

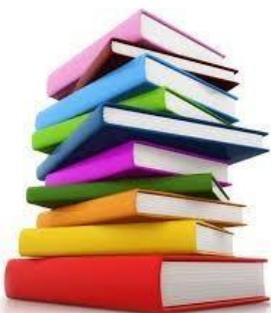
# North Cheshire Jewish Primary School

Cheerful, confident learners who are proud to be Jewish



**Working in Key Stage 2  
Year 6**

**Teacher: Mrs A. Becker  
Mrs Bewley and Mrs Devine - Thursdays**



**HLTA: Mrs Devine**



# English

## We follow the National Primary Curriculum

### a) Spoken Language

Fluency in the English language is an essential foundation for success in all subjects

Your child will learn to:

- listen and respond appropriately to the contribution of others, building on their ideas
- justify their ideas with reasons
- develop their vocabulary
- evaluate and build on the ideas of others
- give well-structured descriptions and explanations
- develop their understanding through speculating, hypothesising and exploring ideas.
- deliver a presentation with the use of notes
- select and use vocabulary appropriate to different contexts (e.g. formal/informal)
- present a spoken argument, sequencing points logically and using evidence to support their views
- 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
- continue to add to their knowledge of linguistic terms

### b) READING:

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

Additionally, being able to scan a text to locate specific words, phrases or ideas is a **vital** skill. 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 20 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. Children often find it very hard to 'get into' a new book. A good way of stimulating a child's interest is if an adult reads the beginning of the story to them. It has the added benefit of developing an invaluable reading partnership between child and parent.

Children (especially reluctant readers) benefit greatly from being read to – by adults and by audio stories. **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](http://www.arbookfind.co.uk) to check the level of any books they'd like to read.

The classroom has a reading area where the children can find a large selection of books to choose from. There are also some boxes and baskets with recommended books to help the children with their choice of reading book.

There also some sets of books as it is useful if a child enjoys a particular author, to find more books in a series.

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, you can support them with the reading of more challenging books by sharing a more complex textbook and modelling good reading.

The children will be taught to:

- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- infer characters' feelings, thoughts, and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record, and present information from non-fiction material
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views
- provide reasoned justifications for their views.

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, 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.

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.

Children are explicitly taught the skills of reading through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

# Reading Vipers

**V**ocabulary

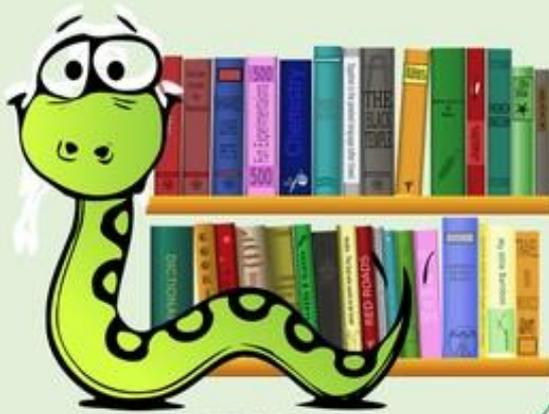
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



There is a very wide range of books available in the classroom for the children to choose from. These are regularly added to.

## c) WRITING-

transcription (spelling and handwriting) composition  
(articulating  
ideas and structuring them in speech and writing).



Your child will learn to:

plan, revise and evaluate their writing.

- develop the stamina and skills to write at length, with accurate spelling and punctuation and grammar
- develop their vocabulary including ambitious, descriptive and precise vocabulary, including shades of meaning in similar words.
- 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 employing varying layout devices  
Use ICT to present texts in a format appropriate to their purpose

#### d) VOCABULARY, GRAMMAR and PUNCTUATION

Your child will learn to

- use ambitious, descriptive, and precise vocabulary
- use complex sentences, with a variety of openers and conjunctions, 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 a wider range of cohesive devices
- use the passive to affect the presentation of information
- proofread for spelling and punctuation errors

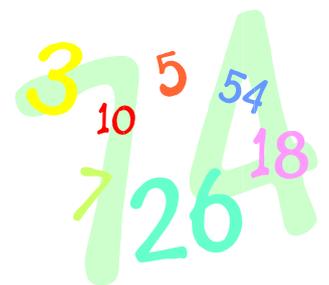
## MATHEMATICS

We follow the Primary Curriculum for Mathematics

The core aims of the National Curriculum state that the children must become:

- **fluent in the fundamentals of Maths**
- **be able to reason mathematically**
- **be able to solve problems by applying their Mathematics**

In Year 6, the emphasis is very much on using and applying our Mathematics to solve real-life problems for all our learners. We follow the National Primary Framework



Educational research into the acquisition of number skills has changed the way that maths is taught to children. More emphasis is placed on a secure understanding of mental strategies before progressing to the formal written methods that we, as adults, are more familiar with.

Confidence in numeracy and other mathematical skills is a precondition of success. Your children will wherever possible 'play' with and investigate numbers as opposed to being taught 'tricks'.

By the end of Year 6, your children will have been taught:

#### Number and Place value:

- 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
- multiply using the formal method of long multiplication
- divide using the formal written method, interpreting remainders according to context

• solve addition and subtraction multi-step problems, making their own decisions as to the best way forward and why

Fractions:

- use written division method in cases where the answer has up to two decimal places

- solve problems which require answers to be rounded to a specified degree of accuracy

- recall and use equivalence between simple fractions, decimals and percentages

Ratio and Proportion:

- solve problems involving the calculation of percentages and the use of percentages for comparison

- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra:

- use simple formulae
- use, read, write and convert between standard units

Properties of Shape:

- compare and classify geometric shapes based on their properties and sizes, find unknown angles in any triangle, quadrilateral and regular polygon

Position and Direction:

- draw and translate simple shapes on the coordinate plane and reflect them in the axes

Statistics:

- interpret pie charts and line graphs, using this data to solve problems
- calculate and interpret the mean as an average

# SCIENCE AND FOUNDATION SUBJECTS IN YEAR 6

The children will also follow the National Curriculum in: Art, Design Technology, Music, PE and Dance.

## Science:

- Inheritance and Evolution
- Classification
- Impact of drugs and lifestyle on bodily functions. Transportation of nutrients and water within animals
- Changing Circuits – varying the volume or brightness of components
- Light

## History/Geography:

- South America
- The Amazon
- Wars through time
- History of Migration
- Local study – Manchester
- Mapping skills

## Art/DT:

- Study of different artists
- Media
- Portraits
- Challah covers
- Challah plates
- Baking for the elderly

## PE:

- Gymnastics
- Leadership
- Yoga
- Invasions games
- Athletics
- Skills

- OAA

Children need to wear a full, clearly labelled P.E. kit:- •

navy shorts or P.E. skirt

- blue T shirt
- trainers
- astro shoes
- (jogging bottoms and hoodie are optional)

Pupils with pierced ears need to remove earrings for P.E lesson.

### **Computing:**

- Accurate Web searches
- E-Safety
- Code Studio
- Internet research
- Google Earth – South America
- Word processing

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 so that they are secondary ready. They are encouraged to develop greater independence and responsibility. Therefore, they will 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 15-20 minutes independent reading.

### Additionally:

MONDAY: Maths – [maths.co.uk](http://maths.co.uk)  
TUESDAY: Maths/English  
WEDNESDAY: Research linked to project work  
THURSDAY: Spag.com  
FRIDAY: English/Maths  
(subject to change)

### Please note:

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

## YEAR 6 EQUIPMENT

Stationery will be provided by school. However, we advise children to have 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
- Black fine tip marker/ red biro / purple biro/green biro
- Staedtler Ergosoft pencil crayons or any other good quality drawing crayons

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

If you have any questions, please do not hesitate to contact me.

With your help, I look forward to a happy and successful year with your children.