



Year 6

Sunbirds and Sabrewings.

Summer 1

April / May 2025

Important dates—

Monday 28th April – Friday 2nd May –
PGL Residential (arrive for 7:40 depart
8am)

SATs week 12th May—15th May

Monday English grammar,
punctuation and spelling

Tuesday English reading

Wednesday

Mathematics Paper 1: arithmetic

Mathematics Paper 2: reasoning

Thursday - Mathematics Paper 3:
reasoning

22nd May—20p Fair

Sports week — 23rd– 27th June

(provisional and date tbc)

Usually around July 3rd and 4th—
please check with your secondary
school

Tues 15th July—Summer production
(5:30pm start) Thurs 17th July -

Summer production (5:30pm start)

Weds 16th July—Trip to Legoland

— Friday 18th July—Leavers' service
(9:00 at school)

News

Wow ! Can you believe it is already our final term? Well, time flies when you're having fun! So, as we embark on our final learning adventure together, it is with great pride, that we share what a wonderful learner and young person your child has become. This is an extremely important term, a term that we have been working so hard for; however, a SATs result does not define a child and we know that the journey your child has been on will see them grow and flourish as a young adult. On the occasions we have left the school (the Reading trip, the walk to the country park) our Jennett's Park children have shone amongst the general public. They conduct themselves with a maturity and kindness that is infectious and inspiring to others.

The Year 6 teaching team look forward to our final term together. May it be filled with learning, laughter and love.

As always, the door is open.

Warm summer wishes—Mr Page, Mrs Ballard, Ms Deauville , Mr Frost and Mr Henry.



Living life in all its
fullness.



Flourishing and achieving in
all we try to do.





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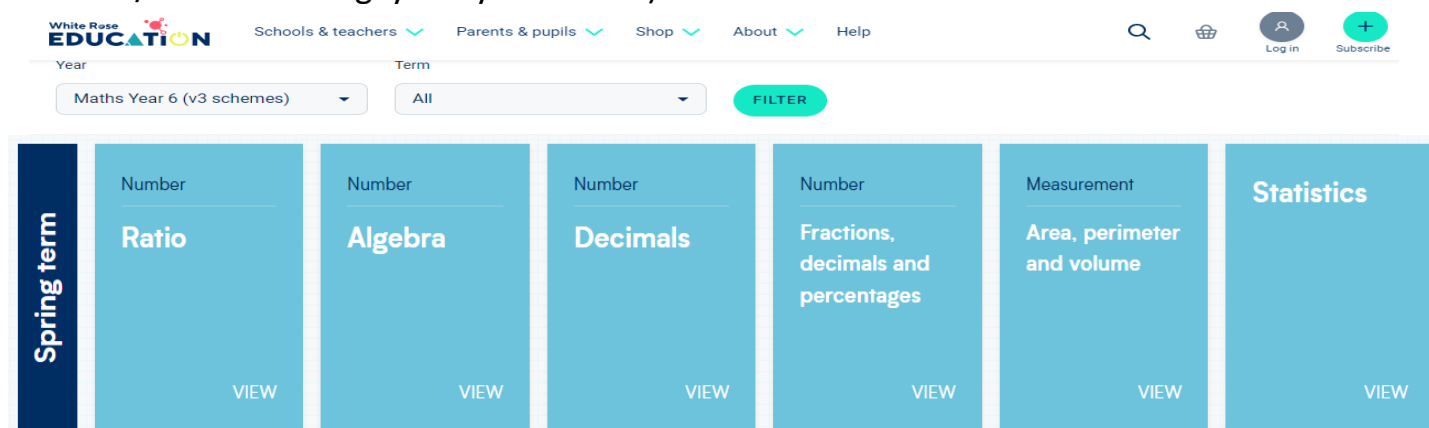
	Numeracy	Literacy
Week 1	Angles—of a straight line, of a triangle and how to find missing angles.	Crime Scene—final news paper report. The missing evidence from the Go-Pro
Week 2	Residential	Residential
Week 3	Percentages, fractions and volume Using the 4 operations with Fractions. Finding different Percentages.	Letters of complaint and restaurant reviews of the legendary restaurant Snappy Snacks
Week 4	SATs week	Leaflet about the ultimate Year 6 residential experience.
Week 5	Maths quests	Leaflet about the ultimate Year 6 residential experience.

This term, we will be focusing on preparation for SATs. Our afternoons will be filled with SPaG, speed maths games, spelling games, art based around our class text: Ghost. In P.E. we will be focusing on catching and throwing skills and we will play the game of Kwik Cricket. In Geography, we will improve our location knowledge and consider the best location for the next major sporting event. In DT, we will plan and make a model fairground. In computing we will code micro:bits to act as pedometers.

How you can further support at home.

Seesaw Easter Home-learning links to useful revision websites.

Maths— If you need further guidance on how to explain a strategy, please see the video links on the white rose website (<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-6-new>)



Writing— Here is an example of a piece of writing from a child, who is working at the expected standard.

I am learning to select language that shows good awareness of the reader.

Success criteria: Subjunctive ^{Personal pronouns} ~~form~~ and variety of conjunctions.

Review: Snappy Snacks Restaurant, Bracknell

Recently, I visited the world renowned restaurant Snappy Snacks to celebrate my birthday with my friends, but ~~un~~ unfortunately, I am compelled to say that the whole affair was chaos.

To start with, the waiter was impertinent, ~~unhygienic~~ ^{unhygienic} and inept. For starters, he spilled water all over me ~~and he refused to apologise~~. He then filled ^{our} ~~my~~ glasses with his own bottle and claimed it was special water from Vatican City. He also asked for a ridiculously high amount of money for a tip. And to put the final nail in the coffin, he only ~~even~~ let us order the meatball surprise even though we wanted the soup of the day.

Although we were not going to get the ~~food~~ ^{dish} we wanted, we still looked forward to trying the meatball surprise. However, when the food came, after almost ~~and~~ an hour of waiting, we were ~~hugely~~ disappointed by what we saw: ~~no~~ instead of a meatball surprise, ~~at~~ we got, was a plate of cold beans with not ^{a single} meatball in sight. To sum it all up, we were expected to share plates and cutlery, which made the experience even worse than my friends and I anticipated.

Despite the fact that the waiter ~~was~~ was incompetent and the food was ~~really~~ inferior, we agreed to give the restaurant one final chance, by trying the dessert. We ordered the house specialty chocolate, which we ~~so~~ awaited eagerly. Yet, when the chocolate came, we were disgusted as ~~the~~ it was cut in front of us with the waiter's teeth.

Ultimately, the whole experience was a disaster and I would not recommend it to anyone. The waiter's behaviour of the waiter was ~~so~~ intolerable and the food ~~waiter~~ was simply awful. I hope that the manager takes this information seriously and takes the necessary steps to make Snappy Snacks a place to enjoy.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²