



Pudsey Waterloo  
Primary School

***Welcome to Year 6***

***2025 - 2026***



Pudsey Waterloo  
Primary School

# Who's Who



**Mrs Whitaker**



**Miss Walker**



**Mrs Dixon**



**Mrs Hainsworth**



**Mrs Lall**

# Safeguarding Team

## Meet the Safeguarding Team

Support for our children and their families.



**Mr Parker**



**Mr White**



**Mrs Booth**



**Mrs Watson**



**Mrs Jordan**



**Miss Breddy**

# School Uniform

Our school uniform colour is a combination of royal blue and grey/black. Most items can be bought from High Street shops. Items marked with a \* below, some of which have the school logo on, are sold at Whittakers Schoolwear (Farsley).

## For girls:

- Grey school skirt/pinafore dress/shorts/trousers or blue and white checked or striped dresses
- White blouse or white/blue polo shirt
- Royal blue sweatshirt\* or cardigan\*, without a hood, either plain or with the Waterloo logo
- Plain short or knee length socks (not over the knee) or black, navy or grey tights

Please note that skirts should be an appropriate length and of a style which allows girls to sit comfortably on the floor.

When girls wear shorts, even when these are worn over tights, they should also be of an appropriate length.

Three-quarter, calf length, leggings should not be worn.

## For boys:

- Grey shorts or trousers not jogging bottoms
- White/blue shirt or polo shirt
- Royal blue jumper, without a hood, either plain or with the Waterloo logo\*
- Plain socks
- Footwear for girls and boys should be plain black shoes or trainers. Girls may also wear plain black boots.
- Please name all school uniform.

## **Jewellery, Hair Ornaments, Makeup and Nail Varnish**

- No jewellery
- Can wear studs in pierced ears, and small objects of religious significance. Children are required to remove these during PE lessons
- Teachers are not permitted to remove earrings.
- Hair bands, ribbons/bows or 'scrunchies' should be plain not too big.
- Make up and nail varnish should not be worn to school.
- The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed.
- No smart watches

# PE kit

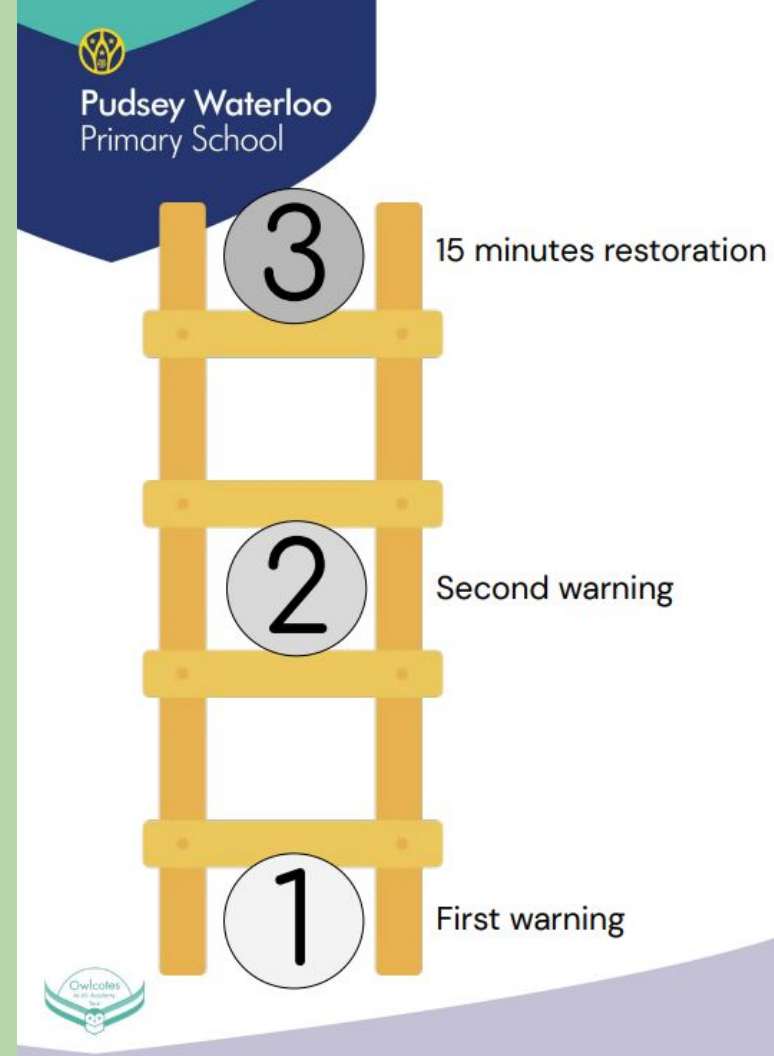
## P.E. Kit

Children in school will have a designated PE day for which they will come to school in their games/PE kit.

### **Children need to wear:**

- Plain black/navy tracksuit (or the blue Waterloo branded hoodie)
- Plain white t shirt (or the blue Waterloo branded t.shirt)
- Outdoor trainers
- Plain black/navy shorts of an appropriate length (Summer term)
- Remove earrings on designated PE days - if newly pierced they can be covered (e.g. with plasters or tape) until they are able to be removed. Please do this at home.
- Tie up long hair.
- Please name all PE kit.

- Every child starts off the ladder.
- Verbal reminder prior to moving onto level 1.
- Children kept behind after class to discuss actions and next steps.





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# History/Geography

Autumn Term - World War 2

Spring Term - Ancient Greece

Summer Term - Rivers

# Year 6 History: The World at War!

## HISTORICAL CONTEXT



## THE ALLIES AND AXIS

### ALLIES



Great Britain  
USA  
Russia  
France

**Neville Chamberlain**  
UK Prime Minister  
1937-1940

**Winston Churchill**  
UK Prime Minister  
1940-1945 (and 1951-1955)

**Franklin D. Roosevelt**  
US President  
1933-1945

**Harry S. Truman**  
US President  
1945-1953

**Joseph Stalin**  
Leader of the Soviet Union  
1929-1953

### AXIS



Germany  
Japan  
Italy

**Adolf Hitler**  
Leader of the Nazi Party  
1933-1945

**Benito Mussolini**  
Italian Prime Minister  
1922-1943

## KEY VOCABULARY



**ALLIES:** The countries that came together to fight against the Axis countries during World War II.



**AXIS:** The countries that came together to fight against the Allied countries during World War II.



**BLACK-OUT:** An effort to turn all lights off in towns and cities at night to make it more difficult for German planes to find their targets.



**BLITZKREIG:** German for 'lightning war'. An intensive tactic using rapid, overwhelming force to force the enemy to submit.



**CONCENTRATION CAMP:** A prison where people, especially Jews, were made to work by the Nazis.



**EVACUATION:** To leave a place. During World War II, children were evacuated to safer parts of the country, usually the countryside.



**HOLOCAUST:** A period in history where millions of Jewish people were killed because of their religion.



**LUFTWAFFE:** The name of the German air-force during World War II.



**PROPAGANDA:** A way of spreading ideas and influencing people. Governments use propaganda to make people believe something.



**RATIONING:** A controlled system that makes sure that everyone has an equal amount of food when it is in short supply.

## KEY QUOTES



"...we shall fight them on the beaches; we shall fight on the landing grounds; we shall fight in the fields and in the streets; we shall fight in the fields; we shall never surrender..."  
- Winston Churchill, 4 June 1940.

## WHAT?



3RD SEPTEMBER 1939  
START OF WORLD WAR II



SEPTEMBER 1939  
EVACUATION BEGINS.



JULY - OCTOBER 1940  
BATTLE OF BRITAIN.



6TH JUNE 1944  
D-DAY LANDINGS



7TH MAY 1945  
GERMANY SURRENDERS



6TH - 9TH AUGUST 1945  
USA DROPS ATOMIC BOMBS ON JAPAN



2ND SEPTEMBER 1945  
WORLD WAR II ENDS

## KEY Facts

- Britain went to war with Germany as a result of Hitler's invasion of Poland.
- German submarines prevented food from being delivered to Britain, so supplies were low. As a result, food was rationed.
- Many men were conscripted into the armed forces. This meant that all healthy men aged between 18 and 41 were required to become soldiers, unless they were doing certain jobs, such as mining or farming.
- By the end of World War over 100,000 men from Leeds had joined the war.

Knowledge Organisers will be sent home at the start of each unit.

We have already given the children a history copy to bring home.






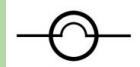
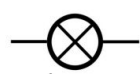
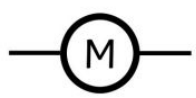
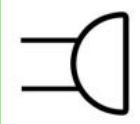
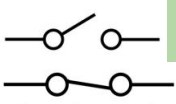
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# Science

**Autumn Term** - Electricity and Living Things  
and their Habitats

**Spring Term** - Animals including humans  
(including circulatory system) and Light

**Summer Term** - Evolution and Inheritance

Subject specific vocabulary	Component	Symbol	Purpose
Conductor - A material that lets electricity pass through easily (e.g. copper, aluminium).	Cell (battery)		Provides electrical energy
Insulator - A material that does not conduct electricity (e.g. wood, plastic)			
Series circuit - A circuit with only one path for the electricity to pass through.	Wire		Allows current to travel
Cells - A device used to generate electricity.	Bulb		Converts electrical energy into heat and light
Generator - A machine that converts energy into electricity.			
Voltage - the force that makes electricity move through a wire. It is measured in volts.	Motor		Converts electrical energy into movement energy
Fuse - A safety device. A fuse is a strip of wire that melts or breaks a circuit if it goes over a safe level.	Buzzer		Converts electrical energy into sound energy
	Switch		Allows circuit to be opened or closed

## Electricity - year 6 Knowledge organiser

Key facts we will investigate through the topic:

- The higher the voltage in a circuit, the brighter the bulb. This is because there is more current flowing through the circuit.
- The longer the wire in a circuit, the dimmer the bulb will be. This is because the current has to travel further.
- If you add more components to a circuit (bulb, buzzer, motor e.t.c), they will be quieter/ less bright. This is due to the fact that less current will flow through the components.



Year 6

Calculation at a Glance

TTh	Th	H	T	O
1	9	1	7	5
+ 1	8	4	1	7
3	7	5	9	2

## Addition

Children learn to add numbers with more than 4 digits using **column addition**, including numbers with tenths and hundredths.

When we need to **exchange** (for example 10 ones becomes 1 ten in the first calculation), we record this underneath the calculation.

Children are also taught to include a zero as a **placeholder** when adding two numbers with a different amount of

$$3.4 + 0.65 = ?$$

O	Tth	Hth
3	4	0
+ 0	6	5

$$1,274 \times 32 = ?$$

First multiply 1,274 by 2.

1	2	7	4	
×		3	2	
2	5	4	8	1,274 × 2

Then multiply 1,274 by 30.

1	2	7	4		
×		3	2		
2	5	4	8	1,274 × 2	
3	8	2	2	0	1,274 × 30

Finally, find the total.

1	2	7	4		
×		3	2		
2	5	4	8	1,274 × 2	
3	8	2	2	0	1,274 × 30
4	0	7	6	8	1,274 × 32
1	2	7	4		
1,274	×	32	=	40,768	

## Multiplication

We progress to multiplying 3-digit and 4-digit numbers by 2-digits. We use **column multiplication**.

Children need to add a zero as a **placeholder** to the ones column when multiplying by tens. In this calculation, it reminds them they are multiplying by 30 and not multiplying by 3.

## Calculation Methods: Year 6

### Subtraction

Children learn to subtract numbers with more than 4 digits using **column subtraction**, including numbers with tenths and hundredths.

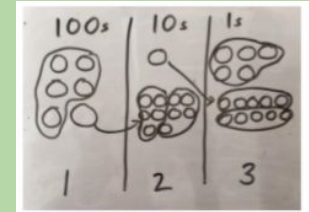
When completing column subtraction, children always start in the column furthest to the right (the column with the smallest value).

We use diagrams, and occasionally place-value counters, such as this one, to show children when we need to make **exchanges** in our subtraction calculations.

### Division

We use the **'bus shelter' short division scaffold** to divide multi-digit numbers by a single-digit. We start by looking at the largest digit.

We use place value diagrams and counters to help children to understand how we are **grouping** to help us with the division.



$$5 \overline{) 615}$$

TTh	Th	H	T	O
62	097			
- 18	534			
43	563			

$$62,097 - 18,534 = 43,563$$

$$15,735 - 2,582 = 13,153$$

TTh	Th	H	T	O
1	5	7	3	5
-	2	5	8	2
				3

Now subtract the 10s. Exchange 1 hundred for 10 tens.

TTh	Th	H	T	O
1	5	7	3	5
-	2	5	8	2
				3

Subtract the 100s, 1,000s and 10,000s.

TTh	Th	H	T	O
1	3	1	5	3
-	2	5	8	2
				3

## Long Division

When we divide multi-digit numbers by two-digit numbers, the short division scaffold is not always useful. When this occurs, we can use one of two methods. The first is called **chunking**. We find useful multiplication facts to help us and then use these to subtract 'chunks' of the **divisor**. See the example below:

$598 \div 13 = 46$

$13 \times 1 = 13$	$13 \times 10 = 130$
$13 \times 2 = 26$	$13 \times 20 = 260$
$13 \times 3 = 39$	$13 \times 30 = 390$
$13 \times 4 = 52$	$13 \times 40 = 520$
$13 \times 5 = 65$	$13 \times 50 = 650$
$13 \times 6 = 78$	$13 \times 60 = 780$
$13 \times 7 = 91$	$13 \times 70 = 910$

		4	6
13	5	9	8
-	5	2	0
		7	8
-		7	8
			0

( $\times 40$ )

( $\times 6$ )

Our second method is called **drop down long division**. This method is more efficient and often requires fewer subtractions. See below for an example:

$359 \div 16 = 22 \text{ r}7$

16	32	48	64	80	96	112	128	144	160
----	----	----	----	----	----	-----	-----	-----	-----

		2	2
16	3	5	9
-	3	2	
		3	9
-		3	2
			7

As we do with chunking, we have written down some key multiplication facts at the start of the calculation to help us.

## BODMAS/ BIDMAS

The acronym BODMAS or BIDMAS refers to the order we complete operations in a given calculation.

<b>B</b>	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
<b>O</b>	Order	$5 + 2^2 = 5 + 4 = 9$
<b>D</b>	Division	$10 + 6 \div 2 = 10 + 3 = 13$
<b>M</b>	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
<b>A</b>	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
<b>S</b>	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

We sometimes use the word 'indices' to refer to this part.

## Useful Concepts in Calculation: Year 6

We can't simply complete a multi-operation calculation from left to right, we have to complete the parts in the order of BODMAS/BIDMAS to ensure we get the correct answer.

For example in the calculation:

$10 + 6 \times 2 =$

We must complete the multiplication first to give us:

$10 + 6 \times 2 =$

$10 + 12 = 22$

If the calculation was

$(10 + 6) \times 2 =$

We would complete the part in the brackets first, even though it is an addition.

## Adding and Subtracting with Fractions

$$\frac{3}{5}$$

← numerator

← denominator

When adding and subtracting fractions, we learn to convert the fractions so they have the same denominator.

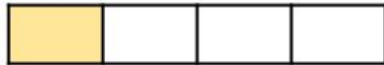
For example, we know that  $\frac{1}{4}$  is the same as  $\frac{2}{8}$

This means in the calculation below we can turn  $\frac{1}{4} + \frac{3}{8}$  into  $\frac{2}{8} + \frac{3}{8}$

When adding two fractions with the same denominator, we just need to add the numerators and leave the denominators the same. It works the same way with subtraction.

What is  $\frac{1}{4} + \frac{3}{8}$ ?

Use the bars to help you.



$\frac{5}{8}$

Explain your method.

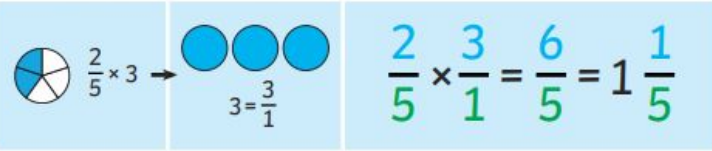
E.g. I split the quarters in 2 to make eighths then I could easily add the two fractions.

## Multiplying Fractions

### Multiplying Fractions by Fractions

$$\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$$

### Multiplying Fractions by Whole Numbers



## Calculating with Fractions: Year 6

### Dividing Fractions by Whole Numbers

When dividing a fraction by a whole number we use two methods. If the numerator is divisible by the whole number, we can just divide the numerator and leave the denominator the same eg:

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

If the numerator is not divisible by the whole number, we can multiply the numerator and denominator by the same number to make the numerator divisible. Multiplication and division are the inverse of one another so:

$\div 2$  is the same as  $\times \frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$$



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# Timetable

Monday - PE kit (this half term)

Thursday - Homework due in

Friday - Homework set and planners  
checked by adults



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# Homework

- Set electronically on maths and spelling shed.
- Children can also access TT Rockstars from home.
- Set on a Friday and will be checked the following Thursday.
- Children should have their passwords in their planners
- From February we will be using revision guides as homework.
- Homework is monitored by staff and we will contact parents if homework is regularly not completed.
- Children will also bring their Friday arithmetic home each week to celebrate their success and also to work on any tricky questions with a willing adult!



## Reading at home

- All children will have read with an adult this half term to check book band levels.
- Children can take a library book or a Core Reading book
- Children are expected to read three times a week minimum.
- Reading is recorded in planners and these will be checked every week in school. Please sign your child's planner each week.
- Planners and reading books must be in school every day.

# Your child may well bring home two books to read from school:

## **A 'levelled' reading scheme book.**

Your child should be able to read this title largely independently. Less confident readers should always read them aloud with a grown-up however.

*Many of the titles are available online on 'Reading Buddy.'*

→ **and** →

**A 'reading for pleasure' book of their own choosing, taken from:**

Classroom collection of year group appropriate 'core' books

The school library - much wider range of books

Your child may enjoy sharing this book with a grown-up depending on age, ability and the book chosen.

## End of Year reading level expectations for Key Stage 2

Oxford Reading Level	End of Year Expectation
Level 8	
Level 9	
Level 10	
Level 11	
Level 12	
Level 13	Yr 3
Level 14	
Level 15	Yr 4
Level 16	
Level 17	Yr 5 <input type="button" value="v"/>
Level 18	
Level 19	Yr 6
Level 20	

More information on the website here:

<https://primarysite-prod-sorted.s3.amazonaws.com/pudsey-waterloo/UploadedDocument/9a95bbfd-935c-4ddf-aed3-15e17fa28dd3/reading-at-home-guidance-2023-24-1.pdf>

**Reading as much as possible at home is the single most beneficial thing you can do to help your child with their academic progress.**



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# Trips

Trips for later in the year are currently being planned and we will let you know in plenty of time.

As the residential trip in October is such a big trip, we will be organising trips for later in the year including another adventure week trip. Year 6 trips will hopefully include Leeds Playhouse, a trip to a river and lots of trips in Summer term. Bikeability is planned for this term.



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## **Robinwood Residential**

(Wednesday 1st October - Friday 3rd October)

Please make sure all outstanding balances are paid ASAP. The balance must be paid before we go.

Kit list etc is available on the Y6 class page.  
Souvenir forms and cash need to be brought into school by Monday 30th September



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# SATs

SATs week 2025 will take place from  
Monday 11th May until Thursday 14th May.

We work hard to make sure that children in year 6 are prepared for the tests and try to make the week as relaxed and enjoyable as possible. We will arrange a meeting with parents closer to the time to discuss the timetable and answer any questions.



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# Walking home permission and mobile phones in school

If you would like to give permission for your child to walk home, please give permission on Arbor. If you change your mind at any point during the year, contact the school office.

If you would like your child to bring their mobile phone into school, it will need to be turned off and kept in their bag until they get into the classroom. All mobile phones will then be collected by an adult and locked away until the end of the school day and should not be turned on until pupils have left the school grounds.



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# Secondary School applications

You will receive information through the post about your child's secondary school application. The letter will give you information about your closest 5 secondary schools and how to complete your application online.

**The application closing date is 31st October 2025.**

# Wobble and Toddle

Wobble and Toddle is our parents and tots group. It runs every Monday morning in the hall from 9-11. Each session costs £2 per family.

If you fancy coming along for a chat, tea and toast whilst your little one plays and makes friends then please come and join us.





# Friends of Waterloo

Friends of Waterloo is a PTA group run by parents and carers who organise fundraising events throughout the year.

Meetings are held on the first Monday of every month

If you are interested in being part of Friends of Waterloo or would like more information please contact the chair.

E mail [friendsofwaterloo2020@yahoo.com](mailto:friendsofwaterloo2020@yahoo.com) or find us on Facebook.

# Friends of Waterloo Upcoming Events



**SEPT  
24**  
6:30PM - 8:30PM  
*Pamper Evening*

**OCT  
6**  
7 PM - 8 PM  
*PTA meeting*

**OCT  
10**  
2PM - 3PM  
*Grandparents Cream  
Tea*

**OCT  
17**  
6PM - 8PM  
*Spooky Quiz Night*

## Back to Basics SKINCARE EVENING

WEDNESDAY 24<sup>TH</sup> SEPTEMBER  
6:00-8:30PM

Ladies! you've survived the 6-week holidays...  
now it's your turn!

Join us for a relaxed evening of pampering, prosecco & simple skincare tips to help you  
feel refreshed and glowing again.

- ✿ Discover how to strip your skincare back to the essentials
- ✿ Try gorgeous Tropic products with mini pamper treatments
- ✿ Enjoy bubbles, nibbles & some well-deserved me-time in the ticket price

Join Re:Treat with Jenessa raising money for  
Friends of Waterloo

arealyspa.com  
\$10  
per ticket  
Book Via  
Arbor