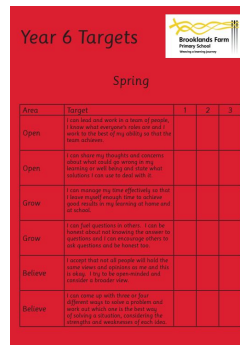


# Little Book Of Year 6 for Parents



Year 6 Targets		Spring			
Area	Target	1	2	3	4
Open	I can read and work in a team of peers. I share what everyone's doing and I work in the team. I try asking in that way when needed.				
Open	I can answer my thoughts and opinions. I share what could go wrong in my thinking or what I have tried before and what I can use to deal with it.				
Grow	I can manage my time effectively so that there is enough time to prepare and to work in my learning or home and school.				
Grow	I can ask questions in others. I can be asked others can answer the question and can encourage others to ask questions and be better too.				
Believe	I know that not all people will hold the same views and opinions as me and that is okay. This is to be encouraged and celebrated in our class.				
Believe	I can come up with three or four different ways to solve a problem and work out which one of the four ways is the best one, considering the strengths and weaknesses of each one.				

## Strong and Powerful Learners 2018/19

Target cards are our social, emotional and disposition to learn curriculum. This curriculum is crucial if you want to child to achieve academically. Remember we can't give out pins unless you are with us to celebrate.

## Beliefs & Values

### Being a Year 6 learner

Year 6 is the final year of primary school. During this year children become the role models of the school. As this role naturally comes with more responsibility, Year 6 children need to be supported on how to manage this extra pressure without letting it worry them. Year 6 children build on the independence and maturity developed in Year 5 and really take charge of their own learning journey; becoming partners with their teachers in the direction of their learning. Year 6 is the year that children start to transition to secondary school. This brings with it lots of uncertainty, unknowns, which can lead to children feeling worried or scared about entering the new chapter in their lives. This is why it is very important that the transition process is gradual and is done in partnership with the children.

Year 6 is also a national testing year, as children sit their SATs tests in Reading, Maths, GPS and Writing. The results from these tests (and teacher assessment in writing) will be published nationally and it will be reported whether each child has met the Year 6 standard or not

Year 6 therefore, can be a busy and stressful time for children and so they need to be encouraged to feel confident in themselves as learners and individuals. At our school we therefore label this year group **'Strong and Powerful'**. and together we will support every child in their transition to secondary school.

The most important aspect about year 6 is working in partnership with every member of the Upper Junior team to ensure that every child meets their end goal and has a good wellbeing. Dialogue between teachers is incredibly important so that every child can achieve in areas where they are taught by another member of staff.

The team are responsible for nurturing the whole child.

## Learning Environment and how this supports the unique year 6 child

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ Share my thoughts and concerns</li> <li>❖ Discuss my decisions with others and use their ideas to help me decide</li> <li>❖ Sort information to present a specific task or topic</li> <li>❖ Manage my emotions to ensure I am in learning zone 4 and 5               <ul style="list-style-type: none"> <li>❖ Cope with setbacks</li> </ul> </li> <li>❖ Describe how I changed something or added something after listening to others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knowing how to use strengths of others so that a team can achieve</li> <li>❖ Share thoughts about challenges in my learning or well being and find a solution to manage this</li> <li>❖ Manage time effectively to achieve good results in learning at home and at school</li> <li>❖ Encourage a culture of asking questions</li> <li>❖ Be open minded and accept it is ok that people have different viewpoints</li> </ul>	

Year 6 learning environments promote independence and we encourage children to let teachers know when they have achieved the statements above on their target cards. Teachers will also provide opportunity for ticking cards in circles and during lessons to encourage children to show these behaviours regularly.

## Annual timetable for the whole school

As shared at curriculum tea, here is the long term plan for the school year. Projects are planned across the year and are structured around 8 week slots and are broken up by smaller whole school and mini projects.

July	Sept	October	Nov	Dec	Jan	Feb	March	April	May	June – celebrating the world we live in
Overtime Projects – Plants, seasons and weather, physical self										
Transition –Preparing the unique child	Transition –Preparing for meta cognition and self regulation in each year group	8 week year group topic learning journey  Days – PSHE, SEAL		Brookmas  Performance songs for christmas at the theatre  DT – based projects linked to Brookmas	8 week year group learning journey		STEM week  Year 3 and 4 theatre performance- Science based show	Short learning journey cycles to ensure gaps are closed in writing.		Sports week – Science based and PSHE  Brookfest  Year 5 and 6 theatre performance
5 for change curriculum Unique child in each year group  Science  Short writing days – linked to author  4 operations for Maths  Fluency against the standard. Intonation  Standardised assessment	Self regulation Meta cognition Talk Short writing days – jobs , responsibilities  Re aloud competition – promote fluency levels to the standard  Identity language – growth meaning			Social cohesion Science based project  Short writing days  Science days – short write investigation, outcome			Links to business questions within MK Short writing days		Well being and outdoor learning weeks 2 weeks during SATS	Health fitness and well being Social cohesion Creativity  Short writing days
Be Proud – open classrooms – behaviour , <u>well being</u> and learning zones				Be Proud – open classrooms – behaviour , <u>well being</u> and learning zones			Be Proud – open classrooms – behaviour , <u>well being</u> and learning zones			
Maths is taught everyday, Restorative practises are used daily , active breaks are used between lessons.										
Tell Me Tuesday is practised weekly, PE is undertaken for 2 hours per week, Self study (years 2 to 6 only ) 2 hours per week										

Year 6 Annual long term plan

Three main projects are

	July and September Transition	Autumn focus 8 weeks October and November	December Brookmas	Spring focus 8 weeks January and February	March STEM week Business local projects	Summer focus 8 weeks April and May	June Celebrating the world we live in  Sports Week Science
Project subject areas	Kensuke's Kingdom Novel by Michael Morpurgo	Codebreakers - History based project	Short projects based on real life links  Performance songs  DT based projects linked to Brookmas	The Hobbit/ The Jungle Book	Short projects based on real life links  Science based show to link to STEM week	Year 6 National SATs assessments  Inspiring people	Short writing projects

Book based projects that enable all areas of the curriculum to be taught around a text linked to the learning journey.			
One off project days	One off project afternoons	Orchestrated project lessons	Teacher led project lessons - mainly knowledge

## The Learning Journey - Medium Term Planning template

The planning format used by teachers to personalise the project to children's needs. Each cohort and each class will need a personalised plan but the structure remains the same across the year group.

### The Learning Journey - Medium Term Planning template

Explorer teaching style				Explorer and master teaching style		Explorer, master and voyager stage	
Week 1 -	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Ignite the topic in school activity - Drama based</p> <p>Explore non fiction text</p> <p>Collect Knowledge / Key vocabulary / Poetry / visual images that begin the journey on the working wall</p> <p>Create questions to be explored</p>	<p>Extend ignite through immersion in the fiction book</p> <p>Years F2 to 4 begin Talk for writing cycle</p> <p>Ignite book using art</p> <p>Introduce learning ladder for the term</p>	<p>Begin assessment morning</p>	<p>Re- ignite</p> <p>New text for book study</p>			<p>Introduce voyager project</p>	<p>Product</p> <p>Audience and purpose</p> <p>Play Poem</p> <p>Teach a lesson</p>

## A weekly timetable format:

A day in upper juniors sits within this model:

- Children are taught by their class teacher and other specialist teachers
- The mastery model of teaching means we revisit learning throughout the day
- Project lessons appear in the timetable but project is also brought through all other subjects
- All classes also have PE & French
- Assembly happens at least twice a week
- Some days will alter from this timetable for example - whole science days, ignite days, small one off projects

	Monday
Morning work	Close the gap morning work - in specialist or classes
9 - 9.25	
9.25 - 9.50	Specialist Reading/grammar close the gap
9.50 - 10.05	Playtime (active break)
10.05 - 10.20	Assembly
10.20 - 11.15	Specialist Reading
11.15 - 12	Class: Grammar and spelling
12 - 1	
1 - 2	Specialist Maths
2 - 2.45	Project
2.45 - 3.05	Class: Maths arithmetic
3.05 - 3.15	Circle
3.15 - 3.30	Story

## Wellbeing and Involvement

As a teacher, it is my job to adapt teaching and learning timetables constantly to ensure all children are in learning zones 4 and well being zones 4. If 80% of my class dip below this level, I will use rest and relaxation strategies to support them to self regulate. This could take anything between 5 and 15 mins. As children get older, they self regulate independently and therefore rest and relaxation becomes personalised.

### Rest and Relaxation

Numerous studies by universities all over the world have shown that the average person needs 45 minutes of relaxation a day in order to maintain high levels of the chemicals in the brain, which control well-being and thinking.

There are four main chemicals which help create your mood and in turn create the feeling of relaxation. These are: Serotonin, a chemical that plays a role in sleep and other 'essential' feelings as well as depression; Dopamine, a chemical that deals with emotions as well as some 'learning behaviors', such as cognitive function; Glutamate, a chemical found in your brain as well as your spinal cord, which deals with other 'learning behaviors' like development and memory; and Norepinephrine, a chemical which dictates how you react to stress.

Fifteen minutes of 'Rest and Relaxation' time helps you to work towards your daily 45 minutes and maintain your wellbeing at a level 4 or 5. At Brooklands Farm we believe that you must take this time to ensure you meta cognition and self regulation abilities are high. This leads to higher outcomes in learning.

Last year these are some of the ideas we used for Upper Juniors rest & relaxation. Every child is different and by Year 5 & 6 we start to encourage children to know what they need during a learning break

### Year 5 and 6

R & R Choices						
Stress tools: stress ball, fidget spinners, drawing, origami	Listening to music or audio books	Reading: crossword puzzles, word searches, sudoku, logic puzzles, quiet writing on a device	Exercising (playing sport, Just Dance, Zumba)	Talking to friends	Board games or card games	Adult-led breathing and relaxation exercises



## Reading - Our long term plan for the year

	Transition	Autumn 1 Transition/ Code Breakers	Autumn 2 Code Breakers / Small projects	Spring 1 Jungle book Survival	Spring 2 Jungle book Survival	Summer 1 Inspiring People / Small projects	Summer 2 Inspiring People / Small projects
Reading	<p>Fluency and performance poetry focus. Picture book/song lyrics. Enjoyment for reading.</p> <p>1-2-1 running records</p> <p>Key author in classes - 15 minutes per day focus on language</p>	<p>Book study in reading (Goodnight, Mr Tom.) &amp; Word of the Day (in self-study morning sessions)</p> <p>Book study to teach all skills through interleaved teaching. Create S.C and allow discrete teaching opportunities through orchestration.</p> <p>Re-test accelerated reader to see regression and share with the children through 1:1 conferences. Share end of year standard aim for star reader test (scaled score)</p> <p>Use terminology - inference/retrieval/words in context</p> <p>Work on pace through small challenges.</p>	<p>Book study in reading (Goodnight, Mr Tom.) &amp; Word of the Day (in self-study morning sessions)</p> <p>Book study to teach all skills through interleaved teaching. Create S.C and allow discrete teaching opportunities through orchestration</p> <p>Reading - consolidation and application of skills across variety of text types (F, NF &amp; P). <b>Focus on word meaning and new language.</b></p> <p>Test strategies introduces</p> <p>1 section of SATS reading paper (quizzes).</p> <p>Use terminology - inference/retrieval/words in context</p>	<p>Book Study in reading</p> <p>Reading - consolidation and application of skills across variety of text types (F, NF &amp; P).</p> <p>Build up timed quizzing to 2 sections of a reading paper.</p> <p>Identify gaps and share with children.</p> <p>Pick the pace up. Identifying gaps and misconceptions and clear up quickly.</p> <p>Work on test strategies</p>	<p>Consolidation of reading skills learnt in book study - teaching to the test</p> <p>Part of 1 reading SATS paper every two weeks, Mark the questions you have been working on e.g. inference with the children but mark the rest of the paper away.</p> <p>Test strategies to be embedded</p>	<p>Personalised plan for each child.</p> <p>Close the gap teaching.</p> <p>Strategies and test questions used as models every lesson.</p> <p>Slow down pace and pressure. Relaxed revision session - no new concepts taught</p> <p>Workshop style teaching</p> <p>Timed tasks to increase pace.</p>	<p>Project based reading.</p> <p>Reading for enjoyment promoted.</p>

<b>Fiction</b>
<b>C</b> <b>Comprehension</b> LO: Can I retrieve from a text?
<b>L</b> <b>Language</b>  L: Can I find synonyms and antonyms for new vocabulary.
<b>I</b> <b>Inference</b>  LO: Can I infer from a text?
<b>M</b> <b>Meaning</b>
<b>B</b> <b>Books</b>

## Structure of teaching reading in Upper Juniors

## Reading- How you can help your children at home?

RESCUE spellings with them daily

Understand word classes and identify them in everyday life

Fluency reading (children to read out loud to you)

Read together taking it in turns and discuss the book together

Question them using question prompts - retrieval, inference and summarising

Identify language in the book they don't understand and unpick together

Spelling frame

Reading a variety of text types

Redrafting pieces of work with a focus on different skills - personalised

## Writing – Our long term plan for the year

	Transition	Autumn 1 Transition/ Code Breakers	Autumn 2 Code Breakers / small projects	Spring 1 & 2 Jungle book Survival	Summer 1 Inspiring People	Summer 2 Around the World in 80 day/ Inspiring People
<b>Writing</b>	<p>Expectations of . behaviour, presentation, handwriting, feedback and marking using Brain project starts</p> <p>Children know how to independently mark using the ladder.</p> <p>Models of the year 6 standard provided.</p> <p>Focus on Working Towards Y6 standard</p>	<p>Mastery of WT Y6 standard. Move on to AT standard asap.</p> <p><b>Two non-fiction and one fiction by Christmas.</b></p> <ul style="list-style-type: none"> <li>Persuasive letter to Winston Churchill</li> <li>Play script &amp; story writing</li> </ul> <p><i>Other writing evidence - short pieces in books from Computing/ Science learning can be used as evidence as long as it is ind</i></p> <p>Evidence folders set up and explained to the children from the beginning - marked straight onto as you conference.</p>	<p>Review writing evidence (quantity and quality) &amp; adapt timetable as necessary- commission to close the gap for writing in self-study workshop time.</p> <p>Start moderation with Challenge Partner schools. Start with children who are secure in the standard who need to get to greater depth.</p> <p><b>Other writing evidence - short pieces in books linked to real life events</b></p>	<p>Continue to use evidence folders making them the main focus for marking. Children are aware of their gaps and evidence in the folders.</p> <p><b>Two high quality pieces:</b></p> <ul style="list-style-type: none"> <li>Diary Entry linked to project</li> <li>Explanation text linking Science learning</li> </ul> <p><b>Other writing evidence - short pieces in books linked to real life events</b></p>	<p><b>After SATs – Writing and science curriculum.</b></p> <p>Use a ‘Current events’ mini-project for quick NF pieces of writing to close gaps.</p> <p>Last year: retelling traditional fairytales was successful for closing gaps in fiction writing.</p> <p><i>Other writing evidence - short pieces in books from Computing/ Science learning can be used as evidence as long as it is ind</i></p> <p>Personalised plan for each child.</p> <p>Children are aware of their gaps and evidence in the folders.</p>	<p>Children how have met their target to start coaching year 5's</p> <p>Children are aware of their gaps and evidence in the folders. Increased 1:1 conferencing during invent.</p> <p>Writing tasks are taught dependent on gaps.</p> <p><b>Other writing evidence - short pieces in books linked to real life events</b></p>

## Writing – The end of year standard

### Writing End of Year Standard – Year 6

Composition	Vocab, Grammar and Punctuation
<p>Pupils should be secure in:</p> <p>Planning their own writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing</li> <li>Choosing the appropriate form</li> <li>Using similar writing models as inspiration for their own writing</li> <li>Using reading and research to help plan effective pieces of work</li> <li>Thinking about how authors have developed character and settings and letting this influence and shape their own writing</li> </ul> <p>Choose the correct grammar and vocabulary (from year 6 standard) to change or enhance meaning to create a specific effect on their readers</p> <p>In narratives:</p> <ul style="list-style-type: none"> <li>Describe settings to have an impact on a reader</li> <li>Describe characters to show their personality as well as looks</li> <li>Use dialogue effectively to move the action forward</li> </ul> <p>Make links within and between paragraphs (not just in the 1st and last sentences)</p> <p>Present and structure non fiction texts effectively effectively to have have a visual impact , using bullet points, headings, underlining etc</p> <p>Writing is assessed for effectiveness – (on the reader)</p> <p>Edit and redraft work (sometimes multiple times), including making changes to vocabulary, Grammar grammar, spelling and punctuation</p> <p>Writing is written in in the correct tense throughout but can mix tenses effectively where necessary</p> <p>Subject and verb agreements are correct when using singular and plural</p> <p>Writing has a more formal style (distinguish between the language of speech and writing)</p> <p>Perform their own writing and think and about tone of voice, volume, movement etc and the effect that has on the audience</p> <ul style="list-style-type: none"> <li><i>Effectiveness of own and others’ writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i></li> <li><i>Writing shows conscious control of paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect. Overall cohesion is</i></li> </ul>	<p><b>Word –</b></p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little] <i>and think about which are the most effective for creating the intended atmosphere or description</i></p> <p><b>Sentence –</b></p> <p>Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p><b>Text –</b></p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Confidently use a variety of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] – <i>think about the audience and purpose when making this choice.</i></p> <p><b>Punctuation –</b></p> <p>Use the semicolon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p><i>Use a range of colons and semicolons for both their purposes in one piece of work.</i></p> <p>Use bullet points to list information</p> <p>Understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <ul style="list-style-type: none"> <li><i>Select verb forms for meaning and effect.</i></li> <li><i>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</i></li> </ul>

<p><i>demonstrated through the deliberate manipulation of a range of well-chosen devices for effect.</i></p>	<ul style="list-style-type: none"> <li>● <i>Use the full range of Punctuation taught at key stage 2, including colons and semicolons.</i></li> <li>● <i>Is starting to play with grammar, devices and structure beyond their PoS as magpie'd from their wider reading but not yet taught.</i></li> </ul>
<p><b>Transcription – Handwriting</b></p> <ul style="list-style-type: none"> <li>● Make decisions on whether to join or not for different letters. (See scheme for specific letters)</li> <li>● Choose the best tool for writing for the purpose and audience/ reader.</li> </ul> <p><i>Legible, fluent handwriting is consistently maintained when writing at sustained, efficient pace.</i></p>	<p><b>Transcription – Spelling</b> (see appendix 1 in National Curriculum for guidance on words to use)</p> <ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>● Spell more words (building on the year 5 standard) with silent letters (knit, psalm, solemn)</li> <li>● Continue to distinguish between homophones and other words which are often confused.</li> <li>● Confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>● Use dictionaries quickly and effectively to find definitions of words – use the first 3 or 4 letters of a word to check it.</li> <li>● Use a thesaurus effectively to find appropriate words which are relevant to the context.</li> </ul> <p><i>Using words from the Year 6 spelling list –</i></p> <ul style="list-style-type: none"> <li>● <i>Spelling is accurate across a variety of pieces of written work, including more ambitious vocabulary choices.</i></li> <li>● <i>Spelling rules can be explained confidently and applied efficiently, giving clear examples for each rule.</i></li> <li>● <i>Spellings are embedded in children's knowledge.</i></li> </ul>

## Writing - How you can help your children at home?

RESCUE spellings with them daily

Understand word classes and identify them in everyday life

Fluency reading (children to read out loud to you)

Read together taking it in turns and discuss the book together

Question them using question prompts - retrieval, inference and summarising

Identify language in the book they don't understand and unpick together

Spelling frame

Reading a variety of text types

Redrafting pieces of work with a focus on different skills - personalised

## Curriculum list of spellings:

English

### Word list – years 5 and 6

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

#### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.



## Maths – Our long term plan for the year

The plan below outlines our expectations for the year. This plan is flexible and will be adapted as we work alongside the children.

Transition	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2
	Daily Fluent in 5	Daily Fluent in 5	Daily Fluent in 5	Daily Fluent in 5	Daily Fluent in 5	Daily Fluent in 5
<p>Year 5 shape and measure</p> <p>Secure 4 operations in arithmetic starters every lesson</p>	<p><u>Week 1</u> Baseline and start place value</p> <p><u>Week 2</u> Place value <b>MUST</b> include negative numbers</p> <p><u>Week 3-6</u> 4 operations. <b>Connect to graphs through problem solving</b></p> <p><u>Week 7</u> Year 6 Mock SATs Week - analyse scores in this time.</p> <p><u>Week 8</u> Fractions Close the gap from Mocks.</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1 – 2</u> Fractions Ensure links to measure and word problems.</p> <p><u>Week 3-5</u> Decimals Ensure links to measure and word problems.</p> <p><u>Week 6</u> Year 6 Mock SATs Week - analyse scores in this time.</p> <p><u>Week 7</u> Measure Close the gap from Mocks.</p> <p><i>Review coverage and plan close the gap sessions for next half term.</i></p>	<p><u>Week 1</u> Measure</p> <p><u>Week 2</u> Word problems – 4 ops, measure and fractions. <b>RECAP GRAPHS FROM AUTUMN 1 and use within problem solving.</b> Close the gap opportunities.</p> <p><u>Week 3</u> Percentages. Links to fractions and decimals.</p> <p><u>Week 4</u> Ratio Averages</p> <p><u>Week 5</u> Year 6 Mock SATs week - analyse scores in this time.</p> <p><u>Week 6</u> Finish ratio Close the gap from Mocks.</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1 – 2</u> Algebra</p> <p><u>Week 3</u> Area and perimeter. (Briefly touch on volume as this does not come up until later) Links back to measure and converting.</p> <p><u>Week 4</u> Geometry (must ensure all is taught – creative and practical)</p> <p><u>Week 5</u> Mock SATs week</p> <p><u>Week 6</u> Position and direction Negative numbers (at end of book but can be included in position and direction) Close the gap</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p>Revision &amp; Close the Gap</p>	<p>Maths Projects: Money Budgeting Close the Gap from year 6</p>



## Standard for ratio and proportion:

- Solve problems involving the relative sizes of two 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.

Assessment  
of Maths  
is 65% -  
70%

## Maths

## Year 6 Standard

### Standard for algebra:

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables.

### Standard for fractions: (including decimals and percentages)

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form  
[for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
- divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]
- 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
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different

### Standard for addition, subtraction multiplication and division:

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- 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
- 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
- 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 four 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

# Maths

## Year 6

### Standard



#### Standard for Geometry – position and direction

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

#### Standard for Geometry – properties of shapes

- 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.

#### Standard for measurement:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 three 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 ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ].

#### Standard for statistics:

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



## Maths - How can your children learn at home?

- Mathletics - Mathletics has a variety of problems & live mathletics to encourage arithmetic
- Times table Rockstars
- Chanting their times tables
- Top Marks website (interactive games) e.g. Hit the Button
- "What's the time Mr .....?" At regular times, ask children to read clock (build with simple questions) where will the hands be in 20 minutes time, in 2 hours time etc

**Children need to feel inspired by maths and see that it will benefit them throughout their life!**

**Real life Maths examples - paying for shopping with change, cooking and measurements**

## SPAG

Grammar through writing	Discrete grammar & spelling lessons
<p>Taught through writing ladders</p> <p>Skills are dependent on text types</p> <p>Skills are personalised to children's gaps and their ability</p> <p>Writing happens daily</p> <p>Ladders are used to mark every piece of writing</p>	<p>A high % of the Grammar test is from Years 3,4 and 5</p> <p>Taught daily alongside reading</p> <p>Recap of Years 3 &amp; 4 curriculum alongside Year 5 &amp; 6 curriculum</p> <p>Grammar is taught, practised and applied in different ways so children understand the concept and can apply to their writing and tests.</p>

## Assessment in Year 6

In Year 5 & 6 we assess children in different ways so we have a good understanding of whether they are an Explorer, a Master or a Voyager for their year group learning. We use three different types of assessment to enable us to track children's progress regularly.

Master quizzes	Standard quizzes	Mock SATs
<p>Quizzes knowledge and depth of understanding for a specific area of the curriculum.</p> <p>Gives a raw score/ percentage. Use the terms explorer, master, voyager with children.</p> <p>Lets children know what they do and don't know</p> <p>Completed frequently as part of lessons</p>	<p>Quizzes current teaching, previous knowledge taught that year and some knowledge from previous curriculums.</p> <p>Gives a raw score/ percentage. Use the terms explorer, master, voyager with children.</p> <p>Opens dialogue with children around next steps.</p> <p>Completed at the end of a concept or cycle</p>	<p>Test against the whole curriculum</p> <p>Gives a raw score and a scaled score Use the terms explorer, master, voyager with children.</p> <p>Completed each half term</p> <p>Built up throughout the year so children get used to the format</p> <p>In small groups, whole class or with 1:1 support</p>

## Year 6 SATs timetable as set out by the Department for Education

More information regarding the end of year SATs assessments will follow throughout the year 6 at the SATs open evening.

### Key stage 2

Date	Activity
Monday 13 May	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May	English reading
Wednesday 15 May	Mathematics papers 1 and 2
Thursday 16 May	Mathematics paper 3



## Marking and feedback

By Year 6, children have been trained and worked alongside their teachers to mark in partnership with adults and other children. Encouraging children to take charge of their learning and actively review their work is essential in supporting children to know their gaps and next steps. Throughout the year children will mark their learning in lessons, review tests and quizzes and complete grow plans alongside their teachers so they know how to move forward and become a Master or Voyager.

### Expectations of marking

Regular verbal and written feedback from teachers or peers

Use of marking ladder to inform marking against the end of year standard

Use gold to show where standard has been met

Use green to identify areas for growth - use green to create next steps for redrafting.

All work must be reviewed by either self, peer review or with a teacher.

Marking should be reflected by the working wall - children must move their names on their Working Walls so that teachers can use self/peer assessment to inform future planning.

## Homework in Year 6

All children receive spelling and mathematics homework on a weekly basis through Google Classroom or Tapestry. Other homework is personalised to your child's needs and could be project based.