

Working in Year 6

Class Teachers:

Mrs C Hession

Mrs C Pressman

LITERACY

We follow the National Primary Framework for Literacy

The Literacy syllabus is focused on developing your child's skills in 3 main areas:

- a) speaking and listening*
- b) reading*
- c) writing*



a) SPEAKING AND LISTENING

Skills in Speaking and Listening have a direct influence on writing.

Children will learn to:

- Listen and respond appropriately to the contributions of others, building on their ideas
- Tell a story using notes
- Present a spoken argument, sequencing points logically and using evidence to support their views
- Select and use vocabulary appropriate to different contexts (e.g. formal/informal)
- Identify and use different question types
- Analyse the use of persuasive language
- Participate in group discussions and decision-making to manage and perform a group task
- Work 'in role' to enhance understanding of complex issues
- Perform a scene from a play

b) READING:

Reading underpins the whole curriculum and is the key to your children gaining the independence essential to successful transition to secondary school.

In addition to reading opportunities at school, children are expected to be reading daily at home.

In school - children in Year 6 will be given opportunities for daily reading, and will read aloud in a range of contexts (in whole class sessions, guided group sessions or individually).

At home - children should read independently for *at least* 15 minutes daily. Additionally, it would be helpful if you would listen to them read aloud on a regular basis, paying particular attention to their 'reading' of punctuation and checking that children have an overall understanding of the text.

Finally, children (especially reluctant readers) will benefit greatly from being read to – by parents and by story tapes. ***On all these occasions, the main emphasis should be on understanding the text and engaging personally with the characters and the plot.*** Additionally, the child's reading programme will enrich their vocabulary and assist with their spelling accuracy.

Book choice: Children in Year 6 may well have completed the usual 'reading scheme' books, and are classed as 'free readers' –



– that is, able to choose books for themselves within their Accelerated Reading book level (ZDP). Children will be allocated their book level range during the start of the autumn term. In order to make progress whilst sustaining enthusiasm they should initially choose books from the lower end of this range, moving on as they successfully complete quizzes. At home they can then use www.arbookfind.co.uk to check the level of any books they'd like to read.

Additionally, children should read 'easy' books as well as those that are more advanced. This is because their imagination can be engaged

and developed more readily when they are reading within their comfort zone and not having to struggle with the meaning of the text. Additionally, parents can support them with the reading of more challenging books by sharing a more complex text book and modelling good reading.

Top tip for helping reluctant readers: Children often find it really hard to 'get into' a new book. *It can be extremely helpful for children if an adult reads the beginning to them.* This is a very good way of stimulating the child's interest in the story and it has the additional benefit of developing an invaluable reading partnership between child and parent.

In Year 6, children will read a wide range of texts:

FICTION AND POETRY: e.g. Classic fiction, poetry and drama by long-established authors including a study of a Shakespeare play, adaptations of films, longer established stories and novels from more than one genre, e.g. mystery, humour, sci-fi, historical, fantasy, comparison of work by significant children's authors and poets and different authors' treatment of the same theme(s).

NON-FICTION e.g. autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc which recount experiences and events, journalistic writing, non-chronological reports, discussion texts, formal writing, explanations linked to cross-curricular work and using reference texts and a range of dictionaries and thesauruses, including IT sources.

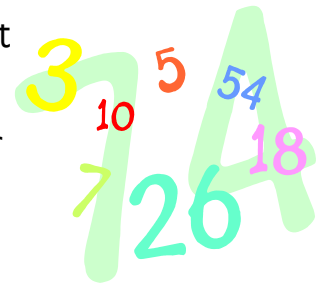
They will develop and demonstrate their textual understanding through oral discussion as well as through written answers designed to develop their comprehension e.g. examining evidence in our 'Do You Dare To Be Different?' project and responding to a series of question prompts.

Year 6 work focuses on the *development of inference and deduction skills, involving the consideration of authorial technique, figurative language and the use of context.*

c) WRITING

Children will learn to:

- Experiment with different narrative forms and styles to write their own stories
- Adapt their writing for non-fiction purposes
- Use paragraphs and sections to organise their ideas
- Use ambitious, descriptive and precise vocabulary
- Use complex sentences, with a variety of openers and connectives, to engage and maintain the reader's interest
- Use a range of punctuation accurately, including commas for clauses, speech marks, apostrophes and brackets in parentheses.
- Use legible and fluent handwriting
- Use ICT to present texts in a format appropriate to their purpose
- Spell medium-frequency words with consistent accuracy (including homophones)
- Spell words containing unstressed vowels or prefixes



MATHEMATICS

In year 6 the emphasis is very much on using and applying our Mathematics to solve real-life problems for all our learners. Some of our most able mathematicians will take part in the Primary Mathematics Challenge in the autumn term and The Apprentice Challenge throughout the autumn, spring and summer terms.

We follow the National Primary Framework in Mathematics.
The Maths syllabus is focused on developing the following skills:

- a) **Number:** **understanding**
 knowing/using number facts
 calculating

- b) Shape, measures, data handling**
- c) Using and applying knowledge of number, shape, measures and data handling in a range of contexts.**

a) Number

Understanding --

Place value: what each digit represents in whole numbers and decimals

Sequences: count backwards or forwards in varying sequences involving whole numbers, negative numbers and decimals

Fractions; language and notation, equivalent fractions and decimal representations

Percentages

Ratio

Number facts –

Quick recall of addition and subtraction facts

Quick recall of multiplication and division facts

Use of tables facts to multiply multiples of 10 and 100

Use of place value and rounding to estimate and check calculations

Factors, multiples, prime numbers

Calculations –

Extend mental methods for whole number calculations

Use efficient (more formal) written methods to add and subtract whole numbers and decimals

Use place value to multiply and divide numbers by 10, 100 and 1000

Use efficient (formal) written methods for short and long multiplication and division

Find fractions and percentages of amounts

Addition and subtraction of fractions

Use a calculator to solve problems



b) Shape, measures and data handling

Shape

Properties of 2D and 3D shapes and nets

Coordinates

Parallel and perpendicular lines

Symmetry

Angles (estimate and measure with protractor)

Measures

Metric measures of length, weight and capacity – estimate, measure and convert to appropriate units

Reading of scales

Perimeter and area

Time

Handling data

Probability

Frequency tables, pictograms, bar and line graphs

Mean and mode

Use of ICT to organise and interrogate data



c) Using and applying mathematics

Children will learn to:

- Solve one- and two-step problems involving whole numbers and decimals and all 4 operations, choosing and using appropriate calculation strategies, including calculator use
- Explore patterns, properties and relationships involving numbers or shapes, and proposing a general statement
- Explain reasoning and refine ways of recording

CREATIVE CURRICULUM IN YEAR 6

Each half term's teaching will be organised around a range of themes, derived from History, Science or Geography. In order to develop opportunities for creativity, the study of these themes will be cross-curricular - involving Literacy, Drama, Art, Music, Maths, ICT etc.

The proposed schedule for 2012 -2013 is as follows (although this is subject to change)

Autumn :

Do You Dare To Be Different?

Plants and Animals

Micro-organisms

Spring :

Go with the flow – investigating the River Bollin.

More About Dissolving

Reversible and Irreversible Changes

Forces In Action

Summer :

How Cool Is Our Capital?

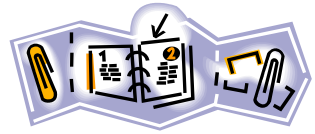
Enquiry in environmental and technological contexts

How We See Things

Changing Circuits

Parents can greatly support their child's developing understanding by encouraging an awareness of current issues in the world around them (e.g. through news programmes, newspapers and the internet).

YEAR SIX HOMEWORK



Homework is set for a variety of reasons. The general purpose of homework is to support the development of good independent study skills, and parents can offer invaluable support here by encouraging a regular homework routine. More specifically, homework may be set to reinforce or extend concepts/skills introduced during lessons, or to encourage the development of research skills.

In Year 6 we are keen to prepare the children for successful transition to secondary school. They are encouraged to develop greater independence and responsibility. They will, therefore, be expected to take responsibility for recording homework tasks and delivering it to the teacher at the appropriate time.

HOMEWORK SCHEDULE (subject to change):



Every day: *At least 15 minutes independent reading.*

Additionally:

MONDAY:	Paired Reading/Reading Task Cards
TUESDAY:	Mental Arithmetic
WEDNESDAY:	Research linked to project work
THURSDAY:	Maths
FRIDAY:	English – possibly with a cross-curricular focus.

Homework will also be sent each week for Jewish Studies and Ivrit.

Please note:

Homework tasks are expected to take up to 45 minutes per night.



YEAR 6 EQUIPMENT

Stationery will be provided by school. However, children may like to bring in the following:

- HB pencils (at least 2) *of good quality*
- Rubber
- Pencil sharpener with holder for shavings
- 30cm clear ruler which measures in cm and mm (*not a jointed one*)
- Fountain pen plus extra cartridges
- *Or* roller ball/handwriting pen. *Blue ink is preferred.*
- Black fine tip marker
- Staedtler Ergosoft pencil crayons (best value currently on Amazon/Tesco)

Finally, please do not send in any 'novelty' stationery items (these can be very distracting)

Additionally, children would benefit from using their own dictionary (e.g. Oxford Colour) and a thesaurus both in school and at home. This will help them to develop good habits as they transfer to secondary school.

Y6

Ivrit

Autumn Term

Revision of all the work done last term. Work on units 11, 12, from the textbook "HAKOL CHADASH".

New vocabulary, using infinitive.

A conversation using new vocabulary.

Work on different topics; school, menu, who am I, my hobbies etc.

More complicated instructions given in Hebrew.

Work on different festivals,

Reading more complicated stories with understanding and fluency.

A conversation about the rituals.

Writing and reading about the festival.

Rosh-Hashanah, Yom-Kippur,

Sukkot, Simchat-Torah

Hanukah.

Reading work (or vocabulary) to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Spring Term

Revision of all the work done last term. Every day conversation.

Work on unit 12 from the textbook "HAKOL CHADASH".

Verbs in the past tense. Work on the story "I am on the plane to Israel". New vocabulary used in conversation and writing. More complicated instructions given in Hebrew.

Work on the festivals, reading more complicated paragraphs about the festivals with understanding and fluency. Short conversation

about the festivals and writing about them. . Reading, singing and understanding Hebrew songs. (haggadah work)

Topic: Israel trip.

Tu-Beshevat, Purim, Pesach.

Reading work (or vocabulary) to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Summer Term

Revision of all the work done last term. Work on unit 13 from the textbook "HAKOL CHADASH".

New vocabulary used in every day conversation and writing. Work on verbs in the past tense. More complicated instructions given in Hebrew.

Topics: restaurant, foods, bake challah, arts and crafts. Israel trip project book.

Work on the festivals, reading more complicated paragraph about the festivals with understanding and fluency. Short conversation about the festivals and writing about them. Reading, understanding and singing Hebrew songs.

Work on the festivals; Yom-Hatzmaout Lag-Ba.omer, Shavuuot.

Reading work (or vocabulary) to be sent home every week.

Please use the school web regularly for the Ivrit oral work.