



# Curriculum Afternoon

# Welcome to Year 6!

- ▶ Mrs White (Oak Class Teacher)
- ▶ Mr Gater (Hazel Class Teacher)
- ▶ Mrs Hawkins (Oak LSA)
- ▶ Miss De Fazio (Hazel LSA)
- ▶ Mrs Devereux (Intervention Teacher)



# Our expectations

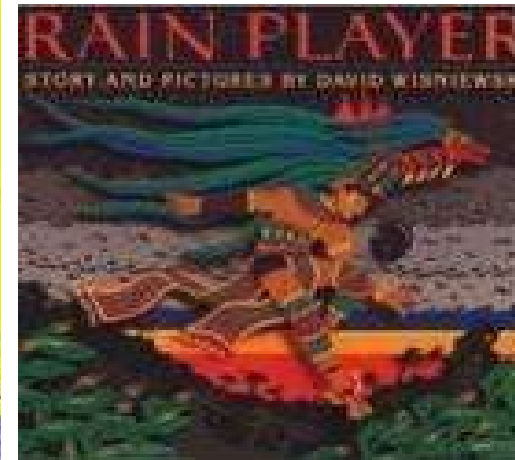
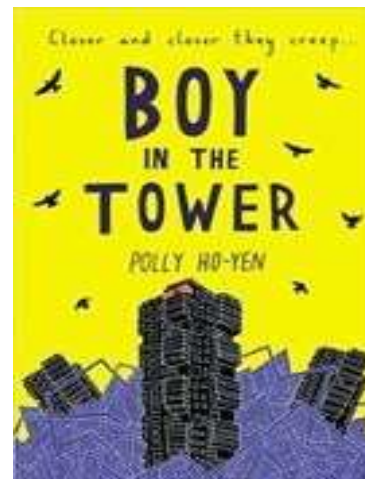
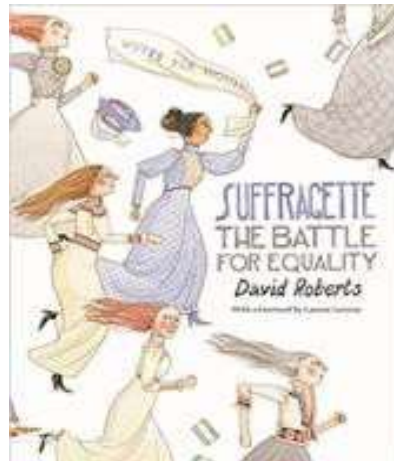
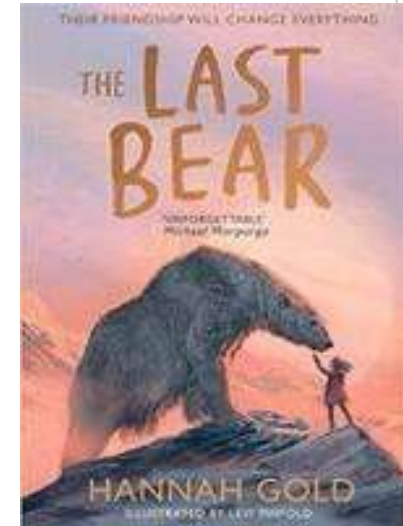
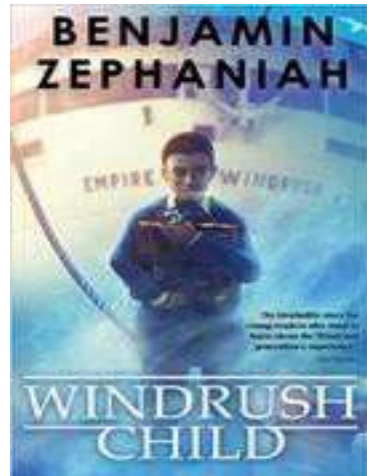
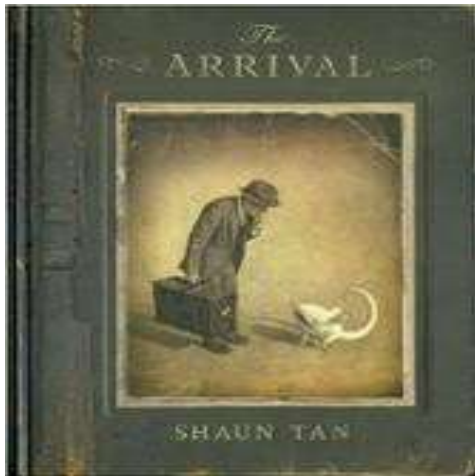
- ▶ Look after your own belongings.
- ▶ Come to school on time every day.
- ▶ Remember to bring in planners, reading books and water bottles.
- ▶ If you have laces, be able to tie them.
- ▶ Complete reading and homework.
- ▶ Come in correct uniform including school shoes.
- ▶ Come in correct PE kit on Wednesday (after half term.)
- ▶ Be positive role models for the younger students.



# Communication

- ▶ Weekly newsletter on Sway. The link will come through Bromcom.
- ▶ Come to the classroom door!
- ▶ Curriculum newsletters termly
- ▶ Contact office to arrange an appointment.
- ▶ Class teacher in the first instance.
- ▶ Our phase leader is Miss Geary.
- ▶ SEND queries to Mrs Mughal.
- ▶ Parents evenings in October and February.
- ▶ Written report in July.

# English



# English

- ▶ A child can write for a range of purposes and audiences, including writing a short story. A child should be able to select appropriate vocabulary and grammar for a piece of writing to reflect the audience and purpose and the level of formality. A child can: consciously control the structure of sentences in writing generate ideas, draft, and re-read a piece of writing to check that the meaning is clear.
- ▶ By the end of Year 6 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose. A child can apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading.
- ▶ A child applies most of the Year 6 spelling rules when writing independently. They maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.



### Working towards the expected standard:

The pupil can write for a range of purposes:		
using paragraphs to organise ideas		
in narratives, describing settings and characters		
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		
using mostly correctly:	capital letters	
	full stops	
	question marks	
	commas for lists	
	apostrophes for contraction	
spelling most words correctly (years 3 and 4)		
spelling some words correctly (years 5 and 6)*		
write legibly <sup>1</sup>		

## Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed. <sup>2</sup>	

**Working at greater depth within the expected standard:**

write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):	
distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register	
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^	

# Year 5 and 6 Statutory Spellings

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

# Example of a SATS question - Reading

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

---

1 mark

(b) What did he have to do in order to read the inscription?

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1 mark

# Example of a SATS question - Spelling

## Spelling

**Spelling 1:** The word is **discover**.

Sara wanted to be an explorer and **discover** new lands.

The word is **discover**.

**Spelling 2:** The word is **mission**.

The spy was sent on a secret **mission**.

The word is **mission**.

**Spelling 3:** The word is **loose**.

For PE lessons, your clothes should be **loose** and comfortable.

The word is **loose**.

**Spelling 4:** The word is **sign**.

The **sign** showed which way to go.

The word is **sign**.

**Spelling 5:** The word is **country**.

China is a large **country**.

The word is **country**.

**Spelling 9:** The word is **sleigh**.

Karen went on a **sleigh** ride in Lapland.

The word is **sleigh**.

**Spelling 10:** The word is **delicious**.

Misha ate a **delicious** chocolate pudding.

The word is **delicious**.

**Spelling 11:** The word is **scent**.

Dogs can follow the **scent** of other animals.

The word is **scent**.

**Spelling 12:** The word is **illusion**.

The magician performed an **illusion**.

The word is **illusion**.

**Spelling 13:** The word is **re-enter**.

Jane had to **re-enter** the cloakroom to get her gloves.

The word is **re-enter**.

**Spelling 14:** The word is **parachute**.

The skydiver released her **parachute**.

The word is **parachute**.

# Example of a SATS question - SPAG

11

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf  
for Dad.

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

<b>Sentence</b>	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

# Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL <a href="#">VIEW</a>	<i>Free trial</i> Number Addition, subtraction, multiplication and division <a href="#">VIEW</a>	Number Addition, subtraction, multiplication and division <a href="#">VIEW</a>				Number Fractions A <a href="#">VIEW</a>	Number Fractions B <a href="#">VIEW</a>	Measurement Converting units <a href="#">VIEW</a>			
Spring	Number Ratio <a href="#">VIEW</a>	Number Algebra <a href="#">VIEW</a>	Number Decimals <a href="#">VIEW</a>	Number Fractions, decimals and percentages <a href="#">VIEW</a>	Measurement Area, perimeter and volume <a href="#">VIEW</a>	Statistics <a href="#">VIEW</a>						
Summer	Geometry Shape <a href="#">VIEW</a>		Geometry Position and direction <a href="#">VIEW</a>	Themed projects, consolidation and problem solving <a href="#">VIEW</a>								



# Maths

- ▶ **Concrete representation** – a pupil is first introduced to an idea or skill by acting it out with real objects. This is a ‘hands on’ component using real objects and is a foundation for conceptual understanding.
- ▶ **Pictorial representation** – a pupil has sufficiently understood the ‘hands on’ experiences performed and can now relate them to representations, such as a diagram or picture of the problem.
- ▶ **Abstract representation** – a pupil is now capable of representing problems by using mathematical notation, for example,  $12 \times 2 = 24$ . It is important that conceptual understanding, supported by the use of representation, is secure for all procedures.
- ▶ **Reinforcement** is achieved by going back and forth between these representations.

# Year 6 Maths Objectives

## **Number - Number and Place Value**

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

# Year 6 Maths Objectives

## **Number - Addition, Subtraction, Multiplication and Division**

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

# Year 6 Maths Objectives

## **Number - Fractions (Including Decimals and Percentages)**

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

# Year 6 Maths Objectives

## **Ratio and Proportion**

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

# Year 6 Maths Objectives

## **Algebra**

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

# Year 6 Maths Objectives

## **Measurement**

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

# Year 6 Maths Objectives

## **Geometry – Properties of Shapes**

- I can draw 2-D shapes using given dimensions and angles.
- I can recognise, describe and build simple 3-D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

## **Geometry – Position and Direction**

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

## **Statistics**

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



# Example of a SATS question - Arithmetic

**10**  $\frac{4}{5} - \frac{1}{5} =$

1 mark

**16**  $1,440 \div 12 =$

1 mark

**11**  $630 \div 9 =$

1 mark

**17** 20% of 1,500 =

1 mark

**12**  $1.28 \times 100 =$

1 mark

**18**  $1.52 \times 6 =$

1 mark

# Example of a SATS question - Reasoning

7

In the circles, write a multiple that belongs to each set.

One has been done for you.

numbers from 1 to 99

multiple of 10

50

numbers from 101 to 199

multiple of 20

numbers from 201 to 299

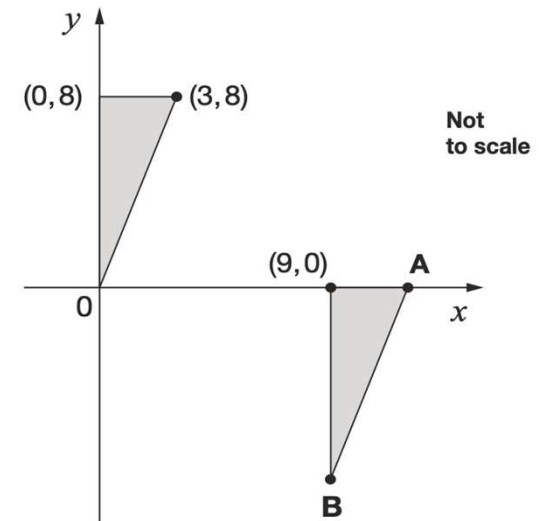
multiple of 30

numbers from 301 to 399

multiple of 40

20

Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

A = (     ,     )

B = (     ,     )

# Wider Curriculum

- ▶ **Science** - Electricity, Light, Animals including Humans, Living things and their habitats, Evolution and Inheritance.
- ▶ **Geography** - North America, Amazon Rainforest, My Place.
- ▶ **History** - World War 2 (Battle of Britain), Victorians, Victorians - a local study.
- ▶ **Art** - North America, South America/Rainforests, In Flight.
- ▶ **DT** - Steady Hand Toy, Digital World, Structures.
- ▶ **RE** - Christianity, Why are some people remembered by others, Sikhism, Buddhism, Humanists, Similarities and differences within religions.
- ▶ **Computing** - Communication, Web Page Creation, Variables in games, Sensing, Spreadsheets, 3D modelling.
- ▶ **PSHE** - Being me, Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.
- ▶ **Spanish** - At the café, Tudors, Weather, Traditions and Celebrations, Habitats, At School.



# Important information

- ▶ PE on Wednesdays so come in full PE kit (after half term)
- ▶ Outdoor Learning will be in Summer 2 (4<sup>th</sup> June - 16<sup>th</sup> July) with day to be confirmed.

Mrs White – Oak (Year 6) – Autumn Term 1

	8.30 – 9.00	9.00 – 9.40	9.40 – 10.45	11.00 – 12.00	1.00 – 3.00	3.00 – 3.15
Monday	Register & handwriting/spelling	WCR	Maths	English	Maths Fluency 12:50 – 1:10 RE	Art/DT Reading Fluency
Tuesday	Register & handwriting/spelling	WCR	Maths	English	Maths Fluency 12:50 – 1:10 Science	Singing Assembly (whole school) Reading Fluency
Wednesday	Register & handwriting/spelling	Swimming		English	WCR	Maths Storytime
Thursday	Register & handwriting/spelling	WCR	Maths	English	History	Computing Assembly Storytime
Friday	Register & handwriting/spelling	WCR	Maths Assembly 10:20-10:45	English	Maths Fluency 12:50 – 1:10 PSHE 1:10 – 1:45 Music 1:45 – 2:25	Spanish 2:25 – 3:00 Reading Fluency



# Trips, visitors and experiences

- ▶ Monday 20<sup>th</sup> - Wednesday 22<sup>nd</sup> October - Residential to Ufton Court (Outdoor Adventure)
- ▶ 9<sup>th</sup> December 2025 - Christmas Carol
- ▶ Spring Term (Date to be confirmed) - Living Rainforest
- ▶ 3<sup>rd</sup> June 2026 - Reading Museum - Huntley and Palmers Biscuits (Victorians)
- ▶ 17<sup>th</sup> June 2026 - Milestones Basingstoke (Victorians)
- ▶ Week 6<sup>th</sup> - 10<sup>th</sup> July 2026 - Sports Week

# Important upcoming dates

- ▶ Thursday 18<sup>th</sup> September - Individual and sibling photos
- ▶ Thursday 25<sup>th</sup> September 2025 - Y6 SATS info meeting (hybrid)
- ▶ Thursday 2<sup>nd</sup> October - Non-uniform for Harvest.
- ▶ Friday 3<sup>rd</sup> October - Harvest performances.
- ▶ Tuesday 14<sup>th</sup> and Wednesday 15<sup>th</sup> October - Parents Evening meetings
- ▶ Monday 20<sup>th</sup> - Wednesday 22<sup>nd</sup> October - Residential to Ufton Court
- ▶ Thursday 23<sup>rd</sup> October - Halloween discos
- ▶ Friday 24<sup>th</sup> October - Clubs end and end of half term
- ▶ Monday 3<sup>rd</sup> November - Back to school
- ▶ Friday 5<sup>th</sup> December - Christmas Fair
- ▶ Monday 15<sup>th</sup> December - Y5 and 6 Christmas performance

# Home learning

- ▶ We have new planners! (Thank you if you bought an ice pop last summer!)
- ▶ Reading 5 times a week at home AND recorded in planner.
- ▶ Read to your child every day!
- ▶ 20 minutes a week on Spelling Shed.
- ▶ 20 minutes a week on TTRS.
- ▶ Homework and reading allocated and checked on Mondays.



# Useful links

- ▶ [Times Tables Rock Stars: Play](#)
- ▶ [EdShed - Educational products for spelling, phonics, literacy and maths](#)
- ▶ [Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help](#)
- ▶ [BBC Bitesize](#)
- ▶ [CGP Online 10 Minute Tests](#)
- ▶ [Online Games](#)

Any Questions?

