

WELCOME TO YEAR 6

Teachers:
Miss Pitt

TONIGHT WE WILL GO THROUGH:

- Assessment in general at Goldenhill Primary Academy
- The topics that your children will be learning this term
- The expectations for Reading, Writing and Maths within Year 6
- SATS
- How can you help?

ASSESSMENT AT GOLDENHILL

Assessment Data is taken at three points

Attainment Bands / Standardised Scores

Below (<85)

Working Towards (85-94)

Expected (ARE) (95-109)

Higher Standard (110+)

READING BOOKS:

Read in school everyday, during whole class text (4xweek), and reading for pleasure time daily.

At home, read at least 3 times per week but everyday would be fab!

Children can write in their reading diaries when they have read. Parents can also write in them if they wish.

Children will also have access to another Y6 Library book and have a library slot every week.

WHAT IS YOUR CHILD LEARNING THIS TERM / YEAR?

	AUTUMN	SPRING	SUMMER
TOPIC	Maafa	Frozen Kingdoms	Britain At War
TEXT	The Wolf Wilder	Prince Caspian	Friend or Foe

GENERAL WEEKLY TIMETABLE

	8:35-8:55	9:00-9:40		9:45-10:45	11-11:15	11:15-11:30	11:30-12:20	12:20-13:05	13:05-14:10		14:15-15:20	
MON	Zumos Reading Session	Achievement Assembly	Cold Comp	English Session 1	Break-Time	Maths Session 1	Arithmetic	Lunchtime	Zumos	RE	Computing (Coding)	Story Time
TUE	Zumos Reading Session	Reading Fluency		English Session 2		Maths Session 2	Arithmetic		Class Assembly	Topic (Maffa)	PSHE	Story Time
WED	Zumos Reading Session	Reading Vocabulary		English Session 3		Maths Session 3	Arithmetic		Class Assembly &	Topic (Maffa)	MFL	Story Time
THU	Zumos Reading Session	Reading Retrieval		English Session 4		Maths Session 4	Arithmetic		Class Assembly &	Science (Circulatory System)	P4C	
FRI	Zumos Reading Session	Reading Inference		English Session 5		Maths Session 5	Arithmetic		Class Assembly	PE (Swimming)		

SATS:

Currently SATS Week will be: W.B Monday 10th May

SATS Timetable

Monday – SPAG Paper 1 (Grammar Punctuation) 50 questions in 45 minutes and Paper 2 (20 Spellings)

Tuesday – Reading Paper 1 hour

Pupil will read around 2,200 words across three extracts and 39 questions and provide answers within one hour.

Wednesday – Maths Paper 1 (Arithmetic) 36 questions in 30 minutes

Maths Paper 2 (Reasoning) 27 word problems in 40 minutes

Thursday – Maths Paper 3 (Reasoning) 25 word problems in 40 minutes

SATS Prep:

February – May

SATS After School Tutoring

CGP books to buy and homework

SATs papers online

WRITING IN YEAR 6: VOCABULARY, GRAMMAR AND PUNCTUATION

Year 6 objectives:

- develop their understanding of the concepts:
 - recognising vocabulary and structures that are appropriate for formal speech and writing
 - using passive verbs
 - using the perfect form of verbs
 - using expanded noun phrases
 - using modal verbs or adverbs
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading

WRITING IN YEAR 6: COMPOSITION

Year 6 objectives:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

WRITING IN YEAR 6: SPELLING

Year 6 objectives:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix I](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

WRITING IN YEAR 6: HANDWRITING

Year 6 objectives:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

READING IN YEAR 6: COMPREHENSION

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

READING

AR Test

- Each book that a child reads gives access to a 'test', which is a comprehension activity based on the book.
- Each half term, children take a 'star reading test' based on the scores they have so far. This shows us their reading age and affects which books they bring home!
- The results of these tests help to build up a bank of achievements which provide the evidence used to provide an accurate assessment of your child's ability at the end of each half term.

MATHS: NUMBER

.

Year 6 objectives:

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

MATHS: KEY VOCABULARY AND SKILLS – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

Year 6 Objectives :

- Multiply and divide multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

MATHS: RATIO AND PROPORTION

Year 6 objectives:

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

MATHS: ALGEBRA

Year 6 objectives:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables

MATHS: MEASUREMENT

Year 6 objectives:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- 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 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- 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]

MATHS: GEOMETRY

Year 6 objectives:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D 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
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

MATHS: STATISTICS

Year 6 objectives:

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

SCIENCE

- We have worked hard on making our science more independently enquiry based
- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Lessons are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

STANLEY HEAD

We will be staying in the house and meals will be provided throughout the week .

Staff Members who will be attending:: Miss Pitt and one other

Payment: Deposits and payments made through the office and Arbor throughout the year.

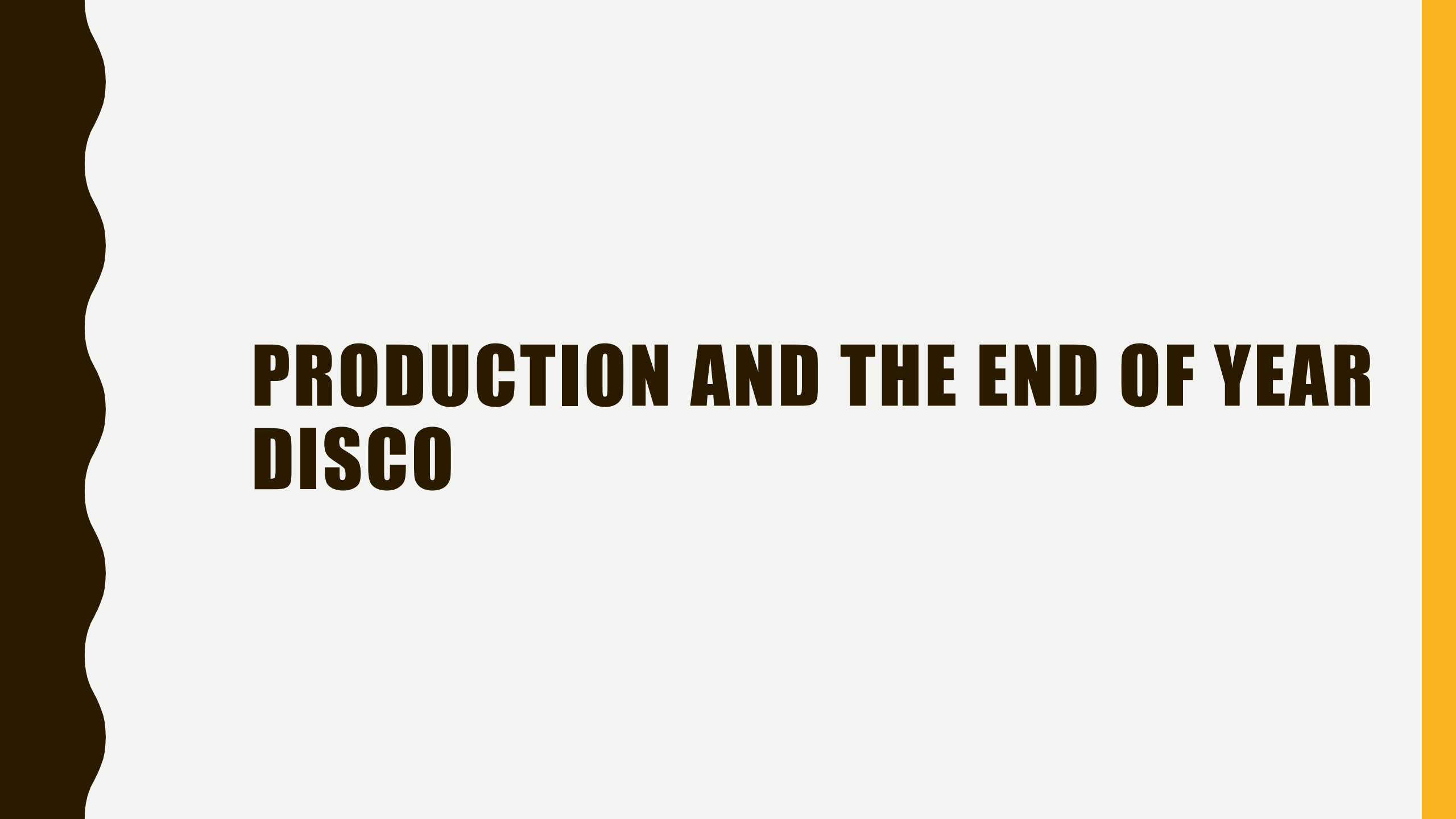
Activities:

- Bouldering
- Raft building
- High Ropes
- Archery
- Orienteering
- Axe throwing
- Caving
- Nightline

On Monday we will be leaving at approximately 9:30am.

We will be back at approximately 2:15 pm on the Friday.

Nearer the time a meeting will be held.



PRODUCTION AND THE END OF YEAR DISCO

HOW CAN YOU HELP?

- Handwriting practise
- Encouraging good presentation e.g. Homework
- Reading at home
- Times table practise
- Spelling and SPAG practise
- Fluency practice- addition and subtraction/fractions/percentages
- SATs books and papers (revision)
- Attendance