

# Year 6

## Curriculum Drop-in Session

Autumn Term 2019





## The Lost Queen

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

1. Look at the paragraph beginning: *Glancing nervously...*

**Find and copy one word meaning relatives from long ago.**

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|1 mark



Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.



7. Write down **three** things that you are told about the oak tree on the island.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3 marks



# Key dates for end of year tests

Monday 11 <sup>th</sup> May 2020	English grammar, punctuation and spelling papers 1 and 2
Tuesday 12 <sup>th</sup> May 2020	English reading
Wednesday 13 <sup>th</sup> May 2020	Mathematics papers 1 and 2
Thursday 14 <sup>th</sup> May 2020	Mathematics paper 3

Writing is assessed separately. Teacher assessment is submitted towards the end of June.

Please do not make any appointments or make any arrangements that will cause absence during this period.

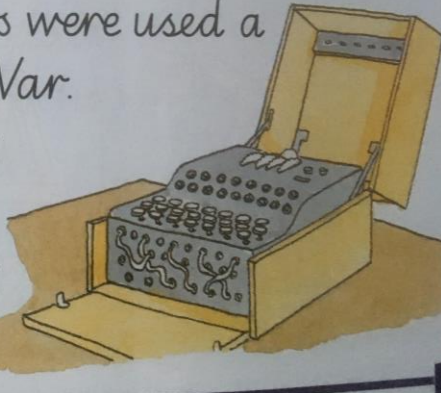


# Handwriting and Presentation

Handwriting and presentation is important and will be taught and supported each term. We no longer teach the cursive style of handwriting that promotes the use of lead-in strokes formed from the line.

*This is the style of writing that we used to teach.*

*A code replaces the words of a message with letters, numbers or symbols. A cipher adds or substitutes letters or numbers to disguise the message. Codes and ciphers were used a lot in the Second World War. Cryptographers found out valuable information by deciphering messages sent from cipher machines.*



This is the style of handwriting that children are taught. Part of the English curriculum for writing includes the need to write in a joined style in primary school.



# Handwriting and Presentation

## 5 READY REFERENCE GUIDE

### The letter forms

The lower-case alphabet for Workbooks 1-4

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

The lower-case alphabet for Developing Skills books,  
Resources and Assessment books Red, Yellow, 1, 2, 3, 4  
and Workbooks 5 and 6.

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

A letter slope of 8° from the vertical to the right  
is introduced in *Developing Skills Book 1*.

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

The lower-case print alphabet

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

The capital letters

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

These are the same throughout the scheme.

The numerals

1 2 3 4 5 6 7 8 9 0

### The joining sets

Set 1

a c d e h i k l m  
n s t u

Twelve letters with exit flicks plus s.

Set 2

a c d e g i j m n o  
p q r s u v w x y

Nineteen letters which start at the top of the  
x-height

Set 3

b f h k l t

Six letters which start at the top of the ascender

Set 4

f o r v w

Five letters which finish at the top of the  
x-height

### The break letters

b g j p q x y z

Eight letters after which no join is made. Joins  
are not made to or from the letter z.

## The joins

The first join      Set 1 → Set 2      in    am

The second join    1 → 3      ab    ch

The third join      4 → 2      oa    wo

The fourth join    4 → 3      wh    ob

The break letters      bigger



# Spelling, Punctuation and Grammar (SPAG)

SPAG teaching is fundamental to supporting written work in all areas of the curriculum. There are key objectives for each of the three parts of SPAG.

## Year 5 Word List

achieve	excellent	recognise
appreciate	explanation	relevant
attached	familiar	restaurant
available	forty	secretary
average	frequently	shoulder
bargain	government	signature
category	immediate	sincere
cemetery	individual	soldier
competition	interfere	sufficient
definite	interrupt	suggest
desperate	language	symbol
determined	marvellous	system
develop	necessary opportunity	temperature
dictionary	parliament	twelfth
environment	persuade	vegetable
equip	profession	vehicle
equipped	programme	
especially		

## Year 6 Word List

accommodate	critic criticise	neighbour
accompany	curiosity	nuisance
according	disastrous	occupy
aggressive	embarrass	occur
amateur	equipment	physical
ancient	exaggerate	prejudice
apparent	existence	privilege
awkward	foreign	pronunciation
bruise	guarantee	queue
committee	harass	recommend
communicate	hindrance	rhyme
community	identity	rhythm
conscience*	immediately	sacrifice
conscious*	leisure	sincerely
controversy	lightning	stomach
convenience	mischievous	thorough
correspond	muscle	variety
criticise		yacht

These words, and the words for year three and four, are in the middle of your child's reading diary along with some other key knowledge.





# Spelling, Punctuation and Grammar (SPAG)

As well as specific word lists, there are specific letter patterns and homophones to learn.

## Year 5

- Endings spelt -cious, -tious
- Endings spelt -tial, -cial
- Use of a hyphen
- Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word.) e.g. doubt, lamb
- Homophones and other words that are often confused. (aisle, isle / aloud, allowed / affect, effect / bridal, bridle / compliment, complement / farther, father / guessed, guest / heard, herd / desert, dessert / steal, steel / who's / whose)

## Year 6

- Words ending in -ant, -ance / -ancy, -ent, -ence / -ency
- Words ending in -able and -ible
- Words ending in -ably and -ibly
- Adding suffixes beginning with vowel letters to words ending in -fer
- Words with 'ee' sound spelt 'ei after c'
- Words containing letter string -ough
- Homophones and other words that are often confused. (altar, alter / ascent, assent / serial, cereal / led, lead / morning, mourning / past, passed / precede, proceed / descent, dissent / draft, draught / principal, principle / profit, prophet / stationary, stationery / way / weary)



# Spelling, Punctuation and Grammar (SPAG)

Children will be revising and learning the following terminology:

## Year 5

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, formal, informal, hyperbole, literal, figurative, modifiers, abstract, concrete noun, verb form, fact, opinion

## Year 6

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, fluent, fluency, personification, cohesion, stressed and unstressed syllables, subjunctive mood, superlative, past progressive verb form, perfect verb form, progressive verb form, subordinating conjunction, co-ordinating conjunction

A glossary of terminology is available in the parents section of the school website.



# Spelling, Punctuation and Grammar (SPAG)

Making the distinction between acceptable spoken and written use of grammar is very important. Children will be picked up on inaccurate use of grammar in their spoken word around school to help support their use of written grammar.

At home, we ask you to promote good use of grammar too.

Key errors we notice that impact written grammar:

- Wrong use of is / are and was / were e.g. we was asked...
- Using me when it should be I e.g. Me and Bill are going to the cinema.
- Wrong verb tense, usually past tense verbs e.g. The sun shined on the window ledge
- Using 'of' instead of 'have' e.g. I could of done that.



# Reading

Please encourage your child to read regularly from a wide range of books.

Reading for pleasure is important for the enjoyment of reading but it is important to read books by different authors that will offer challenge in terms of comprehension and building vocabulary. Only reading books in the style of The Diary of the Wimpy Kid only presents a certain range of vocabulary which will impact children's comprehension skills and their writing ability.

Children in year six have been challenged to read six or seven books this half term if they find the process of reading easy / keen readers and four or five if they are find it hard to read or are less keen.

Children have a book from the school library but any books they read at home should also be recorded in the reading diary to show their reading habits. We are asking parents to sign reading diaries at the end of each week this year.



# Maths

We are continuing to work on basic arithmetic skills. This is a typical set of questions to be completed in about 20 minutes. The aim is to score at least 30 on paper 1 in the SATs to support reasoning papers and our practice supports this.

LO: improve accuracy and efficiency in arithmetic

- |                          |                       |                      |                                   |
|--------------------------|-----------------------|----------------------|-----------------------------------|
| 1) $732 + 700$           | 10) $4/6 + 1/6$       | 19) $2/7 + 1/7$      | 28) $353,094 - 47,221$            |
| 2) $204 \times 7$        | 11) $180 \div 9$      | 20) $3,992 + 2,032$  | 29) $408 \times 45$               |
| 3) $10.7 + 0.8$          | 12) $13.01 \times 10$ | 21) $5,472 \div 7$   | 30) $13 \times 15/3$              |
| 4) $44 \times 7$         | 13) $8^3$             | 22) $18 - 3.04$      | 31) $38 - 2 \times 9$             |
| 5) $4,060 + 452$         | 14) $40,000 - 30$     | 23) $12 \times 71$   | 32) $3/6 \div 2$                  |
| 6) $84 \div 7$           | 15) $10 \times 1,000$ | 24) $15.3 - 9.7$     | 33) $3 \frac{1}{4} - \frac{1}{8}$ |
| 7) $694 - 7$             | 16) $5,400 \div 60$   | 25) $3,510 \div 13$  | 34) $33,302 \div 32$              |
| 8) $5.31 + 0.05$         | 17) 40% of 5,000      | 26) $1/8 \times 1/5$ | 35) $3/8 + 79$                    |
| 9) $6 \times 8 \times 8$ | 18) $3.16 \times 5$   | 27) 65% of 420       | 36) $5/7 \div 2$                  |



By year six, you should already be finger-click quick at:



Recall of times tables and division facts (0 x 12 to 12 x 12)

Recall and use of number bonds to 10, 20, 30, ... 1000

Doubling and halving numbers 0 -100

Matching commonly used fractions, decimals and percentages for  
 $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$ ,  $\frac{1}{3}$ ,  $\frac{1}{8}$

Multiplying and dividing numbers (including decimals) by 10, 100, 1000

Converting from one measurement to another for length, mass and capacity

e.g. for length

1cm = 10mm    1m = 100 cm    100cm = 1m    1000m = 1km

$\frac{1}{2}$ cm = 5mm     $\frac{1}{4}$ km = 250m     $\frac{3}{4}$ km = 750m

$\frac{1}{2}$ m = 50cm     $\frac{1}{4}$ m = 25cm     $\frac{3}{4}$ m = 75cm

$\frac{1}{2}$ km = 500m     $\frac{1}{4}$ km = 250m     $\frac{3}{4}$ km = 750m



# Maths

Finger-click quick recall of key knowledge is very important.

Mental strategies and formal written methods of all four operations are also key skills to be practised and perfected this term.





These three items of homework should be completed each week.			
Spelling Practice	Number bonds / Times Tables Practice	Reading Practice	
Sets of spellings are given out weekly on Mondays and cover specific phonemes, letter patterns or tricky words such as homophones. They should be practised regularly and will be tested on the following Monday.	Bonds and / or times tables should be practised regularly ready for our tests on Thursdays.	Children should be reading on a daily basis and recording their progress in the reading diaries. Parents will be expected to sign reading diaries at the end of each week.	
Below is a series of homework activities relating to a variety of areas of learning. Children should choose at least one from each column during the term. They will be expected to hand in a minimum of three pieces of homework by the last Thursday of the first half term and then a further minimum of three pieces by the last Thursday of the term. Handing in all homework on time will earn children two Denarii each half term. Maths homework should be completed on squared paper then stuck into homework books.			
Maths	English	Research	Creative
Complete the Eliminator problem and the extension question attached.	Complete the grammar and punctuation quiz attached.	Find out at least 15 facts about Queen Victoria and her life.	Design and make a Victorian themed board or card game.
Write a dictionary definition for each of these words used when talking about fractions: numerator, denominator, factor, multiple, common factor, common multiple, common denominator, common multiple, simplest form, simplify.	Add in all of the missing punctuation in the piece of text attached. Dialogue is also included so make sure you add the punctuation there too.	Lots of different things that we use every day, in fact, were invented or discovered during the Victorian period. Find out about three such things.	Draw or paint a picture of a scene from the Victorian times e.g. Queen Victoria on the throne, a matchbox girl out on the street, a poor family eating dinner.
Complete the investigation about factors and multiples attached.	Write a book review of a book that you have really enjoyed.	Find out what inspires your favourite author to write their stories.	Create an outdoor game for Victorian children to play using equipment of the time.
Write down the prime numbers to 100 then complete two of these prime number investigations below: * Every prime number greater than 5 can be written as the sum of three prime numbers. Test this theory. * Choose 2 prime numbers and add them together. Repeat this five times. What do you notice about all of your answers? Can you explain why? * Choose a number greater than 1. Double it. Can you find a prime number in between your first number and its double? Is this always true? Try some other numbers and their doubles.	Write a story about a something of your own choice.	Talk to your family members about their school days. You could ask them about things such as the lessons they had, the equipment they used, what their classroom was like and what their teachers were like. You might have more ideas of your own. Make a record of what you find out in your book. We will bring comparing people's experience of their school day to those in a Victorian school.	Cook something that Victorians would have eaten. <a href="http://www.education.com/recipes/13-14-1850s.html">http://www.education.com/recipes/13-14-1850s.html</a> Take a photo and jot down some notes about how it tasted.

# Homework

Weekly activities – spelling, tables / number bond work and reading

Half termly activities – minimum of three for each half term to be handed in last Thursday of each half term.



# Topic

## Maths

We will be working hard developing our basic arithmetic skills during the term as well as looking at the key areas of focus below.

- place value to millions
- long and short formal written multiplication and division
- ordering and comparing numbers
- BODMAS
- converting between units of time
- equivalent fractions
- balancing equations
- finding averages
- converting between units of measurement
- four operations involving fractions
- sequencing

## English

Children will study the features of and analyse texts similar to those they will be writing themselves, selecting ideas for vocabulary choices and sentence styles before planning and writing their own pieces.

Primarily, they will be looking at the following genres:

- Narrative - looking at settings and characters
- Diary writing - in role as Victorian workers
- Persuasive texts - persuasive speech
- Poetry - based on a study of 'If' by Rudyard Kipling
- Journalistic Writing - news report of the opening of the Great Exhibition 1851

Work on relative clauses, use of adverbials, variation of verb forms, active and passive voice and cohesion within sentences and between paragraphs will also be covered.

## Art & DT

- printing
- illuminated lettering
- study of the artist William Morris and his work
- use of watercolours

## French

- Places and directions
- Food
- Celebrations

## History/ Geography

This term has a history rather than geography focus)

- who were the Victorians and when were they alive
- what was it like for poor / rich people, children / adults to live in Victorian Britain
- how did the lives of people change during the Victorian period

### Historical enquiry skills:

- ask and answer historical questions and select, record and present information relevant to the focus of the enquiry.
- place events, people and changes into correct periods of time
- describe and make links between main events, situations and changes within and across different periods and societies studied
- questioning validity and reliability of source material (e.g. is it bias?)

## Science

### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## RE

Christianity - Jesus: Why is Jesus an inspiration to some people?  
Islam - What does it mean to belong to a religion?  
The story of Christmas



## The Victorians - A Time of Change Year 6 - Autumn 2019

