



Welcome to Year 6

Year 6 Curriculum



- We aim to spark curiosity across our Year 6 curriculum with units that are engaging, relevant and ambitious for all.
- Please refer to our school website for detailed information about our Year 6 curriculum: <https://www.hiltingbury-jun.hants.sch.uk/page/?title=Year+6&pid=27>



Gently lapping against my tranquil shores, I watch her dig relentlessly in my golden sands. A warm, amber glow reflects off my rippling surface, casting beams of sunlight in all directions. In the distance, flocks of seagulls call to each other. I am watching the girl disturbing my perfect sands, creating a patchwork of gold and brown. Like a detective, she searches my beach for more of my hard-earned course shell shells. With growing irritation, the girl doesn't look up at my shimmering waters. She has come back every day to steal more and more of my shells! By the time she is satisfied, I will have no more shells left!

The loud growling of thunder has broken my train of thought. I look up and see smoke colored clouds rolling in. Relief glads floods through me when I realise the storm could help me punish the intruder. Dark clouds have submerged the remaining sunlight. I am weaving through the smooth rocks as thunder crashes, she sending my waves crashing against the rocks. Like a predator, my waves awaken, filled with anger. I have sent out warning after warning, but the girl still digging. Stealing my precious shells.

With no remorse, I thrust my seething body against the exits, glancing them and blocking the girls escape. My white horses climb across the crumbling cliffs and chunks of stone cascade to floor. The girls eyes widen as she realises there is no escape but to climb the treacherous cliffs. She will suffer the consequences! Her skin goes pale and she clutches her precious shells tighter. Pathetic. Does she not understand my power? I will punish her. I



Does adversity make you stronger?

Year 6 - Autumn Term



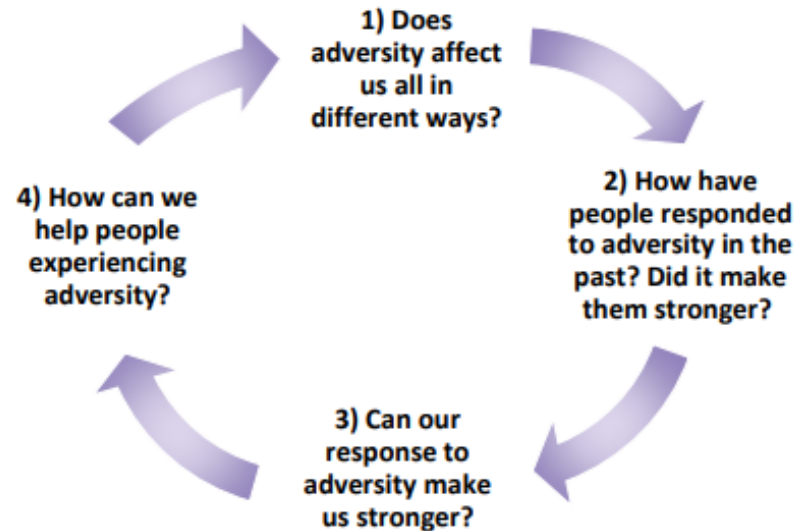
CONCEPTS

<p>Adversity A very difficult or unlucky situation.</p>	<p>Resilience Being able to cope with and recover from tough or challenging situations.</p>	<p>Peace A feeling of comfort and strength even when facing adversity.</p>	<p>Strength An ability to do things that require a lot of physical or mental effort.</p>	<p>Equality Where all the members of a society have the same status, rights, and opportunities.</p>
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Watch this space for dates!

OUR LEARNING JOURNEY

HOOK
In the wake of the 2024 Paralympics last summer and the start of the World Para Championships this September, we will begin by exploring the concepts of strength, resilience, equality and adversity through sport. We will have the chance to meet Jamie Gane (a world-renowned adaptive athlete) and Aaron Phipps (GB 2024 Paralympic Wheelchair Rugby Team) and consider what we can learn from their inspiring stories. We will be introduced to the first key question in our journey and will consider what adversity means to us.



OUTCOME
VE Day Street Party
We will host a VE Day Party to embrace the spirit of finding strength in adversity. Parents/Carers can enjoy a showcase of ART, music and dance outcomes from across the term, including baked goods from our DT unit! We will also be learning about adversity faced in our local area today and how we can help. In response, we will carry out our own enterprise activities to raise money.

ENRICHMENT OPPORTUNITIES

<p>Athletes As part of the Hook into our project, Jamie Gane (when he returns from the World Championships!) and Aaron Phipps will share inspiring stories of overcoming adversity.</p>	<p>Volcanoes Specialist A volcano specialist will share his extensive knowledge and impressive footage of volcanoes. He will also keep us updated with current eruptions!</p>	<p>WW2 Evacuee Our visitor will share his stories of being evacuated during WW2. We will consider the strength and resilience this would have needed, and will ask him our own questions.</p>	<p>Hooke Court Residential As a year group, we will visit Hooke Court and immerse ourselves in a WW2 experience, including rationing, school life, evacuation, signing up and even a VE day celebration.</p>	<p>Charity Speakers Local charities will come in and talk to the children about adversity faced in our local area and what we can do to help. This will launch our Enterprise activities.</p>
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LEAD SUBJECTS

Writing	Reading	Geography	RE	History
<p>Our units over the Autumn term will be driven by rich texts. Key outcomes and specific new learning is outlined below:</p> <p>The Flood - descriptive narrative using a range of present tenses</p> <p>Erika's Story - recount using dialogue to convey character and advance action</p> <p>Volcano viewpoint – 1st person narrative, application of use of a range of tenses</p> <p>Windrush Child - letter writing exploring levels of formality and use of colons and semi-colons</p> <p>Christmas Carol - application of narrative with a focus on passive/active voice</p>	<p>We will begin the Autumn term delving into the text 'Saffiyah's War' where we will focus on several reading skills, including reading for fluency, character development and making precise and justified inferences.</p> <p>Following this, we will read Windrush Child, alongside our writing unit, and develop our skills of summarising and fact retrieval through the use of associated non-fiction texts.</p>	<p>Our key question will be: 'Is adversity from the impact of volcanoes and earthquakes experienced the same by everyone?' We will study the physical processes involved in the formation of Volcanoes and Earthquakes and look at specific case studies through the eyes of a geographer to understand their impact. We will critically question how location, access to support and local infrastructures/resources influence the extent of the adversity experienced.</p>	<p>Our RE journey will begin with the concept of Peace. With a specific focus on Islam, we will explore how Muslims find peace even in the face of adversity through Allah, including learning about Ramadan and the Quran.</p>	<p>In History, we will begin with basic chronology of WW2. Focusing on cause and consequence, we will learn specifically about the impact of German invasion on Britain. Using historical sources, we will question why there are Polish remains in our local area and how Hillingbury itself was impacted by the war. Our learning about WW2 will be hugely enriched by our visit to Hooke Court where we will develop our understanding of the sacrifices made, how this period of adversity made us stronger and the true significance of Remembrance Day.</p>
DT	ART	Music	PDL	Computing
<p>In the context of Betty Crocker, we will be looking at wartime high tea recipes and develop our understanding of how periods of adversity (WW2) impacted availability of resources and what response was made to make supplies go further. We will explore scone making and the skills involved to knead, roll and shape dough. Our outcomes will feed the guests at our VE day party!</p>	<p>Our ART journey will focus on one of the Great Painters - Picasso. We will explore his response to adversity through painting and specifically his Peace Dove. Inspired by his posters produced for the world Peace Congress, we will create our own symbols of peace considering the messages we want to convey. Following this, we will use our designs and transfer them to ceramic, in the style of Picasso, to create low relief clay tiles.</p>	<p>We will consider the role music has played during times of adversity with a specific focus on Glenn Miller. Using our listening skills, we will evaluate some of his pieces discussing dynamics, tempo, rhythm and structure. Our outcome will be to perform our own arrangements of Hey Mister Miller for an audience, drawing on our understanding of the inter-related dimensions of music.</p>	<p>In our PDL lessons, we will explore the concept of resilience. We will question what it means to be strong and mentally resilient and whether being strong is always a good thing.</p> <p>We will also be researching adversity issues facing our local area and using this to inspire our own enterprise activities.</p>	<p>Computing will begin with a focus on esafety using Project Evolve modules 'Health, Wellbeing and Lifestyle' and 'Self-Image and Identity'.</p> <p>Following this, the children will use Stop Motion Animation and plan their own informative animations depicting the physical processes involved in volcanic eruptions.</p>

RICH TEXTS

(Please do not read these texts in advance at home as this will spoil the magic of the learning in class!)



*Want to inspire the project further at home?
These are just a few great books you could read together...*

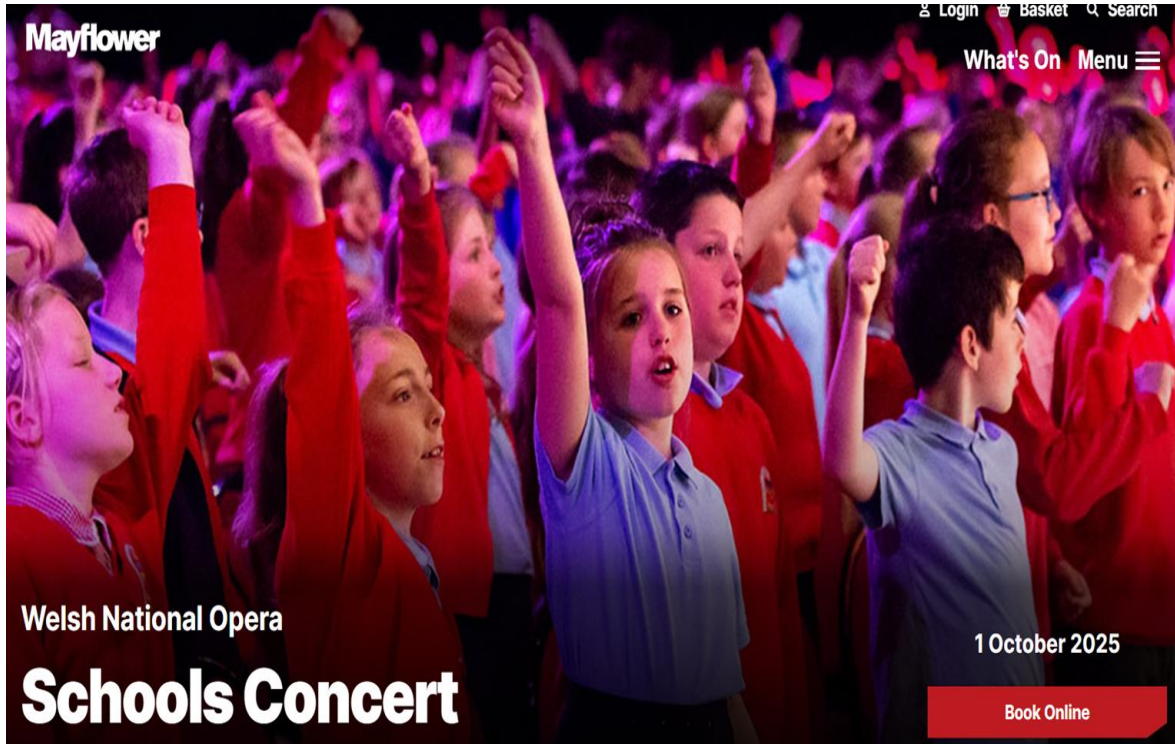


SUBJECTS TAUGHT DISCRETELY FROM THE PROJECT

Maths	Science	French	PE
<p>Across the Autumn term, we will cover:</p> <p>Place Value</p> <p>Formal methods for Addition, Subtraction, Multiplication and Division</p> <p>Prime, Square, Cube numbers, multiples and factors</p> <p>Measures - Conversion, Perimeter, Area and Volume</p> <p>Geometry - 3D shape, angles</p>	<p>Electricity - In our first unit, we will explore electrical circuits, how they work and what affects the power generated by the positioning of cells.</p> <p>Light - Following this, we will explore the way that light travels and how that then enables us to see objects. We discuss light sources, shadows, reflection, refraction and prisms.</p>	<p>WW2 - We will improve our listening and reading skills in French, learning more about tenses and word categories.</p> <p>Do you have a pet? - We will learn how to ask and answer questions about owning pets, including spelling relevant French pet animal names, and using 'et' and 'maid' to extend sentences.</p>	<p>For indoor PE, we will start the term building our stamina and endurance through circuit activities. Linked to our project, we will then polish off our dancing shoes and learn some traditional 1940s dance moves!</p> <p>For outdoor PE, we will be developing our football and basketball skills. We will also experience goalball to widen our understanding of adversity in sport.</p>

Please note: Content is correct as at 5.9.25. As this is a new curriculum project, details are still evolving and are all subject to change. We will amend this overview accordingly over the term as needed.

Trips and Enrichment



Autumn 1

1st October - 12pm performance
Letter has been sent out



Payment Schedule

- £40 by Friday 26th September
- £80 by Friday 10th October
- £80 by Saturday 1st November

Autumn 2

4th November – WW2 dance workshops
Communication to follow
19th - 21st November - Hooke Court Residential
Letter has been sent out

YOUR HOODIE

College Hoodie (80% Cotton)

FRONT embroidered design

BACK printed design (names to be confirmed)

SLEEVE n/a

PERSONALISATION printed initials on front



**LEAVERS
HOODIES**
.COM

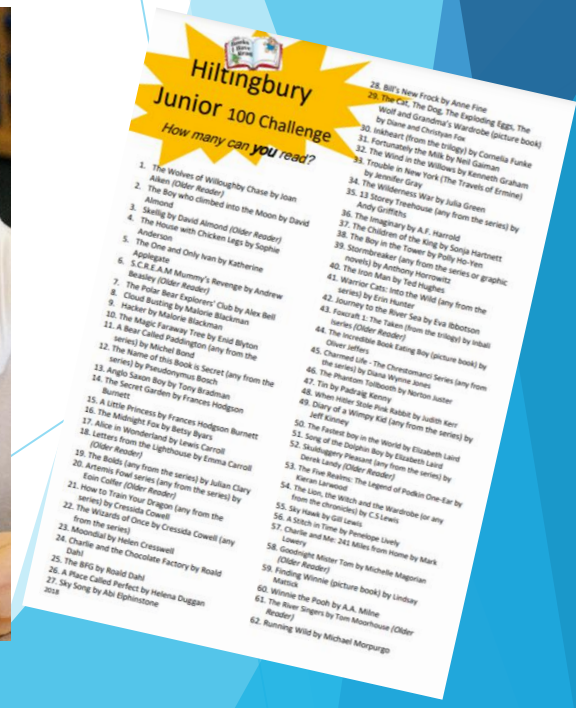


Option to purchase for the Residential. Can then be worn again on PE days in Summer term.

More information to follow...

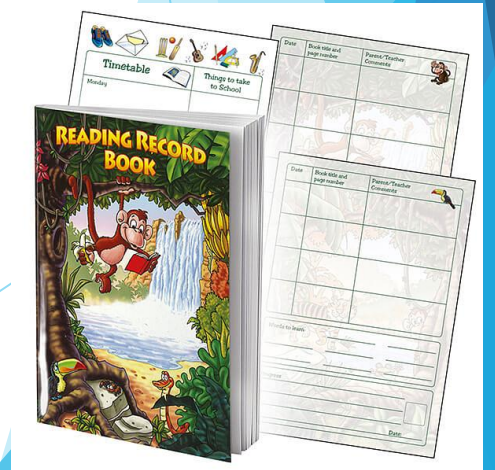
Reading

- Visit the library every other Thursday
- 1 book can be taken home for 2 weeks and another kept and read at school.
- Opportunities for building reading fluency (paired reading, echo and choral reading)
- Hiltingbury Junior 100 Reading Challenge



Reading Records

- Your child has been given a reading record to keep a record of their reading habits. This helps us support them best in school.
- We ask that they read every day and write in their record at least 3-4 times week.
- **Reading Records are due in every Thursday for checking.**
- We also ask that you read to your child too – you are never too old to be read to!



Days to wear PE kit!

Year 6 have PE on **Wednesdays** and **Fridays**.

If for any reason a week will be different, we endeavour to email in advance, but we will always let the children know.



Homework

- Reading - every day
- Reading Records (handed in every Thursday) - read at least 3/4 times a week
- Class text 'Saffiyah's War' reading every weekend ready for Monday lessons
- Spellings (set on Friday for testing the following Friday)
- Times Tables Rockstars practice - at least 3 or 4 times a week
- One-off tasks during the year e.g. Public Speaking, Project work
- All homework is posted on Google Classroom



In the future we will also introduce some maths fluency and grammar to support SATS prep and class work



Year 6 Spelling Homework

Date Set: Friday 15th September

Date of Spelling Test: Friday 22nd September

Spelling Rule: Words with the sound 'u' spell ou

Look, Say, Cover	Write and Check - Day 1	Write and Check - Day 2	Write and Check - Day 3	Write and Check - Day 4	Write and Check - Day 5
cousin					
courage					
enough					
young					
touch					
trouble					
thorough					
nourish					

Please fill in the grid above, using 'Look, Say, Cover, Write, Check' over 5 separate days.
Next, each word needs to be written into a sentence below (one spelling word per sentence):

- 1)
- 2)
- 3)
- 4)

Year 6 Google Classroom

The screenshot shows the Google Classroom interface for a class named "Year 6 2025-2026". The interface is divided into a left-hand navigation menu and a main content area.

Navigation Menu (Left):

- Home
- Calendar
- Gemini
- Teaching
- To review
- Year 6 2025-2026** (highlighted)
- Young Leaders 2024-2025
- Year 5: 2024-2025
- Year 6 2024-2025
- Year 6 2023-2024
- Choir
- Year 6 Homework Forum 20...
- Techie Tony ICT Suite (DEM...

Main Content Area (Right):

The main content area has a top navigation bar with tabs for "Stream", "Classwork", "People", and "Marks". The "Stream" tab is selected.

At the top of the main content area is a purple banner with the text "Year 6 2025-2026" and a "Customise" button. The banner features an illustration of a notebook, a pen, and a laptop.

Below the banner, there are two main sections:

- Upcoming:** A box indicating "No work due in soon" with a "View all" link.
- Stream:** A list of posts from the class. The first post is a "Star" icon with the text "Announce something to your class". The second post is from "Zara Chambers" with the text "Zara Chambers posted a new material: Apply for Pupil Voice groups!" and a timestamp of "14:02 (Edited 15:19)". The third post is from "Liz Richardson" with the text "Liz Richardson posted a new assignment: Homework 12.09.25" and a timestamp of "12:11".

Homework



Homework 12.09.25



Liz Richardson • 12:11

100 points

Hello Year 6

Well done for a great first-full week 😊

Your homework for this week is:

> Reading: Keep up your daily reading of 20 minutes a day. **Don't forget to add it in your reading record and bring it in on a Thursday.** 📖

This week we begin our reading homework linked to Safiyah's War, our new class book. Please read Chapters 1, 2 and 3 (pages 1 - 25) and complete a question on each chapter which is below. This must be read by our Monday Reading lesson.

> Times Tables:

Practice your times tables throughout the week, aiming for at least 3-4 times of practice. You can practice them on Times Table Rockstars or with your parents asking questions.

> Spelling:

Spelling lessons will begin in class next week.

Your spelling homework task is attached and our test on these words will be next Friday. *This week there are two sets of spellings - the second set of spellings is for those children who find spelling trickier. For this week, your teacher will let you know whether you need to learn the second set of words instead of the first set.*

This homework can be completed on Google Classroom - the documents are shared so you have your own copy and you can 'turn in' or 'hand back' at the end.

Have a super weekend.

Miss Chambers 🧑, Mrs Coking 🧑, Mrs Richardson 🧑 and Mrs Milligan 🧑



[Year 6 Spelling Homework A...](#)

Google Docs



[Ch1-3 homework - answers...](#)

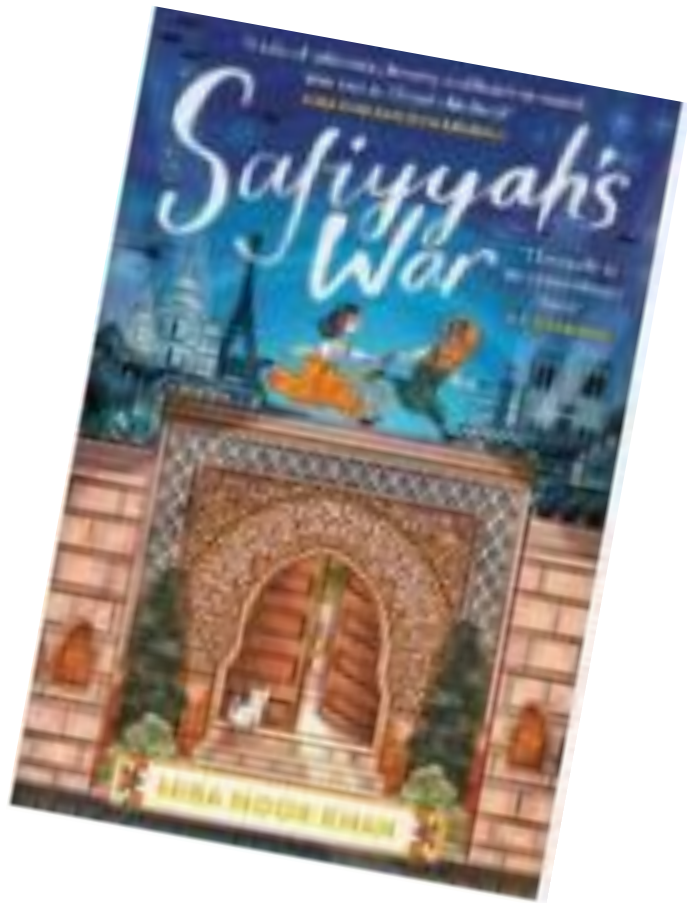
Microsoft Word



[Ch1-3 homework.docx](#)

Microsoft Word

Homework



Saffiyah's War is available on audible.

Year 6 Homework – Saffiyah's war - Chapters 1, 2, 3

Chapter 1:

1. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Saffiyah is rarely at the library.	<input type="checkbox"/>	<input type="checkbox"/>
Saffiyah has been to many countries.	<input type="checkbox"/>	<input type="checkbox"/>
Saffiyah is a school aged child.	<input type="checkbox"/>	<input type="checkbox"/>
Saffiyah was disturbed seeing a crying man	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 2

2. Look at page 6.
Find and copy **one word** that suggests Paris streets are busy.

Chapter 3

3. *She'd slept fitfully....*
In this sentence, the word **fitfully** is closest in meaning to...

Tick **one**.

Peacefully

continually

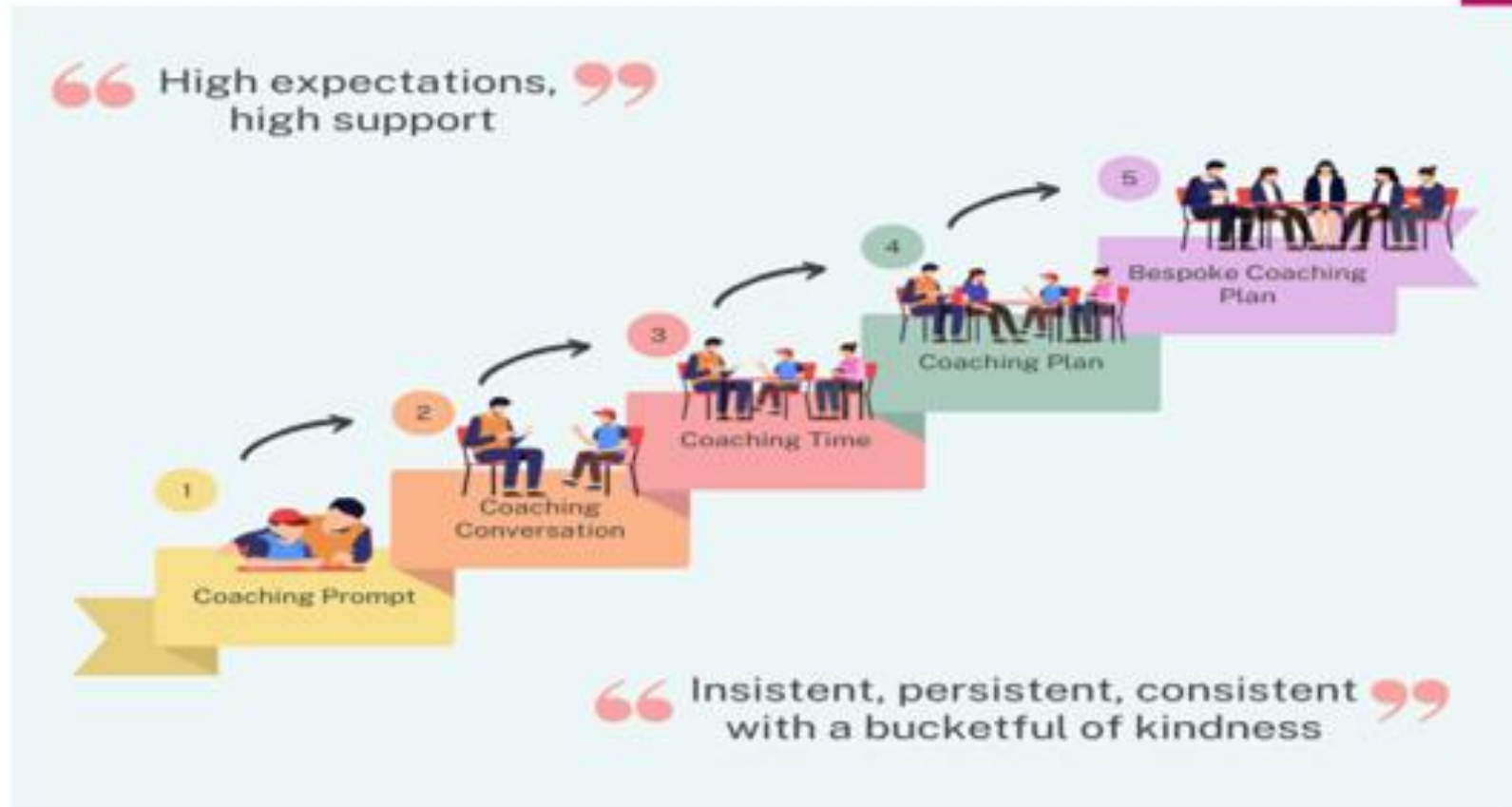
Unevenly

Soundly

The Empowerment Approach

'Good for Me, Good for You, Good for Everyone!'

What do our systems look like when things don't go to plan?



Step 1 – Coaching Prompt

A short reminder (less than 1 minute) to help you get back on track.
If this happens 2 times in a day or 3 times in a week → move to Step 2.

Step 2 – Coaching Conversation

A 5-minute talk with your teacher or another adult (usually at break or lunch).
If this happens 2 times in a week, we will inform your parents/carer.
If this happens 3 times in two weeks → move to Step 3.

Step 3 – Coaching Time

A 20-minute after school session with your teacher (sometimes with the Year Leader too).

Together we will set targets and write them on a chart.
Your parent/carer will join at the end for a quick update.

We'll check your progress over 3 weeks.

If things don't improve → move to coaching plan

(recorded on behaviour logs with the number of the step – aim to get back to the start)

Partnership between home and school

- **Parents Evenings** – 20th & 22nd October, then again in Spring term
- **Reports** – Summer Term
- **Bringing our community together:**

Embrace – 9th October 9am - to come together to meet other parents in the school community and to have the time to explore a range of different special educational needs.

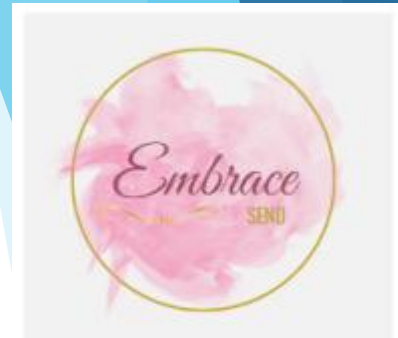
Unity – 30th September 9am - to review, discuss and evaluate the experiences we offer our children.

Connected – Autumn 2 date TBC - to receive advice and strategies for nurturing the social, emotional, and mental well-being of your children.

- **HSPTA** - Spooks and Sparks, Santa Dash, Colour Fun
- **Information evenings across the year** – *Online safety, curriculum subjects*
- **Whole school events** - *Community Day (21.5.26) Sports Day (5.6.26- Plan A; 12.6.26-Plan B), World Mental Health Day (10.10.26)*



caring;
compassionate;
connected



embrace



shaping our school
together

Partnership between home and school

Why is high attendance important to my child's education?

- a child who is absent a day of school per week misses an equivalent of two years of their school life
- 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all

Absence at any stage leads to gaps in your child's learning. This in turn can:


- mean that they fall behind in work
- affect their motivation
- affect their enjoyment of learning
- lead to poor behaviour
- affect their desire to attend school regularly affect their confidence in school
- mean they miss out on the social life of school and extracurricular opportunities
- affect their ability to have or keep friendships



Hampshire
County Council

Achievements

Hiltingbury Junior School
Community Values Award



Awarded to: _____

Class: _____

Date: _____

We care about each other

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- We celebrate our School and Community values in our weekly Celebration Assemblies.
- We would like to hear about your child's achievements at home too.
- Please email these into the school office.

Hiltingbury Junior School
Learning Value Award



Awarded to: _____

Class: _____

Date: _____

We care about learning

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Hiltingbury Junior School
Learning Value Award



Awarded to: _____


Class: _____

Date: _____

We care about learning

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Hiltingbury Junior School
Learning Value Award



Awarded to: _____

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Where can you find more information?

- Our school website <https://www.hiltingbury-jun.hants.sch.uk/>
- The Year 6 web page - weekly Highlights
- Our School Blog – visit our facebook page
- The Office – please send all emails to admin@hiltingburyjuniorschool.co.uk
- Weekly Hiltingbury Highlights newsletter (whole school)
- Y6 Google Classroom



Headteacher's message

Dear Parents and Carers,

As we wrap up the second week of term, we're thrilled to share the exciting developments happening in school. Year 6 had the privilege of hosting Jamie Gane, an inspiring adaptive athlete. Jamie shared his experience with our children and emailed the school to say, "It was a truly rewarding experience, and I thoroughly enjoyed sharing my message with such a bright and engaged group of young people." We are incredibly proud of Year 6 for embodying our school community values so admirably.

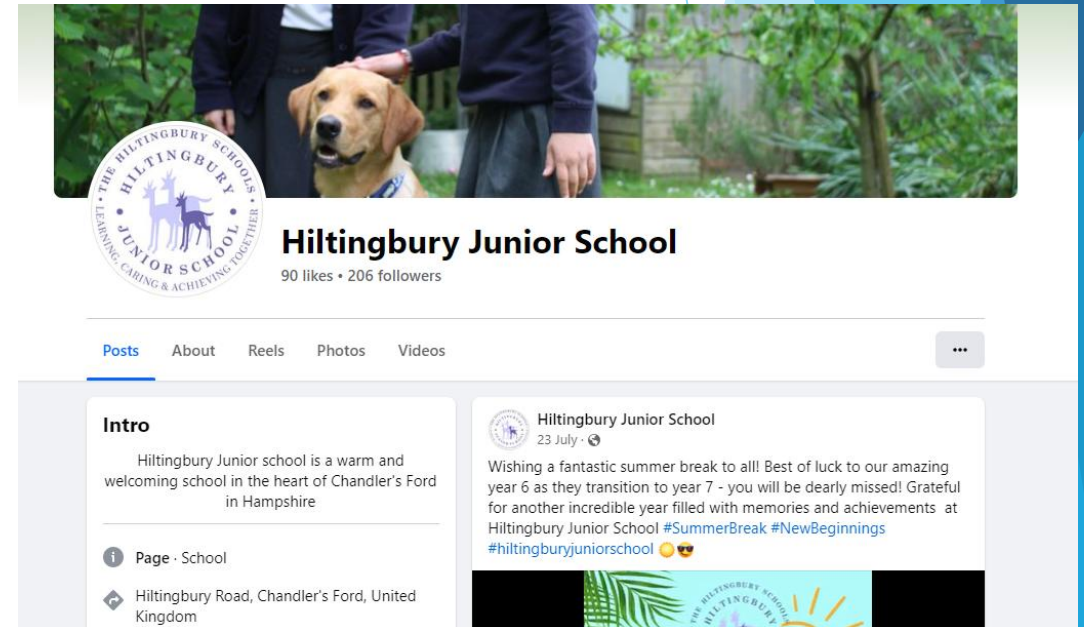


Dates for your diary -

Please check the school website calendar for more events and information

Monday 16th September - 5A Sustainability centre trip

Tuesday 17th September - HSPTA meeting



School Calendar

- Please check regularly: <https://www.hiltingbury-jun.hants.sch.uk/calendar/?calid=1&pid=49&viewid=1>

Date for your diary:

**Macmillan 'Go for Green' day
26th September**

School Disco

5-6.15pm 13th November



Calendar

September 2025

< > View Print Subscribe

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3 INSET day - school closed to p...	4	5 Welcome ba...	6	7
8	9	10	11	12	13	14
15	16 Flu vaccinati...	17	18 Individual sc...	19	20	21
22 Tour Y3 2.15...	23 Welcome to ...	24 Welcome to ... Tour Y3 2.15...	25 Tour Y3 9am ...	26 Macmillan fu... Welcome to ...	27	28
29 Tour Y3 Year ...	30 Connected/ ... Tour Y3 Year ...	1 Black History...	2 National Poe...	3 Tour Y3 Year ...	4	5
6	7	8	9	10	11	12
Dyslexia awareness week 6- 12th October - Every story is different						
Tour Y3 Year ...	Y3 to Hilting...			World Menta...		
+2 MORE						

School Improvement Priorities 2023-2025



To develop an ambitious interconnected curriculum with clear purpose, clarity and coherence which will achieve our vision and ambitions for every child in our school.

Improving Behaviour and Attitudes for all children.

Quality of education

Behaviour and attitudes

Personal development

Effectiveness of Leadership and Management

To research, review and begin to implement a shared understanding of effective high quality inclusive teaching to improve outcomes for all children.

To further develop leadership at all levels to ensure leaders are effective in their monitoring and evaluation of their subjects to drive priorities in their leadership roles.

-Subject Leadership, Governors, School Community

Your child's final year of Junior School



The Circulatory System

The lungs
 Hi! I'm double trouble there's not one of me there's two! I draw all of your oxygen and give it to your blood which brings it all around your body. When you breathe in (inhale) I take in oxygen (O₂) but breathe out (exhale) poisonous gases (carbon dioxide) or CO₂ if you want to be mean.

The heart
 Be-dum, Be-dum, Be-dum I rock so hard. I get 2.5 litres of blood per minute. I pump 72 times per minute. I get you don't know me, you won't be reading this right now. My job is to pump blood around your body so you can do everything you can do. Did you know I am the size of a double egg?

The arteries
 Not much transporting all the goods (oxygen, nutrients and water) is (O₂ more important than you reading this). Well, I could use a break. I'll tell you something you need to know. My journey starts from the heart, I travel to the lungs to get oxygen and then once I'm oxygenated I travel back to the heart, then I go deliver everything I was made to do to the body.

The veins
 Stay what you're doing and read this. I just want to get it out there, arteries and veins are different! My job is to give all the goods (CO₂) to the heart. Also did you know that you have blue veins which means that they're deoxygenated. There's only one vein in the whole body that is oxygenated. We only give to the heart and the lungs because we only carry wastes.

The brain
 Hey over here. Not there, here! I'm your body's producer. CO₂ over through the arteries and you ask me. I glad it's a little stupid. In order for me to be the muscles can do what you're right now. Like you know your brain sometimes write better when you sleep than you're awake.

WALT: use dialogue to move the story forward
 We Thursday 8th December 2022

May I take Christmas day eggs air?
 Bar humbug if you must but your not getting paid.
 Mumford Bob Christie

Bar humbug if you must but your not getting paid.
 demands Scrooge

Here you go tiny Tim!
 He said kindly handing him a beautifully wrapped gift.
 * Here you go tiny Tim! * Scrooge said kindly, handing him a beautifully wrapped gift. Thank you so much! exclaimed tiny Tim.

Thank you so much!
 exclaimed tiny Tim.

Upon his return from his past, Scrooge was suddenly transported to a scene of festive cheer and greeted by a jolly green giant. This giant was the ghost of Christmas present and exclaimed that he was going to show Scrooge Christmas here and now for all time. They flew over many streets and saw people shop with Christmas cheer, but they stopped at Bob Cratchit's house. Scrooge wondered why they had stopped here, he saw that tiny Tim (his son) was frail and ill. Whispering to the ghost, the miser questioned whether tiny Tim would be okay.

Upon his return from his past, Scrooge was suddenly transported to a scene of festive cheer and greeted by a jolly green giant. "I am the ghost of Christmas present," the genial ghost explained. "COME with me to see the unwary future."



Dates for your diary...



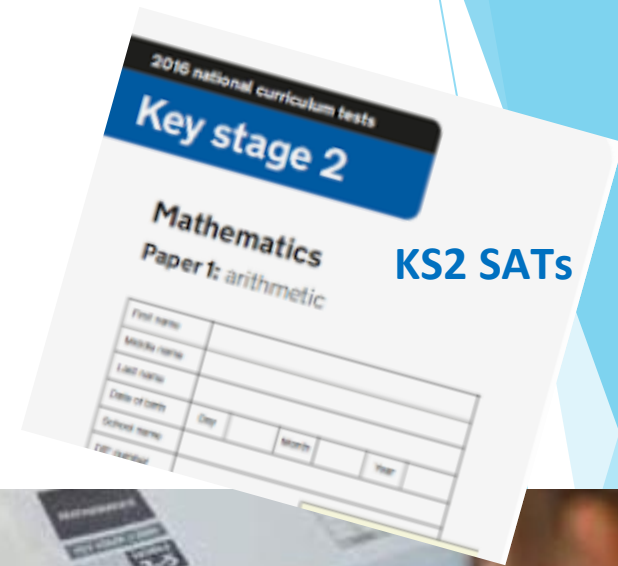
HOOKE COURT

Wednesday 19th November – Friday 21st November



Autumn 1

Remote Session – 14th October at 4pm
Link will be sent out via email.



Autumn 2

In person session – 6th November at 4pm
More details to follow.



- As and when any problems or concerns arise, please let your child's teacher know. It is far better to nip something in the bud!
- Please do chat to us! There is always someone on the gate in the morning and class teachers are also on the gates at the end of the school day.
- You can contact Year 6 through:
adminoffice@hiltingbury-jun.hants.sch.uk