

<b>Autumn 2025</b>
<b>Reading</b> <ul style="list-style-type: none"> <li>• Roof toppers</li> <li>• Pig Heart Boy or <i>Now or Never: A Dunkirk Story</i></li> <li>• How to live forever</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• <i>Autobiography A</i></li> <li>• <i>Discursive writing and speeches A</i></li> <li>• <i>First person stories with a moral A</i></li> <li>• <i>Poems that create images and explore vocabulary (War poetry) A</i></li> <li>• <i>News report A</i></li> <li>• <i>Explanatory text A</i></li> <li>• <i>Shakespeare (Sonnets) A</i></li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtractions</li> <li>• Multiplication, division and properties of number</li> <li>• Fractions</li> <li>• Measurement – converting units</li> <li>• Ratio</li> <li>• Algebra</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Animals, including humans</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block</li> <li>• Painting and collage Block</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Food and Nutrition Block</li> <li>• Mechanisms</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Physical processes: Earthquakes, mountains and volcanoes</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Beyond 1066 <ul style="list-style-type: none"> <li>○ The Battle of Britain or</li> <li>○ Local History Study - how did conflict change our locality in World War 2?</li> </ul> </li> </ul>
<b>RE – Emmanuel Project</b> <ul style="list-style-type: none"> <li>• Christianity - Incarnate</li> <li>• Islam - Tawhid</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Being me in my world</li> <li>• Celebrating Difference</li> </ul>
<b>French</b> <ul style="list-style-type: none"> <li>• My class</li> <li>• Days and months</li> <li>• Birthdays</li> <li>• Classroom objects</li> </ul>
<b>PE – Complete PE</b> <ul style="list-style-type: none"> <li>• O.AA – Communication &amp; Tactics</li> <li>• Squash</li> <li>• Netball</li> <li>• Gymnastics – matching &amp; mirroring</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>• Notation</li> <li>• Keyboards</li> <li>• Band – Christmas Pop</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Creating media – Webpage</li> <li>• Creating Media – 3D modelling</li> </ul>

## Year 6

### Autumn Term Curriculum Overview 2025-26

From this year, we will share termly curriculum overviews to parents and carers via email. This is being introduced as a result of feedback and discussions from our PFA (previously, the Parent Council). This will be in addition to the established celebratory newsletter at the end of every half term.

This purpose of this document is to inform you of the learning that your child will be doing at the beginning of each term as well as to let you know about any key events or additional information such as resource collections with plenty of notice. We have also included the homework expectations and PE days so that all the information that you require is in one place.

We hope that you find this document useful and welcome any feedback as we fine tune this new procedure.

Key events:	Additional info
12.09.2025 – 100 <sup>th</sup> Bomb squad visit 22.09.2025 – Residential week 24.9.2025 - Soup Café (parents at 2:30) 6 & 7.10.2025 – Parents evening 10.10.2025 – Wear Yellow for mental health week. 11.12.2025 - Christmas Jumper day (& Xmas dinner!) 18.12.2025 – Winter Fair 3.30-6pm	We kindly ask for donations of (appropriate) magazines for an upcoming collage Art unit.
<b>Homework expectations: (Monday – Sunday)</b>	<b>PE Days:</b>
<b>Reading:</b> 15 minutes per day - Minimum 4 reads weekly See appendix 1 for more info. SATS bootcamp <b>Times table rock stars:</b> 15 minutes on Garage setting 5 minutes on Studio setting. See appendix 2 for more info.	Indoor: Friday Outdoor :Tuesday

## Appendix 1- Reading!

Dear Parents/Carers,

Following the children's fantastic enthusiasm for last year's reading challenges, we are delighted to continue them at Springfield Juniors. This year, we will once again encourage regular reading and celebrate children's efforts with small rewards.

### Reading Records

We'd love it if you could support your child by listening to them read regularly and helping them keep their record up to date. We will be checking records weekly, and children who read at least **four times a week** will earn team points. Staff will also note any reading completed with an adult in school.

### Reading Targets

At the start of each term, every child completes a Star Reader Test, which sets their reading level and **reading target**. By finishing books and completing AR quizzes, children collect points towards their goal. By the end of this week, your child will have completed their autumn term Star Reader Test and should come home with a reading record which shares their ZPD as well as a reading book.

At the end of each half-term, children who meet their **reading target** will be entered into a raffle. One winner per class will enjoy the exciting *Chef's Kitchen* experience, and every child who meets their goal may also choose a reward from the *Menu of Treats* (attached).

### What Can My Child Read?

We recommend 10–15 minutes of daily reading. School books, library books, magazines, comics, or audiobooks all count. It doesn't always need to include a quiz; the main aim is to foster a love of reading. Quizzes can be completed in school or at home using this link:

<https://login.renaissance.com/12d2c5e1-2746-4c0f-b135-e3ea31b50a4a?state=15444ad4-56d2-4e60-ab1e-81999d6639bf>

At Springfield Juniors, every class loves sharing books together during guided reading time. Once we've finished a book in class, children are welcome to take a quiz on it. When they do, they just need to choose "**I was read to.**" This way, they'll still collect points towards their own reading target, and celebrate the stories we've enjoyed together this year.

Thank you so much for your continued support, together we can help our children grow a real love of reading. We can't wait to celebrate their successes!

Happy reading,  
Mrs Hardy and the Springfield Team

## Appendix 2- TTRS

We recommend a “little and often” approach; 3 minutes practice a day, 4 or 5 times a week is a good target.

### What are the different Game Modes?


#### Single Player

<b>Jamming</b> 4 or 8 coins/correct answer	The only game mode without a timer, players chose the table and operation ( $\times$ or $\div$ or both) they want to practise. Answer 10, 20 or 30 questions.
<b>Gig</b> 10 coins per correct answer	Gig games last 5 minutes and contain up to 100 questions, which come in ‘waves’, starting with the 10s, then the 2s, 5s, 3s, 4s, 8s, 6s, 7s, 9s, 11s and 12s. Novices are not expected to get past the 5s. Gigs provide the child (and their teacher) with a simple measure of their current skills, which is why learners should concentrate fully for the whole Gig as they won’t get another try until next month.
<b>Garage</b> 10 coins per correct answer	Players are given a personalised set of 6 multiplication questions (and their matching division questions) in each round. The questions they get keep adjusting to provide the best fit for every learner’s needs. This is probably the best game made for improving their recall while they’re still learning.
<b>Studio</b> 1 coin per correct answer	Here your child earns their Rock Status, which is based on their Studio Speed. The faster they are the better their status. Studio Speed is the average of their most recent 10 Studio games. Suitable for confident players.
<b>Soundcheck</b> 5 coins per correct answer	Soundcheck games ask 25 multiplication questions (up to $12 \times 12$ ), allowing 6 seconds for each question. Suitable for confident players.


#### Multi Player

<b>Festival</b> 1 coin per correct answer	Children compete against others from around the world, with their identities protected behind their rock names. Suitable for confident players.
<b>Arena</b> 1 coin per correct answer	Children race against other members of their class who are logged in and choose the same arena name at the same time. Arena games use the same smart question algorithm as Garage games.
<b>Rock Slam</b> 1 coin per correct answer	Players challenge their classmates or teachers to answer as many questions as they can in 60 seconds, setting a score for the challengee to beat. Pupils don’t need to be online at the same time.
<b>Tournaments</b>	<p><b>Battle of the Bands</b> – groups of children within the same school (usually classes, year groups or teams) compete to have the highest <i>average</i> score per player.</p> <p><b>Top of the Rocks</b> – like a Battle of the Bands <i>between</i> schools. The winning class or school is the one with the most correct answers per person.</p> <p><b>Important:</b> Each correct answer (in any game mode) earns 1 point towards the team’s total in addition to the coins earned. For example, in Garage games each correct answer is worth 1 point for the team and 10 coins for the player.</p>

## Learners with different needs

<b>How can I hide the timer?</b>	Start a game and press  > Hide Practice Clock. You could also play a game in Jamming.
<b>How can I increase the length of Garage games?</b>	Single player > Garage > press the little arrow below “play solo” > choose 1, 2 or 3 minutes.
<b>The tables are too hard</b>	Make sure your child is playing in Garage or Arena game modes. If this does not resolve the issue, please speak to your child’s teacher. Remember that Jamming mode allows the child to choose the tables themselves.
<b>My child gets anxious</b>	Try the three above plus: setting mini goals (e.g. complete 2 minutes today, get 1 more point in the next game, pass 1 level); having a break from online play (come back in a couple of days); and reminding them of Baz’s words: “A good rock star stays chillaxed by accepting they make mistakes.”
<b>My child has visual impairments; what settings are available?</b>	Head to the Profile page where you can: change the colour scheme; reduce the visual stimuli with Declutter mode; increase the font size or switch to a dyslexia-friendly font called Lexie. play.ttrockstars.com is also screen reader compatible.
<b>Can I turn off division?</b>	Yes in Jamming mode but not in the other games. The reason for that is that practising multiplication and division at the same time supports the recall of both and is the most successful approach. If your child is finding division confusing, please speak to their teacher about starting with the 10s only and for advice on how to help at home.

## Troubleshooting

<b>My child’s coins and/or Studio speed have suddenly dropped</b>	Another child may have logged in as your child. Please reassure your child that this can be rectified. Contact their teacher who can set a new password, refund any coins, delete Studio games and talk to the class about online safety.
<b>My child plays too much</b>	Set firm TTRS time limits; reward healthy choices; take away devices before bed.
<b>My child’s name is showing on a school leader board.</b>	Please ask your child’s teacher to change the settings at their end so that rock names show on the leaderboards instead of real names.
<b>What does the  mean?</b>	If this symbol appears over a game tile (e.g. over Garage) it means the teacher has set your child a certain number of minutes to practise in that game mode for homework. Once they complete those minutes the other games unlock.