



Welcome to Year 6
2026-2027

Our Year 6 Staff Team



Role	Staff Member Name
Team Maple Teacher	Mr Christy
Team Juniper Teacher	Miss Short
Teaching Assistant	Hiba Badel
Teaching Assistant	Hanka Selcuk



Start and End of Day Procedures

8.30-8.45 - Enter via the door by the quiet area on the playground.

3.00 - Dismissal from the quiet area on the playground.

- Please ensure you have completed the [Permission to Walk Home Unaccompanied form](#) if your child will not be collected by an adult.
- Please ensure that your child does not ride their bike or scooter anywhere on the school site.
- Please report anything suspicious or concerning to a member of staff immediately.



Weekly Routines

- **PE Day:** Tuesday and Friday – please ensure your child comes to school in their full PE kit. *Refer to school uniform requirements on website.*
- **Library:** Friday- please ensure your child brings their library book each Friday so they can borrow a new one.
- **Reading Day:** Please refer to your child's yellow reading log for their reading day. Children will need their books in school on this day.



A Typical Day in Year 6

08:30 – 09:00		Early morning work and registration
09.00 – 10.00		Maths
10:00 – 10:30		Whole Class Guided Reading
10:30 – 10:50		Collective worship
11:00 – 12.00		English
12:00 – 13:00		Lunchtime break
13:00 – 13:10		Reading Pledge
13:10 – 15:00		Foundation subjects and dismissal

What We Are Learning This Year



Year 6 Hillcross Primary Curriculum Overview (2026-2027)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Narrative: The Highwayman Writing Outcome: Write their narrative, inspired by the poem 'The Highwayman' Non-Fiction: Recount Writing Outcome: Diary writing linked to the text	Non-Fiction: Explanation Writing Outcome: The Heart Narrative: Traditional Tale Writing Outcome: Write their own 'Just So' story inspired by Rudyard Kipling	Non-Fiction: Persuade/Instruct Writing Outcome: Spy Gadgets Narrative: Flash Fiction Writing Outcome: Write short stories with dialogue to advance the action	Narrative: Suspense Writing Outcome: Write their own suspense stories Non-Fiction: Recount Writing Outcome: Polar Explorers – Captain Cook, Robert Falcon & Ernest Shackleton	Non-Fiction: Information Writing Outcome: Formal Polar Animal Report Non-Fiction: Information Writing Outcome: Informal Polar Sprite (imaginary animal) Report	Non-Fiction: Recount Writing Outcome: Charles Darwin Diary Non-Fiction: Information Picture Book Focus Children will create writing based upon a Picture Book
	Structured Poetry: Kennings		Free Verse: a poem to honour soldiers who died in the Wormhout massacre – children to take these poems to Belgium		Published Poet: The Final Year by Matt Goodfellow	
Maths	Composition of numbers up to 10,000,000 Long multiplication Long division	Finding equivalent fractions and simplifying Adding and subtracting with common denominators Multiplying and dividing fractions Fractions, decimals and percentages	Part-whole relationship 2D and 3D shapes Area and perimeter Geometry: Position and direction (coordinates, reflection, translation)	Scale factors, ratio and proportional reasoning Statistics Mean average Mental strategies to add and subtract (using compensation)	Solving problems with two unknowns KS2 Revision (consolidation of learning from the year)	Four operations to solve problems
Science	Circulatory System: the transport role of the human circulatory system, its main parts and primary functions		Electrical Circuits and Components: electrical circuits, their components and how they function and using this knowledge to design and make programmable home devices		Light Theory: how we see light and colours, and phenomena associated with light, including shadows, reflections and	Evolution and Inheritance: how living things on Earth have changed over time and how fossils provide evidence for this

What We Are Learning This Year



Year 6 Hillcross Primary Curriculum Overview (2026-2027)

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History	Britain at War: causes, events and consequences of the First and Second World Wars				Maafa: Africa past and present, the development of the slave trade and the worldwide communities that make up the African diaspora	
Geography	Our Changing World: revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols		Frozen Kingdoms: characteristics and features of polar regions, including the North and South Poles and environmental factors that shape and influence them		Our Changing World: They learn about climate change and the importance of global trade. They will also learn about climate change, road safety and human settlement	
Religious Education	Hindu Worship, Celebrations and Values: how Hindu values are demonstrated in daily life	Faith and Arts: understand how art forms are used to express religious beliefs	Death and Loss: compare and contrast beliefs about death and the afterlife between Christianity and Islam	Jesus his Later Life and Passion: why the resurrection of Jesus is so important to Christians	Marriage Rites: understand different religious traditions and rituals for marriage	The Christian Way of Life: what motivates great Christian leaders and individuals linking their lives with some of the teaching of Jesus
Physical Education	Gymnastics Hockey	Tag Rugby Dance	Netball Gymnastics	Dance Cricket	Tennis Athletics	Outdoor Adventurous Activities Rounders
Design and Technology		Make Do and Mend: learning simple sewing stitches and ways of recycling and repurposing old clothes and materials		Engineer: learning about remarkable engineers and significant bridges before creating a bridge prototype		Food for Life: learning about processed food and healthy food choices and using this to plan and make meals as part of a healthy daily menu
Art and Design	Colour and Style: revisit	Distortion and	Inuit: learning about	Environmental Artists:	Trailblazers, Barrier	Bees, Beetles and

Supporting Learning at Home



- **Daily Reading:** We expect children to read for at least 10 minutes every night. Please sign their reading records daily to indicate what they have read. However, encourage them to read and for family members to read to/with them as often as possible.

To help prepare children for secondary school transition, end of Year 6 standardised tests and to allow children to take more responsibility of their home learning, children in Year 5 and 6 will send home booklets each week. These will consist of:

- A grammar revision booklet
- A maths revision booklet
- A reading comprehension booklet

Each week, children will be expected to complete a topic in each of the booklet.

Topics chosen should reflect learning that has already taken place in the classroom so that children can practise and apply skills.

Home Learning is **set on a Friday afternoon via Google Classroom** and the booklets must be handed in the following Wednesday. *Please refer to school website for information on how to use google classroom.*

We also encourage regular use of **Knowledge Organisers** (see next page).

Knowledge Organisers

Knowledge Organisers will be uploaded onto Google Classroom at the start of each term. They will help both you and your child to understand exactly what your child will be learning about and to know what terminology you could use when discussing their learning at home. Your child can use the Knowledge Organiser to reinforce key knowledge and vocabulary linked to their current topics.



Britain at War

What is war?

War is a period of intentional actions, including armed fighting, between two or more countries or groups to force the enemy to adhere to their will.

First World War 1914–1918

Timeline of events

August 1914	Britain declares war on Germany
October 1914	First Battle of Ypres
Jan–Feb 1915	Ottoman Empire attacks Suez Canal
February 1915	Gallipoli Campaign begins
May 1915	Italy joins the Allied Powers
Feb–Dec 1916	Battle of Verdun
June–Sept 1916	Brusilov Offensive
July–Nov 1916	Battle of the Somme
April 1917	United States joins the Allied Powers
November 1918	Germany surrenders, and the war ends

Causes of the war

There were several long-term causes of the First World War.

- Countries had previously made alliances because war seemed likely. Britain had signed a treaty to protect Belgium and was allied with France and Russia. Germany, Austria-Hungary and Italy were allies.
- Germany had an imperialist desire to conquer other countries.
- Countries including Germany, France, Russia and Britain practised militarism, growing their armies and developing weaponry.
- Nationalism was widespread in Europe, and the leading powers each believed their country was superior.

The short-term trigger was the assassination of Archduke Franz Ferdinand by a Serbian Nationalist on 28th June 1914. This resulted in Austria-Hungary declaring war on Serbia.

Volunteers

Britain needed millions of men to join the army. The government launched a recruitment campaign that enlisted over 2.7 million men during the war. Britain's colonies also sent 2.5 million men to fight. Men joined the army for various reasons, such as wanting to defend their country or succumbing to peer pressure.

Warring nations

At the start of the war, the warring nations divided into two opposing groups. The Central Powers (Germany, Austria-Hungary and the Ottoman Empire) were on one side. The Allied Powers (Great Britain, France and Russia) were on the other. The Central Powers were geographically surrounded by the Allied Powers and had to fight on several fronts.



Start of the First World War

In August 1914, German troops invaded Belgium. Allied forces pushed the German army back to north-west France, where both sides dug defensive trenches. This Western Front stretched from the English Channel to Switzerland. The German military also fought Russian forces on the Eastern Front, dividing their troops. With a stalemate in Europe, the Allies attacked the Ottoman Empire at Gallipoli in April 1915 to try to take the capital, Constantinople. The Allies were defeated and suffered heavy casualties.

Trench warfare

On the battlefield, soldiers faced firepower from machine guns and artillery. Both sides dug networks of trenches to escape shells and bullets. Trenches were cold and muddy and often infested with rats. Diseases spread quickly, and food was poor. Trench warfare took a considerable toll on soldiers' physical and mental health.



Weapons and technology

During the First World War, new weapons and technology were developed.

- Machine guns and heavy artillery bombarded the enemy.
- Armoured tanks countered the firepower of the front line.
- Poisonous gas was used to kill and injure enemy soldiers.
- Planes were mounted with machine guns and used for bombing.
- Warships fought at sea, and radio communication was used.

Life on the home front

Life changed for people in Britain. Food was scarce. Rationing was introduced towards the end of the war, leading to long queues at shops, hoarding, protests and strikes. People were worried about their safety as Zeppelins, and later German Gotha planes, carried out air raids over cities. Women took on roles traditionally done by men, such as working in factories or on the land.



End of the First World War

The First World War ended on 11th November 1918, when Germany surrendered. Several factors brought about the Allied Powers' victory, including the United States declaring war on Germany after German submarines sank American ships. In 1919, the Treaty of Versailles held Germany responsible for the war and ordered Germany to pay vast amounts in reparations. The devastation this caused to Germany played a part in the outbreak of the Second World War.

Second World War 1939–1945

Timeline of events

September 1939	Germany invades Poland, and Poland surrenders
April 1940	Germany invades neutral Norway
May 1940	Germany takes control of Luxembourg, Belgium and the Netherlands
May–June 1940	Germany invades France and Operation Dynamo rescues Allied soldiers from Dunkirk
June 1940	France surrenders to Germany
July–Oct 1940	Battle of Britain
December 1941	Japan attacks Pearl Harbor, and the United States enters the war
July 1943	Allied forces invade Italy, and Italy later surrenders
June 1944	D-Day
May 1945	Germany surrenders (VE Day)
Aug–Sept 1945	The United States drops atomic bombs on Japan, Japan surrenders, and the war ends

Circulatory System

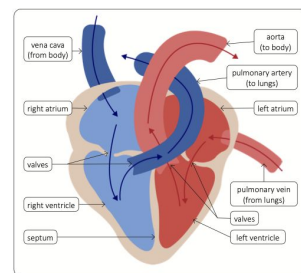
Circulatory system

The circulatory system is the system that moves blood around the body. It has three parts:

- the heart
- blood vessels
- blood



Heart



The heart is a muscular organ that acts as a pump. It pumps blood around the body through the blood vessels. Deoxygenated blood enters the right atrium through the vena cava. It passes through a valve and into the right ventricle. From there, it is pumped through a valve into the pulmonary artery. The pulmonary artery carries the blood to the lungs, where it absorbs oxygen. The pulmonary veins carry the oxygenated blood back from the lungs to the left atrium. It passes through a valve to the left ventricle and is pumped out through a valve into the aorta. Then the blood travels to the rest of the body.

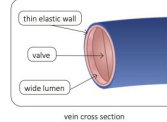
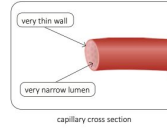
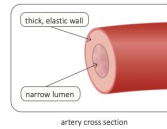
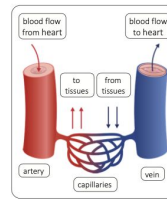
Blood vessels

There are three types of blood vessels.

Arteries carry oxygenated blood from the heart to the body.

Capillaries connect arteries to the veins. They deliver oxygen and other nutrients to the body's tissues and carry deoxygenated blood and waste products to the veins.

Veins move blood back to the heart, where it is pumped to the lungs and oxygenated.



Structure of arteries

Arteries have thick walls and narrow tubes, called lumen, because the blood is under high pressure as it is pumped from the heart. The arteries are also tough and flexible to withstand this pressure.

Structure of capillaries

Capillaries are tiny and have very thin walls and narrow lumen so oxygen, other nutrients and waste products can move easily between the blood and the body's tissues.

Structure of veins

Veins have thin, elastic walls and wide lumen. The walls do not need to be thick because the blood is not under high pressure. Veins contain valves that prevent the blood from flowing backwards.

Blood

The main function of blood is to transport the things the body needs, such as oxygen, other nutrients, hormones, antibodies and heat, around the body. It also transports carbon dioxide and other waste products for excretion. Blood has four components: plasma, red blood cells, white blood cells and platelets.

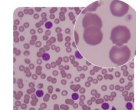
Plasma

Plasma is the yellowish liquid part of blood. It makes up about 55% of blood. It carries red blood cells, white blood cells and platelets around the body. It also helps to distribute heat.



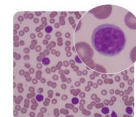
Red blood cells

Red blood cells make up about 45% of blood. Their main function is to carry oxygen from the lungs to other parts of the body and carry waste carbon dioxide from the body's tissues to the lungs so it can be excreted.



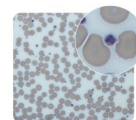
White blood cells

White blood cells only make up about 1% of blood. The main function of white blood cells is to fight infection and other diseases. They are part of the body's immune system.



Platelets

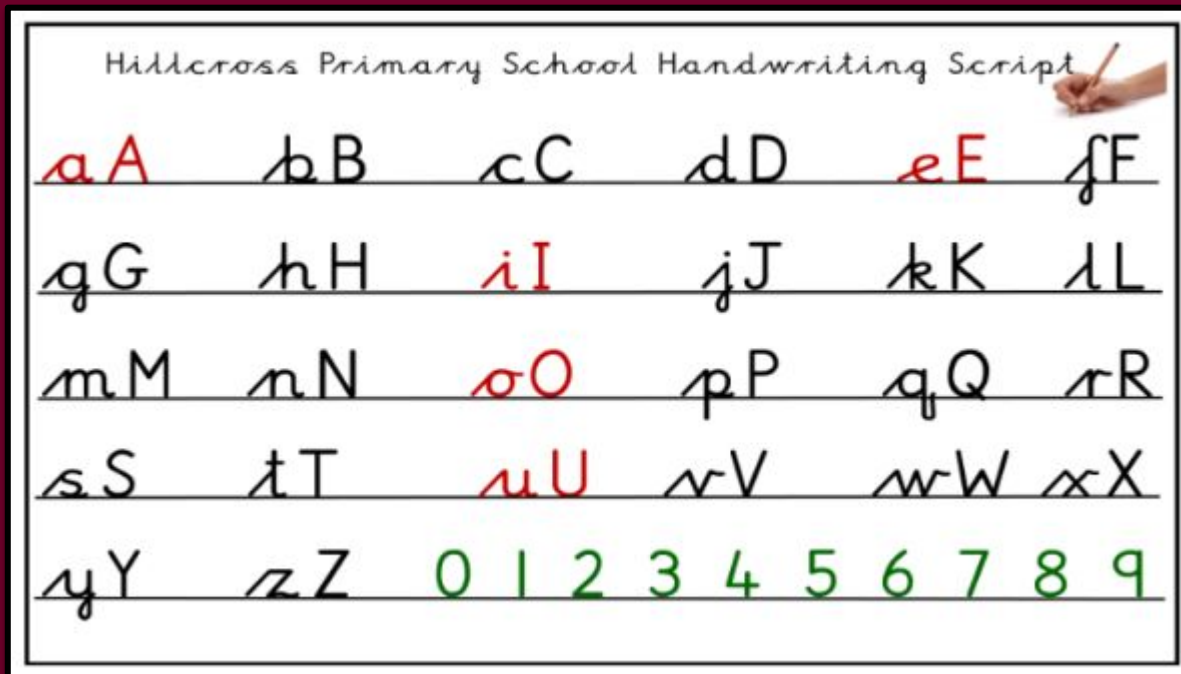
Platelets are small cell fragments that make up less than 1% of blood. Their main function is to clump together, or clot, to stop bleeding.



Supporting Learning at Home



Handwriting and Spelling: Please also support your child by practising their cursive script handwriting and spelling words each week.



Year 6 Spelling Words

amateur	criticise	hindrance	privilege
appreciate	curiosity	interrupt	pronunciation
awkward	disastrous	leisure	recognise
category	embarrass	marvellous	rhythm
committee	exaggerate	mischievous	sacrifice
conscience	existence	necessary	soldier
conscious	foreign	nuisance	sufficient
controversy	government	parliament	thorough
convenience	guarantee	prejudice	yacht

Pledges

Please support your child in completing their reading and number pledge at home.



The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.



As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day (we encourage you to read for longer whenever you can).

By following this pledge, you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.



The Hillcross Number Pledge

With mathematics, there is nothing you cannot do. Everything around you is mathematics. *Everything around you is numbers.*



As a school, we **pledge** to devote 10 minutes every day to practise our number facts in order to improve our understanding of numbers and become fluent mathematicians.

In return, **you pledge** to practise your number facts at home, every day, for a minimum of 10 minutes.

This fluency practice can be: subitising, counting, doubling, halving, adding and subtracting using varied representations.

Behaviour

Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, The UN Convention on the Rights of the Child (UNCRC) and the views of our school community.



Hillcross Primary School
School Charter/Code of Behaviour

1. We ALL have the RIGHT to learn
and it is our responsibility to behave in a way that allows others to do so too.
2. We ALL have the RIGHT to be respected
and it is our responsibility to treat everyone fairly and with compassion.
3. We ALL have the RIGHT to feel safe
and it is our responsibility to make sure our actions keep ourselves and others safe.



2
NO DISCRIMINATION



3
BEST INTERESTS OF THE CHILD



12
RESPECT FOR CHILDREN'S VIEWS



19
PROTECTION FROM VIOLENCE



28
ACCESS TO EDUCATION



Assessment



Children in Year 6 will sit the end of KS2 SATs assessments during the week of the 10th May 2027.

The tests help measure the attainment of pupils in relation to the standards set out in the national curriculum.

The KS2 SATs consist of:

- English reading paper
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning
- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling

Results will be shared with parents at the end of the summer term.

Educational Visits and Workshops



Autumn Term | Portals to the Past World War workshop and visit to the National Gallery - the approximate cost of these opportunities will be £8.50 per child.

Spring Term | Visit to Tower Bridge. Costings to follow at the end of the Autumn term.

Summer Term | Visit to the National History Museum. Costings to follow at the end of the Spring term.

Please note these are approximate costs and curriculum enhancements can only take place if families make voluntary contributions to cover their cost.

Online Safety



At Hillcross, we stay safe online by following our 5 Internet Safety Pillars:

Sharp
Smart sharing,
not oversharing.

Alert
Knowing what's real
and what's fake.

Secure
Keeping your
information safe.

Kind
Respecting
others.

Brave
Speak up- report it!

As responsible digital citizens, we recognise and understand the 4 C's:

CONTENT

What you see.

I know that age-appropriate content will keep me safe and happy online. I also know that some information can be edited or fake!

Not everything I see or hear is appropriate and this can make me feel worried, anxious or frightened.

CONTACT

Who you talk to.

A true friend or trusted adult will **NEVER**:

- Ask for personal details.
- Ask for photos or videos of yourself.
- Ask to meet up in secret.
- Tell you to keep secrets from friends or family.

Not everyone we meet and talk to online are trusted or reliable people.

CONDUCT

The way you behave.

I know it is important to behave in a respectful way online. I know the things I do or say will affect how someone feels about me. I know I have to keep all my personal information private to keep me safe. If I wouldn't say it face-to-face, I shouldn't say it online.

Did you know that everything you put online stays online forever! This is your digital footprint.

COMMERCE

Buying and selling or gambling.

Commerce is a form of shopping and gambling and this can be very addictive when I play online games. Addictive behaviours can be harmful both physically and mentally and can affect the way I behave. I know I should always check with an adult.

I will always tell a trusted adult if I am ever worried or concerned about something I have seen or done online.

All children from Nursery - Year 6 use this to sign an Acceptable Use Policy Agreement.

If you have any questions, please initially refer to our [Be Connected](#) parent guide and the **school website**.

If you cannot find the information you are looking in these two places, please **email** info@hillcross.merton.sch.uk.

The Year 6 team are looking forward to working with you and your children this year.