



Year 6 information evening

- ❖ Learning experiences and outcomes;
- ❖ Curriculum information and expectations;
- ❖ Assessment (teacher assessment, SATs and terminology);
- ❖ Supporting your child at home and homework.




Learning experiences and outcomes



A River's Tale

Pond dipping
DT Bridge building
Natural Hazards
Rivers around the world
RE: water as a symbol
Art: seascapes weaving
Outside learning



Survival: Alaska & Evolution



Animal adaptations
Extinct animals
Science investigations
Cooking
Fossils
Dinosaurs
Habitats
Survival
Mary Anning
Charles Darwin



Time zones



Forces: Round and Round

School trip
Fairground art
Science: forces & their impact
DT: Theme park project
Phone case DT project
Story writing



Through our topics, we value the wider curriculum and providing children with memorable experiences. Our foundation curriculum is built up of practical, creative and challenging experiences to allow children to explore the world around them.

Learning journey in maths

Introducing a concept:

- Reflect on prior learning,
- Make the learning relevant and purposeful.

Practice:

- Opportunities for the children to practice the skill taught.

Apply:

- Apply the learning into real life and abstract contexts.

Reason and extend:

- Develop reasoning skills to embed and extend their learning.

Record your *times tables*

1) $7392 \div 21 =$

0 3 5 2

21 $\overline{) 7392}$

63

109

105

42

42

0

① 21
② 42
③ 63
④ 84
⑤ 105
⑥ 126
⑦ 147
⑧ 168
⑨ 189
⑩ 210

0 3 5 2

21 $\overline{) 7392}$

$$8220 \div 12 =$$

$$7290 \div 15 =$$

$$16975 \div 35 =$$

$$5271 \div 42 =$$

It can use long division to solve problems.

1. A box hold 48 packets of rice. How many boxes are needed for 7500 packets?
2. An automatic washing machine uses 43.84 litres of water in 26 washes. How much water is used in each wash?
3. A 4.75 litre vat of ice cream mixture is poured equally into 25 tubs. How much ice cream is in each tub?
4. The annual subscription to receive 52 copies of a magazine is £96.20. How much does each copy cost?
5. The total weights of 28 children in a class is 982.8kg. What is the mean weight of the children?

A packet contains 1.5 kilograms of guinea pig food.
Remi feeds her guinea pig 30 grams of food each day.



How many days does the packet of food last?

Application 4: Real life holiday.



Victorian wildlife adventure
Today's task is to apply your learning to a real life scenario.



MULTIPLICATION AND DIVISION

Thinking Tom says:

"The approximate answer to $4179 \div 19$ is 210."

Spot the Mistake
Explain and correct the working.

Thousands	Hundreds	Tens	Ones
4	1	7	9
1	9	2	1

	3	1	0	1
3	9	4	1	4

Which remainder is most appropriate for these scenarios?

Sharing the ingredients between portions when cooking

Groupings in class

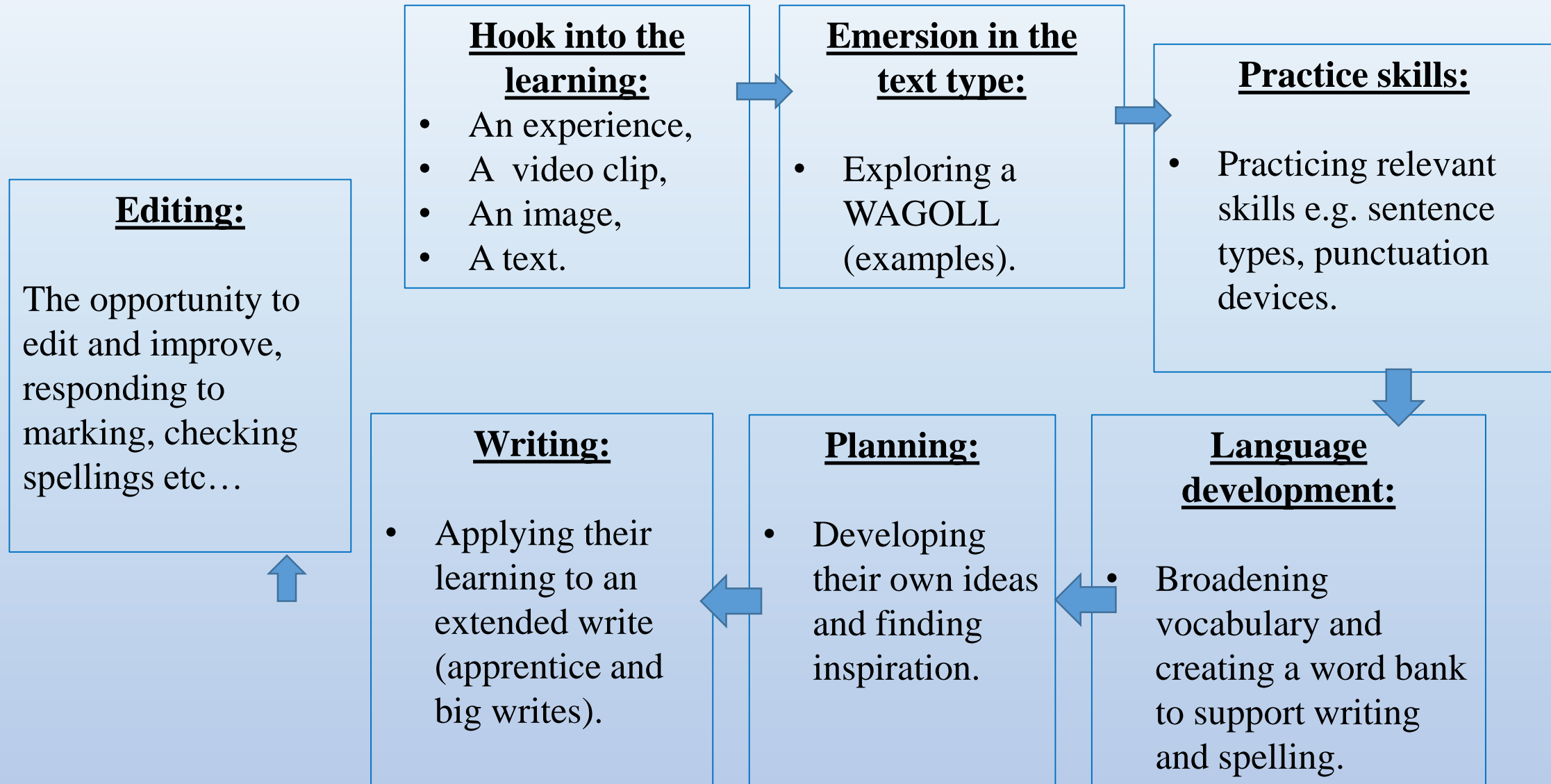
Scenarios involving money

Sharing sweets

Working out how many mini buses are needed

Sharing pizza between friends

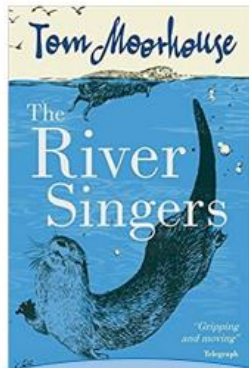
Learning journey in English



Reading in Year 6

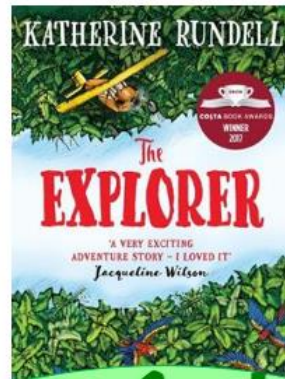
Our reading in Year 6 is linked to our topics: a River's Tale, Survival and Transition.

Reading in Year 6 Whole class reader



Language choices
ORRIS SEQUENCING
Sylvan
Character inference
Mistress Valera
Wind & the Willows
Fern
Questioning
Concluding

Reading in Year 6 Whole Class Reading



Analysis
Fred
Adventure
Setting description
Lila and Max
Character comparison
CON
Summarising
Sequencing
Word meaning
THE EXPLORER

Reading in Year 6 Whole Class Reading



Diary writing
comparison
Philosophy
Empathy
Reflection
Julian
Character inference
Olivia
Meaning
August Pullman
Evaluate
Precepts
JACK WILL
Charlotte
Comparison

Through class reading and home learning tasks, we focus on embedding the following skills.

Infer



Predict



Draw conclusions



Summarise/re-tell/précis



Ask questions



Refer to text



Recommended reads

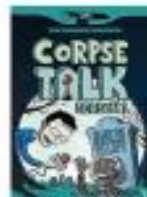
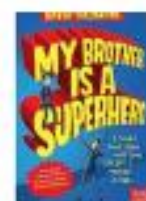
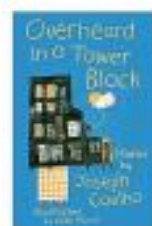
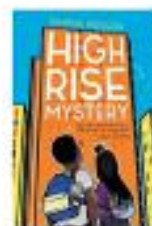


50 Recommended Reads for...

Year 6

(ages 10-11)

Books for
Topics

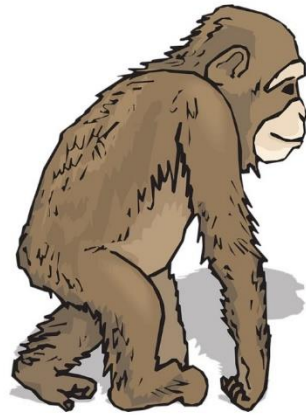


Reading- written responses

A.P.E.

Answer it

What is the answer to the question you've been asked? Remember what you've read; don't guess.



Prove it

Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

Explain it

Why did that quote help you answer the question? Give as much detail as you can.

@MRSPTEACH

Answer it

I think...
The writer...
In this text...
I believe that...
It is clear that...
The speaker...
The writer creates ... by ...
My opinion is ...



A.P.E.

@MRSPTEACH

Explain it

This implies...
This suggests that...
This means that...
This makes you realise...
This creates a sense of...
This makes the reader think/feel...
This can be interpreted as...
The effect of this is...



A.P.E.

@MRSPTEACH

Prove it

For example...
I know this because...
The writer states that...
The text includes...
The character says...
For instance, the writer describes ...
as ...
I get this impression because...

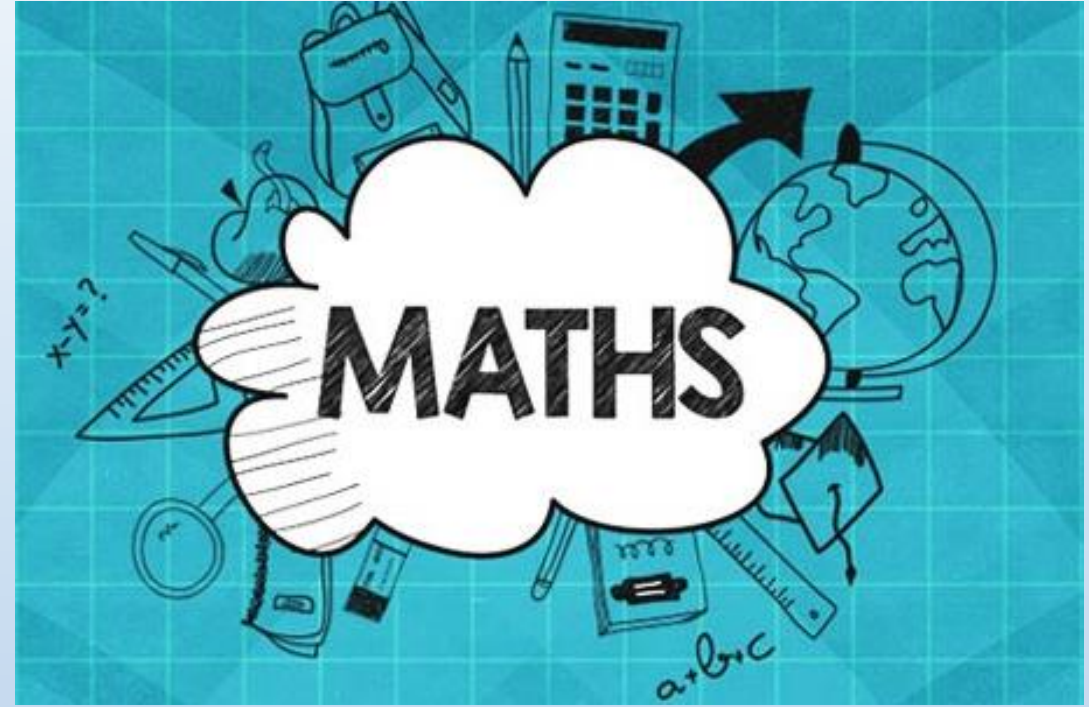


A.P.E.

@MRSPTEACH



Curriculum expectations



- What the end of Key Stage 2 (Yr 3- 6) looks like for your children.
- The expectations of Year 6 learning.
- The SATs experience.

English

- Writing expectations
- Components: punctuation, sentence structure etc...
- Handwriting expectations
- Spelling
- Reading skills



End of Year 2 exemplification

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a brickdy, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy beause she is too old and in return, ^{at} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Then we had to gide our friends to a tree. After that we had a sicky porchiton party. Mine was discusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

End of Year 6 exemplification

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling, But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Handwriting needs to be legible and needs to be maintained at speed.

How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.

Are you sick and tired of walking to work? Do you want to avoid the hassle of being stuck in traffic? Then look no further; the perfect penny farthing will be your saviour. With a height of two metres, you will glide above the dirt and diseases of the street below. Because of its high tech features (pedals and gears), the marvellous machine travels at high speeds without the effort needed for walking or riding a Dandy horse. I imagine a device that enables you to arrive at work early, without being tired nor sweaty: this is that invention.

Waiting patiently with quiet chatter,
No sign of the train, not even a clatter.
Growing impatient pacing and pondering,
Like a canary whistling and wondering.
From behind the trees, hissing steam,
Here it comes, the ride of dreams.

Are you prepared to try the splendid and delectable treat?
One that makes your tongues tingle and blows your top hats away?
Then taste the mouth-watering Jelly babies that makes you stand out from the rest. When your daughter goes to her tea parties; bring one and she will become the most popular person at her school. It's delicate and unique design is immaculate and I must say, personally I do love these tiny snacks. It's This jellyatin masterpiece was created by Herr Steinback (an Austrian inventor). This Sugary Sweet can't be beaten. What are you waiting for, buy one today? It's marvellous.

Ascenders and descenders need to be accurate, letters need to be formed fluidly and clearly.

Working towards the expected standard

The pupil can	Extra detail	A	B	C	D	E	F
• Write for a range of purposes							
• Use paragraphs to organise ideas							
• In narratives, describe settings and characters	<ul style="list-style-type: none">Expanded noun phrases (using adjectives);Adverbs/adverbials.						
• 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 <u>mostly correctly</u>	<ul style="list-style-type: none">Capital letters/full stopsQuestion marksCommas for listsApostrophes for contractions						
• Spell correctly <u>most words</u> from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list							

• Write legibly

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 writing 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 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

(No additional statements for spelling or handwriting)

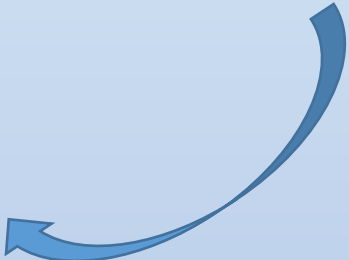
Extra detail

- Language choices: figurative language.
- Structural choices;
- Formal and informal language choices through dialogue.
- Formality control (grammar choices e.g. apostrophes, brackets/language choices).
- Semi-colons,
- Colons,
- Hyphens,
- Parenthesis,
- Commas.



Working at the expected standard

The pupil can:	Extra detail
• 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)	• Writing features appropriate to texts;
• in narratives, describe settings, characters and atmosphere	• Expanded noun phrases;
• integrate dialogue in narratives to convey character and advance the action	• Figurative language.
• select vocabulary and grammatical structures that reflect what the writing requires, doing this <u>mostly appropriately</u> (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)	• Accurately punctuated (before, within and after). Powerful verb/adverb combinations.
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs	• Contractions (informal language);
• use verb tenses <u>consistently</u> and <u>correctly</u> throughout their writing	• Passive voice;
• use the range of punctuation taught at key stage 2 <u>mostly correctly</u> (e.g. inverted commas and other punctuation to indicate direct speech)	• Modal verbs (degrees of possibility).
spell correctly <u>most words</u> from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	• Subordinating and coordinating conjunctions;
maintain legibility in handwriting when writing at speed	• Adverbials (time and place);
	• Pronouns;
	• Synonyms.
	• Repetition.
	• Parenthesis
	• Inverted commas
	• Semi-colon
	• Hyphens
	• Colons
	• Commas for clarity
	• Using a dictionary to check unfamiliar words.



Working at greater depth

Working towards the expected standard

Year 6 Assessment	
Writing theme	Success criteria
<u>Audience and purpose</u> <i>Write for a range of purposes</i>	Awareness of audience and purpose
	Appropriate language used (e.g. adjectives for description)
	Purpose achieved (e.g. descriptive, informative).
<u>Organisation and cohesion</u> <i>Organise writing and ensure it makes sense.</i>	Use paragraphs to organise ideas.
	In non-narrative use simple devices to structure the writing and support the reader (bullet points, headings, sub-heading).
<u>Language</u> <i>In narratives, describe settings and characters.</i>	Use adjectives within expanded noun phrases.
	Use adverbs and adverbials.
<u>Punctuation</u> <i>Use the following devices mostly correctly.</i>	Capital letters and full stops
	Question marks and exclamation marks
	Commas for a list
	Apostrophes for contractions
<u>Spelling</u> <i>Spell correctly most words from the 3/4 and 5/6 spelling lists.</i>	Year 3 and 4 spelling list
	Year 5 and 6 spelling list
	High frequency words and spelling rules.
<u>Handwriting and presentation</u>	Write legibly with letters joined (consideration of ascenders and descenders) .

Working at the expected standard

Year 6 Assessment	
Writing theme	Success criteria
<u>Audience and purpose</u> <i>Write effectively for a range of purposes and audiences, selecting vocabulary and grammatical that shows good awareness of the reader and reflects what the writing requires- <u>most appropriately</u>.</i>	Appropriate use of language (e.g. first person in a diary, direct verbs for instructions, persuasive features).
	Contracted forms for effect with correct use of apostrophes.
	Passive voice (verb choices to affect how information is presented).
	Modal verbs to show degrees of possibility.
<u>Organisation and cohesion</u> <i>Use a range of devices for build cohesion.</i>	Subordinating and co-ordinating conjunctions.
	Adverbials (time and place).
	Pronouns, varied noun phrases and synonyms.
	Repetition of words.
<u>Language</u> <i>In narratives, describe settings, character and atmosphere.</i> <i>Use tenses and dialogue accurately.</i>	Use adjectives within expanded noun phrases.
	Use adverbs and adverbials with powerful verb choices.
	Figurative language: personification, metaphors, similes and alliteration.
	Use verb tenses consistently and correctly throughout their writing.
	Integrate dialogue to convey character and advance action.
<u>Punctuation</u> <i>Use a range of punctuation taught at KS2 <u>mostly correctly</u>.</i>	Inverted commas (punctuation before, within and after).
	Commas for clarity
	Semi-colons
	Colons
	Hyphens
	Parenthesis (brackets and dashes).
<u>Spelling</u> <i>Spell correctly most words from the 5/6 spelling lists.</i>	Year 5 and 6 spelling list
	Use a dictionary to check spellings.
	High frequency words and spelling rules.
<u>Handwriting</u>	Maintain legibility in handwriting at speed.

Greater depth standard

Year 6 Assessment	
Writing theme	Success criteria
<u>Audience and purpose</u> <i>Write effectively for a range of purposes and audiences.</i>	Draw independently on what they have read as a model- literary language to suit the audience.
	Draw on what they have read for structure.
	Draw on what they have read for characterisation.
<u>Language</u> <i>Distinguish between the language of speech and writing and choose the appropriate register.</i>	Assured and conscious control over levels of formality.
	Formal and informal word choices for effect.
	Speech contrasting in formality to text (e.g. abbreviations, contractions)
	Subjunctive to show formality.
	Figurative language used for effect and purpose- manipulate for effect.
<u>Punctuation</u> <i>Use a range of punctuation taught at KS2 accurately. Enhance meaning and avoid ambiguity. Manipulate for effect.</i>	Inverted commas (punctuation before, within and after).
	Commas for clarity
	Semi-colons (varied used)
	Colons (varied uses)
	Hyphens
	Parenthesis (brackets and dashes- use for effect).
<u>Spelling</u> <i>Secure from ARE expectations.</i>	Year 5 and 6 spelling list, spelling rules and dictionary checking.
<u>Handwriting</u>	Maintain legibility in handwriting at speed. Consideration of joins, ascenders and descenders.

Writing components

- **Handwriting:** joined and fluid;
- **Spelling:** KS1 and KS2 spellings;
- **Punctuation:** commas, semi-colons, colons, hyphens, parenthesis, question marks, exclamation marks, inverted commas, ellipsis;
- **Sentence structure:** starting sentences in different ways, varying clauses and using conjunctions;
- **Cohesion and organisation:** organising text effectively using a range of devices;
- **Language:** choosing appropriate language for the text e.g. formal/informal, descriptive.



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

New Curriculum Spelling List Years 3 and 4



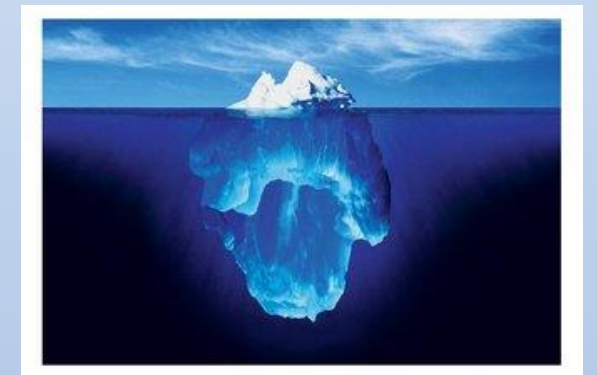
accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

New Curriculum Spelling List Years 5 and 6

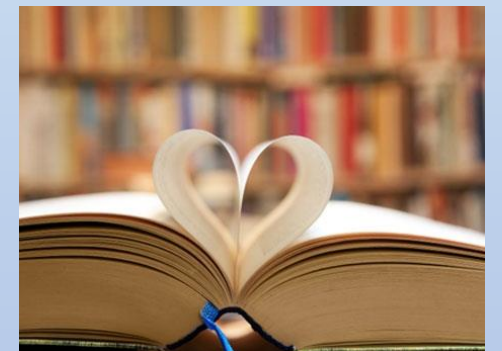
accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Reading skills: year 6 focus

- **Word meaning:** using the text to infer meaning and developing an efficient use of dictionaries.
- **Commenting on language choices:** identifying why the author has selected certain words and the effect it creates.
- **Inference:** reading between the lines and identifying deeper meaning.
- **Character and setting impressions:** what does the language suggest about the character/language. Reflect on the character's actions and interactions with characters.
- **Reading techniques:** pace, accuracy and fluency.



- **Identifying text features:** making a link between their reading and writing, commenting on the features used and purpose.
- **Summarising and sequencing:** identifying and ordering events.
- **Predicting:** using evidence from the text to make informed predictions about the plot and character.
- **Concluding:** making conclusions based on what they have read, commenting on the key themes.



Reading SATs

- Reading paper = 1hr
- 1hr to answer approximately 39 questions
- 1 hr to read 3 texts (in total approximately 3000 + words).
- Questions include inference, word meaning, retrieval, ordering, summarising, true or false, fact or opinion.



Non-fiction,
poetry,
narrative, fact
file, story
extract.

- 13** Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.	<input type="checkbox"/>	<input type="checkbox"/>
The park is going to be replaced with a shopping centre.	<input type="checkbox"/>	<input type="checkbox"/>
Building work in the park will start at the end of July.	<input type="checkbox"/>	<input type="checkbox"/>
The warden had two weeks' notice of the park's closure.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

What is Joe's mother thinking after she reads the letter?

Tick **one** thought.

<p><i>I'm happy that the boys have finished their breakfast.</i> <input type="checkbox"/></p>	<p><i>I don't want the boys to realise how upset I am.</i> <input type="checkbox"/></p>
<p><i>I'm worried the boys will be late for school.</i> <input type="checkbox"/></p>	<p><i>I'll cook sweet-and-sour spaghetti for the boys later.</i> <input type="checkbox"/></p>

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

- _____
- _____

3 marks

Look at the paragraph at the top of page 5.

Find and copy one word that shows the boys do not want to leave the house.

Grammar and spelling SATs

- **Spelling test** of 20 words, testing children on key spelling rules *e.g. silent letters, ible/able, ough, fer*.
- **Grammar test:** 45minutes to gain 50 marks, often one mark per question with multiple answers to identify. Key features included- *clauses, conjunctions, tenses, spelling application, punctuation devices*.

Tick one box in each row to show whether the sentence is a **question** or a **command**.

Sentence	Question	Command
Do your stretches before you exercise		
Do you prefer tennis or cricket		
Do the boys always go running in the morning		
Do take some water with you to football practice		

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix	Word
inter	approval
dis	circle
semi	social
anti	action

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

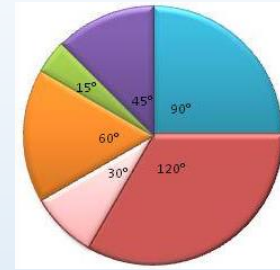
Insert one **comma** in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

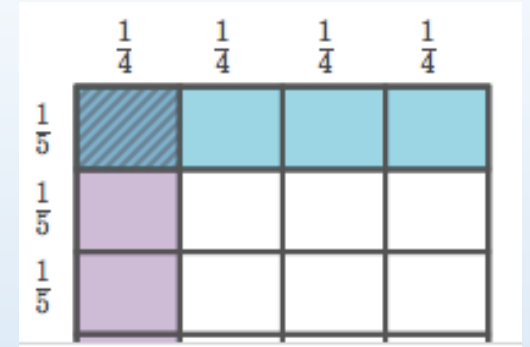



Maths

Contents of the Year 6 maths curriculum



$$\begin{array}{r} 0.574 \\ 5 \overline{) 2.870} \\ \underline{-0} \\ 28 \\ \underline{-25} \\ 37 \\ \underline{-35} \\ 20 \\ \underline{-20} \\ 0 \end{array}$$




$$\begin{array}{r} 756 \\ \times 32 \\ \hline 1512 \\ + 22680 \\ \hline \boxed{24192} \end{array}$$

- **Number** – place value
- **Number** – addition and subtraction
- **Number** – multiplication and division
- **Number** – fractions, decimals & percentages
- **Ratio and proportion**
- **Algebra**- missing number problems
- **Measurements**- conversions between km and m, g and kg , angle measuring
- **Geometry** – properties of shape (2D, 3D)
- **Geometry** – position and direction (translation, reflection)
- **Statistics**- pie charts and line graphs with reflection on bar graphs, pictograms, tallies.

Maths SATs

35

$$\frac{5}{6} \times 540 =$$

14

$$= 5,776 - 855$$

- Four operations
- BODMAS
- Percentages
- Fractions
- Negative numbers
- Decimals
- Times tables

20

\times

7 8 5
2 3

Arithmetic
1 x 30 mins
40 marks

34

$$28\% \text{ of } 650 =$$

13

$$1,210 \div 11 =$$

22

4 3 | 6 4 5

32

$$2\frac{1}{2} - \frac{3}{4} =$$

36

9 7 | 8 8 2 7

Addition

Addition: Column Method

1

$$\begin{array}{r} 85683 \\ +45978 \\ \hline \end{array}$$

Place the numbers one on top of the other, lining up the hundreds, tens and

2

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 1 \end{array}$$

Add the ones and write the answer.

3

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 1 \end{array}$$

Carry any tens to the tens column.

4

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 61 \end{array}$$

Add the tens including any tens you have carried. Carry any hundreds to the hundreds column.

5

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 661 \end{array}$$

Add the hundreds including any hundreds you have carried.

6

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 1661 \end{array}$$

Add the thousands including any thousands you've carried.

7

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 131661 \end{array}$$

Add the tens thousands including any thousands you've carried.

8

$$\begin{array}{r} 85683 \\ +45978 \\ \hline 131661 \end{array}$$

Check your answer.

Subtraction

Subtraction: 6-Digit Column Method

1

$$\begin{array}{r} 497264 \\ -324819 \\ \hline \end{array}$$

Place the numbers one on top of the other, lining up the thousands, hundreds, tens and ones. Subtract the ones (the answer to $4 - 9$ is negative).

2

$$\begin{array}{r} 4972\overset{5}{\cancel{6}}\overset{1}{4} \\ -324819 \\ \hline 5 \end{array}$$

Exchange 10 from the 60 to make 14 ones. Subtract the ones: $14 - 9 = 5$.

3

$$\begin{array}{r} 4972\overset{5}{\cancel{6}}\overset{1}{4} \\ -324819 \\ \hline 45 \end{array}$$

Exchange 10 from the 50 to make 13 ones.

4

$$\begin{array}{r} 49\overset{6}{\cancel{7}}2\overset{5}{\cancel{6}}\overset{1}{4} \\ -324819 \\ \hline 445 \end{array}$$

Subtract the hundreds (the answer to $200 - 800$ is negative). Exchange 1000 from the 7000 to make 1200. Subtract the hundreds: $1200 - 800 = 400$.

5

$$\begin{array}{r} 49\overset{6}{\cancel{7}}2\overset{5}{\cancel{6}}\overset{1}{4} \\ -324819 \\ \hline 172445 \end{array}$$

Subtract the thousands: $6000 - 4000 = 2000$. Subtract the ten thousands: $90\ 000 - 20\ 000 = 70\ 000$. Subtract the hundred thousands: $400\ 000 - 300\ 000 = 100\ 000$.

6

$$\begin{array}{r} 497264 \\ -324819 \\ \hline 172445 \end{array}$$

Check your answer.

Adding and subtracting using column method, calculating with large numbers and those including decimals. Having an awareness of place value is an important skill.

Multiplication

Short Multiplication

Multiplying by a One-Digit Number

$$45 \times 6$$

- 1** Write the numbers above each other in the correct columns.

$$\begin{array}{r} 45 \\ \times 6 \\ \hline \end{array}$$

- 3** Multiply the tens digit in the two-digit number by the one-digit number and add any regrouped tens.

$$4 \text{ tens} \times 6 = 24 \text{ tens} + 3 \text{ tens} = 27 \text{ tens} = 2 \text{ hundreds and } 7 \text{ tens}$$

Write the answer in the provided section.

$$\begin{array}{r} 3 \\ 45 \\ \times 6 \\ \hline 270 \end{array}$$

- 2** Multiply the ones digit in the two-digit number by the one-digit number.

$$5 \text{ ones} \times 6 \text{ ones} = 30 = 3 \text{ tens and } 0 \text{ ones}$$

Write 0 in the answer section and regroup the 3 tens by writing 3 above the tens column.

$$\begin{array}{r} 3 \\ 45 \\ \times 6 \\ \hline 0 \end{array}$$

4 $45 \times 6 = 270$

Multiplication Square

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Knowing times tables fluently and quickly is an essential skill.

Multiplying by decimals

&

Long multiplication

I can multiply by units including decimals

Model: TTh Th H T U . ths

$$\begin{array}{r}
 53241.3 \\
 \times \quad 4 \\
 \hline
 212,965.2 \\
 \hline
 1 \quad 1 \quad 1
 \end{array}$$

Make sure your units are in your units column.

Begin by multiplying by the tenths first

$4 \times .3 = 1.2$, put 2 in tenths and carry 1

$4 \times 1 = 4 + 1 = 5$

$4 \times 4(0) = 16$ put 6 in tens carry 120

$4 \times 2(00) = 8(00) + 1 = 900$ put 9Hs

$4 \times 3(000) = 12(000)$, put 2 in carry 1

$4 \times 5(0000) = 20(0000) + 1 = 21$

1st step

$$\begin{array}{r}
 123 \\
 \times 45 \\
 \hline
 615 \quad (123 \times 5) \\
 \hline
 \end{array}$$

2nd step

$$\begin{array}{r}
 123 \\
 \times 45 \\
 \hline
 615 \\
 \hline
 0 \quad (\text{because we are multiplying tens}) \\
 \hline
 \end{array}$$

3rd step

$$\begin{array}{r}
 123 \\
 \times 45 \\
 \hline
 615 \quad (123 \times 5) \\
 4920 \quad (123 \times 40) \\
 \hline
 5535 \quad (615 + 4920) \\
 \hline
 1
 \end{array}$$

Division

Short Division

Dividing by a Two-Digit Number Resulting in a Decimal Answer

$$5286 \div 12$$

1

$$\begin{array}{r} 12 \overline{) 5 \overset{5}{2} 8 6} \end{array}$$

First, divide 5 (thousands) by 12. This gives a result of 0 with a remainder of 5. The remainder 5 (thousands) is exchanged for 50 hundreds and placed into the hundreds column. This is shown by a small 5 in front of the existing 2 hundreds to make 52 hundreds.

2

$$\begin{array}{r} 4 \\ 12 \overline{) 5 \overset{5}{2} \overset{4}{8} 6} \end{array}$$

Next, divide 52 (hundreds) by 12. This gives a result of 4 (hundreds) remainder 4. The remainder 4 (hundreds) is exchanged for 40 tens and placed into the tens column. This is shown by a small 4 in front of the existing 8 tens to make 48 tens. The 4 is written in the hundreds position of the answer above the line.

3

$$\begin{array}{r} 4 \quad 4 \\ 12 \overline{) 5 \overset{5}{2} \overset{4}{8} 6} \end{array}$$

Next, divide 48 (tens) by 12. This gives a result of 4. The 4 is written in the tens position of the answer above the line.

4

$$\begin{array}{r} 4 \quad 4 \quad 0 \\ 12 \overline{) 5 \overset{5}{2} \overset{4}{8} 6 \overset{6}{.} 0} \end{array}$$

Next, divide 6 (ones) by 12. This cannot be done. This gives a result of 0 with a remainder of 6. Extend the number being divided to show the tenths place. The remainder 6 (ones) can now be exchanged for 60 tenths and placed into the tenths column. This is shown by a small 6 in front of 0 tenths to make 60 tenths. Remember to place the decimal point in your answer section.

5

$$\begin{array}{r} 4 \quad 4 \quad 0. \quad 5 \\ 12 \overline{) 5 \overset{5}{2} \overset{4}{8} 6 \overset{6}{.} 0} \end{array}$$

Next, divide 60 (tenths) by 12. This gives a result of 5. The 5 is written in the tenths position of the answer above the line.

6

$$5286 \div 12 = 440.5$$

Long Division

Dividing by a Two-Digit Number Resulting in a Decimal Answer

4

$$\begin{array}{r}
 \text{answer section} \\
 12 \overline{) 49.2} \\
 \underline{48} \\
 11 \\
 \underline{10} \\
 30 \\
 \underline{24} \\
 60
 \end{array}$$

Next, work out how many 12s there are in 30. The answer to this question is 2, which is written above the 0 in the tenths place. Then, write the product of 2 and 12 (24) under 30 and subtract it, giving 6. The 0 is then brought down and written next to 6 to make 60.

5

$$\begin{array}{r}
 \text{answer section} \\
 12 \overline{) 49.25} \\
 \underline{48} \\
 11 \\
 \underline{10} \\
 30 \\
 \underline{24} \\
 60 \\
 \underline{60} \\
 0
 \end{array}$$

Next, find out how many 12s there are in 60. The answer to this question is 5, which is written above the 0 in the hundredths place. Then, write the product of 5 and 12 (60) under 60 and subtract it, giving zero.

$$591 \div 12 = 49.25$$

$$\begin{array}{r}
 4935 \div 21 = 235 \\
 \text{Always} \rightarrow 0235 \\
 21 \overline{) 4935} \\
 \underline{(x2) 42} \\
 073 \\
 \underline{(x3) 63} \\
 105 \\
 \underline{(x5) 105} \\
 0
 \end{array}$$

Step 1: Record times tables

21 (1)
42 (2)
63 (3)
84 (4)
105 (5)
126 (6)
147 (7)
168 (8)
189 (9)

+20 +1

$$\begin{array}{r}
 7392 \div 21 = 352 \\
 21 \overline{) 7392} \\
 \underline{63} \\
 109 \\
 \underline{105} \\
 42 \\
 \underline{42} \\
 0
 \end{array}$$

Record your times tables

① 21
② 42
③ 63
④ 84
⑤ 105
⑥ 126
⑦ 147
⑧ 168
⑨ 189
⑩ 210

$$\begin{array}{r}
 5310 \div 15 = 354 \\
 15 \overline{) 5310} \\
 \underline{(x3) 45} \\
 081 \\
 \underline{(x5) 75} \\
 060 \\
 \underline{(x4) 60} \\
 0
 \end{array}$$

Record the times table

① 15
② 30
③ 45
④ 60
⑤ 75
⑥ 90
⑦ 105
⑧ 120
⑨ 135
⑩ 150

0354
15 | 5310

$$\begin{array}{r}
 0352 \\
 21 \overline{) 7392}
 \end{array}$$

Reasoning

Application of learning into contextual and abstract problems.

17

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

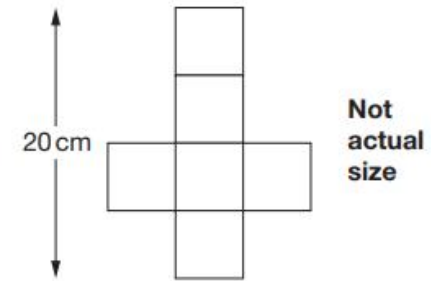
She pours 225 millilitres of orange juice for every pupil.



How much orange juice is left over?

22

This is the net of a cube.



What is the **volume** of the cube?

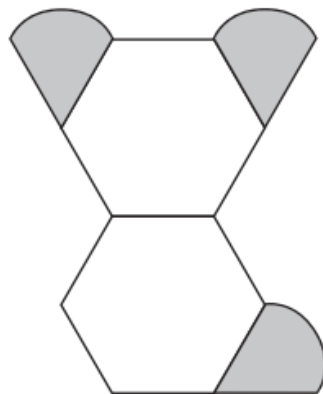
cm³

2 x 40 minutes
2 x 35 marks

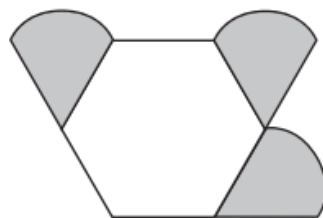
21

Amina is making designs with two different shapes.

She gives each shape a value.



Total value is 147



Total value is 111

Calculate the value of each shape.



=

1 mark



=

1 mark

23

The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58\frac{2}{3}$ times the length of a day on Earth.

What is the length of a day on Mercury, in **hours**?

10



Write the correct symbol in each box to make the statements correct.

11×12

15×10

$90 \div 30$

$60 \div 20$

$120 \div 4$

$160 \div 8$

30×8

100×10

19

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

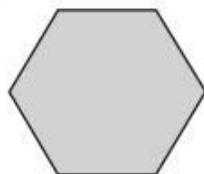
She makes **34** necklaces.

How many beads does Layla use **altogether**?

17

These two shapes have the **same** perimeter.

regular hexagon



square



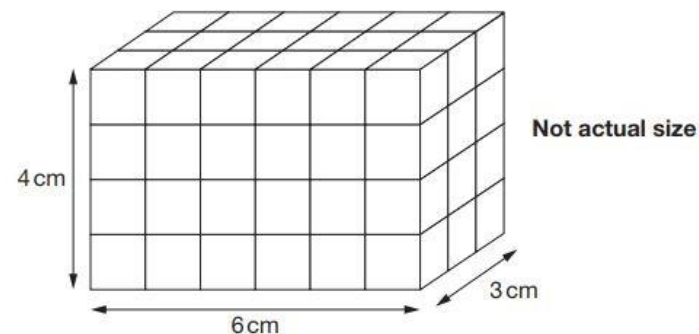
Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

23

Amina made this cuboid using centimetre cubes.



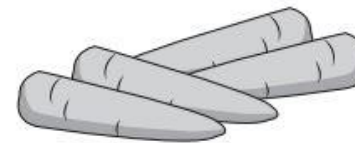
Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

16



potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much **change** does he get from **£5**?



Assessment terminology

Progress vs attainment



Progress in Year 6

Autumn **Spring** **Summer**



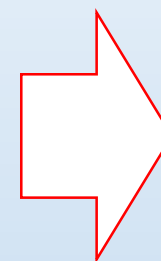
- ❖ **Autumn term:** revisiting concepts taught in prior years, whilst introducing new concepts. Learning scaffolded and supported. Setting expectations.
- ❖ **Spring term:** application and embedding learning. Apply learning independently. Reflection on learning from autumn and extend this learning. Greatest progress seen.
- ❖ **Summer term:** consolidate learning in preparation for secondary school transition.

Assessment terminology



In school assessment:

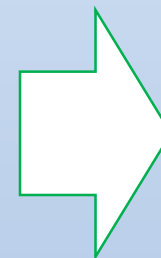
B	Beginning
B+	Beginning Plus
W	Within
W +	Within Plus
S	Secure
S+	Secure Plus



**Working
towards
end of year
expectations**



**Working at the
expected
standard**



**Greater
depth/mastery**

Assessment terminology

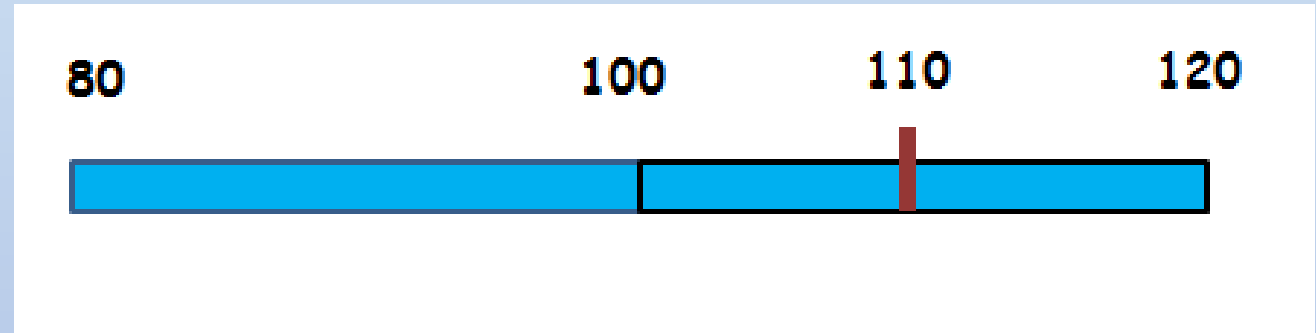
End of year feedback and assessment:

- Teacher assessment for Writing: WTS/EXS/GD
- Teacher assessment for Science- HNM, EX
- **SATs standardised scores** for Reading, Maths and SPAG.

80-99= working below the expected standard

100-109= at the expected standard

110-120= greater depth





Homework

- Handed out on a Thursday;
- Due in on a Tuesday,
- Homework reflection sessions (Thursdays).

Maths

Arithmetic
Reasoning
Times tables

Homework

```
graph TD; HW((Homework)) --> Maths; HW --> English; HW --> Projects[Homework projects];
```

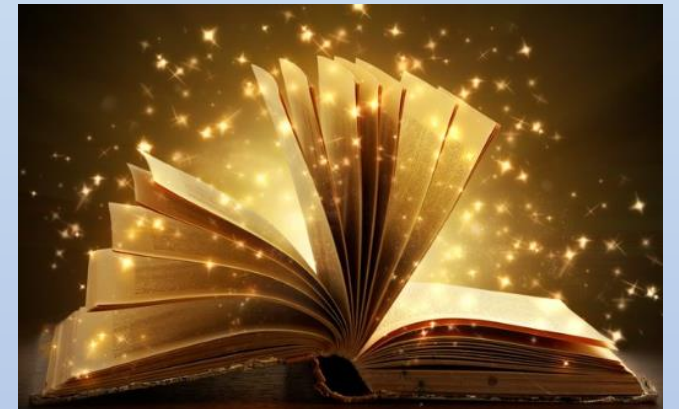
English

Reading
Comprehensions
Handwriting
Grammar
Spelling

Homework projects

Home support: reading

- ❖ **Reading opportunities:** newspapers, magazines, non-fiction, fiction, poetry, subtitles.
- ❖ **Questioning and discussions,**
- ❖ **Word meaning,**
- ❖ **Regular opportunities,**
- ❖ **Spelling and writing links.**



Home support: writing

- ❖ **Handwriting:** copying a passage from their favourite book, keeping a diary, writing a post card or letter, writing the shopping list, completing their home learning on paper, writing their own text (story, newspaper).
- ❖ **Writing:** identify writing features within the books they read, engaging in their own creative writing, completing the writing part of their spelling and reading home learning.



Home support: maths

- ❖ **Times tables:** up to 12×12 ,
- ❖ **Quick fire questions:** adding, subtracting, multiplying and dividing,
- ❖ **Real life maths:** shopping, sharing, cooking.
- ❖ **Telling the time.**



