



Gayton Primary
School

Year 6
2020 - 2021



The Creative Curriculum

Autumn Term:

- History Focus:
1. How has British warfare changed since 1066?
 2. Local history study- WW2
- Science Focus:
1. Light
 2. Living things and their habitats- classification

Spring Term:

- Geography Focus: Land use patterns and changes over time
- Science Focus:
1. Animals including humans
 2. Evolution and inheritance

Summer Term:

- History and Geography Focus: Geographical skills, climate zones and biomes
The Titanic
- Science Focus:
1. Electricity
 2. Consolidation

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.



The Year 6 Timetable

Y6	Arrival	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunchtime outside	Lunchtime inside	Lesson 4	Playtime	Lesson 5	Assembly	Hometime
	08:40 – 08:55	08:55 – 10:00	10:00 – 10:30	10:30 – 10:45	10:45 – 11:45	11:45 – 12:15	12:15 – 12:45	12:45 – 14:00	14:00 – 14:15	14:15 – 15:00	15:00 – 15:20	15:25 (15:15 for those with infant siblings)
M	Morning tasks - Spelling, handwriting or arithmetic.	Maths	Guided reading		English			Spelling Science		Science	Gayton Values Assembly	
T	Morning tasks - Spelling, handwriting or arithmetic.	Maths	Guided reading		English			French/RE		P.E	Picture News	
W	Morning tasks - Spelling, handwriting or arithmetic.	Maths	Arithmetic		English			Topic/ Computing		Topic/ Computing	Big Start Assembly	
T	Morning tasks - Spelling, handwriting or arithmetic.	Maths	Guided reading		English			Topic		Topic	Picture News	
F	Morning tasks - Spelling, handwriting or arithmetic.	Maths	Spelling test X- tables text Homework set		English			P.E		P.S.H.E	Friday Celebration Assembly ● 13:30	



Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

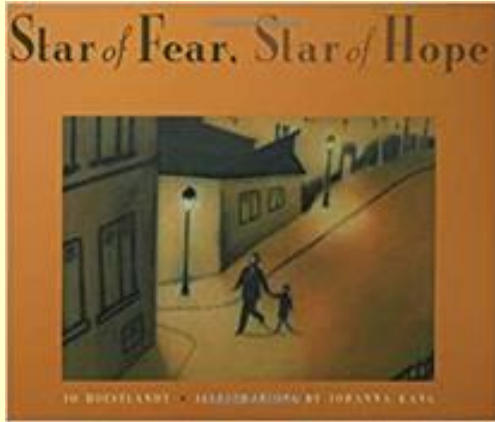
Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

Pathways to Write (Autumn term)



Elements of writing covered through our study of the texts.

Plan writing:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research

Draft and write:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere

Evaluate and edit:

- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing.
- Proof-read for spelling and punctuation errors





English - Reading

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of root words, prefixes and suffixes.

Reading Comprehension

- V - vocabulary
- I - infer
- P - predict
- E - explain
- R - retrieve
- S - sequence or summarise

Encourage your children to read as much as possible. Ideally different types of books, but if they have an author that they love to read, that's fine. It all helps!

Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

- *There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

Year 5-6 Reading Key Objectives

Taken from the National Curriculum

1	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
2	Making comparisons within and across books
3	Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4	Identifying and discussing themes and conventions in and across a wide range of writing
5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
6	Asking questions to improve their understanding
7	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
8	Predicting what might happen from details stated and implied
9	Identifying how language, structure and presentation contribute to meaning
10	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11	Recommending books that they have read to their peers, giving reasons for their choices
12	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
13	Explain and discuss their understanding of what they have read,
14	Including through formal presentations and debates,
15	Provide reasoned justifications for their views

Spelling, Punctuation and Grammar



Year 6: Detail of content to be introduced (statutory requirement)

Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If <u>I were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]</p>

Spelling, Punctuation and Grammar



Year 6: Detail of content to be introduced (statutory requirement)	
Text	<p>Linking 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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Spellings



Overview of Spellings

- Year 5/6 statutory word list
- Words ending in -able and -ible / Words ending in -ably and -ibly
- Words ending in '-fer'
- Words ending in '-cious' or '-tious'
- Words containing the letter-string 'ough'
- Words containing 'at', 'ance' or 'ancy'
- Words containing 'ent', 'ence' or 'ency'
- Homophones and other words that are often confused

Spellings

Overview of Spellings

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)

Spellings

category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	



Apps to Support English

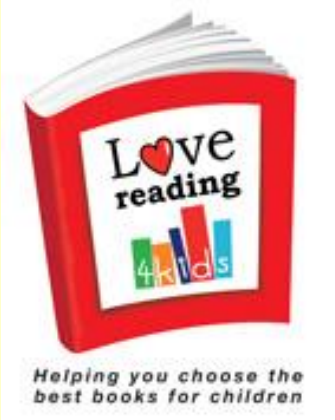


Spelling Shed
Developed by Robert Smith at the Literacy Shed.



Spell Fix

Developed by Alan Peat, there are a series of SpellFix apps that cover spelling lists and letter patterns.



Lovereadings4kids.co.uk

Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books

Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



***Fluency**- children's ability to recall and apply knowledge rapidly and accurately.

***Reason**- follow a line of enquiry, make generalisations, justify or prove something.

***Problem Solve**- apply their knowledge, break down problems and persevere to solve problems.

Numbers to Ten Million

Notes and Guidance

Children need to read, write and represent numbers to ten million in different ways.

Numbers do not always have to be in the millions – they should see a mixture of smaller and larger numbers, with up to seven digits. The repeating patterns of ones, tens, hundreds, ones of thousands, tens of thousands, hundreds of thousands could be discussed and linked to the placement of commas or other separators.

Mathematical Talk

Why is the zero in a number important when representing large numbers?

What strategies can you use to match the representation to the correct number?

How many ways can you complete the partitioned number?

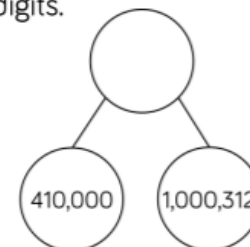
What strategy can you use to work out Teddy's new number?

Varied Fluency

- Match the representations to the numbers in digits.

One million, four hundred and one thousand, three hundred and twelve.

M	HTh	TTh	Th	H	T	O
•		••••	•	•••	•	••



1,401,312

1,041,312

1,410,312

- Complete the missing numbers.

$$6,305,400 = \underline{\hspace{2cm}} + 300,000 + \underline{\hspace{2cm}} + 400$$

$$7,001,001 = 7,000,000 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$42,550 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + 50$$

- Teddy's number is 306,042
He adds 5,000 to his number.
What is his new number?

Numbers to Ten Million

Reasoning and Problem Solving

Put a digit in the missing spaces to make the statement correct.

$$4,62 _ ,645 < 4,623,64 _$$

Is there more than one option? Can you find them all?

Dora has the number 824,650

She subtracts forty thousand from her number.

She thinks her new number is 820,650

Is she correct?

Explain how you know.

The first digit can be 0, 1, 2 or 3
When the first digit is 0, 1 or 2, the second digit can be any.
When the first digit is 3, the second digit can be 6 or above.

Dora is incorrect because she has subtracted 4,000 not 40,000
Her answer should be 784,650

Use the digit cards and statements to work out my number.



- The ten thousands and hundreds have the same digit.
- The hundred thousand digit is double the tens digit.
- It is a six-digit number.
- It is less than six hundred and fifty-five thousand.

Is this the only possible solution?

Possible solutions:

653,530
653,537
650,537
650,533

Maths- Key Objectives

Number – number and place value

Statutory requirements

Pupils should be taught to:

- 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 zero
- solve number and practical problems that involve all of the above.

Number – addition, subtraction, multiplication and division

Statutory requirements

Pupils should be taught to:

- 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

Statutory requirements

- 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.

Algebra

Statutory requirements

Pupils should be taught to:

- 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.

Number – fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- 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

Statutory requirements

- 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 contexts.

Ratio and proportion

Statutory requirements

Pupils should be taught to:

- 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.

Measurement

Statutory requirements

Pupils should be taught to:

- 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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- 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.

Statutory requirements

Pupils should be taught to:

- 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.

Statistics

Statutory requirements

Pupils should be taught to:

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

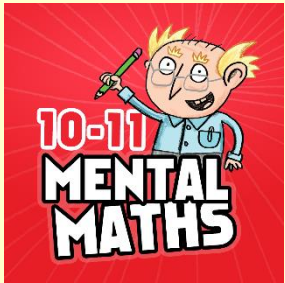


Apps to Support Maths



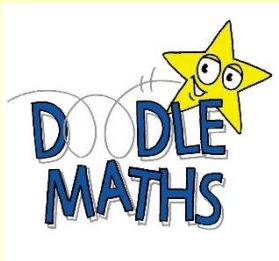
Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



Doodle Maths

Games and help following a personalised programme

Times tables- Fluency

- *By the end of YEAR 3, children should be able to recall multiplication facts for the 1s, 2s, 3s, 4s, 5s, 8s and 10s.*
- *By YEAR 4, children should know all multiplication facts up to 12×12 .*
- *Children should practise their times tables every day at home with an adult.*





Maths Coverage

- Mental arithmetic;
- Number and place value;
- Addition, subtraction, multiplication and division;
- Fractions, decimals and percentages;
- Ratio and Proportion;
- Algebra;
- Measurement;
- Properties of Shape;
- Position and Direction - coordinates;
- Statistics.



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.




Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

• Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

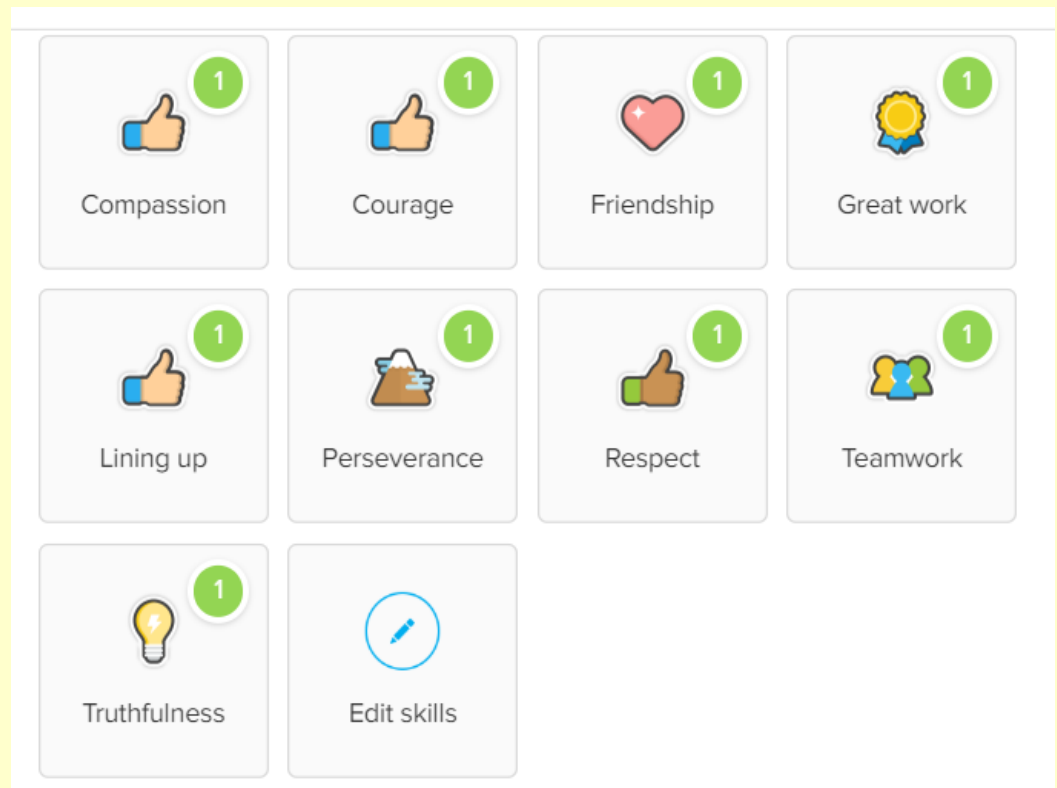
Homework Expectations

Year 6 Reading 	Spelling 	Date: 18.9.20 Maths 
<p>This week your comprehension is called 'Counting'.</p> <p>We will read the text together in class and then the questions can be completed at home.</p> <p>Answers are provided so you can discuss your learning with an adult.</p> <p>You should also be reading daily or discussing your reading daily with an adult.</p> <p>Everyone has an electronic reading record on Google Classroom to complete.</p>	<p>Year 5/6 statutory list</p> <p>We are learning the following words in class, as they link to our English work. We have focused on the first five already and next week will look at numbers 6-10 in class.</p> <ol style="list-style-type: none"> 1. achieve 2. community 3. controversy 4. determined 5. government 6. harassing 7. identity 8. opportunity 9. prejudice 10. privilege 	<p><u>Maths homework book</u></p> <p>Please complete the pages 6 and 7 in your maths books, titled:</p> <p>'Place value in very large numbers' and 'Rounding whole numbers.'</p> <p>Answers are included at the back of your book to allow you to check your child's learning.</p> <p><u>Times table Rockstars</u></p> <p>Your child should be accessing Times Table Rockstars at least 3 times a week to practise and reinforce multiplication and</p>



Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.





Present and future!

Enjoying Year 6 and being confident to move on!

We are working on being a good team by:

- recognising the importance of friendship and supporting one another
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn.

We are working on being ready for learning by:

- listening to instructions carefully;
- having the right equipment and attitude ready for each lesson;
- writing dates and learning objectives quickly so we are ready for the lesson and fully aware of the focus for our learning

We are preparing ourselves for the future by:

- recognising where we find things difficult and asking for help, both in school and at home;
- Trying to take more responsibility for our own learning - knowing that a positive attitude really does make a difference



Keeping in Contact

- Phone

Contact the school office - I'll get back to you as soon as I can.

- Email

The school office will forward emails to me and I will call you back as quickly as I can.

Follow us on Twitter

@GaytonPrimary
@Y6Gayton

