



# Brook Primary School

Pride, Respect, Resilience, Independence, Challenge

**TRANSITION FROM YEAR 5 TO YEAR 6**

2025-2026



# Welcome to Year 6

## Teaching Staff



Miss Didlock  
Upper KS 2 Lead  
Maths Lead



Mrs Irwin



Miss Tsang



# Welcome to Year 6

## Important Information



- Doors to Year 6 will open at 8:45am and children need to be in school by 8:55am at the latest. Children will come in through the Year 6 cloakroom, located at the Key Stage 2 corridor.
- Children will finish at 3:30pm and will be dismissed by the class teacher from the main playground opposite the MUGA from the pathway that leads to the Early Years gated playground.
- Children's bags and coats will be hung in the Year 6 cloakroom (this is a shared space with Year 5)
- Year 6 children will eat their lunch in the school hall, their lunch time begins at 12.15pm. They will have time to play outside before they eat their lunch.
- Reading records will need to be in school every day. We encourage children to bring these home every day so they can read at home too. Please comment in reading records regularly.
- On PE days the children will be expected to come to school in their PE kit. Long hair must be tied back, and jewellery removed. Staff are unable to remove earrings so please ensure these are removed for PE days. PE Kit should be black pumps, white T-Shirt, house colour T-Shirts, black or navy shorts, a plain blue/black track suit may be worn for outdoor games. Items can show the school logo but they shouldn't wear branded items with large logos or football kits.
- Please label all uniform, bags, lunchboxes, water bottles and other belongings clearly for a quick return to you if they are mislaid.



# Welcome to Year 6

## Our Learning



Information about the Year 6 curriculum can be found on our school web site: <https://brook.sch.life>

Click on Curriculum

There will also be opportunities for curriculum enrichment through visits in and trips out across the year. Some of our previous enrichment opportunities have included: Astley Burf residential, visits from the school nurse, history VR experience, Flamenco workshop, swimming catch up, Enterprise project, end of year production, end of year trip

Please see the end of Year 6 expectations document for more information.



# Welcome to Year 6



## How To Help Your Child At Home

Things that you can do together:

- Read to each other
- Summarise your reading experiences and talk about these together
- Continue to learn and rehearse all the times tables up to 12 x 12
- Practise and rehearse reading and writing numbers up to 10,000,000
- Learn and rehearse fractions, decimals and percentages conversions
- Try some real world writing for different purposes e.g. postcard, letters, diary entries, shopping lists, greetings cards





# Welcome to Year 6



Things to practise and remember

The next few slides contain information that will be helpful for you in year 6:

- English – year 5/6 spelling list
- English – word classes
- English – writing yr6 expectation toolkit
- Maths – measurement conversions
- Maths – long division method
- Maths – number and place value, including rounding rules

# Year 5 and 6 Statutory Spellings

|             |             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category    | determined  | forty       | marvellous  | programme     | soldier     |
| accompany   | cemetery    | develop     | frequently  | mischievous | pronunciation | stomach     |
| according   | committee   | dictionary  | government  | muscle      | queue         | sufficient  |
| achieve     | communicate | disastrous  | guarantee   | necessary   | recognise     | suggest     |
| aggressive  | community   | embarrass   | harass      | neighbour   | recommend     | symbol      |
| amateur     | competition | environment | hindrance   | nuisance    | relevant      | system      |
| ancient     | conscience  | equipment   | identity    | occupy      | restaurant    | temperature |
| apparent    | conscious   | equipped    | immediate   | occur       | rhyme         | thorough    |
| appreciate  | controversy | especially  | immediately | opportunity | rhythm        | twelfth     |
| attached    | convenience | exaggerate  | individual  | parliament  | sacrifice     | variety     |
| available   | correspond  | excellent   | interfere   | persuade    | secretary     | vegetable   |
| average     | criticise   | existence   | interrupt   | physical    | shoulder      | vehicle     |
| awkward     | curiosity   | explanation | language    | prejudice   | signature     | yacht       |
| bargain     | definite    | familiar    | leisure     | privilege   | sincere       |             |
| bruise      | desperate   | foreign     | lightning   | profession  | sincerely     |             |

|  |  |  |  |   |   |  |
|--|--|--|--|---|---|--|
| Simple Past  | Simple Present   | Simple Future  | Active Voice   | Passive Voice   | Punctuating<br>Bullet Points  | Brackets, Dashes<br>and Commas<br>(for parenthesis)  |
| Lily licked the lolly.   | Paul kicks the ball.   | <ul style="list-style-type: none"> <li>Paul will kick the ball.</li> <li>Lily is going to lick the lolly.</li> </ul> | Paul kicked the ball.<br><br>Eva licked the lolly.   | The ball was kicked by Paul.<br><br>The lolly was licked by Eva.    | Eva is hoping to: <ul style="list-style-type: none"> <li>make lollies</li> <li>play football with Paul</li> </ul> The plan for this lesson is: <ul style="list-style-type: none"> <li>We will learn more about SPaG.</li> <li>The class will have fun.</li> </ul> | <ul style="list-style-type: none"> <li>Eva (the lolly fan) is ten.</li> <li>Paul - the football fan - plays in goal.</li> <li>Eva and Paul, my friends, are kind.</li> </ul> |
| Past Perfect   | Present Perfect  | Future Perfect   | Modal Verbs<br>(indicating possibility)  | Adverbs<br>(indicating possibility)                                 |   |  |
| Paul had kicked the ball past the goalkeeper.                      | Paul has kicked the football.<br><br>I have eaten the lolly. | Paul will have kicked the ball.  | could, should, would, can, may, might, must, shall, ought, will  | never, always, often, rarely, maybe, perhaps, probably              |   |  |
| Past Progressive   | Present Progressive  | Future Progressive   | Colons   | Colons<br>(to introduce a list)                                     | Semi-Colons   | Hyphens<br>(to avoid ambiguity)  |
| Paul was kicking the ball.<br><br>Eva was licking the lolly.       | Paul is kicking the ball.<br><br>Eva is licking the lolly.   | Paul will be kicking the ball.   | Paul likes two things: football and reading.   | The children will need several items: lollies, footballs and books. | Eva loves lollies; strawberry flavoured ones are her favourite.   | a man eating snake<br>a man-eating snake   |
| Subjunctive  | Expanded Noun Phrase   | Relative Clause  | Relative Pronouns<br>used at the beginning of a relative clause  |   | Dashes  | Commas<br>(to clarify meaning)   |
| If Paul were a better footballer, he could kick the ball straight. | the dark-haired girl with a taste for frozen lollies         | Paul, who enjoyed football, played every week.   | who, whom, which, whose, that,<br>where, when<br><br>Cheetahs, which are the fastest land mammals, have a decreasing population. |   | Eva and Paul are friends - they have known each other for years.  | Eva likes fruit pasta and a drink for lunch.<br><br>'Fruit pasta!?'<br><br>Eva likes fruit, pasta and a drink for lunch.   |



## Expected

### Important Links!

Link your sentences and paragraphs using adverbials:

#### Time

Subsequently, Later that day,  
Finally,

#### Place

Deep inside the forest,  
Below the sea,

#### Frequency

Occasionally, Often,

#### Contrast/ Cause

On the other hand, In contrast,  
As a result, Consequently,

#### Manner/ Behaviour

Breathing heavily, Waiting  
anxiously, Without warning,  
Suspecting the worst,

### Creating Cohesion Top Tip:

Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

## Be a Punctuation Professional:

|          |   |
|----------|---|
| <b>A</b> | Capital letters for sentences, initials and proper nouns. |
| .        | Full stops  |
| !        | Exclamation marks for exclamations or surprise.           |
| ?        | Question marks  |
| '        | Apostrophes for possession and missing letters.           |
| ,        | Commas in lists and sentences.                            |
| " "      | Inverted commas for speech                                |

### Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

### Modal Verbs

Modal verbs describe how likely it is that something will happen.

You **should not (shouldn't)** go to school today.

I **could** have a coffee with you.

## Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamun (the ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled    alarmed  
apprehensive

Or 'show' a character's feelings:

his breathing quickened  
her heart raced  
sweat trickled    gasping for air

### Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices

## Spellings... I need to know many of these:

|             |             |               |             |
|-------------|-------------|---------------|-------------|
| accommodate | correspond  | hindrance     | recognise   |
| accompany   | criticise   | individual    | recommend   |
| according   | curiosity   | interfere     | relevant    |
| achieve     | definite    | interrupt     | restaurant  |
| aggressive  | desperate   | language      | rhyme       |
| amateur     | determined  | leisure       | rhythm      |
| ancient     | develop     | lightning     | sacrifice   |
| apparent    | dictionary  | marvellous    | secretary   |
| appreciate  | embarrass   | mischievous   | shoulder    |
| attached    | environment | muscle        | sincere     |
| available   | equip(-ped) | necessary     | sincerely   |
| average     | equipment   | neighbour     | soldier     |
| awkward     | especially  | nuisance      | stomach     |
| bargain     | exaggerate  | occupy        | sufficient  |
| bruise      | excellent   | occur         | suggest     |
| category    | existence   | opportunity   | symbol      |
| committee   | explanation | parliament    | system      |
| communicate | familiar    | physical      | temperature |
| community   | foreign     | prejudice     | thorough    |
| competition | forty       | privilege     | twelfth     |
| conscience  | frequently  | profession    | variety     |
| conscious   | government  | programme     | vegetable   |
| controversy | guarantee   | pronunciation | vehicle     |
| convenience | harass      | queue         | yacht       |

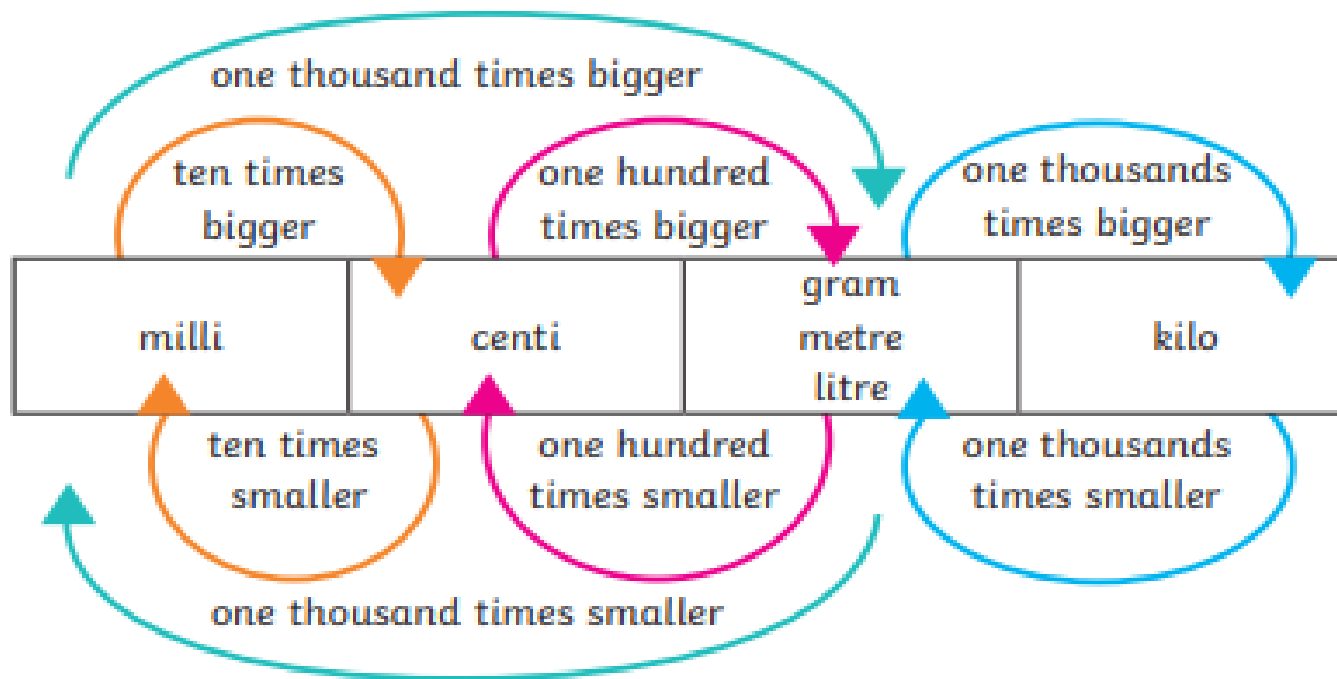
## Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

|               |                |              |
|---------------|----------------|--------------|
| <b>if</b>     | <b>because</b> | <b>as</b>    |
| <b>before</b> | <b>after</b>   | <b>until</b> |
| <b>unless</b> | <b>since</b>   | <b>when</b>  |

# Year 6 Measurement

## Metric Measurements

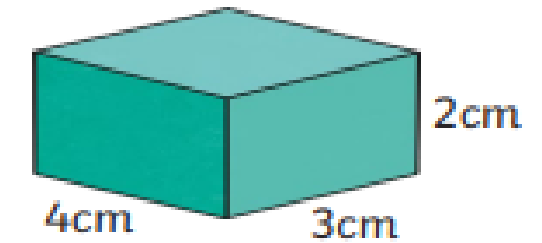


|                  |            |   |
|------------------|------------|---|
| kilo             | thousand   | one thousand times bigger<br>(than gram/metre/litre)  |
| gram/metre/litre |            |   |
| centi            | hundredth  | one hundred times smaller<br>(than gram/metre/litre)  |
| milli            | thousandth | one thousand times smaller<br>(than gram/metre/litre) |

## Volume

3D shapes have volume.

$$\text{length} \times \text{height} \times \text{depth} = \text{volume}$$



$$4\text{cm} \times 2\text{cm} \times 3\text{cm} = 24\text{cm}^3$$

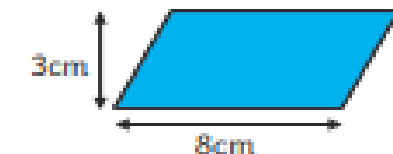
$$1 \text{ mile} = 1.6\text{km}$$

## Finding the Area of a Parallelogram

To find the area of parallelogram:  
multiply the **base** by the **height**

$$8\text{cm} \times 3\text{cm} = 24\text{cm}^2$$

See how the parallelogram can be changed  
into a rectangle



# Year 6 Multiplication and Division

## Long Division

Dividing by a Two-Digit Number Resulting in a Decimal Answer

$$591 \div 12$$

1

$$\begin{array}{r} 4 \text{ answer section} \\ 12 \overline{) 591} \\ \underline{48} \phantom{0} \\ 111 \end{array}$$

First, work out how many 12s there are in 59. The answer to this question is 4, which is written above the 9. We then write the product of 4 and 12 (48) under the 59 and subtract, giving 11. The 1 is then brought down and written next to 11 to make 111.

2

$$\begin{array}{r} 49 \text{ answer section} \\ 12 \overline{) 591} \\ \underline{48} \phantom{0} \\ 111 \\ \underline{108} \\ 3 \end{array}$$

Next, work out how many 12s there are in 111. The answer to this question is 9, which is written above the 1. Then, write the product of 9 and 12 (108) under 111 and subtract it, giving 3.

3

$$\begin{array}{r} 49. \text{ answer section} \\ 12 \overline{) 591.00} \\ \underline{48} \phantom{00} \\ 111 \phantom{0} \\ \underline{108} \phantom{0} \\ 3.0 \end{array}$$

Extend 591 into decimals to continue the process of long division. The 0 in the tenths place is then brought down and written next to the 3 to make 30.

4

$$\begin{array}{r} 49.2 \text{ answer section} \\ 12 \overline{) 591.00} \\ \underline{48} \phantom{00} \\ 111 \phantom{0} \\ \underline{108} \phantom{0} \\ 3.0 \\ \underline{2.4} \\ 60 \end{array}$$

Next, work out how many 12s there are in 30. The answer to this question is 2, which is written above the 0 in the tenths place. Then, write the product of 2 and 12 (24) under 30 and subtract it, giving 6. The 0 is then brought down and written next to 6 to make 60.

5

$$\begin{array}{r} 49.25 \text{ answer section} \\ 12 \overline{) 591.00} \\ \underline{48} \phantom{00} \\ 111 \phantom{0} \\ \underline{108} \phantom{0} \\ 3.0 \\ \underline{2.4} \\ .60 \\ \underline{.60} \\ 0 \end{array}$$

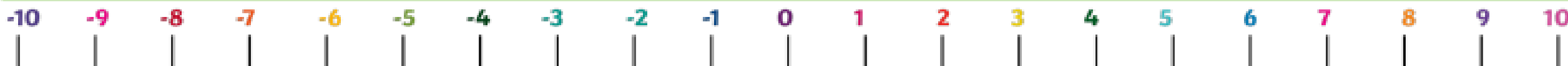
Next, find out how many 12s there are in 60. The answer to this question is 5, which is written above the 0 in the hundredths place. Then, write the product of 5 and 12 (60) under 60 and subtract it, giving zero.

$$591 \div 12 = 49.25$$

# Year 6 Number and Place Value

Count Forwards and Backwards through 0

| Tm              | M         | Hth                  | Tth              | Th        | H        | T    | O    | t                        | h                             | th                              |
|-----------------|-----------|----------------------|------------------|-----------|----------|------|------|--------------------------|-------------------------------|---------------------------------|
| Ten<br>Millions | Millions  | Hundred<br>Thousands | Ten<br>Thousands | Thousands | Hundreds | Tens | Ones | Tenths<br>$\frac{1}{10}$ | Hundredths<br>$\frac{1}{100}$ | Thousandths<br>$\frac{1}{1000}$ |
| 10 000 000      | 1 000 000 | 100 000              | 10 000           | 1000      | 100      | 10   | 1    | 0.1 $\frac{1}{10}$       | 0.01 $\frac{1}{100}$          | 0.001 $\frac{1}{1000}$          |
|                 |           |                      |                  |           |          |      |      |                          |                               |                                 |

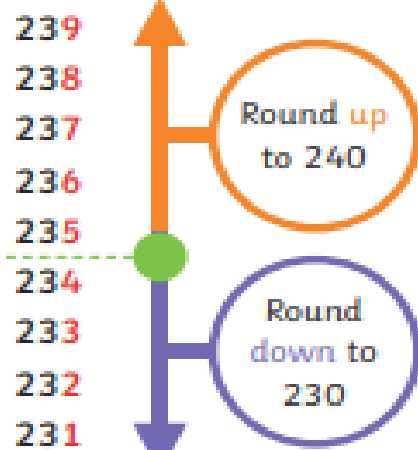


Negative Numbers

Positive Numbers

## Rounding to 10

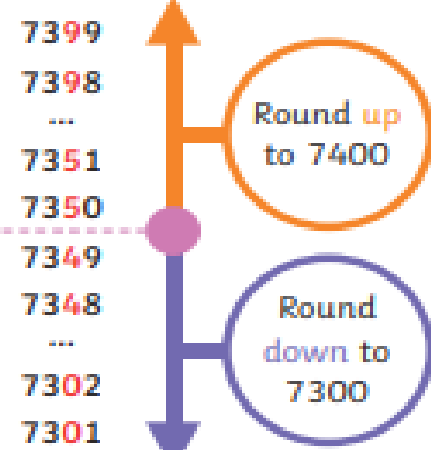
Rounding to the nearest 10



Remember: The red digit is the one to consider.

## Rounding to 100

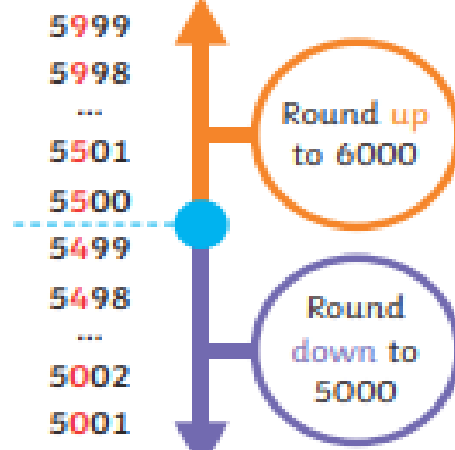
Rounding to the nearest 100



Remember: The red digit is the one to consider.

## Rounding to 1000

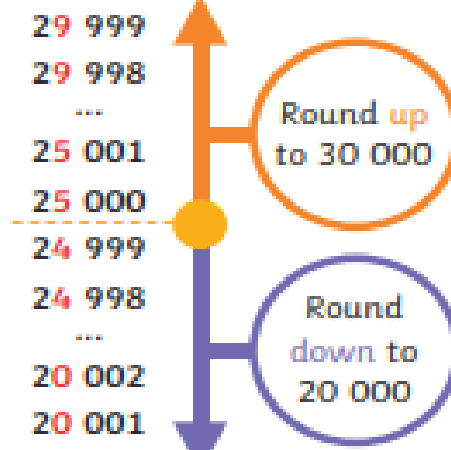
Rounding to the nearest 1000



Remember: The red digit is the one to consider.

## Rounding to 10 000

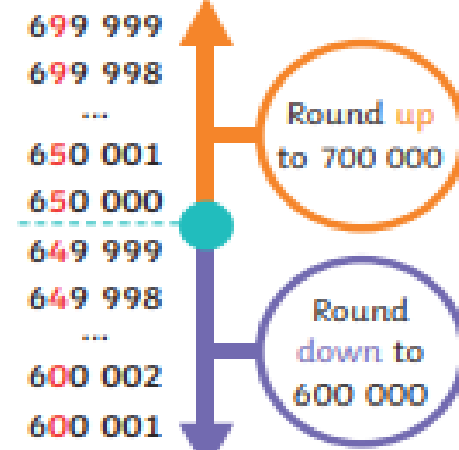
Rounding to the nearest 10 000



Remember: The red digit is the one to consider.

## Rounding to 100 000

Rounding to the nearest 100 000



Remember: The red digit is the one to consider.



# Welcome to Year 6



## Safeguarding

Safeguarding is everyone's responsibility.

School is required to take action if they feel that a child may not be safe. This can sometimes be upsetting but school has a 'duty of care' to keep your child / children safe.

In England, the Department for Education (DfE), provides key guidance for schools and colleges in "Keeping Children Safe In Education". This document updates yearly. Guidance for schools is also set out in "Working Together To Safeguard Children (DfE, 2023) and the safeguarding duty of schools and colleges is set out in section 175 of the Education Act 2002.

You may hear your child talking about "**PANTS**". This is the NSPCC simple acronym devised to teach children the underwear rule: **P**rivates are private, **A**lways remember your body belongs to you, **N**o means no, **T**alk about secrets that upset you and **S**peak up – someone can help.





# Welcome to Year 6



We can't wait to hear all about your adventures during the summer break when we see you in class.

Keep safe and we look forward to seeing you in September.

Have a wonderful summer holiday!

