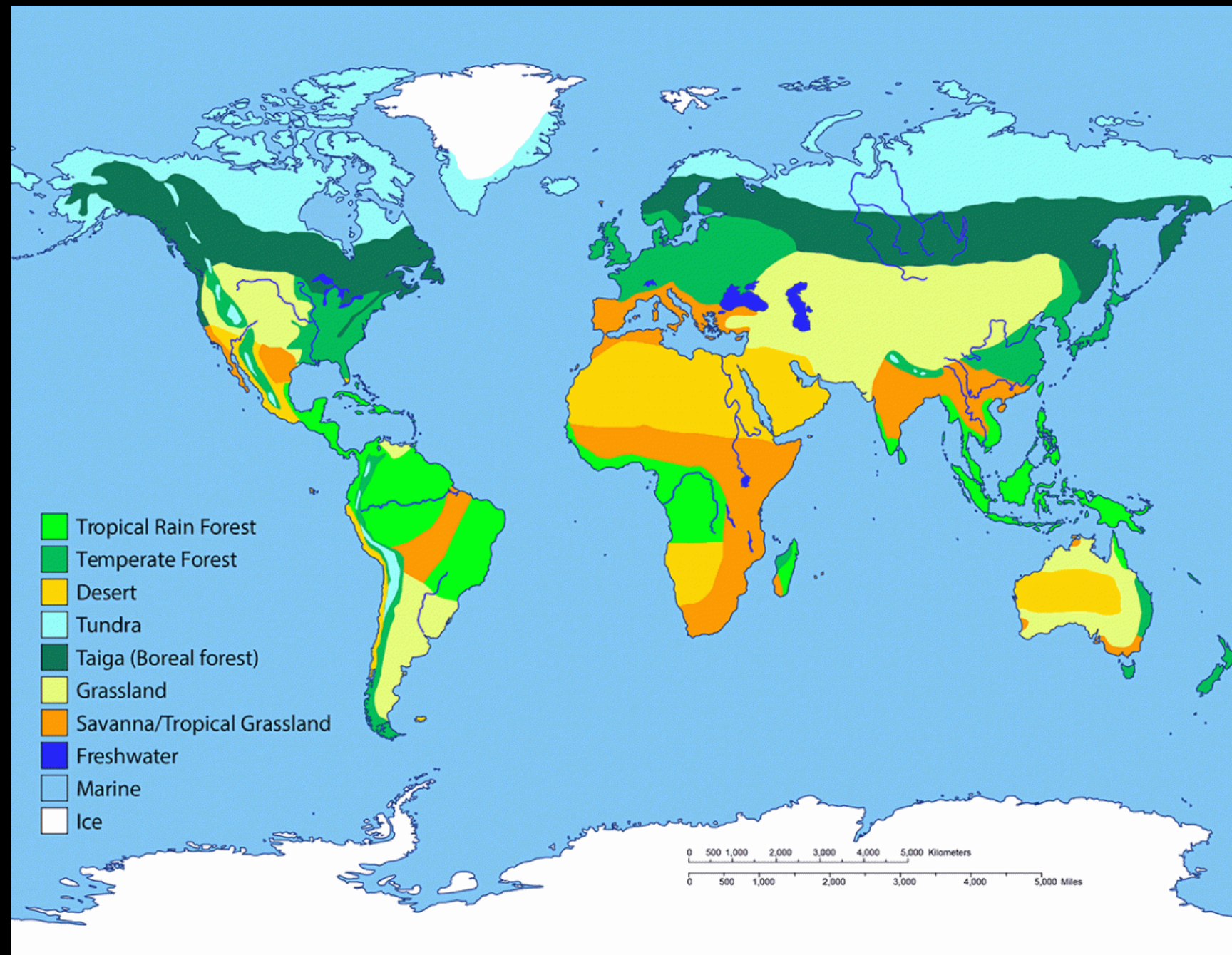




Welcome to
Year 6!

Introductions!

If we haven't had chance to meet you yet personally, here we are,
the Year 6 teachers:



Mr Hill
Tundra Class



Ms Jones
Tundra Class



Ms Silverton
Desert Class

Here is an
overview of
the Year 6
topics
throughout
the year.

Autumn 1: History – The Vikings

Autumn 2: Geography - Climate Catastrophe

Spring 1: History – Benin

Spring 2: Geography - Africa

Summer 1: History – London since WW2

Summer 2: Geography – London

The school day starts a 09:00, with a 'soft start' from 8:50, and ends at 3:30.

Lunch, for Year 6, is from 12:30 to 13:30.

On most days, the morning focus is English and maths, with topic lessons in the afternoon or late morning.

The timetables for each class will be posted on Teams.

Year 6 – Timetable 26/27

	8.50 – 9.15	9.15- 9.35	9.35 – 10.50	10.50 – 11:05	11.05- 12.05	12.05- 12.30	12.30- 1.30	1.30- 2.30	2.30- 3.15	3.15 – 3:30				
Mon	Morning Maths - measure	Whole school assembly 9.15	English	PLAYTIME	H a n d w r i t i n g	Maths	Reading	LUNCH TIME	S p e l l i n g	Science	Indoor PE	Teacher reading class story		
Tues	Morning Maths	English	SPAG		H a n d w r i t i n g	Maths	PPA Reading		PPA – RE & Outdoor PE PE					
Wed	Morning Maths –	English	SPAG			H a n d w r i t i n g	Maths		Reading	S p e l l i n g	DH Yr4 Spanish 1.20 – 1.50		DH Yr4 Spanish 1.50 – 2.20	DH Desert Spanish 2.25 – 2.55
Thur	Morning Maths	English	Singing assem bly 10.30		H a n d w r i t i n g		Maths		Reading	S p e l l i n g	Music		Computing	
Fri	Morning Maths	English	Recog nition assem bly 10.30			H a n d w r i t i n g	Maths		Reading x	S p e l l i n g	Art/DT			

PE Days and PE Kit

Indoor PE is on a **Monday** for both classes.
Outdoor PE is on a **Tuesday** for both classes.

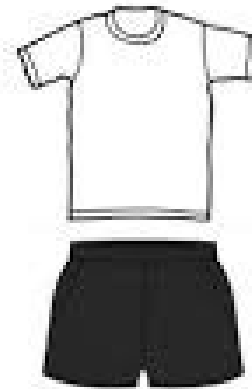
Children should come to school in their PE kit.
Suitable outdoor PE kit is:

Trainers
T-shirt
Leggings, jogging bottoms or shorts

Health & Safety!
**Children should not wear
sandals, wellies, skirts, or
jewellery for P.E.**

Yes!
Trainers
Tracksuits
Shorts

No!
Boots
Crocs
Denim



Reading at school and at home

Please encourage your children **to read every day at home**. This is one of the most important ways you can support your child's learning. Ask them about their reading – get summaries, predictions and information about their favourite characters. Listening to audiobooks is really beneficial, and can be a nice way to wind down at the end of a day.

Children will need to have a book with them in school – they do read independently most days. They can take books from the class library home with them if they wish.



Supporting maths at home

1. If your child is not confident already – help them learn these key facts:

- times tables and division facts
- Number bonds to 10, 20 and 100
- Metric conversions: g to kg, mm/cm/m/km, ml to l

2. There is also plenty of maths around the home – cooking, shopping, DIY – that they can get involved in.

Ingredients

For the meatballs

4 cream crackers

500g/1lb 2oz lean beef mince

1 tsp dried mixed herbs

1 free-range egg

1 tbsp olive oil

For the tomato sauce

1 tbsp olive oil

2 onions, finely chopped

1 small carrot, grated

1 garlic clove, crushed

1 x 400g tin chopped tomatoes

2 tbsp tomato purée

500g/1lb 2oz spaghetti, cooked according to packet instructions

salt and pepper

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

YEAR 6 MATHS KNOWLEDGE ORGANISER

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles not same

Types of triangle



Types of quadrilateral



AREA
is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle
= (base x height) $\div$ 2
Area of a parallelogram
= base x height
(Height = perpendicular height)

Measurement conversions

Month	Days	1 centimetre	10mm
January	31	1 metre	100cm
February	28 (29 in leap year)	1 kilometre	1,000 m
March	31		
April	30	1 mile	1.6 km
May	31	1 kilometre	0.625 ($\frac{5}{8}$) mile
June	30		
July	31	1 kilogram	1,000 grams
August	31		
September	30	1 litre	1,000 millilitres
October	31		
November	30		
December	31		

1 year = 365 days (= 52 weeks)
Leap year = 366 days

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3, -4) = go right 3, down 4.

3D shapes

	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid = length x width x height

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div$ 100
$\frac{1}{20}$	0.05	5%	$\div$ 20
$\frac{1}{10}$	0.1	10%	$\div$ 10
$\frac{1}{5}$	0.2	20%	$\div$ 5
$\frac{1}{4}$	0.25	25%	$\div$ 4
$\frac{1}{2}$	0.5	50%	$\div$ 2
$\frac{3}{4}$	0.75	75%	$\div$ 4, x3
1	1	100%	$\div$ 1

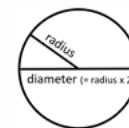
Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	> 180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary

perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line	parallel lines
vertical line	perpendicular lines (at right angles)



Home Learning on Microsoft Teams

At home, children are expected to:

- **read** every day for at least 10-20mins
- access their weekly **spellings** on teams and practice them

Each week, we will post one home learning task on teams. This will usually be:

- MyMaths or TTRS task
- OR
- Knowledge organizer quiz for history/geography/science/RE
- OR
- CGP SPAG books

Edmund Waller
Primary School
Waller Road
London
SE14 5UY

Telephone: 020 7639 0436

office@edmundwaller.lewisham.sch.uk
www.edmundwaller.lewisham.sch.uk



Dear Parents and Carers of [redacted]

At the start of the new school year we thought it might be beneficial for you to have all your Edmund Waller logins in one place, so that you can access your home learning throughout the year. These logins will be the same as the ones you had last year (unless you are new to the school), but here they are just as a reminder.

Your Microsoft teams logins – for home learning and access to knowledge organisers, spelling lists etc:

	Teams username:	
	Teams password:	

Your Times Table Rock Stars and Numbots logins – for number and times table fluency practice:

	TTRS & Numbots username:	
	TTRS & Numbots password:	

Your MyMaths login, for maths home learning and practice at home:

	School username:	
	School password:	
	MyMaths username:	
	MyMaths password:	

Your Lingvascope login, for practising your Spanish (and other languages if you want):

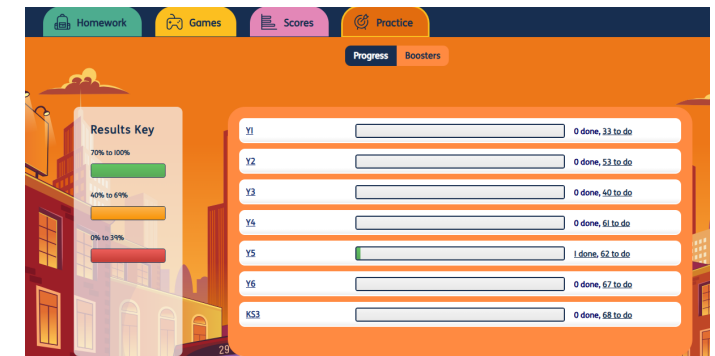
	Lingvascope username:	
	Lingvascope password:	

Please get in touch with us if you have any questions or technological issues at:

earlyyears@edmundwaller.lewisham.sch.uk
lowerphase@edmundwaller.lewisham.sch.uk
upperphase@edmundwaller.lewisham.sch.uk

Kind regards

Headteacher: Anne Rennie
Chair of Governors: Arjun Medhi
Business Manager: Gareth Hudson



Introducing our new knowledge organisers!





Vikings

Year 6

Were the Vikings just ruthless raiders?

Why were the Vikings such successful voyagers?

- The **Vikings** were expert **sailors** and highly skilled **shipbuilders** who spent long periods at sea for fishing, trading and raiding.
- Viking longboats** were:
 - long, narrow wooden ships with sails and oars
 - fast, light & easy to steer and manoeuvre
 - built with shallow hulls so they could travel on rivers as well as the sea
- Vikings** navigated by studying the night sky to work out direction, and using sun compasses to stay on the correct course
- They travelled huge distances through both raiding and trading.
- Vikings** settled in **Britain** and formed colonies in **France**.
- They used rivers to travel deep into **Russia**.
- Viking explorers** reached as far as **Turkey**, and even **Greenland** and **Canada**.

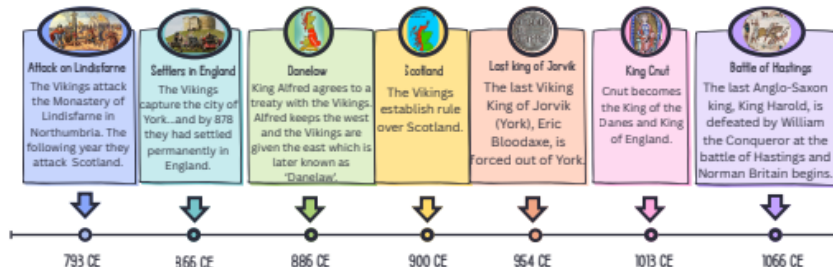


Viking longship, and a map of the voyages of Viking territories and routes of explorers and traders

Why were the Vikings such successful raiders?



- The **Vikings** were successful **raiders** because they used:
 - weapons like **swords**, **seaxes**, **axes** & **spears**
 - protected themselves with **shields**, **padded leather** and **chain mail**.
- In addition, they:
 - used a **shield wall** to protect themselves from arrows
 - some warriors (called **berserkers**) fought in a frenzied manner dressed in animal skins
- Finally:
 - they launched **surprise attacks** from their longboats
 - they were brave because they believed if they died in battle they went to feast in the halls of **Valhalla**







Viking Quizzes

Year 6

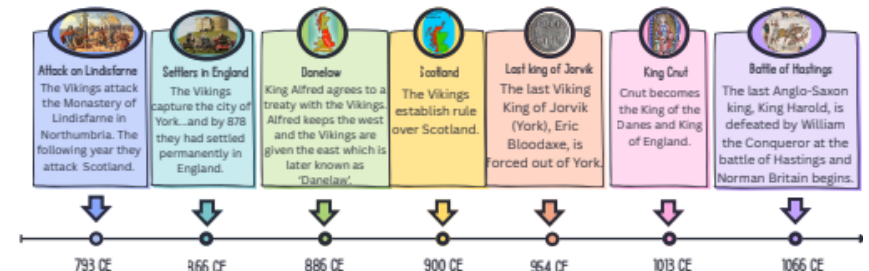
Were the Vikings just ruthless raiders?

Why were the Vikings such successful voyagers?

Question	Answer
Why did Vikings spend long periods at sea?	For fishing, trading and raiding.
What was the name of the boat the Vikings were famous for making?	longboat or longship
List 3 features that made Viking longship so effective?	long, narrow ships with sails and oars; fast, light & easy to steer and manoeuvre; built with shallow hulls so they could travel on rivers as well as the sea
How did the Vikings navigate such long distances?	by studying the night sky to work out direction, and using sun compasses to stay on the correct course
How far East & West did the Vikings voyage?	East: As far as Constantinople (Istanbul in Turkey) West: As far as Canada

Why were the Vikings such successful raiders?

Question	Answer
What weapons did the Vikings use in battle?	swords, seaxes, axes & spears
How did they protect themselves when fighting?	Padded leather, chainmail, helmets, shields
What was the name of the formation where warriors overlapped round shields to create a defensive barrier?	shield wall
What did berserkers wear when fighting?	Bear skins (or other animal skins)
What did the Vikings believe happened to warriors who died in battle?	They went to feast in the halls of Valhalla



Forest School

Forest school in a nutshell...

Is an ethos and not a place.

Is child-centred.

Encourages risk taking such as tool use and climbing.

Is risk assessed to ensure that it is safe enough.

Encourages co-operation, team building and helps build a sense of community.

Aims to help child build a respectful relationship with the natural world.

What your child needs for Forest School:

All children need strong waterproof footwear such as wellies or walking boots.

Encourage your child to wear two pairs of socks and a base layer to trap the heat, plus warm clothing under their waterproofs.



If you are buying from scratch, this type of gear is the best suited for Forest school rather than an “all in one”.

OPAL Lunch

We have lots of new, exciting and fun things to do at lunchtime. Children may get wet, muddy or sandy!

Children are expected to be outside in almost all weathers. They **must have waterproof clothing** in school to allow this - this could be their forest school clothing.

We only have inside play during very extreme weather!

Please make sure that your child as has a **fully waterproof coat and shoes** in school at all times (or has worn them to school on rainy days!)



As a school we
have 3 rules...

Ready

Respectful

Safe



Sick
Sad
Tired



Happy
Calm
Feeling Okay



Frustrated
Worried
Silly/Wiggly



Mad/Angry
Mean
Yelling/Hitting

Zones of Regulation

Reflection Records

- Supporting children to recognise their own emotional needs
- Giving children the skills to be able to regulate their emotions
- Creating a classroom where children feel that their feelings are valued
- Children take ownership of how they are feeling and their response
- Link between school and families- we may contact you to support you
- We move on and don't hold grudges!

How to communicate with school

What do I need to share?

Who should I speak to?

GENERAL QUERIES – Any general, non-urgent questions about school

upperphase@edmundwaller.lewisham.sch.uk

PICK UP - Any changes about the end of the day – family members collecting, permission to walk home alone

pickup@edmundwaller.lewisham.sch.uk

ATTENDANCE – If your child is not attending school (as early as possible) or scheduled appointments (with a screenshot of text message received by parent/carer or email received by parent/carer included in the email chain)

attendance@edmundwaller.lewisham.sch.uk

EWRAP - Questions or queries

ewrap@edmundwaller.lewisham.sch.uk

CLUBS – For enrichment activity queries

clubs@edmundwaller.lewisham.sch.uk

SEND - If you require information relating to SEND, or have information to share with the school

SEND@edmundwaller.lewisham.sch.uk

Sharing quick information or quick question e.g. left coat at school, should we bring book bag?

Speak to the class teacher at the end of the day

Assessment and feedback for families

Each year, we carefully track and monitor all children's progress. Following feedback from last year's Parent Survey, we thought it would be helpful to clarify what this process looks like, over the year, from a parent's point of view:

Autumn Term:

Parent & Carer Evening #1

- A chance to meet your child's class teacher for a 10minute discussion have settled into their new year group. An opportunity to also see your child's work and their classroom environment.

Spring Term:

Parent & Carer Evening #2

- A second meeting with your child's class teacher for a 10minute discussion centred on how they are getting on, what they are doing well and any areas that might need supporting.

Summer Term:

End of Year Report

- In July, you will receive your child's end of year report. This will have an overview of your child's year from the class teacher's perspective and their academic attainment for the year across all subjects.

Educational Visits

- Viking day
- Felix Project
- Horniman
- Greenwich



Educational Visits and workshops will continue this year. We ask for a £45 payment to cover all experiences which can be paid in £15 installments each term. Educational visit payments can be made on ParentPay.

We will inform you when we are going on visits and ask for support from parents where needed.

Visits/workshops already booked in:

- Vikings workshop (history)
- Visit to the Felix Project foodbank (geography)
- Visit to the Horniman Museum for a Benin workshop (history)
- E-safety Social Media workshops (PHSE)

SATs

- May 2026
- No need to panic!

SATs (Standard Assessment Tests)

These tests will take place as usual, in May 2026.

The children will sit for one reading test paper comprising three sections; one SPaG (spelling, punctuation & grammar) test plus a spelling test; and three separate test papers in mathematics – one arithmetic and two reasoning. Writing is teacher assessed, based on their work during the year, and may be subject to external moderation by the borough.

Your children will be supported throughout the year in preparation for SATs so that they can attain their best.

We will be running practice tests during the year based on past papers. This is important in preparing children and helping them to develop the necessary skills in managing and completing test papers, thereby enabling them to be successful. It also provides vital information to us, as teachers, so that we can identify and address their learning needs.

However, our school is not “test driven” so tests will not be overused, and our focus will be to continue providing a full, rich and balanced curriculum.

Transition to secondary school

Secondary Transfer

This will follow on from this meeting and will provide further information about the application process for secondary schools and offer an opportunity for you to ask any questions.

Transition to secondary school

Activities will be planned to support children in their transition to secondary school. Some of these are built into the school routines, such as working across the year group with partners from different classes to promote team working with different people.

Towards the end of the final term, there will be sessions where children can learn more about life at secondary school and discuss their hopes and fears. Some specific sessions are organised and run for children going to local schools.

Use of smartphones

- Smart mobile phones and watches are now banned from the school premises.
- Only Year 5 and 6 children will be permitted to bring in a non-smart (brick) mobile phone to school.
- This must be turned off before entering the school and handed in at the school office on arrival at school. It can be collected at the end of the day.
- We will be continuing to teach children about online safety within PSHE lessons and assemblies and children would benefit from having discussions at home to support this.
- The school staff are also taking steps to minimise phone use during school hours!
- If you are interested in finding out more about Smartphone Free Childhood's campaign including ways to delay the introduction of a smartphone by signing up to their 'Parent Pact', visit <https://www.smartphonefreechildhood.org/>



Dates for your diary

- Rescheduled summer concert on **Wednesday, 16th September at Goldsmiths, 6pm – c.6.45pm.**
- All children from Y3 – 6 are performing and need to arrive between 5.30 – 5.45pm.
- Bar serving refreshments from 5.20pm.

Please make a note of these dates in your diaries – lots of this can be found on the school website in the calendar in the [News and Events section](#)

What?	When?
Autumn clubs start from:	Monday 21 st September
Viking experience day (in school)	Wednesday 30 th September
Parent - Teacher meetings	Tues 20 th & Wed 21 st October (after school)
Secondary applications close	Saturday 31 st October
PGL	Mon 16 th – Fri 20 th November
Autumn clubs end	Fri 4 th December
Christmas Concerts/ Christmas Fair	TBC