

# Welcome to Year 6



*As your child starts their journey in Year 6, they are on the verge of becoming young adults, developing inquisitive minds ready to question and challenge the world around them. We aim to encourage them to have a love of learning. Year 6 is an action packed year, with many opportunities for the children to immerse themselves in much more than SATs. This booklet aims to provide you with information about what your child will be learning and how you can support them at home.*

## Meet the staff

Mrs Lockett – class teacher  
Mrs Streeter – teaching assistant  
Mrs Goldstraw – teaching assistant

## Residential

Unfortunately, we are unable to go on our exciting residential week at Condover Hall in September as planned. However, we are hoping that we will be able to go after SATs in May.

## Equipment

All children need to have their own equipment to use in class as we can no longer share resources. We encourage your children to bring in their own resources as taking responsibility for their own items is great preparation for high school.

The following equipment would be useful to have: pencil case, pencils, black handwriting pens, green pen for marking, blue pen for improving, ruler, glue stick, scissors, water bottle, home/school diary EVERY DAY – (these need to be signed by parents at least 4 times a week.)

## P.E

P.E (Wednesdays/Fridays)

Swimming (including cap) – Friday – the class will swim all term starting from the 14<sup>th</sup> September. The expectation is that all children should be able to swim 25m by the end of year 6. Swimming may continue beyond the Autumn Term for those children who do not meet this standard.

## Rewards

Whole school – weekly merits, team points, attendance award, End of Year trophies and certificates

## Topics

Autumn – Crime and Punishment / Our Wonderful World

Spring – Storms and Shipwrecks/ Digging Deep

Summer – Ancient Greek Odyssey/ Olympics

SATs – Monday 10 May to Thursday 13 May 2021. These will be going ahead as planned.

During May, children sit National Curriculum Tests in Reading, Maths and Grammar, Punctuation and Spelling. The new curriculum is more rigorous and sets high expectations. We appreciate that some children have missed valuable learning time over the last 6 months and we will endeavor to help children to get back on track. Children will be fully prepared to sit the tests and will have a record in their home/school diary of their progress throughout the year to share with you. Further information will be given nearer to the time. It is important not to book any holidays during this time.

We also appreciate that many children can worry unnecessarily about these tests. We do not use the language 'pass' and 'fail'. Children will be assessed as to whether they are 'working towards', 'working at' or 'working above' the National Standard.

### Revision Tips

#### CGP books

These books are a useful way of revising key areas in all subject areas tested. Children can use their 'morning activity' time to revise. Books will be available to order through school at a reduced price.



## Homework

### **Reading**

We ask that children read at least 4 times per week. Please sign your child's diary to indicate when they have read. On a Friday morning, we will check your child's diary and stamp the bottom of the page if they have read at least 4 times. This will then gain them a star on the 'Reading Road to success' (which can be found in their reading diary). For every week your child reads at least four times, they will take another step along the road. When they eventually get to the bronze finish line, they will receive a certificate. Their next goal is then silver, where they will receive a special book mark, and then Gold. This is the ultimate goal, where they receive a book token.



*"The MORE that you READ,  
The MORE things you will KNOW,  
The MORE that you LEARN,  
The more PLACES  
you'll GO – Dr. Seuss*

### **Whole Class books**

Here is a list of the books we will be reading as a whole class should you wish to purchase your own copies:

**Autumn Term:** Wonder by RJ Palacio

**Spring Term:** Holes by Louis Sachar

**Summer Term:** Who Let the Gods out

**Accelerated Reader – please see previous information about this fantastic programme and how it can support your child in improving their reading skills.**

### **Spelling**

At the beginning of each half term, parents will receive a list of Spelling words which shows which spelling patterns and spelling list words we will be focusing on each week in school. These spellings will then be tested at the end of each half term. After the test, your child will highlight all words they spelt correctly on their spelling lists (in their own reading

diaries) and will spend time in school practising any words they struggle with. Please encourage your child to regularly practise their spellings at home.

Weekly spellings will also be added to Spelling Shed. All children have their own log in stuck in to their reading diary.

### ***Maths***

At the beginning of each half term, you will be sent the 'Key Instant Recall Fact' that your child will be focusing on for that half term. Please encourage your child to practise these at home as well as in school.

### ***Additional homework***

Children will be expected to complete additional set homework on a weekly basis. Homework will be set on a Friday and will need to be returned to school by the following Wednesday at the latest. Tasks will mainly focus on practising Maths and English skills.

### **Seesaw**

We will continue to use the Seesaw app to allocate home learning tasks to the children. These will mainly take the form of game based learning.

### **Bikeability**

Year 6 children have the opportunity to take part in the Bikeability Level 2 course on the **Monday 16<sup>th</sup> and Tuesday 17<sup>th</sup> November 2020**. We would encourage all children to take part in this activity. Please speak to me if you have any concerns.

### **Key Stage 3 Transition**

You will need to apply for a place at secondary school this year. The deadline for applications is 31<sup>st</sup> October 2020. We are unsure at this point what transition arrangements are in place for children to visit Blythe Bridge High School. We will communicate this information to parents as soon as we have any further information about this.

## **Year 6 Curriculum**

### **Reading**

First and foremost, we want to encourage a love of reading. We teach key reading skills through shared reading and guided reading sessions. If you have any unwanted books that you would like to donate to our class library, we would be very grateful.

The New National Curriculum sets out objectives for reading. The children will continue to develop their skills of word reading and comprehension.

#### **Word reading:**

Children will:

- Read aloud clearly with expression and fluency.
- Apply the growing knowledge of groups of words (root words, prefixes and suffixes) to help them read aloud and to understand the meaning of new words.
- Pupils will be encouraged to work out any unfamiliar word. They should focus on all the letters in the word so for example they do not read invitation, instead of imitation. Accurate reading of individual words might be key to the meaning of a sentence or paragraph.

#### **Comprehension:**

Pupils will:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Read books that are structured in different ways and read for a range of purposes.
- Read a range of fiction including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures.
- Recommend books to their friends, giving reasons for their choices.
- Identify and discuss themes in their reading.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays for performance.

- Ask questions about what they have read to further improve their understanding.
- Distinguish between statements of fact and opinion.
- Retrieving information, events or ideas from texts quickly.
- Deducing, inferring or interpret information, events or ideas from the text.
- Use detective skills to piece together evidence in the text.
- Explaining and commenting on the writer's use of language (e.g. why certain words or phrases have been used and comment on their effectiveness.)
- Identifying the writer's viewpoint in the text.
- Making sensible predictions.
- Identifying the purpose of the text. (e.g. to inform, entertain or persuade.)
- Empathise with the writers' or characters' thoughts and feelings.
- Explaining the effect of a text on the reader. (e.g. how did the text make them feel?)

### **How you can help your child develop key reading skills**

By Year 6 your child may be a confident reader and be reading texts of greater length. However you can still help them to develop their reading skills. Ensure they read aloud to you sometimes, talk to them about the books they are reading; ask questions about books they are reading and encourage them to read a range of types of books. Maybe they could recommend a book to you!

- ✓ Most important of all; make reading with you as enjoyable as possible.
- ✓ Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your to your child.
- ✓ Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper.
- ✓ Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information.
- ✓ Allow your child to read silently, and then discuss what they have read.
- ✓ When reading books with or to your child, ensure that they continue to pay attention to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- ✓ Discuss the effectiveness of a word an author has used.

## Writing

Reading and writing skills are taught through sequences of literacy lessons. Each literacy Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text.

### Transcription: spelling and handwriting.

The children will be taught to:

- Write legibly and fluently and with increasing speed. Writing in pen and sometimes choosing the implement that is best suited to the task.
- Use **prefixes and suffixes** and understand the guidelines for adding them.
- Spell some words with '**silent**' **letters** (letters you don't hear when the word is spoken) e.g. gnome, knight, solemn.
- Spell words which are homophones (words which sound the same but have different spellings) correctly e.g. hoarse, horse or vein, vain.
- Use **apostrophes** correctly for contraction and possession.
- Use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- Use a thesaurus
- Understand some morphology (common letter pattern) and etymology (common meaning/ word root) to help with spelling.
- The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.

### Composition: Skills and processes that are needed for writing.

Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class. During each writing task the children will have opportunities to plan, write and evaluate.

- Consider the audience and purpose of their writing, selecting the appropriate form and using similar writing models for their own.
- Using plans to note their initial ideas, drawing on reading and research where necessary.



- When writing narratives children will consider how they have developed characters and settings in what they have read, listened to or seen performed.
- In writing select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives describe settings, characters and create atmosphere.
- Integrate dialogue to convey character information and advance the action in the story.
- Summarise longer passages.
- Make links between paragraphs and across the text.
- Use further organisational devices such as bullet points or headings.
- Evaluate and edit their writing by assessing the effectiveness of their own and others writing.
- Proposing changes to vocabulary, grammar or punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Check for subject verb agreement and spelling errors.
- Perform their own compositions.

## **Mathematics**

### **Children in Year 6 are expected to:**

#### **Number - number and place value**

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number (eg. to the nearest 10, 100, 1000, 10,000, 100,000, 1,000,000).
- Use negative numbers in context and count forwards and backwards through zero.

#### **Number – addition, subtraction, multiplication and division**

- Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4-digits by a 2-digit whole number using a formal written method of division (long or short) and interpret remainders as whole number remainders and fractions; round remainders appropriately depending on the context.
- Identify common factors, common multiples and prime numbers.

- Solve addition and subtraction multi-step problems in a real-life context, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations.

### **Number - Fractions (including decimals and percentages)**

- Use common factors to simplify fractions (eg. With  $12/16$  divide both the numerator and denominator by 4 to give an equivalent fraction of  $3/4$ ).
- Compare and order fractions, including fractions greater than one.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (eg.  $4/5 + 9/15$  is the same as saying  $12/15 + 9/15$  or  $4/5 + 3/5$ ).
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (eg.  $1/4 \times 1/2 = 1/8$ ).
- Divide proper fractions by whole numbers (eg.  $1/3 \div 2 = 1/6$ ).
- 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.
- Multiply one-digit numbers with up to two decimal places by whole numbers (eg.  $4.59 \times 8$ ).
- Recall and use equivalences between simple fractions, decimals and percentages.

### **Ratio and Proportion**

- Solve problems involving the calculation of percentages (eg. 15% of 360).
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving the relative sizes of two quantities where missing values can be found using multiplication and division facts.

### **Algebra**

- Use simple formulae.
- Express missing numbers using algebra.
- Generate and describe number sequences.

## **Measurement**

- Solve problems involving the calculation and conversion of units of measure (eg. km and m, litres and ml, kg and g), using decimal notation with up to three decimal places.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation up to three decimal places.
- Convert between miles and km.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units.

## **Geometry - properties of shapes**

- Draw 2D shapes using given dimensions and angles.
- Recognise, describe and build simple 3D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line or are vertically opposite and find missing angles.

## **Geometry – position and direction**

- Describe positions on the full co-ordinate grid (ie. All four quadrants).
- Draw, translate and reflect shapes onto all four quadrants.

## **Statistics**

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

## **How you can help your child's maths learning**

One of the most valuable things that you can do is to talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their

maths learning by involving them in everyday activities. Here are some possible ideas which you could use:

- 1) Help your child to develop quick recall of multiplication and division facts for tables up to  $12 \times 12$ .
- 2) Help them to understand time, reading and interpreting both digital and analogue clocks. Involve them with dates and diaries, knowing the calendar months, days in a year etc. Ask them to calculate time intervals (eg. 'We left the house at 9:55am and we returned at 3:35pm. How long were we out for?').
- 3) Ask your child to help when you are using money in practical, real-life contexts (eg. paying for items in a shop). Ask your child to work out how much the items might cost and how much change you might receive.
- 4) Ask your child to help with tasks such as measuring and weighing ingredients or when measuring the length or height of an object. Use metric units of measure.

And Finally...

We operate an open door policy. If you have any concerns or questions, please do not hesitate to contact us. We want to work in partnership with you to ensure that your child has a great last year in their primary setting and works hard to achieve their potential.

Mrs Lockett & Mrs Streeter