



# Learning in Year 6

Eagles Class

September 2018



# What we learn



- All subjects in the National Curriculum
  - English – speaking and listening, reading and writing
    - Maths
    - Science
  - Art and design, computing, design technology, geography, history, music, PE
    - French or Spanish (in Key Stage 2)



# Reading scheme

Year	Colour Band	Less Able	Expected	Most Able
na	Lilac		Rec	
1	Pink		Rec	
2	Red	Y1	Rec	
3	Yellow	Y1	Rec	
4	Blue		Y1	Rec
5	Green	Y2	Y1	Rec
6	Orange	Y2	Y1	
7	Turquoise		Y2	Y1
8	Purple	Y3	Y2	Y1
9	Gold	Y3	Y2	
10	White	Y3, 4	Y2	
11	Lime	Y4	Y3	Y2
12	Brown	Y4, 5, 6	Y3	Y2
13	Grey	Y6	Y4, 5	Y3
14	Dark Blue		Y5, Y6	Y4
15	Dark Red		Y6	Y5
16	Black			Y6

Our books are organised into book bands. Children work through these book bands as they learn to read.



# Reading

By the end of Year 6 we hope that children will be reading books from the dark red or black book bands. Your child has a reading record book, in which they should write down when and how much they read every night. Please take an interest in what (and how often) your child is reading. Please listen to them and read along with them.



# Rising Stars reading tests

- Your child will be given a test at the end of every half term to assess their progress in reading. This is not a test which assesses fluency or expression but their **understanding** of what they have read. When you read with your child ask them questions which test their understanding.



# Rising Stars reading tests

## Cautionary Verse

There was a boy whose name was Sam.  
He was so awfully fond of ham.  
He'd raid the fridge whenever able  
And guzzle ham beneath the table.  
He ate some ham for lunch and tea;  
He even ate it secretly,  
In the garden, in his room  
In the cupboard with the broom.  
His mother soon became annoyed.  
With diverse punishments she toyed  
To try to teach her naughty Sam

2 What do we learn about Sam's character from the verse?

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# Spelling

- Spelling in Year 6 is very tricky. You should already have seen the Y5/6 word list, last year. Your child will also learn various prefixes and suffixes, e.g. cial/tial words. Your child has a word bank in which to put any tricky words they have found. They also have a red spelling log which contains their weekly spelling list. For homework, children may be asked to write these words in sentences which show they understand the meaning of the words.



# Writing

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.



# Writing

## Food

The Ancient Greek diet was very healthy. It consisted of: grain, wheat, barley, fruit, bread, vegetables and especially ~~to~~ olives ~~and~~ which they grew very well. They also kept goats for milk and cheese.

## Conclusion

The Ancient Greek language has had an enormous influence in modern life. Some of the words that they used are now in the English language like lots of prefixes (tele, auto and micro). This means that



# Maths

## Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals  
(e.g. what is the value of the '7' in 276,541?;  
find the difference between the largest and smallest whole numbers that can be made from using three digits;  
 $8.09 = 8 + \frac{9}{100}$ ;  
 $28.13 = 28 + \square + 0.03$ ).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation  
(e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ ).
- The pupil can use formal methods to solve multi-step problems  
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;  
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;  
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).



# Maths

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- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $1\frac{1}{2} + \frac{3}{4}$ ;  $\frac{7}{9}$  of 108;  $0.8 \times 70$ ).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).





# Assessment

- Year 6 is a very important year for your child. In the week beginning May 13<sup>th</sup> 2019, your child will sit National tests (SATs) in Reading, GPS (grammar, punctuation, spelling) and Maths. They will be given a standardised score which will indicate whether they have made the expected standard and whether they are secondary ready. Throughout the year (at the end of each half term) children will be tested in these areas and given a colour as to their level of attainment. They will also complete a piece of independent writing which will be assessed using specific year group objectives.