



Learning to Love, Loving to Learn

Year Six Expectations

We are the Architects of the future building lives on the firm foundations of the Gospel values.



Learning to Love, Loving to Learn

Aims :

- Y6 expectations in GPS, Reading, Writing and Mathematics
- Learning Challenge –enquiry based learning
- RSE
- Assessing, testing and reporting to parents
- How parent/school partnerships make a difference



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GPS (Grammar, Punctuation and Spelling)

In Year Six, children are expected to use these in their writing and when talking about it;

- Passive voice
- Varying sentence structure to suit formal and informal writing
- Organisations and presentations devices appropriate to text type
- Dash, semi-colon within lists and colon
- Hyphen to avoid ambiguity



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Reading in Year 6

By the end of Y6, a child's reading should be fluent and effortless across all subjects

A typical Y6 child can:

- discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;
- focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;
- accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;
- read independently, including books they would not choose to read;
- understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.



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What can I do at home to help develop my child's reading skills?

- Listen to your children read at some point every day. Even if they have already read at school.
- Talk about the reading book. Show that you are looking forward to finding out what the book is about.
- Encourage children to make predictions. This could be at the start, middle or near the end of the book.
- Ask about characters feelings and talk about their actions.
- Discuss the meaning of words specific to the book that you think your child might be unsure of.
- Ask questions throughout (especially why do you think...? questions) to ensure your child is understanding what they are reading.



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What questions can I ask?

- 1) What does this word/phrase/sentence tell you about the character/setting/mood?
- 1) By writing in this way, what effect has the author created?
- 2) What other words/phrases could the author have used here?
- 3) How has the author made you feel by writing...? Why?
- 4) What do you think.... means? Why do you think that?
- 5) Why do you think...?
- 6) How do you think....?
- 7) Can you explain why....?
- 8) What do these words mean and why do you think that the author chose them



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Maths in Year 6

- By the end of Y6, a child should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them
- A child should be able to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation
- A child is beginning to use the language of algebra as a tool for solving a variety of problems

A child can:

- Multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to four digits by a two digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Use estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy
- Classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them;



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Examples of maths mastery

Varied Fluency

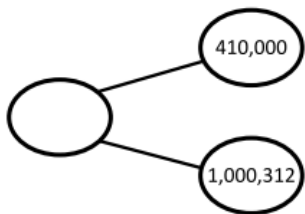
1 Match the representation to the numbers in digits.

One million, four hundred and one thousand, three hundred and twelve

1,041,312

M	HTh	TTh	Th	H	T	O
●		●●●●	●	●●	●	●●

1,410,312



1,401,312

2 Complete the missing numbers.

$$6,305,400 = \underline{\hspace{2cm}} + 300,000 + \underline{\hspace{2cm}} + 400$$

$$7,001,001 = 7,000,000 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$42,550 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

3 Husna's number is 306,042
She adds 5,000 to her number.
What is her new number?

Reasoning and Problem Solving

Put a digit in the missing space below to make the sentence correct.

$$4,62_ ,645 < 4,623,64_$$

Is there more than one option?
Can you find them all?

1st digit could be 0, 1, 2
2nd digit could be 6, 7, 8, 9

When 1st digit is 3, 2nd digit must be 6 or above

When 2nd digit is 5, 1st digit must be 0, 1 or 2

Miley has this number:

824,650

She takes forty thousand away.

Her answer is 820,650

Is this correct?

Explain how you know.

No, this is incorrect.
Miley has taken away 4,000 not 40,000
The number should be 784,650

Use the digit cards and statements to work out my number.



- The ten thousands and hundreds have the same digit.
- The hundred thousand digit is double the tens digit.
- It is a six-digit number.
- It is less than six hundred and fifty five thousand.

Is this the only option?

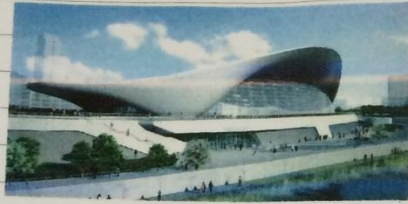


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Writing in Year 6

This is a typical example of what would be expected from a child in Year 6.

Monday 15th September 2014
L.O. To write a journals



Day 1

As soon as I saw the building I was astonished. The aquatic centre was amazing and had ~~glimming~~ clear glimming & clean windows. It also had a brilliant solid shape. All around the outside, ~~building~~ building it looked polished perfectly.

Entering the building, felt fabulously fantastic. I ~~to~~ peered around and everything was great and ~~evryth~~ spotless. ~~He~~ I went into the changing rooms and I was completely impressed by the look of it.

~~We~~ I had a test if I could swim or if I was a starter. I managed to get in the ~~exited middle~~ middle group. I felt [↑] pretty happy and ~~excited~~ of ~~no~~ what ^{was about to} ~~will~~ happen in the day. I gave my best shot in the test. I did not give up and I kept trying to push ~~my~~ myself. ✓

I had fun swimming. My instructor was fair and caring. ~~We~~ I worked hard therefore me and my group had extra time to play a game under the water. I



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Tuesday 10th March 2015

Are zoos still
acceptable places for
animals to be kept in?



Recently, many scientists have been debating whether zoos are still acceptable places for animals to be kept in due to the fact that some animals are becoming extinct. Some scientists believe that zoos are a perfect place for animals and the zoo keepers keep all animals safe. However, another group of scientist disagree with this point of view and say that zoos are extremely useless and can't help an animal's life because the animals are stuck in their cage most of the time. In this case we will have points given from both sides and then it is up to you to decide ~~out of for and against~~ which side is right?

On the one hand, a group of scientists working for the SVA (save unsafe animals) have been discussing why zoos are a brilliant place for animals to be kept in. Consistently, the scientists have been saying the staff have been protecting and caring for the endangered animals. In addition, the staff have been stopping animals from becoming extinct *through the use of a highly successful breeding programme.*



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Learning Challenge

- Science, Geography, History, Computing, Music, Art & DT(real life skills)
- Enquiry based learning (conceptual skills)

Learning Challenge



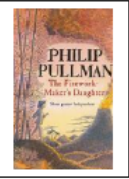
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Y6 Learning Challenge: The Angry Earth (and Mayan Life)

Key Text: The Firework Maker's Daughter

Prime question: What causes the Earth to become so angry?

English



- Informal letter writing
 - Diary
- Non chronological report
 - Persuasive writing
 - Explanation

Maths

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

Science

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

History : Mayan Civilization AD 900

- KS2 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Art

- to improve their mastery of art and design techniques, including drawing with a range of materials
- to improve their mastery of art and design techniques, including painting with a range of materials
- about great artists in history

Music

Listening and Responding to Music

- Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning
- Can identify and describe a variety of contrasting feelings as they relate to

Developing Performance Awareness and Skills

- Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.
- Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.
- When planning, rehearsing, introducing and performing the song:
 - Understand and make connections between the music encountered and the Social Theme.
 - Understand and apply learning from the Musical Spotlight.
 - Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

Computing

Online Safety

- Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online
- Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
- Explain the importance of asking until I get the help needed.

Coding

- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs (Hopscotch or swift playground programming including loops –establish link to volcanoes)

PSHE

Internet safety and harms – link to computing

Pupils should be taught about:

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online



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Statutory Assessment in Year Six

Date

Monday 8th May 2023

Tuesday 9th May 2023

Wednesday 10th May 2023

Thursday 11th May 2023

Activity

English grammar, punctuation and spelling papers 1 and 2

English reading

Mathematics papers 1 and 2

Mathematics paper 3



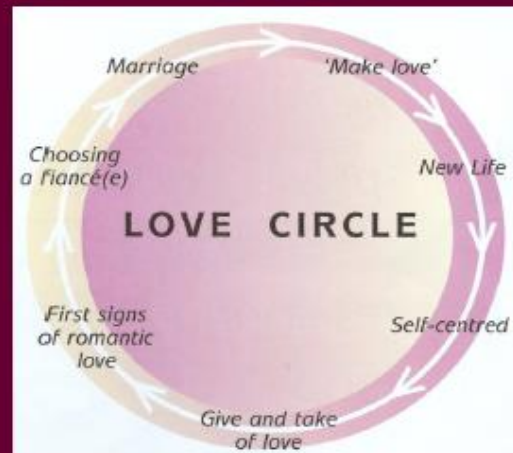
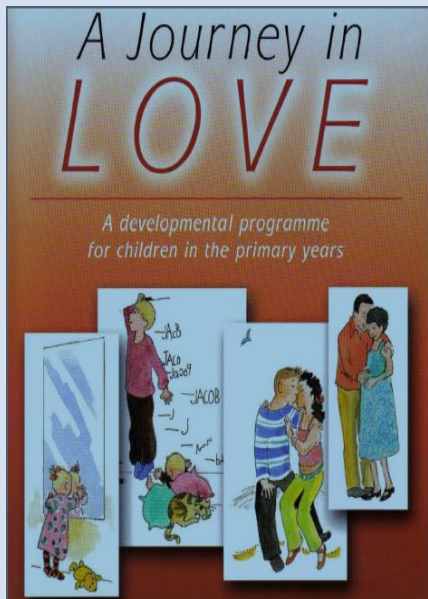
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RSE – Year 6

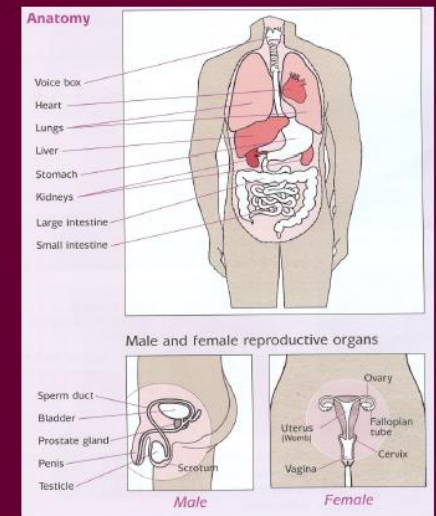
Year Six

The wonder of God's love in creating new life

Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.



Anatomy and male and female reproductive organs





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Safeguarding: GO TO PERSON!

All children have been told, that no matter where they are around the school their Go To Person is always there to listen and to help them out!

Classroom- class teachers and TAs

Playground- an adult on duty/ lunchtime supervisors



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Online Safety

All children will sign the agreed use policy to help them stay safe online.

Please support your child at home to be safe online, here are some examples from the children's guidance:

These statements can keep me and others safe & happy at school and home

1. **I learn online** – I use the school's internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
2. **I behave the same way on devices as face to face in the classroom, and so do my teachers** – If I get asked to do anything that I would find strange in school, I will tell another teacher.
3. **I ask permission** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
8. **I am careful what I click on** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
9. **I ask for help if I am scared or worried** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
10. **I know it's not my fault if I see or someone sends me something bad** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
17. **I tell my parents/carers what I do online** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
18. **I follow age rules** – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.