

# Year 6 Curriculum Information 2024-2025



# The Year 6 Team

- ▶ Mrs Khaira (6K Class Teacher)
- ▶ Miss Goodrick (6G Class Teacher)

## Year 6 Support

- ▶ Mrs Stopps

# Year 6 Routines

## Entering and exiting the school

Unless your child attends OSCAR or an after school club:

- ▶ Your child should enter the school building through the KS2 doors at 8.45am. Doors will close at 8.55am so if your child is late they will need to enter and sign in via the school office.
- ▶ Pupils will be dismissed at 3.20pm via the KS2 doors to their waiting adult **unless written permission has been given for them to walk home.** If a different adult is collecting your child, please inform the Admin team.

# P.E.

- ▶ This term, Year 6 will be having P.E. on a Thursday.
- ▶ Your child will need to wear the school agreed named school PE Kit (a plain white t-shirt, black joggers/shorts, plimsoles/trainers and a black fleece/hoody or their school sweatshirt/cardigan for colder weather) on the days they have P.E..
- ▶ In the autumn term, one of the weekly PE sessions will be swimming which is led by trained instructors at St. Nicholas Park Leisure Centre

# Home Learning

Weekly homework will include:

- ▶ Practising 5 given spellings which will then be tested in school
- ▶ Going on Times Table Rock Stars (at least three times a week)
- ▶ Reading at least 5 times a week and recording this in your child's reading diary with an adult signature. Remember children can quiz on AR at home as well as at school

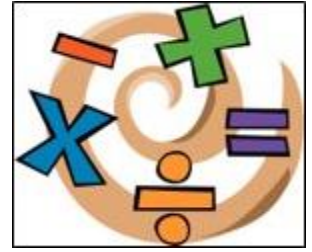
Each half term there will also be a variety of exciting activities for your child to choose from. These will be linked to their learning for the half term and children will have the opportunity to use and apply their Maths and English skills. We hope that you will enjoy working on these together.

# Recognition Boards and Marble Time



In Year 6, we have a recognition board to celebrate positive behaviour and attitudes as well as fantastic work produced.

# Maths in Year 6



- ▶ In daily White Rose maths sessions, there are links to prior learning, fluency and using and applying the maths learnt activities.
- ▶ In addition, there will be 2 x weekly maths meetings to consolidate previous learning.

## How do we assess learning in Year 6?

Children are assessed through both formal and informal methods. These are used to inform staff as to how to support your child to enable them to reach their full learning potential.

These assessments can include written tests as well as evidence from attainment in daily lessons.



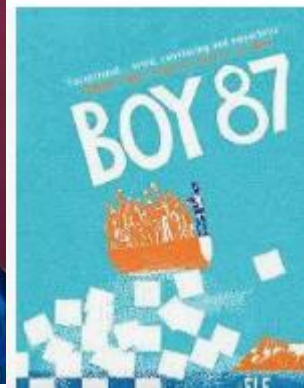
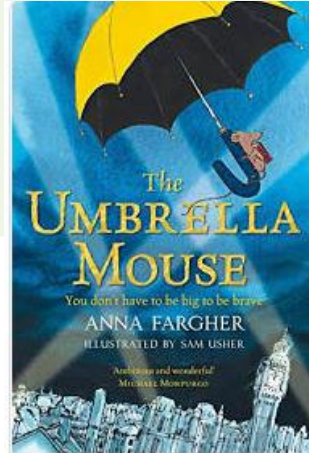
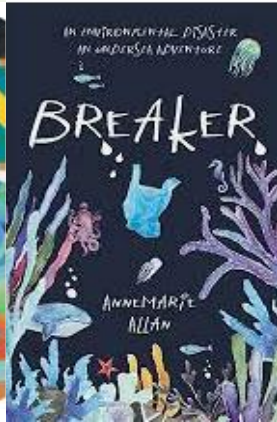
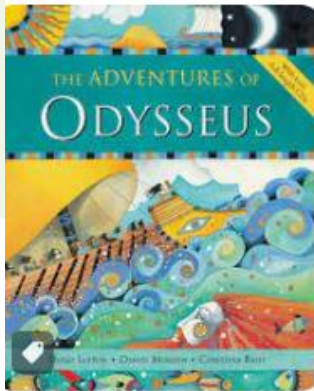
# Content of the Year 6 Curriculum

Linked to the requirements of the 2014 National Curriculum, in Year 6, the children will continue to access all areas of the curriculum, but there will be a greater focus on their acquisition of English and Maths skills and their use and application of these in all other areas of the curriculum.



# Year 6 Topics

Autumn Term		Spring Term		Summer Term	
First half	Second half	First half	Second half	First half	Second half
Greeks - Great or Gruesome	Our Wonderful World?	Brave Britain?	Powerful or Powerless	Mega or Mediocre Mexico?	Mega Migration!



# Guided Reading

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

- ▶ We follow the whole school approach to guided reading follows the Bug Club learning scheme.
- ▶ It follows a 5 day model. Each day has a different focus.
- ▶ Day One - vocabulary focus
- ▶ Day Two and Three- Listen/read the story and answer our looking, clue and thinking questions (these practice the skills needed for SATs)
- ▶ Day Four - discussing our answers and deepening our learning
- ▶ Day Five - consolidating learning and knowledge and application of reading domains


# Writing

- ▶ Writing is through quality first texts which engages all pupils. Each week, we look at a WOTW and an Allan Peat sentence type that pupils are required to include in the right context.
- ▶ Throughout the year, there will be continued practice in the different genres including: narrative, poetry and non-fiction.
- ▶ Cross curricular writing links are identified and used in all areas of the curriculum. For example, the children will be writing instructions in DT.
- ▶ All written work will be used to form an overall assessment at the end of Year 6 (there is no writing SATs test). This will be moderated externally and internally this year.

# GPS

- ▶ There will be regular sessions at school to develop the children's knowledge, use and application of grammar, punctuation, vocabulary and spelling.
- ▶ We use the CGP books in school as Early Morning work to support the teaching and learning of GPS and for the children to consolidate their learning.
- ▶ The children will be tested regularly on the Year 3/4 and 5/6 word list, which could appear in the spelling SATs test. Copies of these words will be in the back of the children's homework books; they should practise them regularly.

# Maths

- ▶ We have purchased Times Table Rock Stars which embeds the learning of the times table in a fun and interactive way!
  - ▶ This is progressive and is tailored to children's national attainment
  - ▶ Year 6 pupils all work on the White Rose Curriculum for daily maths lessons.
  - ▶ We will complete regular arithmetic practice assessments in school and go through the answers as a class to go over any misconceptions.
  - ▶ Similarly to GPS, the CGP books will be used as early morning activities to consolidate the maths taught each week at school.
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# Examples of Year 6 Maths and Writing Targets

7	Solve number problems and practical problems that involve all of the above.				
8	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.				

## Addition and Subtraction

9	I can use a formal written method to add pairs of numbers, including decimals.				
10	I can use a formal written method to subtract pairs of numbers, including decimals.				
11	Solve addition and subtraction multi-step problems in context, deciding which operation to use and why (RUCSAC)				

## Multiplication and Division

12	I can identify common factors, common multiples and prime numbers.				
	common factors				
	common multiples				
	prime numbers				
13	I can use the formal method of short division to divide numbers up to 4 digits by a 2 digit number (interpreting remainders according to the context (e.g. as whole number remainders, fractions, or by rounding, as appropriate)).				
14	I can use the formal method of long division to divide numbers up to 4 digits by a 2 digit number (interpreting remainders according to the context (e.g. as whole number remainders, fractions, or by rounding, as appropriate)).				
15	I can use the formal written method of long multiplication to multiply multi-digit numbers up to 4 digits by a 2 digit whole number.				
16	I can multiply and divide numbers with up to 3 decimal places by 10, 100 and 1000 giving answers up to 3 decimal places.				
	X 10				
	X 100				

## Working at Year 6 ARE

### In addition to all targets above:

9. I can use the range of Key Stage 2 punctuation mostly accurately including:				
Inverted commas				
Commas to mark clauses and phrases				
Apostrophes for possession				
Brackets for parenthesis <b>( )</b>				
Commas for <b>parenthesis</b> , ,				
Dashes for parenthesis <b>--</b>				
10. I consistently keep to the correct verb tense throughout my writing.				
11. I can describe the setting, atmosphere and characters in my narrative writing.				
I can describe the setting and atmosphere				
I can describe the characters in more depth				
12. I can create atmosphere and integrate dialogue to convey character and advance the action.				
To convey the character				
To advance the action				
13. I can select vocabulary and grammatical structures that reflect the level of formality required.				
Contractions in dialogue (e.g. linked to dialect)				
Passive voice (e.g. The ball was caught)				

# Exceeding Expectation Targets...

If your child is achieving above age related expectations for Year 6 (ARE), the exceeding Year 6 AWOL targets for writing and maths encourage more in-depth and investigative work; allowing a greater mastery and understanding of concepts and ideas.

Working above Year 6 ARE In addition to all targets above:	
21. I use the full range of punctuation taught at key stage 2 accurately, including:	
Colons to mark the boundary between independent clauses.	
Semi-colons to mark the boundary between independent clauses.	
A hyphen to join 2 or more words (e.g. fair-haired) or to avoid confusion (e.g. mouse-eating ogre)	
Dash for additional information -	
22. I can write effectively for a range of purposes, incorporating vocabulary, phrases and ideas from texts I have read.	
23. I can manage shifts between levels of formality by selecting vocabulary precisely and by manipulating grammatical structures.	
24. I can choose the appropriate register, showing an understanding of when formal or informal language should be applied.	
25. I can make precise and specific word and grammar choices according to the text type and audience.	

A1	I can illustrate and name parts of circles, including radius, diameter and circumference.				
A2	I can use written division methods in cases where the answer has up to 2 decimal places.				
A3	I can solve problems involving ratio and proportion.				
A4	I can find pairs of numbers that satisfy an equation with two unknowns.				
A5	I can find the nth term for a number sequence.				
A6	I can express missing number problems algebraically.				
A7	I can calculate the area of triangles.				
A8	I can calculate the area of parallelograms.				
A9	I can interpret and construct pie charts and use these to solve problems				
A10	Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts.				



# Year 6 Weekly Timetable

	8.45am	9.00am	9.15am	9.30am	10.05am – 10.35am	11.30am	12.00pm – 1.05pm	1.35pm	2.55pm	3.15pm	3.20pm		
<b>Monday</b>	Early morning task (EMT)	<b>Registration – 8:55am</b>			Maths Meeting School assembly (intervention groups)	<b>English</b>	<b>B</b>	<b>Maths</b>	GFS/Phonics	<b>L</b>	Guided Reading	Science	Class story
<b>Tuesday</b>	Early morning task (EMT)				GFS/Phonics	<b>English</b>	<b>R</b>	<b>Maths</b>	Guided Reading	<b>U</b>	<b>Swimming and PSHE/RE</b>		Class assembly and class story
<b>Wednesday</b>	Early morning task (EMT)				GFS/Phonics	<b>English</b>	<b>E</b>	<b>Maths</b>	Guided Reading	<b>N</b>	<b>History/Geography</b>	Singing assembly (2.45pm – 3.05pm) (intervention groups)	
<b>Thursday</b>	Early morning task (EMT)				Maths Meeting School assembly	<b>English</b>	<b>A</b>	<b>Maths</b>	GFS/Phonics	<b>C</b>	<b>Onside Coaching and Computing/French</b>		
<b>Friday</b>	Early morning task (EMT)				GFS/Phonics	<b>English</b>	<b>K</b>	<b>Maths</b>	Guided Reading	<b>H</b>	<b>Handwriting and DT/Art</b>	Class led assemblies (2.45pm – 3.05pm) or class story	

# SATs

Year 6 SATs tests will be held during the week of the 12th of May to the 15th May 2025

# KS2 SATs in 2025

- ▶ Children will be tested in three areas:
  - Reading
  - Grammar, Punctuation, Vocabulary and Spelling (GPVS)
  - Maths
- ▶ These will test content taken from the National Curriculum and will be marked externally
- ▶ Science will be teacher assessed; occasionally, schools are selected for Science SATs but we will notify you if this happens.

# Test Timetable (yet to be confirmed by the DfE)

This is based on last year's timetable. The order of subject being tested stays the same

## Test

Grammar & Punctuation test - 45 minutes

Spelling Test - 20 minutes

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English Reading Test - 60 minutes

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Mathematics Arithmetics (Paper 1) - 30 minutes

Mathematics Reasoning (Paper 2) - 40 minutes

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Mathematics Reasoning (Paper 3) - 40 minutes

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No tests today

# How will these test results be reported?

- ▶ Your child will be given a raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average.
  - ▶ Reading (1 paper) out of 50
  - ▶ GPS (2 papers) out of 70
  - ▶ Maths (3 papers) out of 110
- ▶ This raw score will be converted into a scaled score. This scaled score will be reported to you in July which will indicate their achievement in each test. If your child achieves a scaled score between 100 - 110, they are working at the expected standard for Year 6. If your child achieves a scaled score above 110, they are working at a greater depth standard. This information is sent your child's secondary school.

# Key Stage 2 Reading



The reading test will be a single paper with questions based on three texts, which tend to increase in complexity. *Your child will have one hour, which includes reading time, to complete the test.*

There will be a selection of question types, including:

- **Sequencing /ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the introduction'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

# What content will be tested?

2a	2b	2c	2d
Give/explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text/ explain and justify inferences with evidence from the text.
2e	2f	2g	2h
Predict what may happen from details stated and implied.	Identify/explain how information/ narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.

# KS2 GPS

There will be two papers to test: Grammar, Punctuation and Spelling (GPVS)

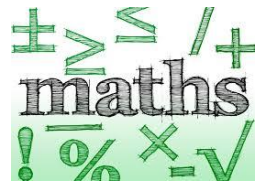
- Paper 1: Grammar, Punctuation and Vocabulary (45 minutes)
- Paper 2: Spelling test

There will be a selection of question types, exploring:

- ▶ Selected response, e.g. 'Identify the adjectives in the sentence below'
- ▶ Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or; 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'



# Maths



► There will be three papers

- Paper 1: Arithmetic (30 minutes, 40 marks)
- Paper 2: Reasoning (40 minutes, 35 marks)
- Paper 3: Reasoning (40 minutes, 35 marks)

Total of 110 marks (raw score)

# Common errors

- ❑ Missing out the correct unit of measurement in the answer
- ❑ General presentation - final answer not being clear
- ❑ Correct punctuation throughout - GPS paper.
- ❑ Digits not clearly formed e.g. '0' looking like a '6'
- ❑ Decimal points - missing them out or making them look like a comma or full stop
- ❑ 2 step problems - make sure children follow the whole question through
- ❑ Recording the monetary values incorrectly e.g. must be £8.90 not £8.9

1 2 3 4 5 6 7 8 9 0

# Your child only spends 17% of their time at school, so How can you help at home?

- ▶ Ensure your child arrives on time and with all the equipment he/she needs throughout Year 6. This will also prepare them well for secondary school.
- ▶ Monitor their homework; make sure they hand it in on time. If your child has not understood what they need to do and you are unsure how best to explain, get them to ask the teacher as soon as possible.
- ▶ Discuss the meaning of the text they are reading; who the characters are and any specific events in the story. Which words are unfamiliar to them? Can they think of a synonym for a word?

- ▶ Encourage your child to go on a variety of websites to consolidate their learning. For example: KS2 Bitesize, Daily 10 and Hit the Button.
- ▶ Keep practising times tables at any available time. Also practise division facts from the times tables e.g.  $2 \times 5 = 10$  so  $10 \div 2 = 5$ , then move onto decimal facts e.g.  $0.2 \times 7 = 1.4$ .
- ▶ Practise using maths in real-life situations e.g. reading timetables, money (how much change will you get?), telling the time with analogue as well as digital clocks, converting from 12 hour to 24 hour time and working out the duration of events.

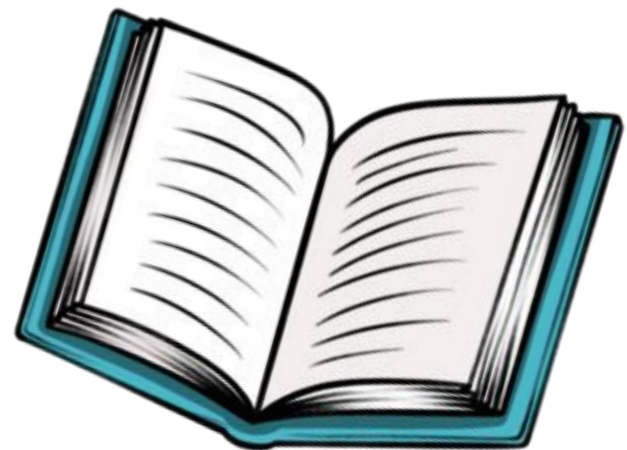
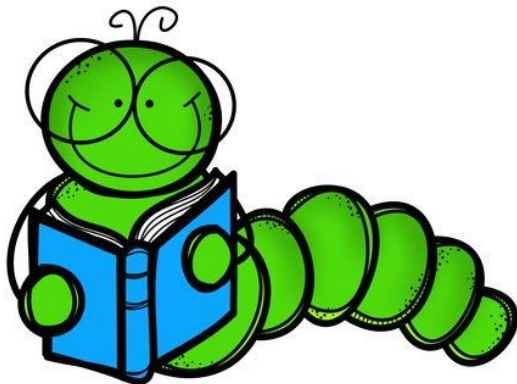
# Reading at School

In Year 6, the reading focus will be fluency, **comprehension** and **understanding**.

We will teach reading through:

- ▶ Whole Class Guided Reading sessions following the 'Bug Club' scheme using a wide range of fiction and non-fiction texts.
- ▶ Small reading intervention groups to apply blending skills and support book discussion.
- ▶ Regular independent DEAR (Drop everything and read) sessions using phonic banded books or Accelerated Reader.

Please remind your child to bring his/her home reading pack into school every day.



Reading for pleasure from a variety of authors is an important activity for all children and should be actively encouraged by all parents. Children who read more, make more rapid progress across the whole curriculum. Children are encouraged to read five times a week at home.

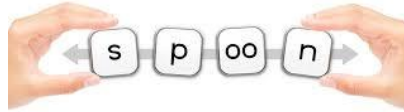


- ▶ There is a Reading at Home section on the website with links to Bug Club and AR log in pages, a phonics video and parent guides.

## One book three times

To help new or struggling readers, read each book three times.  
When doing so, focus on:

Decoding through segmenting and blending using phonics sounds



Fluency to create more familiarity with word and build sight recognition

# Fluency



I can read accurately with expression.

Comprehension - talk and discussion



# Accelerated Reader and Assessment

AR supports independent school and home reading once children can read with fluency.

Personalised goals help students stay focused and motivated to read. Teachers monitor their progress and provide feedback to keep learners on track.

- ▶ Each pupil completes a half-termly Star Reading assessment to determine their comprehension level - ZPD (zone of proximal development) which are shared with the children as a book band colour
- ▶ Each child selects their individual reading book according to their AR score (school books are colour coded to enable children to choose their book independently)
- ▶ Once a book is completed, the pupil completes a reading comprehension quiz, using Accelerated Reader either in school or at home, to assess their understanding of the text read.
- ▶ Teachers monitor quiz results weekly and feedback to pupils.

Please encourage your child to read regularly at home. This is in addition to the daily reading we are doing at school and is part of their weekly designated homework.





# AR Home Learning

- ▶ To encourage more independent reading at home, pupils will now have access to AR at home during evenings, weekends and holidays, until the end of the school year.
- ▶ Quizzing can take place at home to improve engaged minutes.
- ▶ Each child has a weekly target of 15 engaged minutes per day.
- ▶ Children are encouraged to reach 1,000,000 words during the year to earn a book voucher reward and certificates.
- ▶ Parents can now sign up for Home Connect email to be informed of their child's progress and quiz scores.



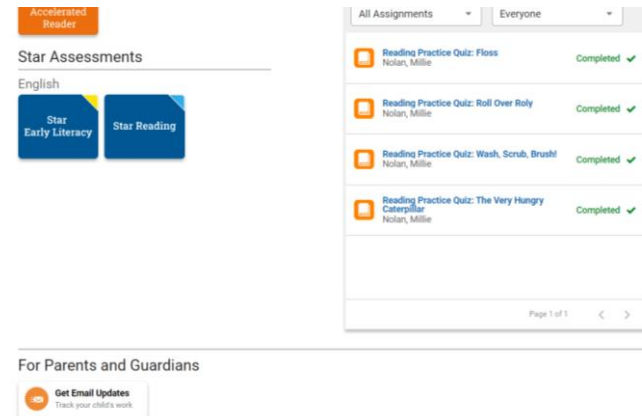
# AR Home Connect

Log in must be through the school's URL link on the school website.

Pupils will be issued with their own log in.

<https://global-zone61.renaissance-go.com/welcomeportal/224945>

Once your child has logged in, select the 'Get Email updates' button



# Woodloes Reading Raffle

- ▶ Each child has their own reading pack containing their current reading book and home reading diary.
- ▶ Packs should be brought into school every day.
- ▶ Adults must sign reading diaries.
- ▶ When a child has recorded 5 reading at home sessions, they are rewarded with a raffle ticket.
- ▶ Class teachers will communicate via Class Dojo on your child's reading progress and engagement each week.
- ▶ Lost packs and books will be invoiced.
- ▶ Raffle prizes will be drawn each term during our reading celebration assembly.



# Reading Hero Volunteers

Do you have a spare afternoon during the week and would you like to become a Reading Hero and support by listening to children read in school?



If you would, please let the office staff know.

# Any Questions?

If you have any additional questions, please let us know either during drop off or pick up times or via the school admin email address:

[admin5207@we-learn.com](mailto:admin5207@we-learn.com)