

Year 6

Parent Workshops



Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All You Need Is Bugs	Rocky Shores	An Exceptional Voyage	Shakespearean	Off The Beaten Track	Tick Tock, Don't Stop
Power of Reading texts	Beetle Boy <i>By M. G. Leonard</i>	Letters from the Lighthouse <i>By Emma Carroll</i> Rose Blanche <i>By Ian McEwan</i>	Darwin: An Exceptional Voyage <i>By Fabien Grolleau and Jeremie Royer</i> What Mr Darwin Saw <i>By Mick Manning</i>	Macbeth <i>By William Shakespeare</i>	Highwayman <i>By Alfred Noyes</i>	Clockwork <i>By Phillip Pullman</i>



The first two units need to be taught before any other units as these cover place value and the four operations and ensure firm foundations for the rest of the learning. The remaining units can be taught in any order with the following caveats:

- The first five lessons of the first Fractions unit should be taught prior to learning on calculating with fractions.
- The Proportion problems unit should only be taught after the units on fractions, decimals and percentages.

<p>1) Integers and decimals (10 lessons)</p> <ul style="list-style-type: none"> • Represent, read, write, order and compare numbers up to ten million • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems involving addition and subtraction 	<p>2) Multiplication and division (15 lessons)</p> <ul style="list-style-type: none"> • Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers using a range of strategies • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies 	<p>3) Calculation problems (10 lessons)</p> <ul style="list-style-type: none"> • Understand the use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values 	<p>4) Fractions (10 lessons)</p> <ul style="list-style-type: none"> • Deepen understanding of equivalence • Order, simplify and compare fractions, including those greater than one • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions 	<p>5) Missing angles and length (5 lessons)</p> <ul style="list-style-type: none"> • Compare and classify a range of geometric shapes • Use angle facts to find unknown angles
<p>6) Coordinates and shapes (10 lessons)</p> <ul style="list-style-type: none"> • Draw a range of geometric shapes using given dimensions and angles • Describe, draw, translate and reflect shapes on a co-ordinate plane • Recognise and construct 3-D shapes • Name and illustrate parts of a circle 	<p>7) Fractions (5 lessons)</p> <ul style="list-style-type: none"> • Represent multiplication involving fractions • Multiply two proper fractions • Divide a fraction by an integer 	<p>8) Decimals and measure (15 lessons)</p> <ul style="list-style-type: none"> • Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids 	<p>9) Percentage and statistics (10 lessons)</p> <ul style="list-style-type: none"> • Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalence of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts 	<p>10) Proportion problems (10 lessons)</p> <ul style="list-style-type: none"> • Use fractions to express proportion • Identify ratio as a relationship between quantities and as a scale factor • Unequal sharing involving ratio



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Fractions

Children in Year 6 are taught to:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1 .
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.
- Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$.
- Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$ and e.g. 0.375 is equivalent to $\frac{3}{8}$.

Example questions:

Fluency

$$\frac{3}{4} - \frac{1}{3} = ?$$

To subtract these fractions, I will subtract the numerators and denominators. That means my answer is $\frac{2}{1}$



What do you think of this idea?

Problem Solving and Reasoning

Alex is adding fractions.

$$\frac{3}{5} + \frac{1}{15} = \frac{4}{20} = \frac{1}{5}$$

Do you agree with her?

Explain your answer.



READING

Year 6 Reading Objectives

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. (Word Reading)

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart. (Comprehension)

Read age-appropriate books, including whole novels, with confidence and fluency. (Comprehension)

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. (Comprehension)

Understand what he/she reads by identifying how language, structure and presentation contribute to meaning. (Comprehension)

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. (Comprehension)

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (Comprehension)

Provide reasoned justifications for his/her views. (Comprehension)



Inference

Inference: the ability to go beyond the information given in the text based on the reader's personal experience, knowledge or opinion

Reading Bookmark



Ideas of useful things to comment on in your child's Reading Record

- ... sounded out (word) independently.
- ... read fluently without relying on sounding and blending.
- ... re-read the sentence to check it made sense.
- ... self-corrected when reading (word/sentence).
- ... answered questions about what might happen next.
- ... explained what he/she had read so far in his/her own words.
- ... answered questions about what he/she had read.
- ... made a prediction about what might happen next, based on what he/she has read.
- ... was able to summarise the events or information they have read.
- ... independently used a dictionary to define a word in order to understand the text better.
- ... independently identified the range of vocabulary, grammar and punctuation features the author has used and explained how it's effect on the reader.

Ideas of useful questions to ask when reading with your child.

Vocabulary:

- What do the words ... and ... suggest about the character, setting and mood?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means...

Infer

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ... show that they are ...

Predict:

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

Explain:

- What structures has the author used?
- The mood of the character changes throughout the text.
- How does the author engage the reader here?

Retrieve:

- How would you describe this story/text? What genre is it? How do you know?
- How did...? /How often...?

Summarise:

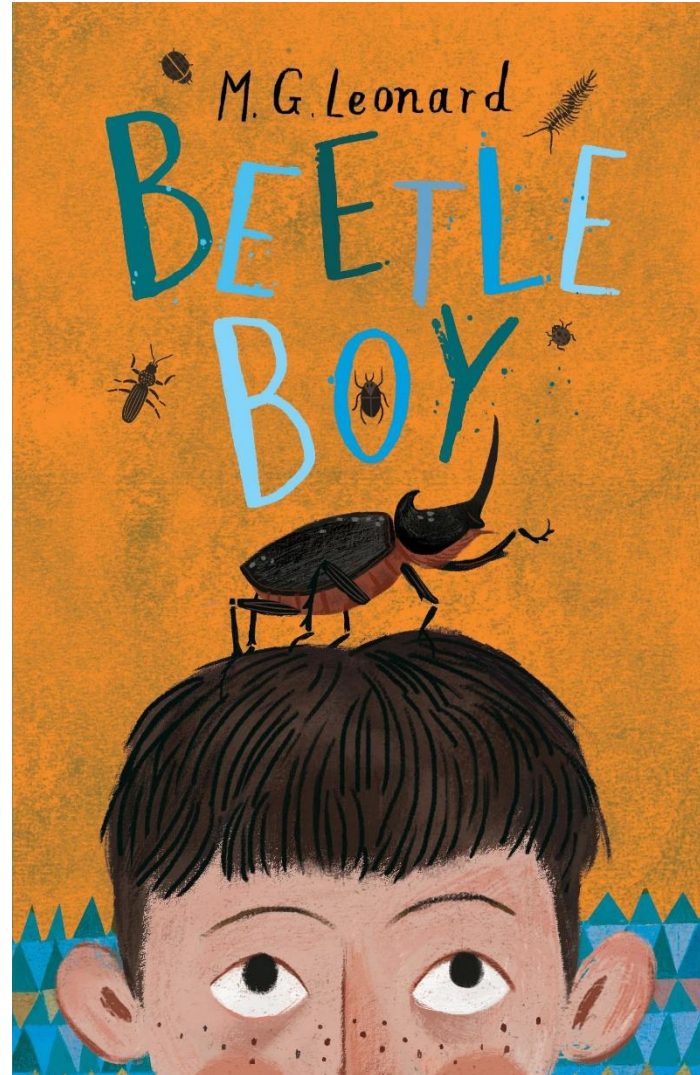
- Can you number these events 1-5 in the order that they happened?
- Can you summarise in a sentence the opening/middle/end of the story?

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Inference



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WRITING

Year 6 Writing Objectives

Use dictionaries to check the spelling and meaning of words. (Spelling)

Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). (Composition)

Draft and write narratives, describing settings, characters and atmosphere. (Composition)

Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. (Composition)

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)

Proof-read for spelling errors linked to spelling statements for year 6. (Composition)

Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. (Vocabulary, Grammar and Punctuation)

Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). (Vocabulary, Grammar and Punctuation)

Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. (Vocabulary, Grammar and Punctuation)

Use the colon to introduce a list and semi-colons within lists. (Vocabulary, Grammar and Punctuation)

Use bullet points to list information. (Vocabulary, Grammar and Punctuation)



Sentence Structure

Different Sentence Structures:

- **Simple** – one independent clause
- **Compound** – two independent clauses joined together with a co-ordinating conjunction (e.g. and, but, or, for, nor, yet, so)
- **Complex** – contains one independent clause and at least one dependent clause. The clauses in a complex sentence are combined with conjunctions and subordinators, terms that help the dependent clauses relate to the independent clause. Subordinators can refer to the subject (who, which), the sequence/time (since, while), or the causal elements (because, if) of the independent clause.



How are we supporting the children following the school closure?

Whole Class Feedback Sheet – EXAMPLE

DATE:			LESSON: Maths		
LO:			<i>To use mental strategies for addition and subtraction.</i>		
Recognition and Presentation			Need Further Support		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Challenge			Basic Skills Errors		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Misconceptions and Next Lesson Notes					
<ul style="list-style-type: none"> • Most of the class were using partitioning as a mental strategy. • Have place value charts available in tomorrow's lesson. • TA to work with Child C, Child L and Child R in tomorrow's lesson – use counters to support the mental strategies. • Teacher to work with Child A, Child G, Child P and Child X tomorrow on a problem solving challenge to further develop written reasoning. 					
Absent from this lesson: Child S					

This is an example of our whole class marking and feedback form. This is used to assess the children at the end of every piece of learning and informs our planning of the next lesson.

