

# Year 6 Curriculum Information 2023-2024



# The Year 6 Team

- ▶ Mrs Khaira (6K Class Teacher)
- ▶ Miss Tresadern (6T Class Teacher)

## Year 6 Support

- ▶ Mrs Hussain (1-1)
- ▶ Mrs Gardner 1-1 readers

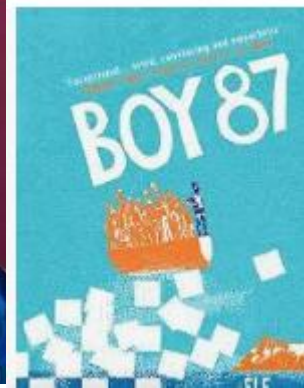
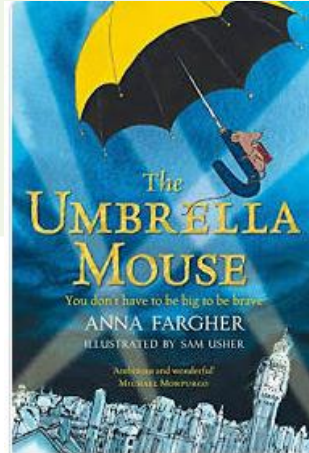
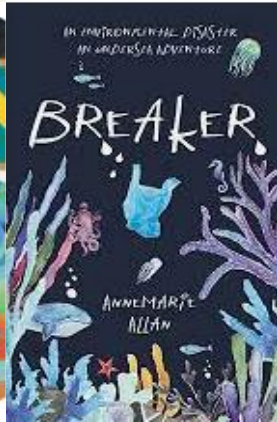
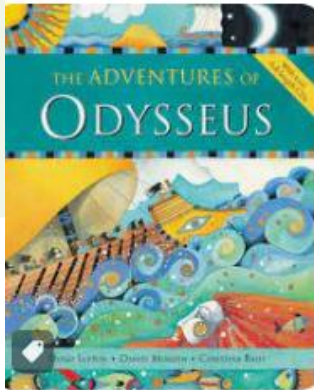
# Content of the Year 6 Curriculum

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! |



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 four times a week at home as a minimum.



# Bug Club Phonics Ebooks

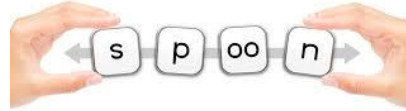


[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Helping new or struggling readers

*One book three times*

·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

A reading comprehension and assessment programme

- ▶ Personalised goals help students stay focused on the factors that matter most for reading growth—and help teachers to 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
- ▶ Once a book is completed, the pupil completes a reading comprehension quiz to assess their understanding.
- ▶ Teachers monitor quiz results weekly and feedback to pupils.





# AR Home Learning - New for 2023!

- ▶ To encourage more independent reading at home, pupils will now have access to AR at home until 6pm from Monday to Friday.
- ▶ 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.



Accelerated  
Reader

# AR Home Connect

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

Pupil's will be issued with their own log in.

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

Once you child has logged in,  
Select the 'Get Email updates' b

The screenshot shows the Accelerated Reader interface. At the top, there is a navigation bar with 'Accelerated Reader' and 'Star Assessments'. Below this, there are two buttons: 'Star Early Literacy' and 'Star Reading'. The main content area is titled 'Star Assessments' and shows a list of completed reading practice quizzes. The quizzes are:

| Quiz Title   | Status      |
|--|-------------|
| Reading Practice Quiz: Floss                       | Completed ✓ |
| Reading Practice Quiz: Roll Over Roly              | Completed ✓ |
| Reading Practice Quiz: Wash, Scrub, Brush!         | Completed ✓ |
| Reading Practice Quiz: The Very Hungry Caterpillar | Completed ✓ |

At the bottom of the screenshot, there is a section for 'For Parents and Guardians' with a button labeled 'Get Email Updates' and the text 'Track your child's work'.

# Bug Club Phonics Ebooks



[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

School Code: garq

Pupils will be issued with their own log in details and allocated digital books to read based on their current reading assessment by their class teacher.

The 'Grown-Ups' section will provide more information about your child's progress and how to support their reading at home.

Teachers will access your child's page weekly to see which books have been read and how your child is progressing.

# Reading Hero Volunteers

Do you have a spare afternoon during the week and would like to become a Reading Hero?



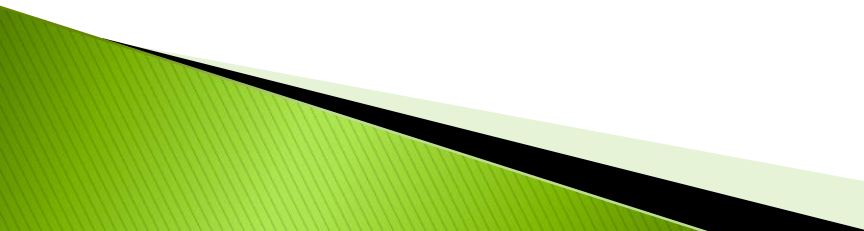
Please let the office staff know if you would like to volunteer.

# 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.
- ▶ Monday – vocabulary focus
- ▶ Tuesday – Listen/read the story and answer our looking, clue and thinking questions (these practice the skills needed for SATs)
- ▶ Wednesday – discussing our answers and deepening our learning
- ▶ Thursday/Friday – 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.
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# 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.
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# 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 6-part lesson for daily maths lessons. This involves a fluency (arithmetic) section, followed by reasoning and then problem-solving sections. This year, we have included a specific challenge section for children who prove these skills competently.
  - ▶ 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.
- 



# 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

## Woodloes Primary School Timetable Key Stage 2 Timetable



|           |         | 9.45 to 9.15am        | 9.35am - 9.45am | 9.45am to 10.20am<br>10.35am to 10.55am | 10.20am - 10.35am | 10.55am to 11.55am | 1.00pm 1.15pm | 1:20-1:50 | 1.50 - 2.50pm   |                |                          |                          |
|-----------|---------|-----------------------|-----------------|---|-------------------|--------------------|---------------|-----------|-----------------|----------------|--------------------------|--------------------------|
| Monday    | EMW/CGP | Registration - 8:55am | GPS             | English                                 | B                 | Maths              | GR            | L         | DEAR Class Book | Maths Meetings | DT/Art                   | school assembly          |
| Tuesday   | EMW/CGP |                       | GPS             | English                                 | R                 | Maths              | GR            | U         | DEAR            | Handwriting    | swimming                 | swimming                 |
| Wednesday | EMW/CGP |                       | GPS             | English                                 | E                 | Maths              | GR            | N         | DEAR            |                | PPA<br>French and Onside | PPA<br>French and Onside |
| Thursday  | EMW/CGP |                       | GPS             | English                                 | A                 | Maths              | GR            | C         | DEAR class book | Maths Meetings | Science                  | History                  |
| Friday    | EMW/CGP |                       | GPS             | English                                 | K                 | Maths              | GR            | H         | Music           |                | computing/RE             | PB/PSHE                  |

Homework due in

Homework given out



# PE/Games

|  |          |               |
|--|----------|---------------|
| Autumn Term P.E./Games   | Year 6   |               |
| This will change in the Spring term when we will no longer be swimming and Year 6 have onsite coaching on Thursdays. | Tuesday  | Wednesday     |
|  | Swimming | Quick cricket |

- Children are to bring their swimming kit to school every Tuesday until Christmas, and their PE kit in a separate bag on a Wednesday.
- Children who are attending clubs (dance/judo/tennis) must also bring their PE kit to change into on that day. They will be given time before and after to change. This is subject to change, and we will inform you when this happens.

# Homework

- ▶ Weekly English and Maths homework will be set on a **Thursday** and will be due back in school on the following **Tuesday**. Your child also needs to be able to recall number facts (including times tables and divisions up to  $12 \times 12$ ) quickly and accurately. Interactive support at home could be through Hit the Button, Daily 10 or BBC Bitesize KS2.
- ▶ Long term homework is set at the beginning of each term and each child is expected to complete at least 3 pieces of work before the end of term. Certificates are given to those children who have complete and exceeded expectations.
- ▶ In preparation for secondary school, it is imperative that your child takes ownership of their home learning, including handing it in on time. This year we have a pocket diary (like the one they might get in Year 7) which we encourage you to sign.

# SATs

Year 6 SATs tests will be held during the week of the 13th of May to the 16th May 2024

# KS2 SATs in 2024

- ▶ 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

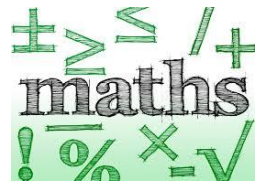
There will be two papers to test: Grammar, Punctuation and Spelling (GPVS)

- 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.





# Can you volunteer and help the Friends of Woodloes PTA?

- ▶ We are recruiting volunteers to support us with some of our amazing events this year and help them to run smoothly!
- ▶ We've hosted so many great events over the year including the first Big Family Quiz, film nights and Bingo!
- ▶ We managed to raise around £4000 from these and we'd like to raise even more, but we need your help.
- ▶ If you'd like to join the PTA or just volunteer for any of the events please speak to Ms Valentine (Reception), Mrs Shardlow (Y1), Miss Lyons (Y5), Miss Hancox (Y2), Miss Tresadern (Y6) or Mrs Cirin or email us on [friendsofwoodloes@gmail.com](mailto:friendsofwoodloes@gmail.com)



**Thank you for listening.**

**Any questions?**

**We look forward to your continuing support.**

**If you'd like a longer conversation, please arrange an appointment with your child's class teacher.**

