

Welcome to Year 6

Parent Information



Meet the Year 6 Team



Mrs Nicholson
Class Teacher



Mrs Montague
Teaching Assistant



Mrs McKeown and Mrs Sawdon
PPA Cover Teachers



Typical Timetable

	8.45 - 9.15	9.15 - 9.30	9.30-10.30	10.30 - 10.45	10.45 – 12.00	12.00 - 1.00	1.00 - 1.15	1.15 – 2.00	2.00 – 3.00
Monday	Arithmetic & Registration	Space Wellbeing	Metacognition English Whole class guided read	B	Metacognition English Spelling/Grammar focus	L	Hand-writing	Metacognition Maths	Community and faith RE Collective worship
Tuesday	Arithmetic & Registration	Collective worship	Metacognition Maths	R	Metacognition English Writing	U	Hand-writing	Community and faith RE	Wider Curriculum History & Geography
Wednesday	Arithmetic & Registration	Collective worship	Metacognition Maths	E	Metacognition English Writing	Z	Hand-writing	Wider Curriculum Computing or Art	Wider Curriculum Music or French
Thursday	Arithmetic & Registration	Wider Curriculum Science		A	Relationships PE MFC	C	Hand-writing	Metacognition English Writing	Metacognition Maths Collective worship
Friday	Arithmetic & Registration	Collective worship	Metacognition Maths Key Skills	K	Metacognition English SPAG Skills	H	Community and faith Stepping Up David Foster		Relationships/Space PE/Wellbeing



Religious Education

We use the 'Come and See' scheme to deliver Religious Education throughout the school.

It is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory and includes the Catholic attainment levels.

Year 6: Come and See Themes

This term we will be studying the three themes of Domestic Church (Family - Loving), Baptism and Confirmation (Belonging - Vocation) and Advent and Christmas (Expectations).

Serve the Lord in Gladness

*Values: Our 'Attitudes of Being'
(Based on Matthew 5)*

I will serve like Jesus by being:

Happy

Gentle

Just and fair

Forgiving

Honest

A peacemaker

*I will serve like Jesus by
being the best I can be!*



ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

Research Topics

We follow a set of progressive skills in our foundation subjects, that allow the children to build on their previous knowledge and understanding of key concepts and ideas. Across the topics and curriculum subjects we use a big question approach to encourage the children to wonder and enquire.

- Autumn Term -
 - Whole School reading/books theme: Here We Are (recovery curriculum)
 - Mexican Fiesta: Is Culture Important?
- Spring Term –
 - Poles Apart: What action can we take to save our polar regions?
 - Revolutionary Britain: How did the industrial revolution change lives?
- Summer Term
 - The World at War: Is it right to fight?



ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

	Assessment Criteria	emerging	developing	secure
1	I can write for a wider range of purposes and audiences, selecting language that shows good awareness of the reader.			
2	I can select vocabulary that is appropriate to the writing.			
3	I can select grammatical structures that are appropriate to the writing such as, modal verbs, passive voice and contracted forms in dialogue.			
4	I can use a range of cohesive techniques, within and across paragraphs, to sequence and structure my writing e.g. conjunctions, adverbials, pronouns and synonyms.			
5	I can vary my sentence structures to add detail and for emphasis.			
6	I can describe settings, characters and atmosphere in my narratives.			
7	I can use dialogue to describe character and advance the action in my narratives.			
8	I can use verb tenses consistently and correctly throughout my writing.			
9	I can use the full range of KS2 punctuation mostly correctly.			
10	I can use and apply taught spelling rules/strategies in my writing.			
11	I can spell most Y5/6 key words correctly in my writing.			
12	I can use and maintain a joined script that is legible and consistent.			
13	I can re-draft sections of my writing in order to make improvements.			
S+	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what I have read, as a model for my own writing.			
S+	I can distinguish between the language of speech and writing to choose the appropriate register.			
S+	I can select the level of formality my writing needs and control my use of grammar and vocabulary to achieve this.			
S+	I can use the full range of KS2 punctuation correctly and use it to enhance the meaning of my writing.			

English: Writing Expectations



	Assessment Criteria	emerging	developing	secure
1	I can read a range of age appropriate texts, including whole novels, fluently and with ease.			
2	I can read aloud with intonation that shows my understanding.			
3	I can use a range of strategies to help me work out the meaning of unknown words.			
4	I can summarise key events and information from within a text using quotations for illustration.			
5	I can ask questions to clarify meaning and deepen my understanding of the text.			
6	I can use a range of strategies to help me retrieve information from texts, including non-fiction.			
7	I can discuss and explain my understanding of what I have read drawing inferences and justifying these with evidence.			
8	I can make predictions based upon what I know and what I think, giving evidence from across a whole text.			
9	I can evaluate how authors use language, grammar and structure, considering the impact they have on the reader.			
10	I can make comparisons within and across texts.			
S+	I can read and appreciate increasingly challenging texts.			
S+	I can write developed and reasoned answers to show my level of understanding, using a range of text-based evidence.			
S+	I can identify literary techniques used by authors and discuss the impact they have.			

English: Reading Expectations



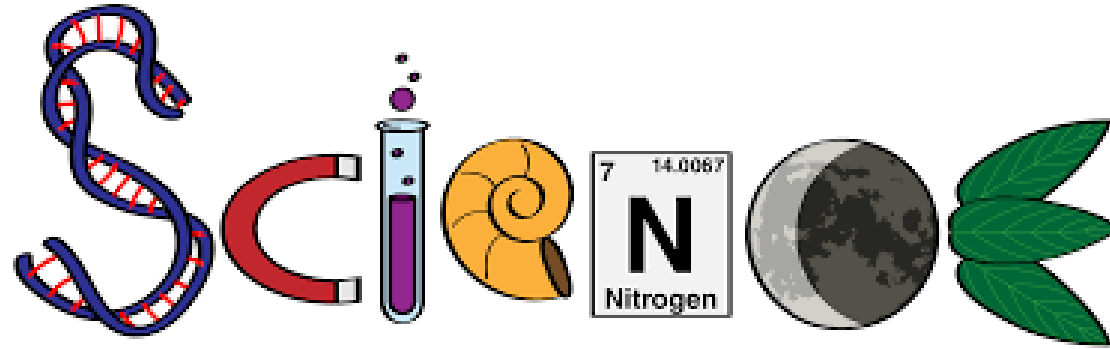
Stage 6 Maths Assessment

Assessment Criteria		emerging	developing	secure
Number, Place Value and Rounding				
1	I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit, including up to 3 d.p.			
2	I can round numbers with up to 3 decimal places.			
3	I can solve number problems including those with negative numbers in different context.			
Addition, Subtraction, Multiplication and Division				
4	I can calculate mentally, including with mixed operations and large numbers.			
5	I can multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.			
6	I can divide numbers of up to 4 digits by a two-digit number using the formal written method of long division or short division where appropriate.			
7	I can multiply and divide numbers involving decimals.			
8	I can interpret remainders as whole number remainders, fractions, or by rounding, according to the context.			
9	I can multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.			
10	I can use my knowledge of the order of operations to calculate.			
11	I can identify common factors, common multiples and prime numbers.			
12	I can solve problems involving all of the above.			
Fractions, Decimals and Percentages.				
13	I can recall and calculate equivalences between fractions, decimals and percentages.			
14	I can compare and order fractions including mixed numbers and improper fractions.			
15	I can add and subtract fractions with different denominators and mixed numbers.			
16	I can multiply simple pairs of proper fractions.			
17	I can divide proper fractions by whole numbers.			
18	I can reduce a fraction to the simplest form.			
19	I can calculate fractions and percentages of quantities.			
20	I can solve problems involving fractions, decimals and percentages.			
Ratio and Proportion				
21	I can use simple ratio and proportion.			
22	I can solve problems involving ratio and proportion, including scale factor of shapes.			
Algebra				
23	I can use simple formulae.			
24	I can generate and describe linear number sequences.			
25	I can find pairs of numbers that satisfy an equation.			
Measures				
26	I can estimate, calculate and compare the volume of cubes and cuboids.			

27	I can the area of a triangle and a parallelogram.			
28	I can solve problems involving perimeter, area and volume of shapes.			
29	I can solve problems involving converting units of measure, using decimal notation up to three decimal places where appropriate.			
Geometry - Shape				
30	I can compare and classify shapes based on their properties.			
31	I can illustrate and name parts of circles, including radius, diameter and circumference.			
32	I can use mathematical reasoning to find missing angles.			
Geometry - Position, Direction & Motion				
33	I can describe positions on the full co-ordinate grid using all four quadrants.			
34	I can draw and translate simple shapes on a full co-ordinate grid and reflect them in the axes.			
Statistics				
35	I can interpret and construct pie charts and line graphs use these to solve problems.			
36	I can calculate and interpret the mean as an average.			
Secure + Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.				
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.			
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.			
S+	I can explain, justify and prove my answers when reasoning.			

Maths: Reading Expectations





We want children to develop a sense of excitement and curiosity about natural phenomena. Pupils will be encouraged to understand how Science can be used to explain what is occurring; predict how things will behave and analyse causes.

Our Science topic this year:

Circulation

Light

Electricity

Living Things & Habitats

Animals Including Humans

Evolution



Marvellous Me

The easiest, quickest, most exciting and most effective way to:

- ✓ Give parents regular and positive feedback
- ✓ Get parents engaged
- ✓ Message and remind parents from the classroom
- ✓ Praise hard work and good behaviours

Marvellous Me Teacher APP

- ✓ Tablet and desktop
- ✓ Anytime Anywhere
- ✓ Post activities
- ✓ Award badges
- ✓ Send messages
- ✓ Takes minutes



Equipment

- ❖ Reading Records must be brought to school on the correct reading day.
- ❖ Physical Education – The correct PE kit should be in school each week. Black / blue shorts, white t-shirt and trainers. We currently have PE on a Thursday and most Friday's.
- ❖ Water Bottles – Only water should be put in bottles not juice.
- ❖ Earrings are not allowed to be worn, unless covered by plasters/tape.

PLEASE label all belongings

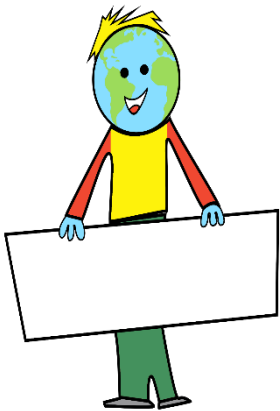


BECAUSE
EVERY CHILD
IN THE WORLD
HAS ONE THING
IN COMMON.
THEIR RIGHTS.

Behaviour



- **We are a Rights Respecting School. UNICEF articles embedded across school.**
- **Rewards to children (whole class rewards, celebration certificates)**
- **British Values – we promote British Values within our school which include, being polite and having manners as well as democratic voting to select school councillors.**



Homework

- Homework – Friday posted on Google Classroom.
- Spellings – rules and strategies taught – test each Friday.
- Ixl.com – maths and grammar skills



Please contact us if you have any questions or concerns.

