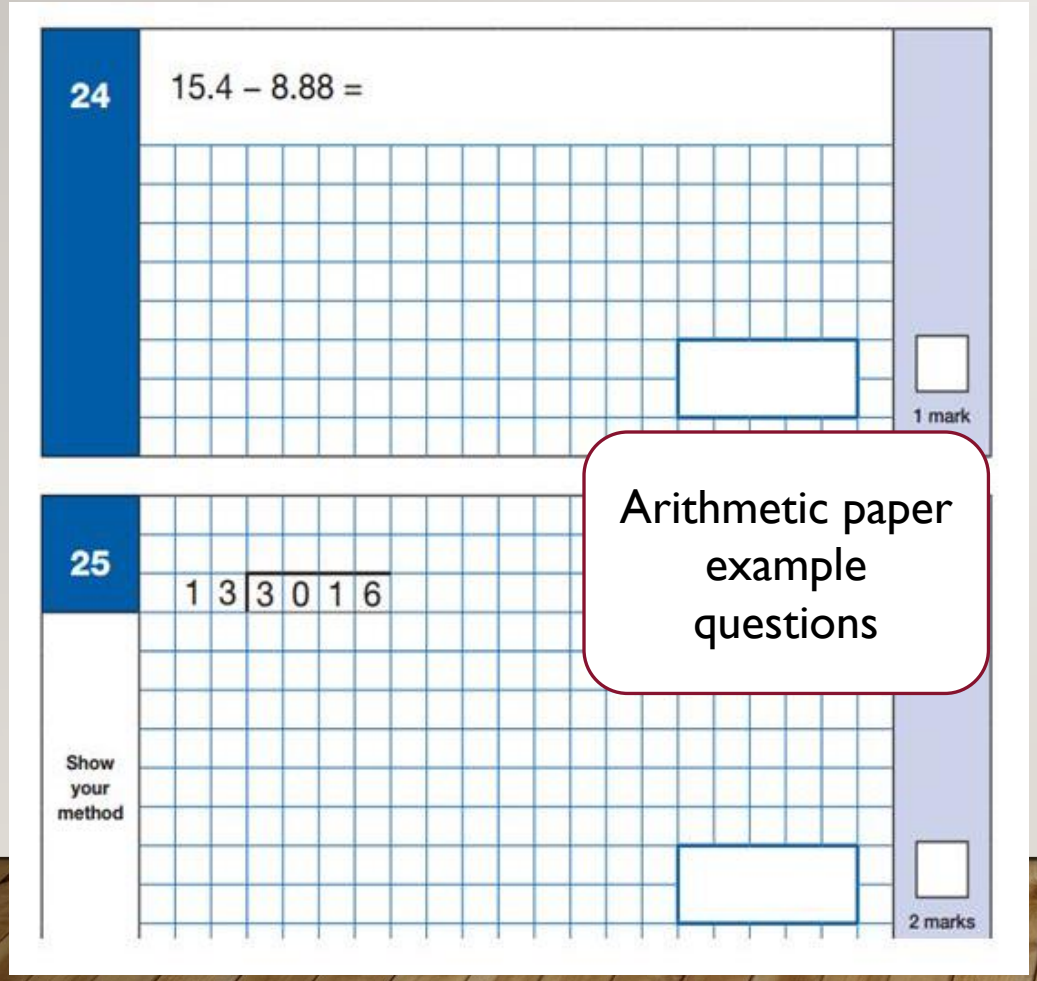
In May, children will sit tests in:

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

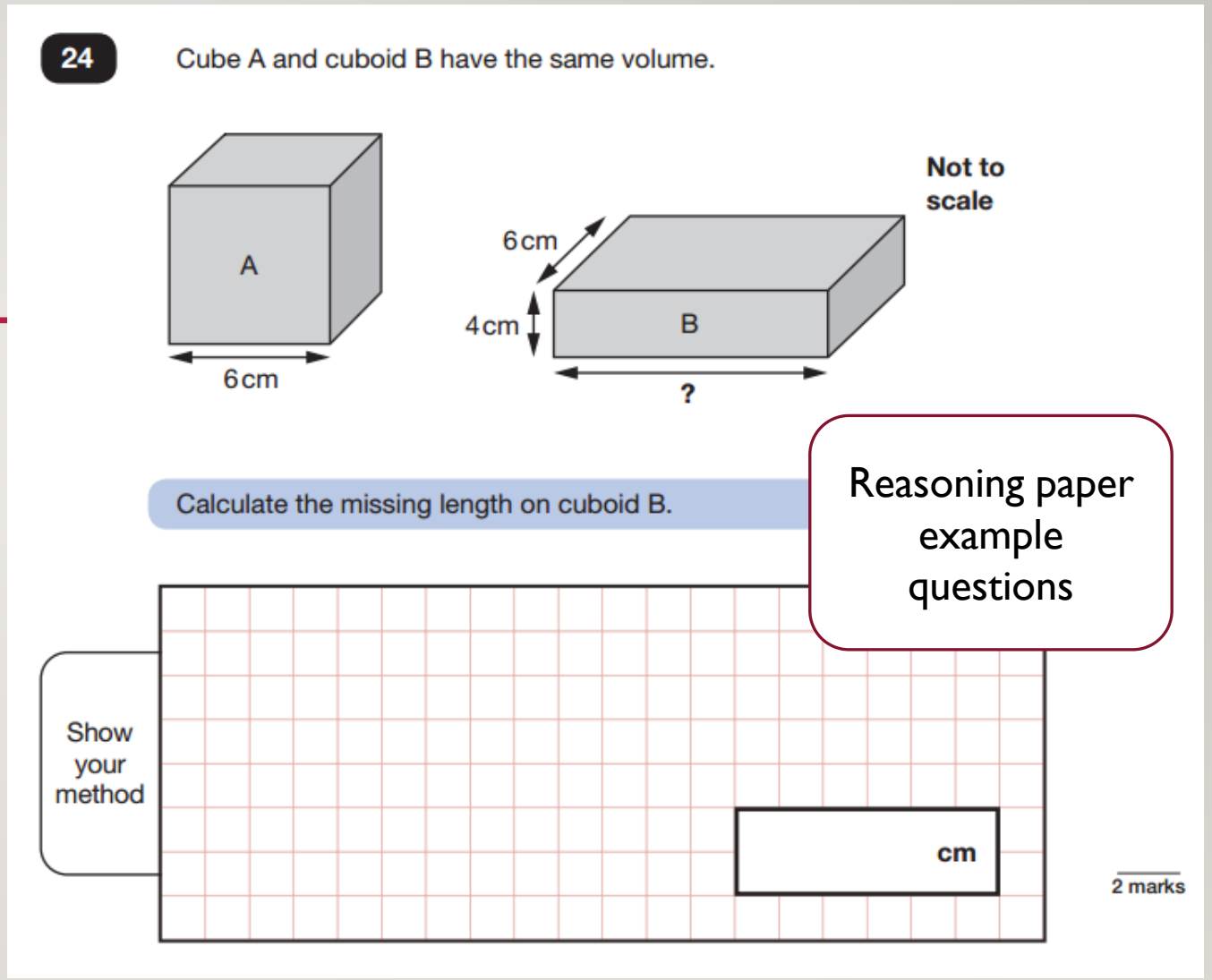
These tests will be both set and marked externally. Your child will receive a scaled score, with 100 being the expected level for Year 6 pupils. These marks will be used in conjunction with teacher assessment to give a broader picture of their attainment for transition to KS3.

**The Year 6 KS2 SATs will be administered in the week commencing 11th May 2026**

# MATHS




Arithmetic paper example questions




Reasoning paper example questions

# 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

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

Email the school office:

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!