Year 6
Parents' Information Meeting

GEORGE WHITE
JUNIOR SCHOOL

We are parents too!



Teaching Staff

GEORGE WHITE JUNIOR SCHOOL

6 E	6 W
Mr Elias	Mrs Waters
Mrs Desborough Mr Mitchell	Mrs Todd Mr Michell

Year 6 Timetable Autumn 2026

Year 6 Timetable 2026-27

	8:50-9:00	9:00-10:00	10:00-10:15	10:15-10:30	10:30 10:45	10:45 11:15	11:15-12:10	12:10 -1:05			3:00-3:20
Monday	4 operations Maths retrieval	Maths –	Spelling – 5/6 spelling words	Whole school assembly	PLAYTIME	GR	English	LUNCHTIME	Art *1hr 10mins* 1:05-2:15 *(Autumn 1, Spring 1, Summer 1)* DT *1hr 10mins* 1:05-2:15 *(Autumn 2, Spring 2, Summer 2)*	RE *45mins* (2:15-3:00)	Story
Tuesday	4 operations SPaG retrieval	Maths –	Spelling – 5/6 spelling words	Whole school singing assembly		GR	English		Science *1hr 20mins (1:05-2:20)*	Spanish *40mins* (2:20-3:00) *(Autumn 1, Spring 1, Summer 1)* Computing *40 mins* (2:20-3:00) *(Autumn 2, Spring 2 Summer 2)*	Story
Wednesday	Spelling and handwriting	Maths –	Spelling – 5/6 spelling words	Class R-Time		GR	English		History *1hr 20mins (1:05-2:20)* *(Autumn 1, Spring 1, Summer 1)* Geography *1hr 20mins (1:05-2:20)* *(Autumn 2, Spring 2, Summer 2)*	RSHE *40mins* 2:20-3:00	Story
Thursday	4 operations Maths retrieval	Maths –	Spelling – 5/6 spelling words	Class Talk Time		GR	English		PPA Reading for pleasure *10 mins* (1:05-1:15) PE *1hr* (1:15 -2:15)		
Friday	4 operations SPaG retrieval	Arithmetic Friday	Handwriting	Homework		Oracy Incl Book Club	English		Reading for pleasure *10mins* (1:05-1:15)	TTRS **Library** Homework	PE *50mins* 2:10 -3:00	Celebration Assembly

Curriculum - Maths

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- Follows the national curriculum
- Concrete, pictorial and abstract approach
- Prior knowledge built upon daily
- Daily reasoning and problem solving embedded in lessons
- Daily intervention following teacher assessment in lessons
- Weekly arithmetic lessons focussed on fluency and speed

Maths Yearly Overview

Year 6 Maths Overview 2026-2027

Autumn Term 1

Week Beginning	3.9.26 (2 Days)	7.9.26	14.9.26	21.9.26	28.9.26	5.10.26	12.10.26	19.10.26 (4 Days)
Focus	Place Value	Securing the Fundamentals	Place Value	PIXL + Addition and Subtraction	Addition and Subtraction	Multiplication and division	Multiplication and division	Converting Units
Times Table Focus	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25

Autumn Term 2

Week Beginning	2.11.26	9.11.26	16.11.26	23.11.26	30.11.26	7.12.26	14.12.26
Focus	FDP	PIXL?	FDP	FDP	FDP	FDP	FDP
Times Table Focus	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25

Spring Term 1

Week Beginning	5.1.27 (4 Days)	11.1.27	18.1.27	25.1.27	1.2.27	8.2.27
Focus	Ratio	PIXL?	Ratio and Algebra	Algebra	Area, perimeter and volume	Position and direction
Times Table Focus	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25

Spring Term 2

Week Beginning	22.2.27	1.3.27	8.3.27	15.3.27	22.3.27 (4 days)
Focus	Statistics	PIXL/ Statistics	Shape	SATs revision	SATs revision
Times Table Focus	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25

Summer Term 1

Week Beginning	13.4.27 (4 Days)	19.4.27	26.4.27	3.5.27 (4 Days)	10.5.27	17.5.27	24.5.27
Focus	SATs revision	SATs revision SATs	SATs revision	SATs revision	SATS week	Enterprise Week	Enterprise Week
Times Table Focus	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	Weekly Consolidation TTRS practice for those below 20/25	MTC style check + Weekly consolidation. TTRS practice for those below 20/25	Weekly Consolidation	Weekly Consolidation	Weekly Consolidation

Summer Term 2

Week Beginning	7.6.27	14.6.27	21.6.27	28.6.27	5.7.27	12.7.26	19.7.27 (3 Days)
Focus	Projects, consolidation and year 7 preparation	Projects, consolidation and year 7 preparation	Projects, consolidation and year 7 preparation	Projects, consolidation and year 7 preparation	Transition?	Transition week?	Projects, consolidation and year 7 preparation
Times Table Focus	Weekly Consolidation	Weekly Consolidation	Weekly Consolidation	Weekly Consolidation	Weekly Consolidation	Weekly Consolidation	Weekly Consolidation

Curriculum - Writing

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- Follow scheme of work
- 1 writing unit per half term with two writing outcomes
- Writing units will link to the foundation subjects
- Mixture of short writing, longer writing, drama and experiences
- Spelling, punctuation and grammar taught during separate lessons throughout the week

English Writing Outcomes

Year 6	*PiXL Securing the Fundamentals* – **Shackleton's Journey** Setting description – Ancient Baghdad	Newspaper article – **New species discovered** Persuasive **Stop Single Use Plastic**	**Characterising speech**	Narrative **Alma**	Narrative **Rock Paper Scissors** **Goodnight Mr Tom**	**Poetry**

Curriculum - Reading

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- Reading therapies for the first half term
- Reading speed assessments throughout the year
- Children are encouraged to read for pleasure
- Children assessed for phonics, Read Write Inc sessions
- Daily reading lessons focusing on key skills
- Independent reading sessions three times a week
- Class story taken from the year group reading spine
- Frequent visits to library to find books for the class reading corner

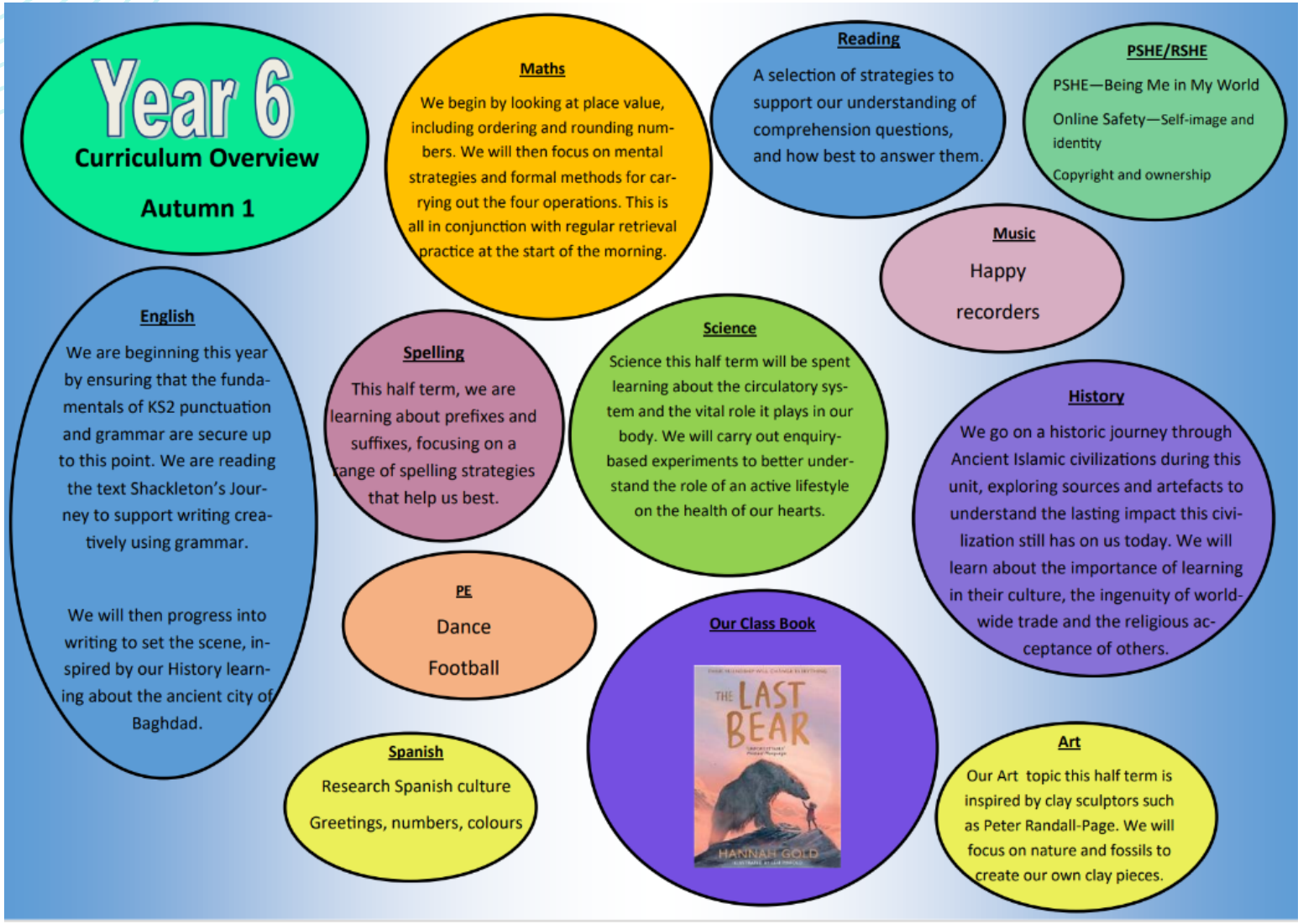
Guided reading through the year

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	(2 days) (VIPERS Literacy Shed) Reading Speeds	Therapies	Therapies	Therapies Mocks	Therapies	Therapies	Therapies	Therapies
Autumn 2	PiXL texts The Secret of the Staffroom	PiXL texts My Shadow	Mocks	Therapies	PiXL texts Beethoven's Hard Life	PiXL texts Take Care	PiXL texts The Alps	
Spring 1	(4 days) PiXL texts Great Lizards	PiXL texts Treasure Island	Mocks	Therapies	PiXL texts The Railway Children	PiXL texts Tsunami Guide		
Spring 2	PiXL texts Going Downhill of a Bicycle	PiXL texts The Listeners	Mocks	Therapies	(4 days) Therapies			
Summer 1	(4 days) Revision PiXL Circulation	Revision PiXL Major Fourpaws	Revision PiXL The Battle of Britain	(4 days) Revision PiXL Trappers Hill	SATS			
Summer 2	Quality text and resonse Quality text and response	Quality text and response	Quality text and response	Quality text and response	Quality text and response		(3 days)	

The Year 6 Reading Books- Autumn Term



Curriculum – Half term on a page



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Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HOOK	Trip to West Runton to observe coastal erosion.			**Letters to World Leaders" Climate Responsibility Project** Write persuasive letters to MPs, councillors or world leaders outlining concerns and proposing climate solutions.		
Trips and Experiences	Visit from local mosque	West Runton Coast visit and walk			WW2 Home Front Day at Gressenhall (post SATS)	Eaton Vale residential trip
Writing	Grammar foundation – Shackleton's Journey	**Setting** City of Baghdad	**Newspaper** New Species Discovered on Galapagos **Non-chon report** Extinct animals	**Persuasive** Stop Using Single Use Plastic **Narrative** Alma	**Characterising Speech** Evacuation **Discussion** Should Children have been evacuated?	Writing based on moderation evidence **Thank you letter** – informal **Broken** – Rock, Paper, Scissors **Revision of non-chron report**

Yearly overview

Science	Circulatory System Biology	Evolution and Inheritance Biology **Significant Scientist Jane Goodall**	Microorganisms and classification Biology		Electricity Physics **Significant Scientist: Caroline Haslett**	Light Physics
History	**Early Islamic Civilisation**		**Crime and punishment**		**WW2**	
Geography		**Coasts** Erosion and deposition Coastal management Habitats and wildlife. Fieldwork – a study of coastal erosion along the North Norfolk coast				**Renewable Energy and Climate Change** Should Antarctica be protected? Plastics in our oceans – what can we do? How can we use the earth's natural resources?
RE	**Islam**	**Christianity** How significant is it that Mary was Jesus' mother? **Christianity** Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	**Hinduism** What is the best for a Sanatani to show commitment to God?	**Hinduism** How can Braham be everywhere and in everything?	**Buddhism** How are Buddhist teachings interpreted by believers?	**Humanism** How do inspirational people impact on how Humanists live today?

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Art	**Sculpture** **Clay Fossil Bowls or Dishes** Create a small bowl or dish and incorporate fossil textures into: the rim, the base, inside surfaces		**Painting and Drawing Protest Art** Design and cut their own Banksy-style stencil, choosing a message linked to: environment, equality, anti-bullying, kindness, peace Then spray/print stencil onto large paper or fabric using: sponging, dry		**Collage** Shelter and underground forms – WW2 London Underground series. Use charcoal, soft pastels, tissue paper, tracing paper, printed textures. Build a layered collage representing people sheltering underground	
			brushing, spray bottles, acrylic paint **Significant Artist: Banksy**		**Significant artist: Henry Moore**	
DT		**Textiles**		**Food Technology** Make bread for Spanish food - pan con tomate, croquetas, and salmorejo		**Mechanisms and Structures** Build an Anderson shelter and make it light up.
Computing	**Computing systems and networks –** communication and collaboration **Data and information –** introduction to Spreadsheets		**Programming A –** variables in games		**Creating media –** website creation	
Music	**Charanga – Original Scheme Happy** The evolution of music 1900 to present day Instrument: Recorder	Christmas carol singing 'Carols Round the Tree'	**Charanga – Unit 3 – Creative Composition** Instrument: Recorder	Middle Eastern culture – music and instruments. Body percussion – middle Eastern rhythms	**Charanga – Unit 5 – Improvising with confidence** Singing to unite and lift morale – Vera Lynn We'll meet again. Run Rabbit Run and traditional marching songs – Long way to Tipperary and Pack up your troubles Instrument: Recorder	End of year leavers assembly and production singing

Yearly overview

RSHE	**Being me in my world**	**Celebrating difference**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me (RSE)**
Whole school events	International Day of Peace Jeans for Genes Day World Mental Health Day Black History Month	Odd Socks Day – anti-bullying NSPCC Speak out stay safe Firework safety Road safety week	International Day of Education Children's mental health week Safer Internet Day	Emergency first aid training International Women's Day World Oral Health Day International Day of Happiness	Sun Safety World Book Day HSBC Money Matters International Day	Water Safety Rail Safety Week Aspirations Week Pride Month Day of Welcome
Online safety	Self-image and identity Copyright and ownership	Online relationships	Online reputations	Online bullying	Managing online information Privacy and security	Health, well-being and lifestyle
	National College online safety posters sent to all parents to share and discuss with pupils at home on a weekly basis					
PE	Football Dance	Handball Gymnastics	Hockey Fitness	Dodgeball Netball	Athletics Cricket	Tennis Rounders
MFL Spanish	**Daily embedding of Spanish** *Days of the week, months of the year, numbers to 20, greetings – hello, goodbye, good morning/afternoon, please, thank you and how are you with a response*	**Spanish** Introduction to Spain & Spanish culture, greetings & name, numbers 0-20 & age, colours, numbers 20-50 A Spanish Christmas and New Year Traditions	**Daily embedding of Spanish** *Days of the week, months of the year, numbers up to 50, greetings – hello, goodbye, good morning/afternoon, please, thank you and how are you with a response, ordering of lunch*	**Spanish** The Spanish alphabet, The date & birthday, Numbers 20-50, My pets, sports and hobbies	**Daily embedding of Spanish** *Days of the week, months of the year, numbers up to 50, greetings – hello, goodbye, good morning/afternoon, please, thank you and how are you with a response, ordering of lunch and daily classroom instructions.*	**Spanish** My family, The colours, sports and hobbies, The weather

Home learning

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•This year we have updated our home learning to further support the learning for your child in school.
•CGP booklets for Maths, Reading and GPS. Two mini tests per week to be communicated via text message.
•We expect all children to read at home 5 times per week and for a minimum of 10 minutes.
• In addition to the above, children will also be set half termly homework based on their Science, History, Geography, English, Spanish or Art learning. This is an extended piece of learning which you can choose from a list given. There will be an option of creating, researching or exploring linked to your child's current learning.
•Your child's class teacher will set the date for work to be brought in to school where it will be shared and celebrated in class and in our whole school celebration assemblies.

Home learning

Year 6 Home Learning

Our home learning tasks aim to support and consolidate what your child is learning in school, whilst also developing their independence, curiosity, and key skills and knowledge.

We expect all children to:

- Read at home 4 times per week for a minimum of 10 minutes.
- Access Times Table Rockstars at least 4 times per week for a minimum of 10 minutes.
- Weekly spelling patterns with practice spellings.
- Children in Year 6 also have weekly CGP workbooks for further SATs support.

In addition to this, children are also set half termly homework tasks based on either their Science, History, Geography, English, Spanish, RE or Art learning which is happening over each half term. These tasks are extended pieces of learning which you can support your child to achieve.

Your child's class teacher will set the date for work to be brought in to school where it will be shared and celebrated in class and in our whole school celebration assemblies. If you have any questions, please speak to your child's class teacher.

Challenge Level	Challenge Create, research or explore	Task
	Research	Research and write a detailed fact file about an important explorer. Include major discoveries, explorations and anything else you feel is relevant.
	Create	Create a map of the coastline of East Anglia/Norfolk Label it with important towns and other important things.
	Create	Create a poster showing the animals that live along the Norfolk coast. Label the animals.

Behaviour Policy

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We care for everyone and everything

We follow instructions straight away

We show good manners at all times

Behaviour Policy

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Has someone been hurt? YES NO

How was the 'hurt' caused? 

What are the details of this? 

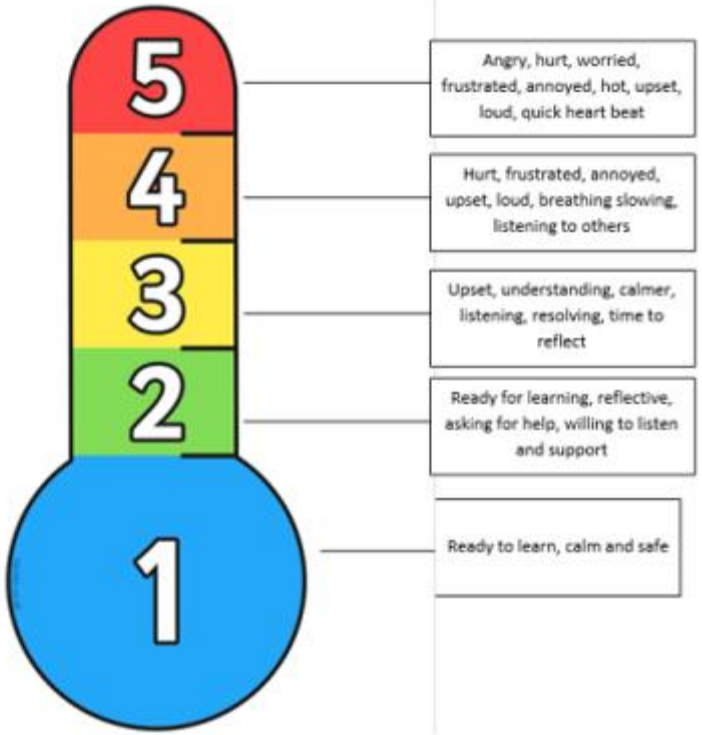
How do the people involved feel? 

What needs to happen to resolve this? 

At George White when we have resolved our problem it is finished.

We know we can ask for help if we need to. 

Think about how you felt at the start of the restorative conversation?



How do you feel now the restorative conversation has taken place?

School values

- **Be Kind**
- **Be Respectful**
- **Be Honest**
- **Be Confident**

Uniform

- Dark Blue jumper or cardigan
- Light blue or white polo shirt
- Blue summer dress
- Black / navy / grey trousers or skirts- no leggings, jeans or tight fitting toursers
- Blue and white check dress in Summer months
- Black shoes or flat boots
- Black or white Sandals in summer months- Socks need to be worn with sandals
- No makeup
- No jewellery except stud earrings and watch allowed (no smart watches)
- No large hair decorations
- Hair to be a natural colour
- No extreme hair styles- tram lines, eyebrows cut etc

- PE kit is a plain white t-shirt, black shorts or tracksuit bottoms
- School jumper or cardigan
- Suitable footwear (trainers)
- Hair longer than shoulder length to be tied up

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Attendance

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- The school target is 97% but we aim for 100%
- School gate closes at 8:50; arrivals after this will be marked as late.
- If your child is ill and unable to come to school, please inform the office

Snacks a



Healthy snacks only please.

No chocolate
No crisps
No sweets

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SATS

SATS meeting to be held later on in the year.

Residential

Residential trip to Eaton Vale booked.

Information to follow soon.



Communication

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- A member of the teaching team on the playground each morning from 8:30
- Book appointments to speak to the class teacher through the office
- Parent's evenings
- Newsletters
- Messages sent via text, email, My Child at school.

Class talk time



R-Time

Once weekly sessions
Aimed to improve manners and teamwork
Skills are transferrable to other lessons.

Out of school interests

Beyond School Pupil Information Record

Pupil Name: **Class:** **Age:**

What does your child enjoy doing outside of school?

Do you feel your child has a talent, skill or ability? Yes/No If yes, please provide more information below

What clubs or activities does your child belong to or take part in outside of school?

Please list below any achievements your child has been awarded outside of school

Is there anything more you feel we need to know about your child beyond school?

Thank you, any questions?

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