



**Parents' meeting
September 2024**

How does a day look in Year 6?

- ▶ In readiness for Secondary school, the children will be taught by all members of the Year 6 team. This includes: Mrs Medcraft, Mrs Clay, Mr Lapworth and Mr Carpmail.
- ▶ The teaching assistants in Year 6 are Mrs Dhand and Mrs Sabino
- ▶ This has proven to be a great way of supporting children when transitioning to secondary; being taught by different teachers and also moving classrooms.
- ▶ One classroom in Year 6 will focus on English and Science and the other classroom will focus on Maths and Theme.

Expectations/ Curriculum

- Your child will be expected to read at least 4x a week. Please sign your child's diary to acknowledge they have read at home.
- They can read independently, but do try and make a little bit of time to discuss the text with your child.
- Their reading diary will be checked weekly. This is on a sticker at the front of their diary.
- Diaries and reading books must be in school everyday.
- Gates open at 8:45 – we would like all children in at this time as we do early morning work which consolidates previous learning as well as interventions.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe 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)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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.²

Working at greater depth

The pupil can:

- 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 writing³ 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.^

[There are no additional statements for spelling or handwriting]

Homework - English

- Children will have weekly spellings that focus on the spelling rules taught in Year 6. They will be tested on these every Monday.
- They will have a spelling book to practise that should go home with them everyday.
- As well as spelling rules, the children will need to be practising the year 3 and 4 spelling words and year 5 and 6 spelling words.
- They will be expected to read at least 4x week.
- The children will also have a grammar activity to complete once per week. This will go home every Wednesday to be brought back in the following Tuesday.

Homework - Maths

- For the next 6 weeks your child will come home with an arithmetic quiz.
- Please give your child 15-20 minutes to complete this activity.
- There will be some questions that they may find tricky, but encourage them to give it a go and then move on to the next.
- The key is practise and progress.
- Quick recall - of all times tables - is crucial in Year 6. Your child will come home with a baseline grid of all times tables. Please work with them to practise the gaps and help them increase their speed.

Booster

- In the Spring term, we will begin booster club.
- This is an afterschool club that takes place x2 week focussing on
 1. grammar and punctuation
 2. maths
- These are not compulsory; however, we would ask that all children attend.
- If your child does attend the sessions, they feel and are better prepared for the summer term assessments.
- These sessions will also replace homework worksheets
- Spelling and reading homework will continue.
- A letter with further details will be sent out in December.

Autumn One in Year 6



English

- Explanatory texts
- Poetry
- Writing a fable from one viewpoint

Skills to be covered:

- Formality
- Passive voice
- Using suitable conjunctions
- Using stanzas
- Speech
- To show character through action and speech

We are reading...



Maths

- Reading and writing numbers to 10,000,000
- Ordering, comparing and rounding
- Powers to 10
- Negative numbers
- Adding and subtracting large integers
- Multiplying 4 digit by 2-digit numbers
- Short and long division with remainders
- Prime numbers, cube and square numbers
- Factors and multiples
- Order of operations

Science

Living things and their habitats

- Classifying living things into broad groups according to observable features and using classification keys
- Giving reasons for classifying plants and animals and understanding why this is important.

Art

Sculptures This half term we will be focusing on 3D sculptures. The children will be creating their own Greek pots using clay and will design and decorate the pot using drawings. They will look at the following formal skills:

- Translate a 2D image into a 3D form.
- Manipulate clay to create 3D forms.
- Make visual notes to generate ideas for a final piece.
- Translate ideas into sculptural forms.
- To know that Art can represent abstract concepts, like memories and experiences.



History

Our topic this term is Ancient Greece. By the end of the term, we will be able to answer the following question:

How has life in Ancient Greece affected our lives today?

We will answer this question by learning about:

- Timeline of key events in Ancient Greece
- Democracy
- The Olympics
- Gods and Goddesses
- Inventions and philosophy
- Culture
- City states (e.g. Athens/Sparta)



Music

Theme and variations 'Pop Art'
We will compare and contrast different variations in the piece 'The Young person's guide to the orchestra'.
We will be exploring rhythms and use musical notation to create visual representations.

DT

Our Design and Technology unit will be covered in Autumn 2.



PE

PE will be **EVERY FRIDAY**. Full school PE kit to be worn.

This half term we will be covering: Invasion games (Outdoor kit please - see school website).

Yoga will be every Friday for the first 3 weeks of every half term.

PSHE

Me and my relationships

- Working together
- Solving friendship problems
- Understanding assertiveness and how to use it when feeling under pressure
- Acting appropriately towards others

Computing

During this half term, we will begin by thinking about how to keep ourselves safe online.

We will then be continuing to work on our coding skills followed by using CAD (computer aided design).

Homework

- Weekly spellings will be tested **EVERY MONDAY**.
- New spellings will also be given out on **MONDAY** too.
- Please encourage your child to read at least 4x per week and sign their diaries. **These will be checked weekly.** (See your child's diary to see which day).
- Maths and Grammar homework will be set **EVERY WEDNESDAY**. Homework will be collected in the following **TUESDAY**.

Key dates

Dol-y-Moch:

Friday March 7th – Tuesday March 11th

SATs Week

Monday 12th May – Thursday 15th May

PE will be **EVERY FRIDAY**