

# Guide to Year 6



This leaflet is aimed at parents and carers of children starting their Year 6 journey.

The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
  - Curriculum Overview

# Year 6 Key Information

## Reading

Children are expected to read at least 5 times a week. Each read should be recorded in their reading records. If reading to themselves, children will need to write a comment about what they have read to show their understanding of the text.

## Spellings

New spellings will be handed out every Friday and children will be tested on these words the following Friday. Spelling sheets will need to be handed in before the next spelling test.

## Maths homework

Children are still expected to be logging into TT Rockstars to make sure they are secure and confident with all of their Times Tables.

They will also be given a worksheet to complete a home which is relevant to the work they have been doing each week. These will also be handed out each Friday with Spellings.

## PE days

This year, Year 6 PE days are Monday and Friday. Please could all children come to school in the correct PE kits on these days. No jewelry should be worn and long hair should be tied back.

Swimming will start on the 16<sup>th</sup> September and all children need to bring appropriate swimwear and a towel.

## Mobile Phones

If your child brings their mobile phone to school, please make sure they drop it at the front office in the morning to be collected at the end of the day.

## Walking home

If your child is walking home from school, please collect and fill in a form from the front office to give them permission to do so. This helps us to keep children safe and help us to be aware of those who are leaving school alone.

# End of Year Expectations for Year 6

## Year 6 Number and Place Value

Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions	Ratio and Proportion	Algebra
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li><input type="checkbox"/> Round any whole number to a required degree of accuracy.</li> <li><input type="checkbox"/> Use negative numbers in context, and calculate intervals across zero.</li> <li><input type="checkbox"/> Solve number and practical problems that involve all of the above.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li><input type="checkbox"/> Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li><input type="checkbox"/> Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li><input type="checkbox"/> Perform mental calculations, including with mixed operations and large numbers.</li> <li><input type="checkbox"/> Identify common factors, common multiples and prime numbers.</li> <li><input type="checkbox"/> Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li><input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li><input type="checkbox"/> Compare and order fractions, including fractions <math>&gt; 1</math>.</li> <li><input type="checkbox"/> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li><input type="checkbox"/> Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example, <math>1/2 \times 1/2 = 1/8</math>].</li> <li><input type="checkbox"/> Divide proper fractions by whole numbers. <math>1/3 \div 2 = 1/6</math></li> <li><input type="checkbox"/> Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g. <math>3/8</math>].</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Multiply one-digit numbers with up to two decimal places by whole numbers.</li> <li><input type="checkbox"/> Use written division methods in cases where the answer has up to two decimal places.</li> <li><input type="checkbox"/> Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li><input type="checkbox"/> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li><input type="checkbox"/> Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</li> <li><input type="checkbox"/> Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li><input type="checkbox"/> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use simple formulae.</li> <li><input type="checkbox"/> Generate and describe linear number sequences.</li> <li><input type="checkbox"/> Express missing number problems algebraically.</li> <li><input type="checkbox"/> Find pairs of numbers that satisfy an equation with two unknowns.</li> <li><input type="checkbox"/> Enumerate possibilities of combinations of two variables.</li> </ul>

## Year 6 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li><input type="checkbox"/> 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 to up to three decimal places.</li> <li><input type="checkbox"/> Convert between miles and kilometres.</li> <li><input type="checkbox"/> Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li><input type="checkbox"/> Recognise when it is possible to use formulae for area and volume of shapes.</li> <li><input type="checkbox"/> Calculate the area of parallelograms and triangles.</li> <li><input type="checkbox"/> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw 2-D shapes using given dimensions and angles.</li> <li><input type="checkbox"/> Recognise, describe and build simple 3-D shapes, including making nets.</li> <li><input type="checkbox"/> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe positions on the full coordinate grid (all four quadrants).</li> <li><input type="checkbox"/> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li><input type="checkbox"/> Calculate and interpret the mean as an average.</li> </ul>

## Year 6 Reading

### Word Reading

Sufficient evidence shows the ability to...

- Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

### Comprehension

Sufficient evidence shows the ability to...

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry by heart.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
- Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Identify key details which support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

## Year 6 Writing

### Transcription

#### Spelling

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.
- Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.

#### Handwriting

Evidence:

- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

### Composition

#### Composition: structure and purpose

Sufficient evidence shows the ability to...

- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Summarise longer passages, when required.
- Evaluate own and others' writing; proof read, edit and revise.

#### Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Identify the subject and object.
- Identify synonym and antonym.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

## Staff working in Year 6

<b>Year 6 Teacher Chestnut Class</b>	<b>Miss Harris</b>
<b>Year 6 Teacher Oak Class</b>	<b>Mrs Sanders</b>
<b>Year 6 Teaching Assistant</b>	<b>Mrs Parr</b>
<b>Year 6 Teaching Assistant</b>	<b>Mrs Wakefield</b>
<b>Year 6 Teaching Assistant</b>	<b>Miss Richards</b>

# Curriculum Overview Year 6

	Autumn 1 & 2: Who do we want to be?		Spring 1: Is there summit at the top of the world?	Spring 2: What Mr. Darwin saw/ Rock Solid Scientists	Summer 1 & 2: It's all Greek to me!
Focus	Black History month What makes a 'good' person? Reflection – How do we and others view our actions?		Mountains, rivers, lakes and animal habitats	Inheritance, evolution and adaptation	How the classical age developed stories. What did the Ancient Greeks do for us?
English – Key Texts	Holes	Wonder	Running on the Roof of the World	What Mr Darwin Saw  Darwin's Dragons	The Great Greek Myths  Who let the God's Out?
English – Genres	Informal Letter Formal/informal language Relative clauses  Newspaper report Formal/informal language Fronted adverbials Correct use of tense	Internal monologue Choosing the appropriate register Expanded noun phrases  Playscript  Remembrance Day Poetry	Information text- Mount K2  Embedded clauses/ parenthesis using brackets and dashes  Edmund Hillary diary entry Adverbials of time, place and manner Similes  Running on the roof of the world- Narrative Speech marks	Biography Formal language  Information text- alternative layout Bullet points  Persuasive letter to Darwin's father Formal language Choosing the appropriate register Semi colons and colons Modal verbs	Greek God Poetry  Writing Greek Myths Smiles, metaphors and personification
Maths	Place value 4 operations	Fractions Position and direction	Decimals Percentages Algebra	Converting Units Perimeter, Area and Volume Ratio	Properties of shape Statistics
Science	Light Does light travel in a straight line?  Alhazen	Electricity What is the relationship between the length of a wire and the brightness of a bulb?  Nikola Tesla	Living Things and Habitats Classification  Carl Linnaeus	Evolution, Inheritance and Adaptation  Charles Darwin  BRITISH SCIENCE WEEK Working Scientifically focus	Animals including humans How does exercise impact our bodies?

<b>History</b>	Black History Month		Islamic Golden Age	Charles Darwin and Mary Anning	Ancient Greeks
<b>Geography</b>	Desert regions  Understand physical similarities and differences through study of human and physical geography between the United Kingdom and North America		Mountains  Studying the Himalayas, in particular the Everest region	Map out the route of the HMS Beagle- Study of the Galapagos Islands  Climate zones, biomes and vegetation belts	Important Ancient Greek cities
<b>Religious Education</b>	Harmlessness, grace, community	What do Religions say to us when life gets hard?	If God is everywhere why go to a place of worship?  Islamic Golden Age		What does it mean to be a Muslim in Britain?
<b>Computing</b>	Social Media Safety	Blogging	Programming to hardware Laptops: Scratch2 and Crumble	Creating Multimedia Presentations Laptops: Word, Publisher, PowerPoint	Digital Research – False information and proving results. -ipads and laptops
<b>Design and Technology</b>	Budget challenge- planning, creating and evaluating board games based on Holes	Light jars with quotes	Mountain landscape- sculpture	Animal printing on fabric linking to adaptation	Pot making with clay  Still image of Greek myth on material- Batik
<b>Art</b>	Charles Mackesy- watercolour and ink		Mountain landscapes Georgia O'Keeffe	Fossil art  Darwin's finches	Greek god silhouettes  Study of Ancient Greek patterns
<b>Music</b>	Interesting Time Signatures	Combining Musical Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings Purpose, Identity and Expression in Music
<b>French</b>	Getting to know you	All in a day/ School life	This is France	French towns	Shopping
<b>PSHE/RSE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships Changing Me
<b>PE</b>	Swimming Dodgeball	Swimming Dodgeball	Swimming Invasion games	Athletics Gymnastics	Cricket Dance Tennis Gym



