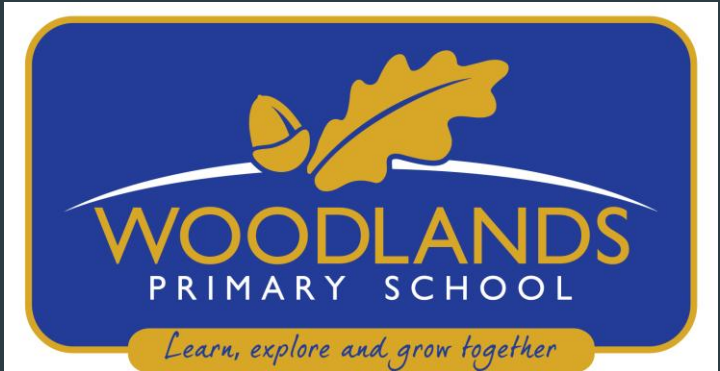




to Year 6



Any pupil specific questions should be answered at another time with the class teachers

Meet the Team

▶ Ash

Mrs Corbett

(Upper Key Stage 2 lead)

▶ Aspen

Mrs Joyce

▶ Hawthorn

Mrs Timms

Mrs Smith

Miss Hill

Mrs Hood

Mrs Gasiami

Mrs Thompson

Mr Scott

Mrs Richards (music)

Mrs Reeves (French)

Inclusion team

- Miss Husband - Inclusion Manager (SENCO)
- Mrs Adams - Assistant Headteacher
- Mrs Stone - Pastoral support
- Miss Bowen

Communications - Good home-school communication is vital

- ▶ Your child's planner
- ▶ Website
- ▶ Weekly Newsletter
- ▶ Arbor - letters
- ▶ SMS
- ▶ Email (8am-5pm), phone or preferably speak direct to your class teacher / make an appointment for a longer meeting if required



Working together

Who do I go to?

- **The Class Teacher should be your first person** to discuss any concerns, queries or matters pertaining to your child
- The Phase Lead can be brought in alongside the class teacher if further support is needed
- After these have been explored, members of the Senior Leadership Team can be contacted for support:

Miss Husband: Inclusion/SEND/Safeguarding

Mrs Adams: Behaviour incidents/Attendance

- After these have been explored, or if it is related to academic progress, Mr Burns, deputy headteacher, can be contacted.
- If there still remains concerns, issues or matters to discuss, Mrs Lonie, headteacher, can be contacted.

Writing

- ▶ Cursive
- ▶ Using blue handwriting pen (not biro)
- ▶ Spelling is critical and we will be sending out homework each week.
- ▶ Please support your child's spelling practice at home.
- ▶ The children will be tested weekly.

Grammar and punctuation

- ▶ We have supplied a GPS glossary which is available on our website under the resources tab and on the Year 6 page.
- ▶ [The national curriculum in England - Glossary](#)

Term	Guidance	Example
active voice	An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u>).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>

Spelling homework

Your child will be given login details to take home

How to use Spelling Shed at home:

- ▶ Access Spelling Shed by clicking [EdShed](#) or by scanning the QR code on your child's login details.
- ▶ Click 'School username' and enter the login details.
- ▶ Click 'Assignments' and follow the on-screen instructions.
- ▶ Once completed, your child's class teacher will automatically receive feedback.
- ▶ Assignments will be set on a Friday based on the spellings or rule your child is learning in school. They need to be completed by the following Friday when your child will be tested.
- ▶ In addition to assignments set by the teacher, your child can practise their spellings with a range of activities and games, as well as grammar, punctuation and maths. Please encourage practice for at least 10 minutes a day, 5 times a week.



Reading

- ▶ **Two book approach: Read Aloud book and Personal Choice book**

- ▶ **Read aloud books - changed when an adult has heard the whole book read aloud.**

- ▶ Focus on fluency and developing vocabulary.

- ▶ Fluency: Children must be able to read 90-95% of the words.

 - Expression

 - Automatic word recognition

 - Rhythm and phrasing

 - Smoothness

- ▶ Star Books -20 high quality books recommended by us. Challenge to read at least 6 (one per term).

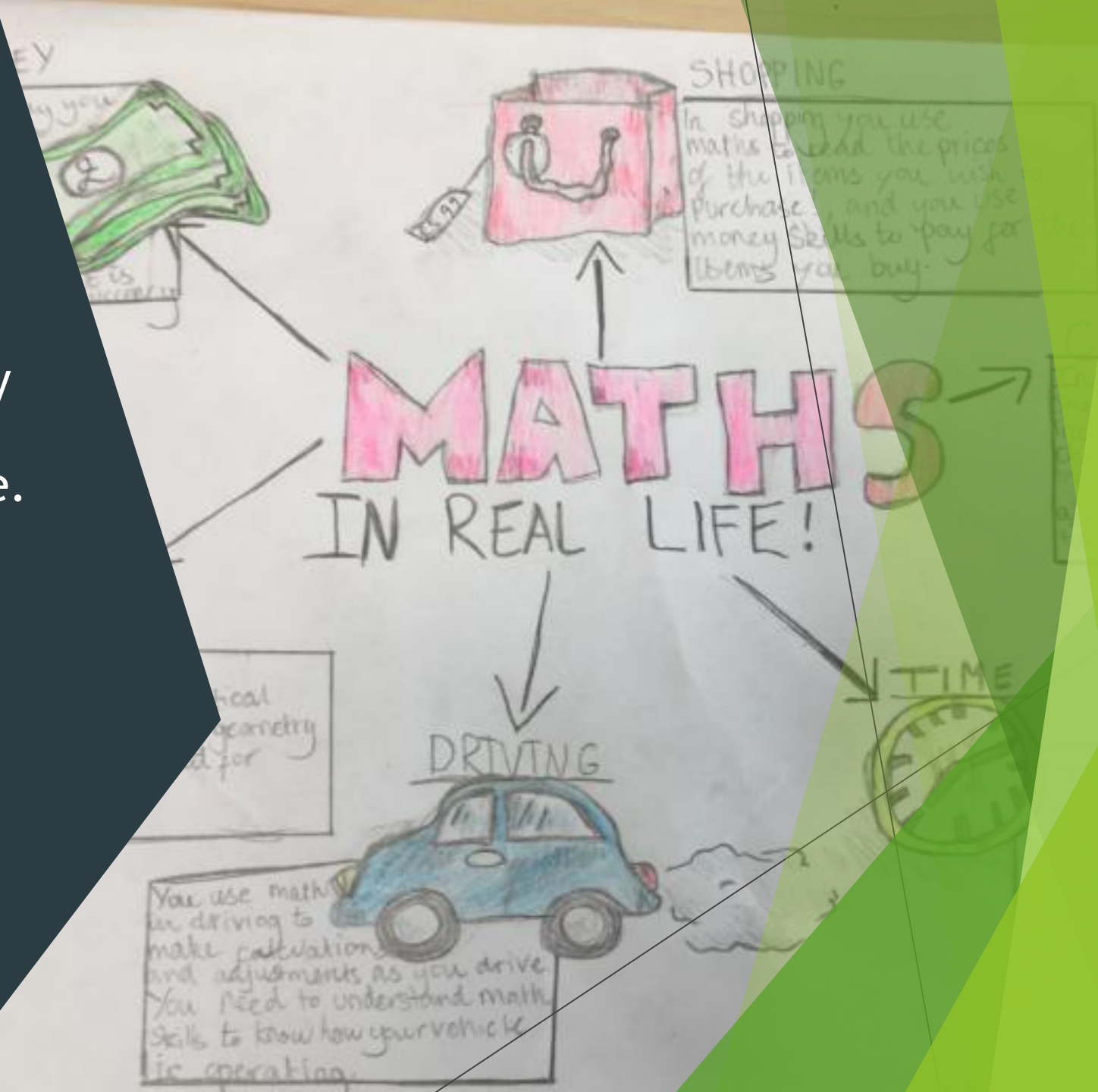
- ▶ You can read Star Books and library books to your children.



Maths

Remember that maths is all around us...

Talk to your children positively about maths and look for patterns and numbers at home. Maths is a language we use to understand the world around us.



Maths- Fluency

Please help your children to learn relevant number facts at home. They should learn the number facts so that they can recall them automatically, along with their fact families.

E.g.

$$5 \times 4 = 20$$

$$4 \times 5 = 20$$

$$20 \div 5 = 4$$

$$20 \div 4 = 5$$

Each year group will have a different focus.

Year 6 focus is on consolidation of mental methods using known facts. Maths homework is key to this.

Maths- Fluency

Why is automatic recall of number facts so important for your child?

- ▶ It builds strong foundations in maths, allowing them to solve more complex problems with greater ease.
- ▶ It boosts confidence and reduces anxiety, increasing their engagement in maths.
- ▶ Knowing number facts frees up mental energy for more advanced problem solving, making learning more efficient.
- ▶ Improves performance in maths assessments, leading to overall academic success and a positive attitude to learning.



**Complete
Mathematics
TUTOR**

At Woodlands children are able to log in to the following:

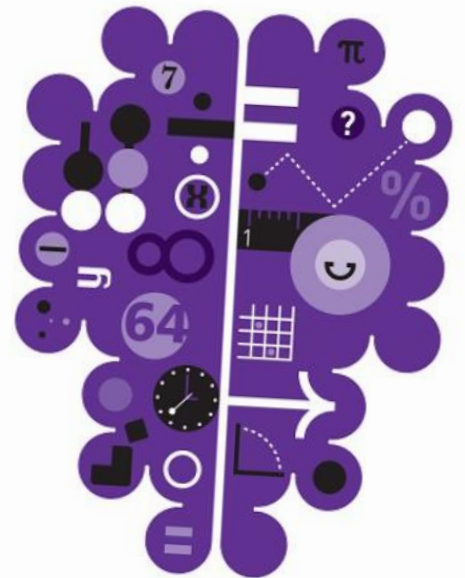


Homework

- ▶ Reading our read aloud books daily
- ▶ Maths - every week. **20 minutes!**
- ▶ Spelling - every week linked to our current learning focus

Mental Arithmetic 4

Schofield&Sims



Name _____




Curriculum

Year 6

Terms 1 and 2 Curriculum Outline

Welcome to our Curriculum Outline for the coming two terms.

English	Term 1	Term 2
	<p>Non-fiction- explanation text An explanation generally answers 'how' or 'why' questions and includes causes, motives, reasons and justifications. The final writing outcome for this unit will be an explanation about an event in WW2 e.g. Dunkirk, The Battle of Britain.</p> <p>Persuasive letter Children will write an informal letter from a young boy to his grandma inspired by our model text called 'When the sky falls'.</p>	<p>Fiction - Warning tale Using the short story, 'The Hunt', children will be asked to write a short story based on the original. The children have written for this genre before, but not recently so teaching will be focused on appropriate grammar and punctuation and using descriptive devices.</p> <p>Recount-diary entry Children will build upon their learning from Term 1 and write another diary entry. They will again link this to our history topic on World War II, this time retelling the story of the Tinklers Island bomb through the eyes of Harry Elliot.</p> <p>Instructions The final writing outcome for this unit will be instructions on how to feed a gorilla inspired by our model text called 'When the sky falls'.</p>
		<p>In term 2, we will be continuing out theme of The World Wars and will be reading a children's version of Anne Frank's Diary, complementing this with extracts from her actual diary.</p> <p>We will also read 'Hear my voice' a story written using the testimonies of children in migration – in their own words.</p> <p>Reading skill: Literal Understanding & Retrieval: vocabulary, characters, settings, events, information, justify using text</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	<p>To inform Explanation text - Healthy Eating</p> <p>To persuade Informal letter (letter from Joseph to Grandma to persuade her to let him come home)</p> <p>To entertain Poetry – free verse ('Why I am rude?')</p> <p>Poetry – Ottava Rima (based on Dunkirk)</p> <p>To inform Recount – James Nicholson</p>	<p>To entertain Warning Tale <i>Dragon Hunt</i></p> <p>To inform Recount – diary based on Tinker's Island</p> <p>To inform Instructions – how to feed a gorilla</p>	<p>To persuade (2weeks) Persuasive speech – Lady Macbeth convincing Macbeth to kill the king</p> <p>To entertain Recount (diary) – Macbeth meeting the witches</p> <p>To entertain Tale of suspense - short story – Banquo and Fleance fleeing</p> <p>To persuade Speech – Macbeth's battle cry and performance</p>	<p>To inform Formal letter (from the Childcare Agency)</p> <p>To entertain Flashback tale (Matteo's past)</p> <p>To inform Explanation – How to be a rooftoper (survival guide)</p>	<p>To inform Recount (Newspaper) Pulling down the Edward Colston statue</p> <p>To entertain A suspense story based on The Borrowers</p>	<p>The Final Year by Matt Goodfellow</p>  <p>To entertain A diary entry</p>

Reading

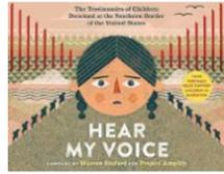
Fluency assessments and book levelling

Chamberlain's speech (fluency)

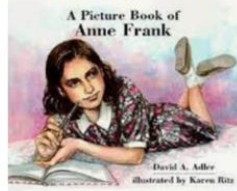
When the Sky Falls by Phil Earle



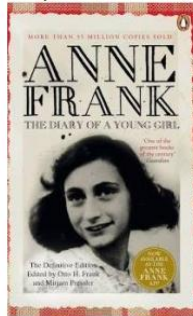
Hear My Voice/Escucha mi voz: The Testimonies of Children Detained at the Southern Border of the United States Compiled by Warren Binford



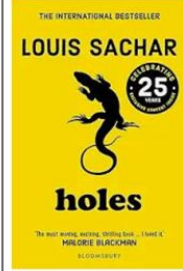
Anne Frank by Davis Adler



Extracts from Anne Frank's diary



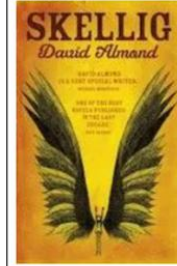
Holes by Louis Sachar



Rooftoppers by Katherine Rundell



Skellig by David Almond



The Final Year by Matt Goodfellow



Mathematics

Place Value
Addition, subtraction and multiplication

Fractions
Position and direction

Decimals
Percentages
Algebra

Converting measures
Perimeter, area and volume
Ratio

Statistics
Revision

Properties of shape
Investigation and Problem Solving

Science

Animals including humans

Light

Living things and their environment

Evolution and Inheritance

Electricity

Computing

We are advertisers

We are AI developers

We are connected

We are toy makers

We are publishers
(Year book link)

History

World War Two

World War Two

Black British History

Geography			The United Kingdom (revisited)		Coasts	Coasts
Art			The human form	Talking Textiles		
DT	Structures: Playground				Digital world: Navigating the world	Electrical systems: Steady hand game
RE	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?	What matters most to Christians and Humanists?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?
PHSCE	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE and Outdoor learning	Athletics Tag Rugby	Gymnastics Basketball	Handball Dance	Hockey Tennis	Rounders Athletics	OAA Trigolf
	1 Forest School session	1 Forest School session	1 Forest School session	1 Forest School session	1 Forest School session	1 Forest School session
French	Set up a café <i>Cafe food and drink</i> <i>Menus</i> <i>Ordering food.</i>	French numbers <i>Asking and answering questions</i>	Animals <i>Non-fiction.</i> <i>Adjectives</i> <i>Verbs</i> <i>No.s to 100</i>	Our School <i>School subjects</i> <i>Time</i> <i>Introducing places</i> <i>Likes/dislikes</i> <i>Landscapes</i>	Our School <i>School subjects</i> <i>Time</i> <i>Introducing places</i> <i>Likes/dislikes</i> <i>Landscapes</i>	The world around us <i>Continents/weather</i> <i>French speaking countries</i>
Music	Songs from WW II Introduction to the Blues	Composing Blues Songs WW II songs	BBC Ten Pieces Composition on a theme	Music Technology using iPads	Ceremonial music	Production Songs
Proposed Trips/Events	Bikeability	Evacuee Day	-	Primary Futures TBA	Safety in Action Devon residential	Hugh Christie cooking Kooth (transition) School visits
End of Topic Piece	French Café Ottava Rima Poetry	WWII song showcase	Macbeth call to arms	Linked to art	SATS	End of Year Production Leavers assembly
Growth mindset	The effect of different types of feedback	Identifying barriers to learning	Overcoming barriers to learning	Reflecting on the opinions of others	Responding positively to mistakes	Helping younger children within the school
Values	Empathy Perseverance	Diversity Tolerance Compassion	Awareness and respect of the world around us.	Inspiration Fitness Motivation	Team work Respect	Courage Optimism Creativity Passion

P.E

- ▶ P.E. is on Tuesday and Wednesday
- ▶ P.E. kit should be worn every P.E day
- ▶ It is an important curriculum subject
- ▶ In winter, please provide jogging trousers, a hoodie and a hat - unless the rain is torrential or the playground too icy we WILL be outside!
- ▶ Earrings - not allowed. Take out before they come to school please. Plan ahead and pierce in the summer.

P.E. UNIFORM

- P.E T-shirt - house colour (plain T-shirt, logo optional)
- P.E shorts and/or jogging trousers, dark blue or black
- P.E hoodie (royal blue with school logo)
- Trainers for P.E days (black)



Trips, visits and events

- Bikeability (wc 13th October)
- Evacuee Day at the Methodist Church (11th November)
- Music showcase (11th December)
- Inspiring the Future Week (tbc)
- **Safety in Action (tbc)**
- SATS (wc 11th May)
- Devon residential (22nd June)
- Kooth online transition
- Secondary school visits
- Production (15th and 16th July)
- Leavers' party (20th July)

SATS week

SATS take place Monday - Thursday (11th - 14th May)

Your children will sit the following papers:

- Grammar, Punctuation and Spelling (one GPS paper, one spelling test)
- Reading (one paper)
- Maths (three papers covering arithmetic and reasoning skills)

Writing is assessed throughout the year. This does not stop after SATS week.

Residential

Devon - Barton Hall

Residential school trips allow children to forge new friendships, improve teamwork and enhance their social skills. By interacting with their peers in a different setting, students may learn to communicate more effectively, collaborate, and appreciate the value of teamwork.

They also have an enormous amount of FUN!



Residential

The 2026 PGL trip to Barton Hall in Devon will take place from **Monday 22nd June to Friday 26th June 2025.**

We will hold a meeting on Monday 27th April (this will also include SATS information)

If you have already made payments towards this trip - as most of you have - we assume you have given permission for your child to attend the trip.

If you have any questions please do not hesitate to contact **your class teacher.**

Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ Please speak to the office or Inclusion Team if you feel your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Behaviour and rewards

▶ Endeavour Awards

- ▶ Weekly award based on demonstrating positive learning attitude

▶ Positive Postcards

- ▶ Demonstrating values in one or more of the following values: respect, resilience, responsibility, care, creativity or community

▶ Termly Woodlands Ambassador Awards

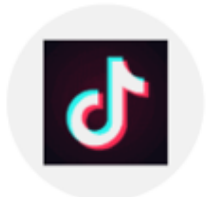
- ▶ Awarded for someone that continuously demonstrates the values expected of a Woodlands learner

Internet Safety

- ▶ We are very aware of the issues surrounding social media and internet safety- children will learn (at an age appropriate level) how to keep themselves safe online.
- ▶ Cyber bullying is insidious and probably more common than any of us imagine.
- ▶ Year 6 WhatsApp groups are always a problem. Please check your child's phone regularly

Social Media and Internet Safety

13 year olds and upwards



TikTok



Instagram



Facebook



Snapchat



X (formerly Twitter)



YouTube



Kik



YouNow



Habbo



Reddit



Yubo



Whisper



Discord



Twitch



AskFm



MySpace



WhatsApp



Clubhouse

WOODLANDS AND THE SMARTPHONE FREE CHILDHOOD MOVEMENT



The Smartphone Free Childhood campaign (<https://www.smartphonefreechildhood.org>)

New approach to smartphones effective September 2025

To align our school's approach with our commitment to child wellbeing, the following changes will come into effect:

This year's Year 5 and below: children will not be permitted to bring smartphones to school. If a phone is needed for contact, it must be a basic or non-smart device.

This year's Year 6: we strongly discourage smartphones and recommend alternatives.

From September 2026, Woodlands will be a smartphone free school for all children.

The delay in starting this from September 2025 is to acknowledge that some children in the current Year 5 will already own smartphones.

Relationships, Sex & Health Education (RSHE) From September 2020

Information for parents and carers (Jigsaw 3-11)

Welcome!

V2.2 April 2020 JL

Not for redistribution or publishing online





September 2020 onwards in Primary Schools (England)

After September 2020,

Legally:

1. Schools MUST teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are compulsory

Plus...

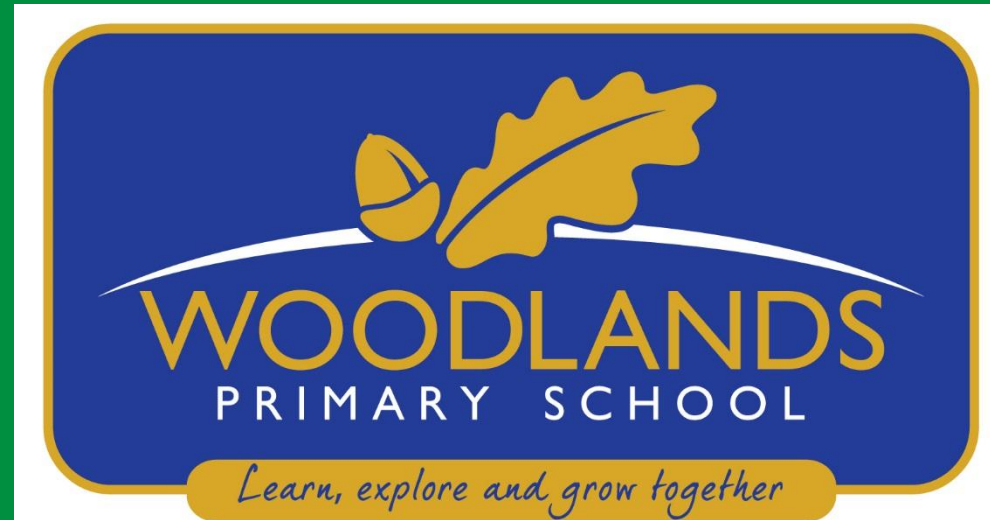
a 'recommendation' that all schools have a Sex Education Programme

How schools do this is left up to them.

Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

Secondary Transfer & Admissions for September 2026



Key Dates for Parents

Date:	Event:	Comment:
11 September 2025	Kent Tests (11+) take place in school for those children who were registered.	
16 October 2025	Kent Test assessment decisions will be e-mailed after 4.00 p.m. You will also be able to login to view your child's Kent Test result and test scores after 5pm.	E-mails often take some time to come through. No appeals can be made against the test decisions.
31 October 2025	National SCAF closing date All online now.	Admissions will help if any issues
2 March 2026	Offer of one school place sent to parents by Kent LA (usually after 4pm)	Parents can appeal to schools listed on their SCAF
16 March 2026	Parents should contact the school to accept/refuse the place that has been offered. Parents should also fill out the waiting list form from the link in the offer email to be added to the waiting list of schools named on the original application.	Your place may be lost if you do not accept the offer by this deadline.
30 March 2026	Appeals need to be lodged by this date to be heard before September - appeals information can be found at www.kent.gov.uk/schoolappeals . You can only appeal for schools that were named on the SCAF.	
April to June 2026	Admission appeals held.	

You could apply to...

Without 11+	With 11+
Hadlow Rural Community School	The Judd School (boys)
Leigh Academy	Tonbridge Grammar School (girls)
Hillview School for Girls (girls)	Weald of Kent Grammar School (girls)
Leigh Academy Hugh Christie	The Skinners' School (boys)
Mascalls Academy	Tunbridge Wells Boys Grammar
Bennett Memorial Diocesan School	Tunbridge Wells Girls Grammar
The Skinners' Kent Academy	
St. Gregory's Catholic School	This is not a complete list but gives an idea of the choices available.

Secondary Common Application Forms

- ▶ Parents are invited to express four preferences in priority order. Putting down one school only will not improve the chance of getting a place.
- ▶ SCAFs should be submitted online only.

www.kent.gov.uk/ola

<http://www.kent.gov.uk/education-and-children/schools/school-places/secondary-school-places>

Useful Background

- ▶ A significant number of Kent's grammar schools are their own admission authority and set their own oversubscription criteria, which can change year on year. By now each school will have its determined admission arrangements for 2026 available.
- ▶ Transport assistance to grammar schools and faith schools is discretionary, not automatic. Transport arrangements will be set out in the "Admission to Secondary School 2026" booklet.

Place Allocation

- ▶ The Local Authority operates an 'Equal Preference' scheme. This means that secondary schools do not know if they are your first, second, third or fourth choice.
- ▶ The order in which you place schools only matters if you are given more than one offer - if this is the case, priority will be given according to your SCAF priority choice.
- ▶ It is important you are aware of the 'over-subscription criteria' that schools use when allocating places. Please refer to your Secondary Admissions booklets for guidance.

Advice....

kentonlineadmissions@kent.gov.uk

03000 41 66 78

We are here to help!

If you have any difficulties in completing the SCAF,
please come and ask.

Email is better.

Before completing your preferences...

You know your child - although we are here to offer advice and support, the best way of deciding which secondary school is right for your child is to go and visit them.

Which school will meet the need of your child best?

Any Questions ?

