

Year 6



2023-2024

Meet & Greet Booklet

Welcome to Year 6



Mrs Glynn

Class 13



Miss Ward

Class 14



Year 6 Curriculum Overview 2023-2024

Year 6	Autumn 1 Ancient Greece	Autumn 2 To infinity and beyond	Spring 1 Evolution and Inheritance	Spring 2 Living Things	Summer 1 North America –USA Study	Summer 2 Global Trade
History	Ancient Civilisations	Ancient Civilisations				
Geography	Human and Physical Landscape of Ancient Greece and how this impacted on their empire				North America- USA Study	South America – Ecuador Study - Global Trade
Science		Earth, Sun and Moon Light and shadow	Adaptation and Interdependence, classification and evolution	Living Things	Human body and circulatory system	Human body and circulatory system
DT and Nutrition	Ancient Greek Café		Automata Animals- CAMS	Bridges La Galette Des Rois (RE)		Global Food- Food and Nutrition
Art and Design	Sculpture Ancient Greek pots - Great Artist enquiry – Kate Malone		Drawing skills- Landscapes and perspective Artist study David Hockney	Painting Skills- Landscapes – David Hockney	South American Art Printing	South American Art Textiles
Physical Education	Games: Rugby Gym: Shape & Balance	Games: Football Dance: Spaceman	Games: Netball Gym: Wall Bars	Games: Hockey Dance: Street Dance	Games: Tennis Gym: Key Steps Floor Exercises	Games: Swimming Athletics Orienteering
Heart Smart	Get Heart Smart	Don't Forget To Let Love In	Too Much Selfie Isn't Healthy	Don't Rub It In Rub It Out	Fake Is a Mistake	No Way Through Isn't Through
RE	Rites of Passage	The prophecy	God	Symbol-empty cross	Ritual	The river of life
Music	Fantastic Beasts	Space	Amazing Machines	Short ride in a Fast Machine	Musical Production	Song Writing
Computing	Money	Programming and gaming - Scratch – Crossy Roads	VR- Worlds	Online safety dilemmas	My online life	My online life
MFL	Clothes TEXT: Je M'Habille et JeTe Croque	TEXT: Continued from Autumn 1	La Galette Des Rois Numbers 1-100	Where We Live Places In Town Directions Weather	Food – Café Culture	Money Time

Year 6 Educational Visit/Visitors 2023-2024

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Open Box Theatre – Ancient Greeks St Mary's Church Harvest Tile Barn Residential	Winchester Science Museum	St Mary's Church – The Magi			Winchester Cathedral TBC



Year 6 Reading Key Objectives

Use knowledge of morphology and etymology to read aloud and understand new words

Choose to read a range of non-fiction and modern fiction from literary heritage and from other cultures

Ask questions to improve understanding of texts

Identify and discuss themes and conventions across a wide range of writing

Provide reasoned justifications for views

Consider different accounts of the same event/story and viewpoint of author

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identify and discuss how language, structure and presentation contribute to meaning

Justify the authors choice of language, including figurative language, to affect the reader

Explain and discuss understanding of reading using a wider range of technical terms including metaphor, simile, analogy, imagery, style and effect

Participate in formal presentations and debates about reading

Reflect on feedback regarding on the quality of their explanations and contributions to discussions about books

Use knowledge of morphology and etymology to read aloud and understand new words



Year 6 Writing Behaviours & Key Objectives

Writing Behaviours:

Generate ideas through role play, oral retelling, presentation, performance and debate

Discuss, question and evaluate texts and writers' choices of vocabulary and grammar to inform own writing

Plan writing with a clear audience and purpose drawing on example texts

Monitor and re-read own writing for accuracy and clarity, reflecting on composition and effect

Assess effectiveness of own writing and propose changes to enhance effect and clarify meaning

Key Objectives:

Develop setting, atmosphere and character effectively, including through dialogue

Consciously control the structure of sentences and paragraphs for effect

Precis longer passages

Select appropriate grammar and vocabulary to change and enhance meaning

Build self-reliance and self-regulation as a speller

Demonstrate a mastery of language through public speaking, performance and debate

Use passive verbs to affect the presentation of information

Recognise difference in informal and formal language

Use hyphens to avoid ambiguity

Use semi-colons, colons and dashes between independent clauses



Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.

We aim for all children to

- become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 6 Key Objectives

Divide numbers using long division, interpreting the remainders as appropriate

Use order of operations to carry out calculations

Use common factors to simplify fractions and compare and order them

Add and subtract fractions with different denominators and mixed numbers

Multiply simple pairs of proper fractions & divide proper fractions by whole numbers

Calculate decimal fraction equivalents for simple fractions

Multiply a number with up to two decimal places by whole numbers

Use written division with answers of up to two decimal places

Solve problems involving the calculation of percentages

Recall and use equivalences between fractions, decimals and percentages

Solve problems using ratio and proportion

Use simple formulae and express missing number problems algebraically

Convert units of measure between smaller and larger units

Calculate the area of parallelograms and triangles

Calculate and compare volume of cubes and cuboids

Finding missing angles in triangles, quadrilaterals and regular polygons

Describe positions on the full co-ordinate grid

Translate shapes on a co-ordinate grid and reflect in the axes



Year 6 Science Key Objectives

Use test results to design further investigations

Using simple models to describe scientific ideas

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Classify some plants, animals or micro-organisms, explaining the choices made

Recognise that living things produce offspring which are not usually identical to their parents

Identify how adaptation of plants and animals over time may lead to evolution.

Explain that we see things which either give out or reflect light

Describe the movement of the Earth, and other planets, relative to the Sun

Explain day and night on earth, and the apparent movement of the Sun

Compare and give reasons for variations in circuit components and recognise symbols when representing simple circuit in a diagram



Year 6 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p>
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>



Year 6 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling



Year 6 Grammar & Punctuation

Sentence Structure

Use of the passive to affect the presentation of information in a sentence [for example, ***I broke the window in the greenhouse*** versus ***The window in the greenhouse was broken (by me)***].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: ***He's your friend, isn't he?***, or the use of subjunctive forms such as ***If I were*** or ***Were they to come*** in some very formal writing]

Text Structure

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as ***on the other hand, in contrast, or as a consequence***], and ellipsis

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to organise, present and structure text for the reader

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, ***It's raining; I'm fed up***]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, ***man eating shark*** versus ***man-eating shark***, or ***recover*** versus ***re-cover***]

Terminology for Pupils

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point



Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle** (class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules...

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.

