

Y6 WELCOME MEETING SEPTEMBER 2026



Miss Lucy Baker – Y6 Teacher

Mrs Uzma Bawany – Y6 Teacher

Mrs Lesley Francis – Y6 Teacher

Mrs Rebecca Whiteaker – Assistant Headteacher

Respect

Believe

Enjoy

Pride

Share

“Be yourself, be anything, we are the future.”

MEET THE TEAM

YEAR 6



Mr Isaacs
HT



Mrs Bawany
Teacher
6B



Mrs Whiteaker
AHT and
English



Mrs Francis
Teacher
6FB



Miss Baker
Teacher
6FB



Mrs Campbell
AHT, SENCO



Mrs Green
Maths and
Science
Teacher



Mrs Kardouri
Learning Support
Assistant



Miss Edwards
Learning Support
Assistant



Mrs Wood
Music /
French
teacher



Mrs Norman
Learning
Support
Assistant



Julie Wilson
Learning
Mentor

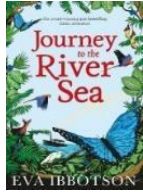


WHAT MAKES YEAR 6 SPECIAL?

- **Leadership**
House Captains • monitors • Sports Carousel
- **Challenge**
SATs • ambitious learning • greater independence
- **Experience**
PGL (28th June–2nd July) • trips • Mini Enterprise
- **Celebration**
Sport • production • leavers' events
- **Transition**
Ready for secondary school

Year 6 is about so much more than the Secondary Transfer Test and SATs!

Y6 CURRICULUM TOPICS



Term	Topic	Trips/Experience Days
Autumn 1	Rainforests	The Living Rainforest - Newbury
Autumn 2	Rainforests North and South America	Brazilian dance workshop
Spring 1	First World War	
Spring 2	First World War	WW1 workshop
Summer 1	Ancient Islamic Civilisation	Sky Skills trip (TBC)
Summer 2	Ancient Islamic Civilisation Trade and Economics	PGL Bekonscot Mini Enterprise reward trip

WE NOTICE THE GOOD. WE LEARN FROM MISTAKES.



Bronze =
15 GCs



Silver =
30 GCs



Gold = 45
GCs

TGMS House Points



Green Cards

Name _____ Class _____

You have been given a GREEN card for doing something really good in school.
You should be very proud of yourself.
Show this card to your teacher who will give you three house points. You may then take the card home.

Awarded for:

Helping without being asked
Looking after someone who was lonely or upset
Putting other people before yourself
An outstanding piece of work
Consistent good behaviour
Other _____

Signed _____ Date _____

TGMS Terrific Learners

What TGMS Terrific Learners do:

1. Enjoy challenge and don't give up
2. Listen carefully with full attention
3. Ask great questions
4. Work well with others and by ourselves
5. Learn from mistakes
6. Know when to ask for help
7. Build on others' ideas in discussions
8. Practise new skills to make them habits
9. Use routines to stay focused
10. Show creativity in how we think and present our learning
11. Can apply the *Three Methods*

"The child who concentrates is immensely happy."
- Dr. Maria Montessori

Prepare and Focus:
Use routines we teach you, organise yourself and get ready to learn.

Choose and Explore:
Take responsibility, ask questions and try things out.

Practise and Grow:
Repeat, improve, and become more independent and creative.



All-Star = 60 GCs



Superstar Century
= 100 GCs

HOME LEARNING



Homework Task	Suggested Time Guidelines
English/Topic Task	40 minutes per week
Maths Task	40 minutes per week (including regular practice of times tables through TTRS)
Spellings	Regular 5 minute practice each day
Current Affairs/Project	40 minutes each week
Total Time Spent on Homework (not including reading)	Approx. 2 hours 30 minutes

Note:

- At TGMS, we utilise Google Classroom: a free blended learning platform developed by Google for educational institutions. It simplifies creating, distributing, and marking children's learning.
- Homework Club: Friday lunchtimes for pupils who need support completing homework.

Y6 TOP TIPS: ICT PREPARATION



ICT, Log-Ins and Confidentiality:

- Your children will have a login for the following platforms:

✓ My Maths



✓ Accelerated Reader



✓ Google Classroom (linked with their email)

✓ SPAG.com



✓ Times Table Rock Stars



- For safety and to build independence, we no longer routinely write down usernames and passwords. Please help your child learn their key logins.

IT ADDS UP!

If you read just
15 minutes a day,
in one year you
will have read
over 1,000,000
words!



ACCELERATED READER



We use Accelerated Reader software to help us assess and monitor your child's progress.

- **Diagnostic** tests - (Star Reader tests): these are taken at half-termly intervals throughout the year.
- **Tracking** – The tests give us the children's reading ages and ZPDs (their reading levels)
- **Identify** – They also highlight any dips/jumps in progress to inform our monitoring and intervention programs.

HOME » CHILDREN » PUPIL RESOURCES » READING, ACCELERATED READER & BUG CLUB PHONICS

Reading, Accelerated Reader & Bug Club Phonics

Accelerated Reader

- [Access Accelerated Reader Quizzes, Here](#)

Accelerated Reader - A Guide For Parents

PDF File



Accelerated Reader Book Finder - Parent Guide

PDF File



- [Please use this link to search for books on Accelerated Reader](#)

<https://www.tylersgreenmiddle.bucks.sch.uk/page/?title=Reading%2C+Accelerated+Reader+%26+Bug+Club+Phonics&pid=71>



OUR PSHE AND RSE SCHEME

The government made Relationships and Health Education **statutory from September 2020** in primary schools.

Sex education is **not** compulsory in primary schools; some topics in years 5 and 6 will be optional.

Jigsaw PSHE meets all the expectations of the DfE guidance and covers the compulsory topics that need to be delivered by the end of KS2.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers



Y6 PSHE AND RSE OVERVIEW



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



"Be yourself, be anything, we are the future."

Pupil Well-being and Safety

Every TGMS child should know whom they can go to if something doesn't feel right.



Time to Talk



Please write your name in the box if you'd like to speak to your teacher



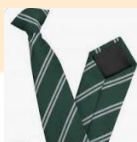
Helping Hands

READY TO LEARN: THE PRACTICAL BASICS



Uniform

- **White buttoned shirt/blouse + school tie**
- Grey trousers/shorts/skirt; bottle-green TGMS jumper/cardigan
- **Black school shoes** - not trainers
- Please **name everything**
- Pre-loved uniform and financial support are available if helpful



PE Kit

Indoor: white polo shirt + black shorts

Outdoor: black shorts, white sports socks, trainers + plain bottle-green/black sweatshirt and jogging bottoms for colder weather

- PE kit should be **named** and in school when **required**
- *Upper School reminder: please encourage appropriate use of deodorant/antiperspirant before school; deodorant should not be brought into school.*



Stationery

- **One simple, standard pencil case**
- Black whiteboard pen
- 2 HB pencils
- 2 blue manuscript handwriting pens
- 15cm ruler
- Sharpener (with container if possible)
- Glue stick
- Plain white eraser
- Paper scissors



No coloured pencils or oversized/fancy pencil cases.

Standard cases and handwriting pens are available from the School Office for **£1 each**.



Healthy Eating

- **Fruit or vegetable** for morning snack
- Balanced, healthy packed lunch
- Named, practical water bottle
- **TGMS is a nut-free school**
- No sweets, chocolate bars, chewing gum, or fizzy/canned drinks



HOW YOU CAN HELP IN YEAR 6



- Keep Secondary Transfer Test and SATs calm and in perspective
- Prioritise good attendance and sleep
- Encourage independent homework and organisation
- Keep reading regularly
- Let pupils speak to teachers themselves where appropriate
- Help them practise managing deadlines, belongings and responsibilities
- **Class Representatives + Volunteers:** We would really value at least one Class Rep per class to help strengthen communication between families, the School Office and FOTGMS.



Enjoy the final TGMS year — it goes very quickly!



THANK YOU VERY MUCH FOR ATTENDING THIS WELCOME EVENING

If you would like to ask us any further questions,
please feel free to catch one of us after this
meeting.