

# Welwyn St. Mary's Primary School Autumn Term 2026 Year 6

Welcome to  
Year 6

Electricity  
and Light



Jazz



The  
Americas

D&T -  
Bridges

Get to know your Welwyn St Mary's year 6 team.  
We look forward to meeting you.



**Rowan Class Teachers**  
**Mrs Mather and Mrs Harrison**



**Teaching days:**

Monday - Wednesday: Mrs Mather  
Thursday and Friday: Mrs Harrison

**Redwood Class Teachers**  
**Ms Logan and Mrs Phillips**



**Teaching days:**

Monday, Tuesday and Wednesday  
afternoon: Ms Logan  
Wednesday morning, Thursday and  
Friday: Mrs Phillips

**Rowan Teaching Assistants**



**Mrs Soppett-Moss**  
**Class TA**



**Mrs Pullin**  
**1:1 AM support**



**Mrs Brunson**  
**PM 1:1 support**



**Mrs Bryant**  
**PM 1:1 support**

**Redwood Teaching Assistant**



**Miss Dunstan**

## **Hello and welcome to Year 6,**

We hope that you find all the information in this leaflet useful. If you have any further questions about the term ahead, please do let us know so that we can arrange a time to talk to you.

There are a few things that you can do to help us:

- Please ensure that your child brings their Home Learning Record and reading book to school every day and that they have noted down their daily reading. Please also try to hear your child read daily and read to them too - so much can be gained from modelled reading. Please also write in the Home Learning Record when you have read to your child and sign the record daily to show you have checked your child has read. In secondary school, the children are expected to read daily and sign this off too.
- Please ensure that your child's clothing (cardigans, jumpers and PE hoodies, in particular) are all named.
- Please feel free to support your child with their homework and do not hesitate to let us know if your child struggles with something in particular (a note on the actual piece of homework, or in their Home Learning Record is fine).

Thank you.

### **Daily Routines**

We encourage each child to learn and follow simple daily routines, in order to make them independent and responsible for their own belongings. It would be an enormous help to the staff, and your child, if you could support this by doing the following:

- Dropping your child off promptly, as per the current drop-off plan, allowing them to walk into school ready for their day's learning.
- Giving your child a piece of fruit or vegetable to eat at break time. Please remember that our school policy is fresh fruit and vegetables only.
- Labelling all belongings including clothes, PE kits and shoes.
- Ensuring your child comes to school in their PE kit on their PE day. Children must take earrings out for PE. However, if a child cannot do this, then please provide tape for them to be covered.
- Ensuring your child has their reading book and Home Learning Record, lunch box (if they need one) and water bottle (water only please) with them in the morning.
- Wait for your child at the end of each day, following our current procedures.

## Year 6 are following the National Curriculum. Our topics for this term:

### English

English lessons will be on a daily basis. We will be studying a range of genres using a variety of books as a stimulus:

- Night of the Gargoyles by Eve Bunting and David Weisner; - narrative
- Planetarium by Raman Prinja and Chris Wormell and Professor AstroCat's Frontiers of Space by Dr Dominic Walliman and Ben Newman - non fiction
- The Giant's Necklace by Michael Morpurgo - narrative
- Talking History by Dr Joan Lennon and Dr Joan Haig - persuasion/speeches



We will aim to develop the children's ability in narrative and non-narrative writing, helping them to secure the basic conventions of written English, encouraging correct usage of punctuation and spelling. In addition to this, sentence structure and grammar will also be developed so that the children's writing starts to become more sophisticated. We place great emphasis on the correct use of grammar, punctuation and spelling, as well as children knowing the correct terminology. All this will be taught in our lessons and through other areas of the curriculum. To help your child at home, we will loan the children a book which explains the grammar concepts very clearly (this book must be returned after SATs). Please help your child learn the Year 3/4 and Year 5/6 key spelling words.

Reading forms a key part to learning and is a key focus during our English lessons. The children will also take part in guided reading sessions where reading skills and understanding are explicitly taught. This term 6 Redwoods are reading Wonder and 6 Rowans are reading Malala.

In addition to this, have a look at our Google Classroom and the school website, in the Year 6 section, for other ideas on how to support your child. Here is another useful site: [KS2 - England - BBC Bitesize](#)

### Maths

As in previous years, the daily maths lesson will include a balance of fluency and written activities and will encourage the children to apply the skills they are learning. The topics covered will include: number, shape, data handling, area and fractions. **A good working knowledge of times tables is essential. Each child has a Times Table Rock Star login which is a quick and easy website and app for the children to practise daily.**

<https://play.ttrockstars.com/auth/school/student>. Please help your child to both learn these, and be able to use them quickly. We now have a box in our Home Learning Record for parents to sign in order to show that this is happening. Mental arithmetic homework will continue as usual and is marked in school on a Monday.

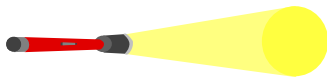
For more information about what your children will be learning in maths throughout the year please visit our website [www.welwynst-marys.herts.sch.uk](http://www.welwynst-marys.herts.sch.uk). You can also find a useful vocabulary list, some games you might wish to play with your child and a document outlining the progression of written methods in mathematics.

## Science

This term our topics will be: Electricity and Light

Our electricity topic will involve experimenting with electrical circuits, drawing the symbols for the different components and using simple electric circuits to make games or activities.

Our 'Light' unit takes children through lessons where they learn how to: recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; and finally, children learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



## RE

This term our topics are *God* and *Buddhism* with a focus on symbols and *religious expression*.

We will make clear connections between biblical texts about *God* and how Christians put these beliefs into practice, for example, through calling for justice and promoting forgiveness.

We will weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of our own lives in the world today.

When we look at our Buddhism topic, we start with the question: How did Buddha teach his followers to find enlightenment? This feeds into our learning of how it feels to face something that looks hard or new. The children will explore enlightenment in Buddhist texts and stories, thinking about the impact of enlightenment on the Buddhist community and evaluating this learning for themselves.

## Computing

In the first unit, the children will explore how data is transferred over the internet. It is called *Communication and Collaboration*. They initially focus on addressing, before they move on to the makeup and structure of data packets. The children will then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

During the second half term we move to a new topic called *Web page creation*. The children will be introduced to creating websites for a chosen purpose and identify what makes a good web page and use this information to design and evaluate their own website using *Google Sites*. Throughout the process, the children pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

## **Geography**

Our topic is called The Americas. In this topic we look at continents and oceans, climates, biomes and make comparisons between the UK and America. This study will link to our history topic which we still start after half-term about the Mayan people of Central America.

## **History**

Our topic is called The Maya. In this topic, we will explore who the Maya were, where they lived, their achievements, beliefs and daily life. To enhance their learning, **MexiColore** will be visiting the school to deliver an immersive and interactive workshop, giving children a fun and exciting opportunity to experience Maya culture through hands-on activities and engaging storytelling.

## **Personal Social and Health Education (PSHE)**

For our PSHE lessons we follow a scheme called Jigsaw and our topics this term will be Being Me and Celebrating Difference.

## **Art**

Our art theme for this term will look at 'People in Motion', drawing bodies in motion with accuracy, then making a design suitable to turn into a sculpture. We will also carry out a number of Christmas art activities, including the PTFA Christmas card project.

## **Design and Technology**

This half term, we will be learning about the structure of bridges, building up to the task of designing, making and analysing our own bridge constructions. Before the children begin to design their own bridge, they undertake a number of investigations, exploring pillars, beams, trusses, arches and suspension bridges.

## **French**

This term, children will develop their confidence in speaking and understanding French through fun, practical topics. They will learn how to describe themselves and others, talk about birthdays, dates, school and teachers, and use the essential verbs être (to be) and avoir (to have). They will also build their vocabulary through numbers, adjectives, places and everyday objects, while developing their French pronunciation and listening skills. As we approach Christmas, children will also discover how Christmas is celebrated in Haiti.

## **Music**

In music, we will be learning about the genre of Jazz, in particular, looking at improvisation. Closer to Christmas, we will be learning seasonal songs in preparation for our Christmas service at church.

## Homework

This term we will be sending homework as follows:

- **Reading** please ensure that your child continues to read at home every evening for at least 10 minutes and that they complete their Home Learning Record book by commenting daily. It is also beneficial to hear your child read daily and for them to be read to.
- **Spellings/English** - The children have been taught to practise spellings using the 'look, say, cover, write, check,' method and other spelling strategies. In class, we will also be revising and consolidating spelling rules. Homework will go out on a Friday and is due in on the **Thursday** of the following week. Our spelling test is also on Thursday each week. See the weekly spelling sheet for the homework task each week.
- **Maths** homework will be in the form of the Mental Maths book and must be in school for marking every **Monday** morning. We will mark their books together and it is expected that the children complete any corrections at home. However, please encourage your child to ask their teacher for further clarification, if they do not understand a question. In addition to this, we would like the children to be learning their multiplication facts daily - please use the space in the home learning record to show your child is doing this.
- **Curriculum based homework** - during this term the children may be given topic related homework instead of one long term project. This will help us support the National Curriculum and further prepare your child for secondary school.

## Ways to help your child in Year 6

- ☺ Read with your child daily.
- ☺ Support them with their homework. Allocate a time and a quiet space for homework.
- ☺ Use the school website (Year 6 class section) for resources.
- ☺ Help your child develop their mental maths - see our Basic Essential List on the school website
- ☺ Encourage your child to come to school prepared for the day ahead with a pencil, blue pen (not biro), green pen, ruler, rubber, glue stick and any homework needed for that day.
- ☺ Talk to your child about the topics we are covering in school.

## **WEEKLY ARRANGEMENTS - TERM 1**

|                 |                                                                         |
|-----------------|-------------------------------------------------------------------------|
| Monday          | Mental Arithmetic homework to be brought in to be marked. Homework set. |
| Thursday        | Spelling test and English homework due in.                              |
| Thursday/Friday | New spellings and English homework given out (for the next Thursday)    |

**Please keep checking the newsletters for any new events.**

## Looking Smart in School Uniform

Our school endeavours to ensure that our uniform is as gender neutral as possible.

| School Uniform                                                                                                    |            |
|-------------------------------------------------------------------------------------------------------------------|------------|
| Trousers, shorts, skirt, pinafore                                                                                 | Grey       |
| Polo shirt, shirt, blouse (with or without logo)                                                                  | White      |
| School sweatshirt, cardigan *(with or without logo)                                                               | Maroon     |
| Plain sensible shoes (no trainers, sandals or boots)                                                              | Black      |
| Socks/tights (not trainer socks)                                                                                  | Plain grey |
| School pink check cotton dress and plain white socks (maybe worn in summer term and up to October half term only) |            |
| *Preferably children should have one sweatshirt or cardigan with a logo                                           |            |

| Additional items                                                              |
|-------------------------------------------------------------------------------|
| Water bottle                                                                  |
| Sun hat (in summer)                                                           |
| <b>Reception and Year 1</b> - School book bag from uniform supplier           |
| <b>Year 2 - Year 6</b> - Small rucksack                                       |
| Hair accessories- small plain clips, bands, ribbons in brown, black or maroon |
| Key stage 2 - Shin pads for hockey and football                               |
| <b>Optional</b> fleece or jacket with school logo for outdoor use             |

| PE Kit                                                            |                                  |
|-------------------------------------------------------------------|----------------------------------|
| <b>Plain</b> PE shorts                                            | Black                            |
| Long <b>plain</b> tracksuit bottoms for colder weather            | Black                            |
| Trainers for outdoor games                                        |                                  |
| PE hoodie with house coloured logo                                | Available from uniform suppliers |
| <b>Key Stage 1 and Reception only</b><br>Coloured 'house' T-shirt | Available from the school office |
| <b>Key Stage 2 only</b><br>PE polo shirt with coloured house logo | Available from uniform suppliers |
| <b>PE kit should be worn to school on PE days</b>                 |                                  |

## Jewellery

The only permitted jewellery that may be worn is:

- One pair of stud earrings (no other piercings are permitted). Earrings must be taken out or taped for PE.
- A sensible wristwatch (a smartwatch maybe worn if classroom mode is enabled at all times), whilst on the school site and school trips etc.

Jewellery is the responsibility of the pupil and not the school.

### Hair

Long hair needs to be tied back for school, this is for safety and hygiene reasons and to ensure that children's vision is not impeded. Hair should not be cut too short and should not have designs / tramlines shaven into it.

Hairstyles should be smart and moderate in style. Brightly coloured hair is not permitted.

Large, excessive hair accessories should not be worn; however, small hair clips or plain headbands or ribbons in brown, black or maroon are acceptable.

At the Headteacher's discretion, there may be exceptions to the above in extreme circumstances e.g. a pupil may be permitted to cover their hair if they have hair loss / illness etc.

### Make-Up

Pupils are not allowed to wear make-up or nail varnish. False nails are not permitted.

### Labelling

**All clothing, shoes, water bottles and school bags should be clearly labelled with your child's name.**

Any lost clothing is to be taken to the lost property box. All lost property is retained for a term and is disposed of if it is not collected within this time.

**The school and Local Authority do not accept liability for loss or damage to personal property and we therefore do not encourage children to bring such items, including toys to school. Mobile phones are not permitted unless prior consent has been given from Mr Whiteland.**

### E-Safety

Below is some important information on the school's policies on taking photographs of children.

#### Using Images Safely and Responsibly

We all enjoy and treasure images of our family and friends. Our new-born baby, first steps, family events, holidays and school events are moments we all like to capture in photos or on video.

We then have the added and exciting dimension of adding our images and video to our social network, such as Facebook, YouTube and many other online websites. This means that we can easily share our photos and video with family and friends. Whilst this is naturally useful, in schools and educational settings we do need to protect and safeguard all children and staff in our school, including those who do not want to have their images stored online.

Online Images and Video. What should we think about before adding online any images or video? Are there any risks?

## Facts

- Once online any image or video can be copied and stay online forever.
- Some children are at risk and **MUST NOT** have their image put online. Not all members of the school community will know who they are.
- Some people do not want their images online for personal or religious reasons.
- Some children and staff may have a complex family background which means that image sharing online can have unforeseen consequences.

We must all 'Think Before We Post' Online.

At Welwyn St. Mary's School we are happy for parents and carers to take photos and video of the school events and productions for personal use but request that these images are not distributed or put online. This is to protect all members of the school community.

Please note: From time to time we use photographs of our pupils to promote and celebrate the good work in our school. This might be on our website or in paper form to carefully selected audiences. We never publish a child's name alongside their photograph for reasons of safety. **If you do not wish your child's photograph to be used in this way, please send a letter to your child's teacher.**

***Thank you all for your continued support.***

Ms Logan, Mrs Phillips, Mrs Mather and Mrs Harrison  
September 2026