



Welcome to Year 6

Monday 7th September 2026





THANK YOU!

Staff

Mrs Sanders



Mrs Sayer



Years 6 Class Timetable 2026-2027 Ellington Primary School

	Session 1 8.45 - 9.00	Session 2 9.00 - 9:30	Session 3 9:30-10:45		Session 4 11:00-12:00		Session 5 13:10 - 14:10	Session 6 14:10 - 15:10 15:15 - HOME
Monday	Assembly (readers)	Reading	Handwriting English	Break 10:45 - 11:00	Maths	Lunch 12:00-12:45 Story/CLIC 12.45 - 13:10	PE (CS) 13:10 - 14:10	PSHE 14:10 - 15:10
Tuesday	Spelling	Reading	SPAG English		Maths		Arithmetic 13:10 - 13:40	Hist/ Geog 13:40-15:10
Wednesday	Assembly (SEND)	Reading (RR)	French (RR)		RE (RR)		English 13:10 - 14:10	Maths 14:10 - 15:10
Thursday	Spelling	Reading	Handwriting English		Maths		Y6 PPA Computing (RR) 13:10 - 14:10	Year 6 PPA Active PE 14:10 - 15:00
Friday	Assembly (readers)	Reading	Spelling Test English		Maths		Science 13:10-15:10	

*Art to be included as fits the unit and half terms

Homework

- 2 SPAG
- 1 arithmetic
- 1 times tables

Reading, spelling, TTRS



Curriculum Enrichment Map

Year 6



AUTUMN

SPRING

SUMMER

Visits/Visitors



Cragside



Visitor - Green Energy



Residential
Experience

Environmental
Focus



Increasing Population



Light Pollution



Renewable Energy

Diversity



Windrush



LGBTQ+



Local Heroes

Safeguarding



Contextual Safeguarding



Mental Health



Transition to Secondary
School

Big Events in Year 6

- Cragside trip
- End of KS2 assessments (SATs)
- Residential trip
- Transition to Secondary School

End of KS2 Assessments

Week beginning 10th May 2027

- Mon = GPS
- Tues = Reading
- Weds = Arithmetic and Reasoning Paper 1
- Thurs = Reasoning Paper 2
- Fri = RELAX!

GPS

- 45 minutes Paper 1; 15-20 minutes Paper 2
- Paper 1 (Grammar, punctuation and elements of spelling)
 - 50 questions; 50 marks
- Paper 2 (Spelling) - verbally read out by staff in school; 20 questions; 20 marks

48

Circle the two **co-ordinating conjunctions** in the sentence below.

Because my brother couldn't decide whether to wear trainers or boots, we left late and almost missed the bus.

39

Circle the three **nouns** in the sentence below.

They were so excited about going to Cardiff that they wouldn't let the bad weather dampen their enthusiasm.

40

Insert **capital letters** and **full stops** in the correct places in the passage below.

camels live in the desert they can survive extremes of temperature and manage without food for a long time although some camels have one hump, others have two

41

Rewrite the sentence below in the **active**. Remember to punctuate your answer correctly.

The trees are being harmed by pollution.

38

Explain how the **comma** changes the meaning of the second sentence.

1. We often eat lunch near the pond in the park or under the trees.
2. We often eat lunch near the pond, in the park or under the trees.

33

Insert two **apostrophes** in the correct places in the sentence below.

Toms one of those boys whos always happy to help .

44

Which sentence uses the **subjunctive**?

Tick **one**.

If I were to look inside the box, what would I find?

☐

If I had to choose my favourite food, I would choose pizza.

☐

If your soup is too hot, wait for it to cool down.

☐

If you are late, you might miss the bus.

☐

Rewrite the sentence below in the **passive**. Remember to punctuate your answer correctly.

Rabia broke the mug.

Insert the **adverbial** in the sentence below.

I'm going to visit my uncle at the weekend.

Reading

- 1 hour
- 3 texts (all at least 2 pages long; often themed; increase in difficulty)
- Approx. 38 questions
- 50 marks available

This is a story about two friends who make a surprising discovery.



Owl in Danger

'Quick – over here!' Mandy shouted to her friend, James. She knelt down in a pile of last autumn's fallen leaves, gently brushing some aside.

Mandy and James were out walking in Monkton Spinney near Welford, the Yorkshire village where they lived. Mandy had spotted something in the carpet of leaves beneath one of the oak trees.

'What have you found?' James ran over and skidded to a halt beside her. His trainers sent up a spray of leaves. He pushed his glasses back up his nose and looked down at the little hollow Mandy had made in the leaves.

Mandy cupped her hands together and lifted something very carefully from the ground. She held what looked like a bundle of bedraggled feathers. Two round, dark eyes stared up at James. A sharp, hooked beak opened and a kind of creaky noise came out. It sounded like a gate that needed oiling. Mandy drew in her breath. She gazed up at James with shining eyes.

'Oh! Look, it's a baby owl.'

James touched the tiny creature gently with his fingertip. 'What kind of owl is it?'

'A tawny owl, I think,' said Mandy. 'Oh, the poor thing!' She had thought it might be an owl when she first spied the bundle of grey-brown flecked feathers lying among the leaves. Although she'd seen pictures of baby owls, she had never actually seen a live one. It felt soft and beautiful and very fragile.

'Wow!' exclaimed James. His eyes were wide behind his glasses. 'Where did it come from, Mandy?'



This is an extract from a book about a character named Matilda, who loves science and dreams of becoming a famous inventor.

Matilda's Invention

You're meant to describe yourself in books, so here goes: I'm short for my age. I have light brown shoulder-length hair that I never brush because I have more important things on my mind like, 'What shall I create today?' to be worrying about how I look. I always wear blue dungarees because they have the most pockets, and I have a pencil tucked behind my ear, a tape measure clipped to my belt and a sketchbook in my rucksack.

I AM READY TO INVENT AT ALL TIMES!

A famous guy called Thomas Edison once said, 'To invent, you need a good imagination, and a pile of junk.' He was the man who invented the light bulb, so he was very bright.

I have both – a good imagination and lots of stuff.

My idols in life are:

ISAMBARD KINGDOM BRUNEL. He built huge bridges, like the Clifton Suspension Bridge, huge ships, like the steam ship Great Britain, huge train stations, like London Paddington, and probably also some stuff that was small, like maybe a loo-roll holder. (I don't know that for certain.)

MARY ANDERSON. You know when it's raining and an adult's driving and puts the windscreen wipers on? Thank you, Mary Anderson. (She invented the wipers.)

I've wanted to be an inventor for as long as I can remember.

My Grandad Wilf was my mentor. Once a week, my parents and I would visit him and Granny Joss for Sunday lunch. I knew that Granny Joss had been a scientist herself, years and years ago, but she didn't talk about it at all and I wasn't allowed to ask her about it. Grandad Wilf was a vet before he retired, but was an inventor in his spare time, so he and I would leave my parents and Granny Joss drinking boring cups of tea and disappear into his workshop at the bottom of the garden and invent like mad. It was my favourite hour of the week.



Amelia Earhart



A 1930s aeroplane

Early air travel

Before the aeroplane was invented, travelling over long distances was very difficult and took much longer than it does today. It wasn't until 1903 that the first successful plane was invented. Later, the period between 1918 and 1939 was considered a golden age of flying. This was because of the achievements of brave, pioneering pilots who flew in some of the first powered planes.

In those days, travelling by plane wasn't comfortable or easy. As flying became popular as a form of travel, there were lots of improvements to the way in which planes were built. There were also many opportunities for pilots to take part in extraordinary displays of their flying skills to capture the public's imagination. As well as performing at popular air shows, aviators began planning longer and longer flights, trying to fly to different continents, which previously could only be reached by long sea voyages. Flying had opened up a new era of adventure and exploration.

Amelia's first flights

Pushing the limits of aircraft and setting aviation records became the goal of a select few, among them a young American woman called Amelia Earhart. Amelia had her first flight in 1920 when she was 23. By the time the plane was a few hundred feet off the ground, she was determined to learn to fly by herself. She was a strong-willed and unconventional young woman and, even though most pilots were men at that time, she did not change her mind. When she earned her pilot's licence in 1923, she was only the sixteenth woman in the world to do so.

In June 1928, only one year after Charles Lindbergh completed the first solo flight across the Atlantic, Amelia was invited to accompany pilots Wilmer Stultz and Louis Gordon on a flight in their plane called 'Friendship'. They flew from Newfoundland in Canada to Wales, and so she became the first woman to travel across the Atlantic in a plane. The three became instant celebrities and, although Amelia had played no part in flying the plane, her book about the flight became a bestseller.



Amelia Earhart in front of the 'Friendship' in 1928

5

Look at page 5.

Why was it difficult for the children to spot the owl's nest?

Tick **one**.

The owl made its nest at night.

☐

The owl made its nest out of leaves.

☐

The owl's nest was between tree branches.

☐

The owl's nest was in the tallest tree.

☐

6

How can you tell James found it difficult to see the nest?

7

Read the paragraph beginning: *Mandy knew it...* to the paragraph ending: *...no footholds at all.*

How can you tell Mandy was concentrating hard?

35

Look at the sections: ***Amelia's next record attempt*** and ***Amelia's last flight***.

While Amelia was the pilot on this journey, she needed help from other people.

Who helped her?

1.

2.

1 mark

33

Look at the section: ***Amelia's last flight***.*The next leg of the journey was going to be a very difficult and dangerous one.*What is the meaning of the word *leg* in this sentence?

38

Look at the sections: ***Amelia's next record attempt*** and ***Amelia's last flight***.

What was it about Amelia's personality that helped her to make this journey?

Write **two** impressions of her personality, using evidence from the text to support each answer.

Impression	Evidence

Maths

- 110 marks in total across 3 papers
- Arithmetic - 30 mins; 38 questions; 40 marks
- Reasoning 1 - 40 mins; 21-27 questions; 35 marks
- Reasoning 2 - 40 mins; 21-27 questions; 35 marks

Arithmetic

10

$$4,030,206 = 4,000,000 + \boxed{} + 200 + 6$$

32

$$1\frac{3}{4} + 1\frac{5}{8} = \boxed{}$$

11

$$\frac{4}{5} + \frac{3}{5} + \frac{2}{5} = \boxed{}$$

33

$$0.09 \times 24 = \boxed{}$$

12

$$9,600 \div 6 = \boxed{}$$

34

$$65\% \text{ of } 680 = \boxed{}$$

35

$$3\frac{1}{4} - 2\frac{4}{5} = \boxed{}$$

1 mark

36

$$2\frac{1}{2} \times 70 = \boxed{}$$

1 mark

27

$$\begin{array}{r} 6715 \\ \times \quad 54 \\ \hline \end{array}$$

Show
your
method

2 marks

1 mark

6

Stefan has 3 times as many comics as Maria.



Show
your
method



A 20x20 grid with a box labeled "comics" in the bottom right corner.

6

$$\frac{15}{8}$$
$$1\frac{3}{8}$$
$$\frac{9}{8}$$
$$1\frac{5}{8}$$

least

9

Tick the statements that are **true**.

All multiples of 9 are multiples of 6

7

All multiples of 20 are multiples of 10

7

All multiples of 5 are multiples of 10

7

All multiples of 10 are multiples of 5

7

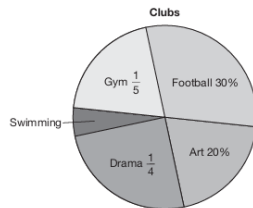
10

There are 30 **blue** beads in the necklace.

Show
your
method

23

The pie chart shows the results.



How many children did William ask **altogether**?

Show
your
method

A 10x10 grid with a box labeled 'children' in the bottom right corner.

20

Complete the table to show how many of each type of coin she could have.

One row has been done for you.

5p	2p
1	18

Writing

- Teacher assessed over a variety of their most recent pieces of writing around the May/June time.
- After this, the writing is moderated in one of two ways:
 - 1) Formally by the Local Authority who send in an external moderator who will agree/disagree with the teacher assessment.
 - 2) Informally with teachers from other schools at a local moderation meeting.

Writing Expectations

This is a checklist based on end of KS2 expectations for reaching the expected standard.

Typically, they want to see each feature at least 3 times. It is also worth noting that children cannot be at the expected standard if they do not join their handwriting.

Capital letters, full stops and apostrophes for omission are just a given at this stage so are not mentioned on here but they must be consistently used correctly.

WORKING AT THE EXPECTED STANDARD	
I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it. <i>e.g. writing informally and in the first person in a diary</i>	
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>	
I can include dialogue to convey character and advance the action. <i>e.g. include emotions, actions and characters' thoughts in your dialogue.</i> <i>With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.</i>	
I can use the appropriate vocabulary and grammatical structures for my writing. <i>e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.</i>	
I can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. <i>e.g. for, and, nor, but, or, yet, so</i>
	Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>
	Adverbials. <i>e.g. include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>
	Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>
I can use tenses correctly and consistently.	

I can use a range of punctuation mostly correctly:	Inverted commas.
	Apostrophes for possession.
	Commas for fronted adverbials.
	Commas for clauses.
	Commas in a list.
	Brackets, dashes and commas (parenthesis).
	Commas for clarity.
	Hyphens.
	Semi-colons.
	Colons.
I can spell most words from the Year 5/6 spelling list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>	
I can use a dictionary to check the spelling of uncommon or more ambitious words.	
I can write neatly and legibly with joined letters.	

Transition to Secondary School

Applications open on 12th September 2026 and close 31st October 2026 (during half term).

<https://www.northumberland.gov.uk/education-skills/schools/school-admissions-places-appeals/yr-5-middle-yr-7-secondary-yr-9-high>

Transition to Secondary School

Potential Secondary Options:

NCEA Duke's
Academy

Ashington

James Calvert Spence (Amble)

Duchess (Alnwick)

St Benet Biscop (Bedlington)

Bedlington Academy

Blyth Academy

Cramlington Learning Village

How can I help my child?

- Help them get into good habits e.g. meeting deadlines for homework, organising their own items for school
- Reading - we can't stress this enough, children must get into good reading habits as this will only make accessing their education easier
- Encouraging pride in how they dress (school uniform expectations) and their work
- Making the most of opportunities open to them (trips, clubs, boosters)
- Accepting school rules, rewards and consequences
- Encouraging degrees of independence

Communication

- Class Dojo
- Email via the office
- Phone call
- In person