

Year 6 useful information

Please find in the following slides useful information for the term and year ahead.

Timetable

M O N	Maths 9.00 – 10.20		English Spellings	PE	R E A D I N G	Creative curriculum 1.00 – 3.00
T U E S	Gospel Assembly/ gathering	Maths 9.20 – 10.20	English –grammar focus 10.40 – 12.15			Art/DT/Creative Curriculum 1.00-3.00
W E D S	Maths 9.00 – 10.20		English 10.40 -11.50	RE/PSHE 11.50 -12.15	A C T I V I T Y	Science with Mrs Ferryman 1.00-3.00
T H U R S	Assembly 9 – 9.20	Maths 9.20 -10.20	English 10.40 – 11.20	Computing 11.20 – 12.15		RE 1.00-3.00
F R I	Assembly/ collective worship 9 – 9.20	Maths, spelling tests and assessments 9.20- 10.20	English extended writing 10.40 – 12.15			PSHE 12.50 – 1.55 PE 2.00 – 3.00

This is the current timetable for Year 6. Please see this as a guide, as lessons do alter or move according to the demands of the week. You will notice that there are daily maths and English lessons whilst cross-curricular and creative activities tend to take place during the afternoon. There are two PE slots, with Mr Seuke taking the class for both sessions. On Wednesday afternoon, the class are taught by Mrs Ferryman who covers the Year 6 science curriculum. The children are encouraged to read daily, and groups of children are heard to read by myself or Mrs Capindale. We are hoping to reintroduce Spanish lessons with Miss Hunter shortly. PSHE is a key focus this year, taught both discretely and in a cross-curricular way.

Curriculum Map 2020 – 2021

The next few slides show a summary of the planned Curriculum Map for Year 6. Three topics are covered, one per term, with details of activities listed below. Depending on Covid restrictions, we may have to adapt or alter some of the content or means of delivery, but we will make our very best efforts to ensure a wide variety of exciting learning experiences for the children.

Year 6 Curriculum Map 2020 – 2021

Subject	AUTUMN TERM Wartime Children The Home Front and family life in WWII		SPRING TERM Island Life Geography and land use in the British Isles and beyond.		SUMMER TERM Changes Ahead! Transition and change in Year 6.	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 2	Sum 2
English	Narrative Unit 1 Fiction Genre (setting the scene, detail and description)	Narrative Unit 2 Extending Narrative using class text	Non-fiction (Geography focus)	Non-fiction Unit 3 Character analysis from set text	Revision Unit 2 Reading and Writing non- fiction (3 weeks)	Revision Unit 1 Reading and writing narrative and plays. (3 weeks)
	Unit 1 The power of imagery	Film and play scripts (adaptations) Using Class Text as basis for work	Poetry Unit 2 Finding a Voice	Narrative Unit 3 Authors and texts.	Non-fiction Unit 4 Formal/ impersonal writing	Narrative Unit 4 Short stories with flashbacks.

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Maths	Number, place value, approximation and estimation Addition, subtraction, multiplication, division, calculations Fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry – properties of shapes Geometry – position and direction Statistics					
RE Come and See	Domestic Church - Loving		Local Church - Community		Pentecost – serving witness	
	Baptism & Confirmation - Vocation and Commitment		Eucharist – relating and unity		Reconciliation – inter-relating and healing	
	Advent and Christmas- loving and expectation		Lent and Easter – Death and New Life		Universal Church – Healing Journey in Love (see PSHE)	
	Other Religions		Other Religions		Other Religions	
Science	Forces in Action	Interdependence and Adaptation, Evolution and Inheritance	Properties and materials.	Light and Sight	Sound and electricity	Humans and other Animals

	AUTUMN TERM		SPRING TERM		SUMMER TERM		
THEME	'Carrie's War' (literacy based study of Britain in wartime with focus on childhood experiences of evacuation)		Island Life – geography- based topic looking at land use since ancient times - focus on islands/coastal settlement.		'Changing Times' -a celebration of life at Holy Family, growing and changing, looking ahead to life at secondary school. (literacy, PSHE)		
ICT	Finding things out Reviewing, modifying and evaluating work. Using presentation software to convey meaning.		Combining still images, digital video, sound and/or animation.	Data bases and graphical modelling – links with science and DT (see below and above)			
Computing	Programming, Handling Data, Multimedia, Esafty , Technology in our lives All will be covered in a cross-curricular way, supported by specific key skills taught in computing sessions						
Geography	Map work		Settlement and land use, physical and human geographical features of different kinds of islands, development of research skills		Key changes in settlement and land use in coastal communities over time		
History	WWII						
Art	A sense of place – Art in Wartime – LS Lowry, Henry Moore		Landscape and sea through the eyes of famous artists		People in Action		
Design Technology	Design and build Anderson Shelters, make evacuee teddy bears.		Exploration of technology – 'torches, timekeepers and tools'.		Holidays and fairgrounds – using graphical modelling and control to create moving models Use of computing skills to program simple devices with lights and sound.		
Music – discrete lessons to resume when possible.	Listening and appraising	Exploring voices	Composing and appraising	Rhythm patterns		Melody shape	Festivals and ceremonies
PSHE Mental health and wellbeing & support after Covid and lockdown. This will continue throughout.	Healthy Environments and Healthy Society Junior Citizens training if possible. Year 6 Retreat Day (to take place in school grounds)	Healthy living and making good choices. E-Safety awareness training.	Keeping safe and managing risk – out and about Bikeability		Managing change – mental and emotional wellbeing	Building a healthy future Human Reproduction Journey in Love (links with RE)	
PE Two weekly sessions with Mr Seuke	Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather)	Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather)	Games Gym Fitness training athletics	Games Gym Fitness training athletics	Games Athletics Field Sports Fitness training	Games Athletics Field Sports Fitness training	
USE OF THE SPACE WILL RESUME WHEN POSSIBLE							

Homework Timetable Autumn 2020

Monday	Spellings and grammar	Return books on Wednesday
Tuesday	Reading activities	
Wednesday	Maths	Return on Friday
Thursday	Reading and practise spellings	
Friday	Reading and research activities	
Daily reading is encouraged and should be recorded in reading journal		

This is the homework timetable for the Autumn term. Homework should take less than 40 minutes to complete, please let me know if there are any issues. Daily reading is expected and the children should record their reading in their reading journals. I would like the children to enjoy using their journals, so illustrations and reflections on books read, characters described or new facts learnt are all encouraged. As the year progresses, additional homework activities will be added to the timetable.

Daily Maths Lesson

A variety of approaches are used to deliver the daily maths lesson. There is an emphasis both on the development of core skills and the ability to problem solve, using and applying knowledge to draw conclusions and reach solutions. Targets for the year's maths work are listed on the next slide. My teaching is supported by Mrs Capindale and Mr Tindall, who works with small groups when his commitments allow.

Key aspects -

- * **Calculation strategies and arithmetic –skills developed daily**
- * **Mental maths continues to form a crucial part of lessons**
- * **Problem solving and investigations are a main element of all maths units**
- * **‘Trying things out’ in order to ‘use and apply’ is actively encouraged**
- * **Clear and logical presentation is essential, please encourage this with maths homework.**
- * **Practical/real life maths will continue whenever possible**
- * **Exam technique is developed over the course of this year**
- * **Booster classes are offered for all children in the spring term. These will take place after school for one hour each week, details to follow shortly.**
- * **Weekly maths homework will be set**

My Maths Targets



I can enumerate possibilities of combinations of two variables.

I can find pairs of numbers that satisfy an equation with two unknowns.

I can express missing number problems algebraically.

I can generate and describe linear number sequences.

I can use simple formulae.

I can solve number and practical problems that involve all the below.

I can use negative numbers in context and calculate intervals across zero.

I can round any whole number.

I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

Number, Place Value and algebra

I can use estimation to check answers to calculations.

I can solve problems involving addition, subtraction, multiplication and division.

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can use the knowledge of the order of operations to carry out calculations involving the four operations.

I can identify common factors, common multiples and prime numbers

I can perform mental calculations, including with mixed operations and large numbers.

I can interpret remainders as whole number remainders, fractions, or by rounding.

I can divide numbers up to 4 digits by a 2-digit whole number.

I can multiply multi-digit numbers up to 4 digits by a two-digit whole number.

$+$, $-$, \times and \div

I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

I can solve problems involving similar shapes where the scale factor is known or can be found.

I can solve problems involving the calculation of percentages.

I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Ratio and Proportion

I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

I can calculate the area of parallelograms and triangles.

I can recognise when it is possible to use formulae for area and volume of shapes.

I can recognise that shapes with the same areas can have different perimeters and vice versa.

I can convert between miles and kilometers.

I can use, read, write and convert between standard units.

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Measurements

I can use estimation to check answers to calculations.

I can solve problems involving $+$, $-$, \times and \div

I can use written division methods in cases where the answer has up to 2.d.p

I can multiply 1-digit numbers with up to 2 d.p by whole numbers.

I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

I can associate a fraction with division and calculate decimal fraction equivalents.

I can divide proper fractions by whole numbers.

I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

I can $+$ and $-$ fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

I can compare and order fractions, including fractions > 1 .

I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Fractions, Decimals and percentages.

I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

I can describe positions on the full coordinate grid.

I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

I can illustrate and name parts of circles, including radius, diameter and circumference.

I can find unknown angles in any triangles, quadrilaterals, and regular polygons.

I can compare and classify geometric shapes based on their properties and sizes.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can draw 2-D shapes using given dimensions and angles

Geometry

I can calculate and interpret the mean as an average.

I can construct line graphs.

I can interpret line graphs.

I can construct pie charts.

I can interpret pie charts.

Statistics

Daily English Lesson

Reading, writing, spelling and grammar activities take place daily. Writing skills are developed both discretely and through cross-curricular writing opportunities.

Key aspects -

- * **Regular reading comprehension work – a class text will be used to provide opportunities both for discussing reading and to provide inspiration for creative writing. Books will be based on the class topic for the term. Our first book is ‘Carrie’s War’ by Nina Bawden. Reading comprehension test papers are also used throughout the year.**
- * **Children will also read one to one. When a reading book is finished, children should ask to change it straight away. Reading from a variety of books and genres is encouraged. Reading forms a key part of the homework timetable.**
- * **Weekly spellings are set and are tested on Friday.**
- * **Extended writing tasks are worked on each week, with planning sessions culminating in the completion of a piece of ‘Extended Writing’. Learning objectives for each piece cover both grammar and composition.**
- * **Neat and tidy joined handwriting is actively encouraged. Children should use a blue Berol pen, ink roller ball, Frixion pen or similar. They should not use Bic style biros.**
- * **Discrete grammar skills are taught through a weekly grammar lesson. All grammar content covered is summarised on the next slide. Children’s knowledge of terminology is a crucial part of learning in grammar lessons.**

Antonym

opposite words
- dark and light
- strong and weak

Word Families

group of words that can be built from the same root word
- friend, friendly, friendship

Singular & Plural Nouns

Singular nouns indicate there is one
- boat, house, cat

Plural nouns ends in vowel + o -> add s
- cat -> cats

consonant + o' ends in sh, ch, x, z, s
-> add es
- church -> churches

ends in consonant + y
-> change y to i, add es
- baby -> babies

ends vowel + y -> add s
- toy -> toys

ends in f, fe -> change f to v, add es
- loaf -> loaves

Formal/Standard

type of English you should use in your written work
- Have you seen Tom?

Non-standard

informal use of language
- We ain't seen him.

Prefix

add to the beginning of the word to make a new word
- trans- (means 'across', 'beyond') + form = transform

Synonym

words that mean the same
- dirty and unclean
- sad and unhappy

Homophones

words that sound the same, but don't mean the same thing
- to, too, two

Vowels

a, e, i, o, u
Consonants all other letters

Suffix

add to the end of the word to make a new word
- agree + -able (means 'capable of') = agreeable

Clauses

a group of words that contains a verb, part of a sentence

Main clause
simple sentence that contains subject and verb and makes sense on its own
- I like dogs.

Subordinate clause (or phrase)
simple sentence which does not make sense on its own
- I was born in New York, which is where my parents live.

Relative clause
type of subordinate clause that describes noun
- who, which, that
- She lives in Paris, which (relative pronoun) is the capital of France (relative clause).

Speech

Indirect
repeating what someone said; do not need to use speech marks
- Peter said he did not want to go to school.

Direct
write down exactly what the person is saying; use inverted commas ("speech marks")
- "I don't want to go to school," said Peter.

Capital

uppercase letters
?! sentence endings

Commas, Hyphens, Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

() Brackets, ... Ellipses, - Dashes

ways of adding and removing extra information in a sentence
- I had a bowl of soup (I usually have rice) for dinner.

'Apostrophes

Possessive
uses apostrophe (') to show possession (one thing belongs to another)
- The bone of the dog -> the dog's bone
Omission
uses apostrophe (') to show you have omitted (left out) some letters in a word
- You have -> you've

Command

when you are telling someone to do something; usually starts with a verb (doing word)
- Give the present to your friend.

Phrases

group of words which doesn't have a verb, subject or both
- The young man

Noun Phrases
starts with noun
- The old city

Adjective Phrase
starts with adjective
- happy at his results

Preposition Phrase
starts with preposition
- under the weather

Semicolons, Colons

Semicolons
used to divide complicated sentences
- It was very late; everyone was still not home.

Colons
used at the start of lists; used in between clauses in a sentence
- Bring these things to the picnic: cutlery, plates, and food.

Conjunctions

Co-ordinating conjunctions
for, and, nor, but, or, yet, so (FANBOYS)
- He likes dogs and she likes cats.

Subordinating conjunctions
when, if, that, because
- I do not like dogs because they are loud.

Connective

word or phrase that links clauses or sentences
- also, besides, however

? Question

uses question mark to ask a question
- How many friends do you have?

Statement

simply tells the reader something
- I have many friends.

! Exclamation

uses exclamation mark to show sentence is saying something surprising or with force
- That dog is dirty!

Noun

names, person, place, or thing
Common
- hand, table, dog
Proper
- Sarah, London
Collective
- team, family, herd
Abstract
- love, peace, hate

Pronoun

takes the place of a noun
Personal
- I, you, she, him, we, us, they, them
Relative
- that, which, who, whom, whose,
Possessive
- my, mine, you, his, her, their, theirs

Adverbs

adverbs give additional information about the time, place or manner of the verb or sentence.
many adjectives can be turned into adverbs by adding -ly to the end
- proud -> proudly, kind -> kindly, slow -> slowly

Subject

the thing or person who is carrying out an action

Verb

a doing or action word
- play, work, study

Object

who is the action done to or for?
- Andrea (subject) spoke to (verb) Jorge (object).

Adjective

describes a noun
- a friendly tiny dog

Adverbial Phrase

an adverbial phrase is when more than one word does the adverb's job
- The hurricane struck the island whilst we were asleep.

Determiners

words that introduce nouns
Articles
tells you whether noun is specific (the) or general (a or an)
- She took a small suitcase.
- She took the small suitcase.

Preposition

where or when something is in relation to something else
- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.

Present & Past Progressive

Present progressive
- She is reading the book.

Past Progressive
- He was reading the book when I arrived.

Active & Passive Verbs

Active
verb where the subject does the action
- The boy hugged the teddy bear. The boy does the action.

Passive
verb where the subject of the sentence has the action done to it
- The teddy bear was hugged by the boy. The bear receives the action.

Simple Present

something which happens regularly
- I walk to school.

Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission
will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.

Simple Past

something that's finished
- I walked to school this morning.

Present & Past Perfect

Present perfect form
use have/has
- I have read 'The Three Little Pigs'.

Past perfect form
use had
- He had left the room.

Types of Sentences

Simple
has one clause
- Mrs Jones is a great teacher.

Compound
has 2 clauses linked together with a connective
- Mrs Jones is a great teacher and she is always helpful.

Complex
has a main clause, connective and subordinate clause
- Mrs Jones, who is a great teacher, always has a smile on her face.

Subjunctive Forms

subjunctive shows something imagined, wished or possible, also used in commands, wishes and requests
- If I were stronger, I would lift that box.

Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

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SATs

- * **At the time of writing**, the government report SATs tests will take place in May 2021 (Monday 10th – Thursday 13th)
- * Tests take place in reading, maths and grammar and spelling
- * Writing is assessed by the teacher
- * Science is also assessed by the teacher; there is no science test
- * Children are assessed through a raw score which is converted to a standardised score. This score determines whether they are judged to have met the ‘expected standard’ or are working at ‘greater depth’
- * All children sit the same papers. There are no extension papers.
- * An information evening covering all aspects of the SATs tests takes place in January.

The Wider Curriculum in Year 6

With Year 6 come many unique opportunities and special projects. Some of these are listed here, but format and timing may be dependent on Covid restrictions.

- * **Year 6 Retreat Day** - a day spent exploring what Year 6 will bring, what is expected and how to make the most of the year ahead. (Takes place in school grounds).
- * **PSHE and e-safety projects** – to be undertaken throughout the year. We explore resilience and change, friendships, positive and negative influence, growing up, independence and looking ahead.
- * **Liturgy Leaders and Flame Newspaper editors** – the chance to mentor younger children in RE and collective worship or to help edit the school newspaper.
- * **St George's College Partnership** – working with Sixth Form students on an RE topic (we hope this will take place next spring).
- * **Workshops and themed days** – World War II Day, First Aid Training Course, Creative Arts Day, Junior Citizens Training Day.
- * **Time to Shine** - school productions, concerts, assembly, church celebrations, sporting fixtures.
- * **Day trips** – these will resume as and when are able to do so.
- * **Isle of Wight** – a letter about this trip will be sent out shortly.

Roles and Responsibilities

- * **Prefects** – all children are selected as prefects, but roles change and develop as the year progresses. They fulfil duties on a fortnightly rota.
- * **House Captains** – these will be selected to assist the organising of sports fixtures and other inter-house competitions.
- * **Sports Leaders** – support PE, exercise and sporting initiatives throughout the school.
- * **Reading Partners** – share books and reading opportunities with younger children.
- * **School Councillors** – class representatives are elected to the School Council.
- * **Liturgy Leaders and Partners** – work to prepare and deliver liturgy and mindfulness sessions with other classes.
- * **Newspaper editors** – work with Mr Tindall on the school newspaper.
- * **Increasingly independent** – members of Year 6 are often called upon to represent the school or support others in special ‘one off’ projects.

And Finally...

Year 6 is a special and exciting year and we hope that this year will be no exception, despite the exceptional circumstances in which we find ourselves.

The children are adjusting to learning and playing once again as a class of 30+. We have been working hard to establish routines, foster independence, set out expectations, support learning, identify strengths & areas for development, encourage positive friendships and enjoy each others' company.

Every child in Year 6 returns to us with a different experience of lockdown and we are mindful of the need to nurture a return to schooling, in academic but also in social and emotional terms. If you have any concerns about any aspect of your child's day, please do not hesitate to contact me.