



**Welcome
to
Year 6!**



Who are the adults in Amethyst Class?

Miss Armstead

Class Teacher

Mrs. Kipling

**Teaching Assistant &
Lunchtime Supervisor**

Mrs. Tibbs

INA

Mrs. Turner

**HLTA on Thursdays
(alternate weeks)**



Who are the adults in Indigo Class?

Mr. Smart
Class Teacher

Mrs. Boase
**Teaching Assistant &
Lunchtime Supervisor**

Mr. Brown
INA

Mrs. Collings
**HLTA on Thursdays
(alternate weeks)**



School Day in Year 6

8:40am/8:50am – Fluency Block Session/Intervention

groups

9:30am – Maths

10:30am – Break

10:45am – English

12:00pm – Guided Reading

12:30pm – Lunch

1:15pm – Circle Time/GVT Time/Times Tables Challenge/

Writing Jam

1:30pm – Topic/Computing/P.E./PSHE

2:30pm – Assembly/Same Day Intervention

3:00pm – Class Reader



Year 6 Curriculum



Topic Webs found on the school website:

Year Groups > Year 6



Visits and Visitors



Brighton and the Great War:

Royal Pavilion
(£6.50)

Metro Bank
(Bus Ticket)



Blood Bones and Body Bits:

Wakehurst Place
(£12)



Mayans/ Inspirations and Aspirations:

Speak Out Project
(Bus Ticket)

Professor C Gull
(Free)

Prices are all based on last year so are approximate.

Additionally: Bowles in the summer term



Writing Expectation

All children are expected to be able to demonstrate these skills in their writing by the end of Year 6

Name:	Writing Assessment Criteria: Stage 6	Highlight when secure with concept *Key Performance Indicators	Exceeds Year 6	Exceeds Year 5	Exceeds Year 4	Exceeds Year 3	Exceeds Year 2
		Evidence in Spelling Writing Book		Exceeds Expectations			
		Working Within		Working Within		Working Within	
HANDWRITING		I can write clearly, neatly and with increasing accuracy with accuracy and increasing speed.		I can write clearly, neatly and with increasing speed using a cursive script with a mixture of fine slants.			
COMPOSITION		I can identify a range of organisational and presentational devices used to structure different text types.		I can select and use features appropriate to the text type - choice of genre, and selection of content for genre and audience.			
I can assess through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can recognise and use the different parts of a narrative to support my planning - e.g. beginning, middle, problem, resolution, and conclusion.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can identify devices to convey character (dialogue, register etc.)		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
Genre: Drama I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating presentational structures on more than one occasion within a piece of writing.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can plan public conversation that will be clear and compelling to a given number of participants.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can use appropriate voice registers to convey contextual information concisely.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can write using varied registers and with appropriate and varied use of language within a piece of writing.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
Genre: Drama I can select such forms for meaning and effect.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can perform my own composition, using appropriate intonation, volume and movement, so that meaning is clear.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can use a wide range of devices to build cohesion, including cohesion, referent and cohesive paragraphs.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
VOCABULARY, GRAMMAR AND PUNCTUATION		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			
I can use the full range of punctuation taught at Key Stage 2 including colons and semicolons to the boundary between clauses.		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			
I can use commas to indicate punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			
I can use hyphens correctly for compound adjectives e.g. <i>unimpaired, absolutely</i> .		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			

Name:	Writing Assessment Criteria: Stage 6	Highlight when secure with concept *Key Performance Indicators	Exceeds Year 6	Exceeds Year 5	Exceeds Year 4	Exceeds Year 3	Exceeds Year 2
		Evidence in Spelling Writing Book		Exceeds Expectations			
		Working Within		Working Within		Working Within	
HANDWRITING		I can write clearly, neatly and with increasing accuracy with accuracy and increasing speed.		I can write clearly, neatly and with increasing speed using a cursive script with a mixture of fine slants.			
COMPOSITION		I can identify a range of organisational and presentational devices used to structure different text types.		I can select and use features appropriate to the text type - choice of genre, and selection of content for genre and audience.			
I can assess through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can recognise and use the different parts of a narrative to support my planning - e.g. beginning, middle, problem, resolution, and conclusion.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can identify devices to convey character (dialogue, register etc.)		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
Genre: Drama I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating presentational structures on more than one occasion within a piece of writing.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can plan public conversation that will be clear and compelling to a given number of participants.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can use appropriate voice registers to convey contextual information concisely.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can write using varied registers and with appropriate and varied use of language within a piece of writing.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
Genre: Drama I can select such forms for meaning and effect.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can perform my own composition, using appropriate intonation, volume and movement, so that meaning is clear.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
I can use a wide range of devices to build cohesion, including cohesion, referent and cohesive paragraphs.		I can plan through reading, viewing, film, discussion etc.		I can plan through reading, viewing, film, discussion etc.			
VOCABULARY, GRAMMAR AND PUNCTUATION		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			
I can use the full range of punctuation taught at Key Stage 2 including colons and semicolons to the boundary between clauses.		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			
I can use commas to indicate punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			
I can use hyphens correctly for compound adjectives e.g. <i>unimpaired, absolutely</i> .		I can use a wide range of punctuation consistently with the correct punctuation.		I can use a wide range of punctuation consistently with the correct punctuation.			

- Some possible considerations e.g. did you follow the lead?
- The personal problem was e.g. the should not be concerned about?
- Can you read your work correctly? Can you read your partner's composition correctly?

Year 5 and Year 6 Further Exception Words									
accommodate	avenue	conscious*	disastrous	familiar	individual	nuisance	pronunciation	signature	swallow
accompany	backward	controversy	embarrass	foreign	interfere	occupy	queue	sincere	variety
ascending	barge	convenience	environment	fairly	interrupt	occur	recognise	minerals	negotiable
achieve	brave	correspond	equip	freely	language	opportunity	recommend	soldier	vehicle
aggressive	category	critique	equipped	equipment	leisure	parliament	relieve	stomach	yo-yo
ambler	celebrity	curiously	equipment	guarantee	lightning	persuade	restaurant	sufficient	
ancient	committee	definite	essentially	horror	marvellous	physical	rhyme	suggest	
apparent	communicate	desperate	exaggerate	hurdance	mischievous	pragmatic	rhythm	symbol	
appropriate	community	determined	excellent	identity	muscle	privilege	sacrifice	system	
attached	competition	develop	evolution	immediately	necessary	profession	secretary	temperature	
available	conscience*	dictionary	explanation	immediately	neighbour	programme	shoulder	thorough	



All children are expected to be able to demonstrate these skills in their maths by the end of Year 6

Maths Expectation

Mathematics Assessment Criteria Stage 6		*Key Performance Indicators - highlight when secure with concept: Initial Skill Developing Skill Secure Skill Expert Skill			
		Beginning (1/25%)	Working within (50%)	Working within (75%)	Secure (100%)
1a. I can read and write numbers up to 10 000 000 (ten million)	1a. I can order numbers up to 10 000 000	1a. I can order numbers up to 10 000 000 (ten million)	1a. I can order numbers up to 10 000 000	1a. I can compare numbers up to 10 000 000 and determine the value of each digit	1a. I can compare numbers up to 10 000 000 and determine the value of each digit
2a. I can order negative numbers on a number line	2a. I can calculate mentally involving negative numbers across zero e.g. the colour between -6 and 7 is 11	2a. I can calculate mentally involving negative numbers across zero e.g. the colour between -6 and 7 is 11	2a. I can calculate mentally involving negative numbers across zero e.g. the colour between -6 and 7 is 11	2a. I can solve problems involving negative numbers in context e.g. temperature differences, profit/loss	2a. I can solve problems involving negative numbers in context e.g. temperature differences, profit/loss
3a. I can round any whole number accurately to 10 000	3a. I can round any whole number accurately to 100 000	3a. I can round any whole number accurately to 100 000	3a. I can round any whole number accurately to 100 000	3a. I can round any whole number accurately to 1 000 000	3a. I can round any whole number accurately to 1 000 000
4a. I can solve number problems that involve rounding and place value	4a. I can solve practical problems that involve place value & rounding	4a. I can solve practical problems that involve place value & rounding	4a. I can solve practical problems that involve place value & rounding	4a. I can create and solve number and practical problems that involve place value & rounding	4a. I can create and solve number and practical problems that involve place value & rounding
5a. I can round answers to the nearest 10, 20, 50 or 100	5a. I can estimate the answer to a calculation problem and determine, in the context of a problem, a degree of accuracy	5a. I can estimate the answer to a calculation problem and determine, in the context of a problem, a degree of accuracy	5a. I can estimate the answer to a calculation problem and determine, in the context of a problem, a degree of accuracy	5a. I can estimate the answer to a calculation problem and determine, in the context of a problem, a degree of accuracy	5a. I can estimate the answer to a calculation problem and determine, in the context of a problem, a degree of accuracy
6a. I can multiply 10×10 TD using long multiplication	6a. I can divide 10×10 TD using long division with remainders	6a. I can divide 10×10 TD using long division with remainders	6a. I can divide 10×10 TD using long division with remainders	6a. I can divide 10×10 TD using long division interpreting remainders as decimals	6a. I can divide 10×10 TD using long division interpreting remainders as decimals
7a. I can multiply 10×10 e.g. $21.42 \times 2 = 42.84$	7a. I can divide 10×10 TD using long division, interpreting remainders as fractions e.g. $452 \div 25 = 20 \frac{12}{25}$ or $20 \frac{3}{6}$	7a. I can divide 10×10 TD using long division, interpreting remainders as fractions e.g. $452 \div 25 = 20 \frac{12}{25}$ or $20 \frac{3}{6}$	7a. I can divide 10×10 TD using long division, interpreting remainders as fractions e.g. $452 \div 25 = 20 \frac{12}{25}$ or $20 \frac{3}{6}$	7a. I can use a written division method in cases where the answer has up to two decimal places	7a. I can use a written division method in cases where the answer has up to two decimal places
8a. I can perform mental calculations with mixed operations e.g. $(24 \div 6) \times 8 = 32$	8a. I can perform mental calculations with mixed operations and integer numbers e.g. $294 \div 6 = 49$	8a. I can perform mental calculations with mixed operations and integer numbers e.g. $294 \div 6 = 49$	8a. I can perform mental calculations with mixed operations and integer numbers e.g. $294 \div 6 = 49$	8a. I can simplify mental calculations by manipulating the distributive law e.g. $20 \times 7 + 3 = 20 \times 7 + 3 \times 1 = 20 \times 7 + 3 = 140 + 3 = 143$	8a. I can simplify mental calculations by manipulating the distributive law e.g. $20 \times 7 + 3 = 20 \times 7 + 3 \times 1 = 20 \times 7 + 3 = 140 + 3 = 143$
9a. I can identify common factors of two numbers e.g. 3 and 7 are both common factors of 21 and 147	9a. I can identify common multiples of two numbers e.g. common multiples of 4 and 6 are 12, 24, 36, ...	9a. I can identify common multiples of two numbers e.g. common multiples of 4 and 6 are 12, 24, 36, ...	9a. I can identify common multiples of two numbers e.g. common multiples of 4 and 6 are 12, 24, 36, ...	9a. I can identify some prime numbers above 100	9a. I can identify some prime numbers above 100
10a. I can solve multi-step problems in contexts involving addition and subtraction	10a. I can solve problems that involve all four operations	10a. I can solve problems that involve all four operations	10a. I can solve problems that involve all four operations	10a. I can use my knowledge of the order of operations (BIDMAS) to carry out calculations e.g. $(6 - 2) \times 3 + 4 = 20$	10a. I can use my knowledge of the order of operations (BIDMAS) to carry out calculations e.g. $(6 - 2) \times 3 + 4 = 20$
11a. I can multiply and divide decimal numbers by 10, 100, 1000 using arrows to show decimal places e.g. $23.4 \times 1000 = 23400$	11a. I can compare fractions with different denominators using $<$, $=$ or $>$ symbols	11a. I can compare fractions with different denominators using $<$, $=$ or $>$ symbols	11a. I can compare fractions with different denominators using $<$, $=$ or $>$ symbols	11a. I can order fractions with different denominators, including those greater than 1	11a. I can order fractions with different denominators, including those greater than 1
12a. I can add fractions with different denominators using equivalent fractions to help e.g. $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$	12a. I can use common factors to simplify fractions e.g. $\frac{12}{18}$ simplifies to $\frac{2}{3}$ as 6 is a common factor	12a. I can use common factors to simplify fractions e.g. $\frac{12}{18}$ simplifies to $\frac{2}{3}$ as 6 is a common factor	12a. I can use common factors to simplify fractions e.g. $\frac{12}{18}$ simplifies to $\frac{2}{3}$ as 6 is a common factor	12a. I can use common multiples to express fractions to the same denominator e.g. $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$	12a. I can use common multiples to express fractions to the same denominator e.g. $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$
13a. I can subtract fractions with different denominators using equivalent fractions to help e.g. $\frac{3}{4} - \frac{1}{2} = \frac{3}{4} - \frac{2}{4} = \frac{1}{4}$	13a. I can multiply simple parts of fractions e.g. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$	13a. I can multiply simple parts of fractions e.g. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$	13a. I can multiply simple parts of fractions e.g. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$	13a. I can divide proper fractions by whole numbers e.g. $\frac{3}{4} \div 2 = \frac{3}{8}$	13a. I can divide proper fractions by whole numbers e.g. $\frac{3}{4} \div 2 = \frac{3}{8}$
14a. I understand how fractions link to division e.g. $\frac{3}{4} = 3 \div 4$	14a. I can calculate decimal equivalents for a simple fraction e.g. $\frac{3}{4} = 0.75$	14a. I can calculate decimal equivalents for a simple fraction e.g. $\frac{3}{4} = 0.75$	14a. I can calculate decimal equivalents for a simple fraction e.g. $\frac{3}{4} = 0.75$	14a. I can find percentages of quantities	14a. I can find percentages of quantities
15a. I know the fractions, decimal and percentage equivalents for all halves, quarters, fifths and tenths	15a. I know the fractions, decimal and percentage equivalents for all thirds and eighths e.g. $\frac{1}{3} = 0.333 = 33.3\%$	15a. I know the fractions, decimal and percentage equivalents for all thirds and eighths e.g. $\frac{1}{3} = 0.333 = 33.3\%$	15a. I know the fractions, decimal and percentage equivalents for all thirds and eighths e.g. $\frac{1}{3} = 0.333 = 33.3\%$	15a. I can simplify mental calculations by manipulating the distributive law e.g. $53 \times 7 + 3 = 371 + 3 = 374$ or $53 \times 7 + 3 = 371 + 3 = 374$	15a. I can simplify mental calculations by manipulating the distributive law e.g. $53 \times 7 + 3 = 371 + 3 = 374$ or $53 \times 7 + 3 = 371 + 3 = 374$
16a. I can compare ratios proportionally by comparing the ratio to the ratio (the same) e.g. if you have a bag of 20 sweets and 20 sweets is 2 bags of 10	16a. I can solve problems involving calculation of percentages e.g. 25% of 80 for a job cost	16a. I can solve problems involving calculation of percentages e.g. 25% of 80 for a job cost	16a. I can solve problems involving calculation of percentages e.g. 25% of 80 for a job cost	16a. I can solve problems involving calculation of percentages e.g. 25% of 80 for a job cost	16a. I can solve problems involving calculation of percentages e.g. 25% of 80 for a job cost
17a. I can solve problems involving similar shapes where the scale factor is known or can be found	17a. I can calculate the area of rectangles using $A = l \times b$	17a. I can calculate the area of rectangles using $A = l \times b$	17a. I can calculate the area of rectangles using $A = l \times b$	17a. I can calculate the area of triangles by relating them to rectangles	17a. I can calculate the area of triangles by relating them to rectangles
18a. I can solve problems involving similar solids where the scale factor is known or can be found	18a. I can calculate the volume of a cuboid using $V = a \times b \times c$	18a. I can calculate the volume of a cuboid using $V = a \times b \times c$	18a. I can calculate the volume of a cuboid using $V = a \times b \times c$	18a. I can estimate the volume of a cube or cuboid in cm^3 and m^3	18a. I can estimate the volume of a cube or cuboid in cm^3 and m^3
19a. I can solve problems involving metres per second	19a. I can solve problems involving miles per hour	19a. I can solve problems involving miles per hour	19a. I can solve problems involving miles per hour	19a. I can label my 2-D shape drawings using correct notation	19a. I can label my 2-D shape drawings using correct notation
20a. I can draw 2-D using given dimensions and angles	20a. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids	20a. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids	20a. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids	20a. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids	20a. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids
21a. I can compare and classify geometric shapes based on their properties	21a. I can find unknown angles in any triangle using $\alpha + \beta + \gamma = 180^\circ$	21a. I can find unknown angles in any triangle using $\alpha + \beta + \gamma = 180^\circ$	21a. I can find unknown angles in any triangle using $\alpha + \beta + \gamma = 180^\circ$	21a. I can find unknown angles in any quadrilateral using $\alpha + \beta + \gamma + \delta = 360^\circ$	21a. I can find unknown angles in any quadrilateral using $\alpha + \beta + \gamma + \delta = 360^\circ$
22a. I can identify and name parts of circles including radius, diameter and circumference	22a. I know that the diameter of a circle is twice the radius	22a. I know that the diameter of a circle is twice the radius	22a. I know that the diameter of a circle is twice the radius	22a. I can use $\pi \times d$ or $\pi \times 2r$ to help calculate lengths of parts of circles	22a. I can use $\pi \times d$ or $\pi \times 2r$ to help calculate lengths of parts of circles
23a. I can identify angles where lines meet at a point	23a. I can approximate and calculate any angles on a straight line knowing that they total 180°	23a. I can approximate and calculate any angles on a straight line knowing that they total 180°	23a. I can approximate and calculate any angles on a straight line knowing that they total 180°	23a. I can use knowledge of angles of straight lines, triangles and complex shapes to calculate missing angles	23a. I can use knowledge of angles of straight lines, triangles and complex shapes to calculate missing angles
24a. I can use co-ordinates to describe positions in all four quadrants of a grid	24a. I can translate a shape in all four quadrants and describe its transformation knowing that its shape hasn't changed	24a. I can translate a shape in all four quadrants and describe its transformation knowing that its shape hasn't changed	24a. I can translate a shape in all four quadrants and describe its transformation knowing that its shape hasn't changed	24a. I can predict missing co-ordinates of rectangles, parallelograms and rhombuses and know properties of each	24a. I can predict missing co-ordinates of rectangles, parallelograms and rhombuses and know properties of each
25a. I can calculate and interpret the mean average of a set of data	25a. I can construct the graphs from my own enquiries	25a. I can construct the graphs from my own enquiries	25a. I can construct the graphs from my own enquiries	25a. I can interpret and construct pie charts from my own enquiries	25a. I can interpret and construct pie charts from my own enquiries

Mathematics Assessment Criteria Stage 6		*Key Performance Indicators - highlight when secure with concept: Initial Skill Developing Skill Secure Skill Expert Skill			
		Beginning (1/25%)	Working within (50%)	Working within (75%)	Secure (100%)
1. I can calculate area of $l \times b$	1. I can generate linear number sequences e.g. $2n + 1$ or $2, 4, 6, 8, \dots$	1. I can generate linear number sequences e.g. $2n + 1$ or $2, 4, 6, 8, \dots$	1. I can generate linear number sequences e.g. $2n + 1$ or $2, 4, 6, 8, \dots$	1. I can describe linear number sequences algebraically e.g. $2, 4, 6, 8, 2n + 2$	1. I can describe linear number sequences algebraically e.g. $2, 4, 6, 8, 2n + 2$
2. I can calculate area of 180°	2. I can express missing number problems algebraically e.g. $3 + \square = 20$	2. I can express missing number problems algebraically e.g. $3 + \square = 20$	2. I can express missing number problems algebraically e.g. $3 + \square = 20$	2. I can find pairs of numbers that satisfy an equation with two unknowns e.g. $x + y = 22$	2. I can find pairs of numbers that satisfy an equation with two unknowns e.g. $x + y = 22$
3. I can calculate area of triangles using the formula	3. I can convert between smaller and larger units of mass using decimal notation to help (decimal places) e.g. $2.50kg = 2500g$	3. I can convert between smaller and larger units of mass using decimal notation to help (decimal places) e.g. $2.50kg = 2500g$	3. I can convert between smaller and larger units of mass using decimal notation to help (decimal places) e.g. $2.50kg = 2500g$	3. I can convert between smaller and larger units of volume using decimal notation to help (decimal places) e.g. $4500ml = 4.5l$	3. I can convert between smaller and larger units of volume using decimal notation to help (decimal places) e.g. $4500ml = 4.5l$
4. I can calculate area of rectangles using $A = l \times b$	4. I can convert between smaller and larger units of time representing to work in base 60 e.g. 240 minutes = 2 hours	4. I can convert between smaller and larger units of time representing to work in base 60 e.g. 240 minutes = 2 hours	4. I can convert between smaller and larger units of time representing to work in base 60 e.g. 240 minutes = 2 hours	4. I can construct the graphs to show conversions between units e.g. miles to kilometres, kilograms to pounds	4. I can construct the graphs to show conversions between units e.g. miles to kilometres, kilograms to pounds
5. I can calculate the volume of a cuboid using $V = a \times b \times c$	5. I can calculate the area of triangles by relating them to rectangles	5. I can calculate the area of triangles by relating them to rectangles	5. I can calculate the area of triangles by relating them to rectangles	5. I can calculate the area of parallelograms by relating them to rectangles	5. I can calculate the area of parallelograms by relating them to rectangles
6. I can solve problems involving miles per hour	6. I can estimate the volume of a cube or cuboid in cm^3 and m^3	6. I can estimate the volume of a cube or cuboid in cm^3 and m^3	6. I can estimate the volume of a cube or cuboid in cm^3 and m^3	6. I can compare the volume of cubes and cuboids in cm^3 and m^3	6. I can compare the volume of cubes and cuboids in cm^3 and m^3
7. I can draw 2-D using given dimensions and angles	7. I can label my 2-D shape drawings using correct notation	7. I can label my 2-D shape drawings using correct notation	7. I can label my 2-D shape drawings using correct notation	7. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids	7. I can construct nets for simple 3-D shapes e.g. cubes, prisms, pyramids
8. I can compare and classify geometric shapes based on their properties	8. I can find unknown angles in any triangle using $\alpha + \beta + \gamma = 180^\circ$	8. I can find unknown angles in any triangle using $\alpha + \beta + \gamma = 180^\circ$	8. I can find unknown angles in any triangle using $\alpha + \beta + \gamma = 180^\circ$	8. I can find unknown angles in any quadrilateral using $\alpha + \beta + \gamma + \delta = 360^\circ$	8. I can find unknown angles in any quadrilateral using $\alpha + \beta + \gamma + \delta = 360^\circ$
9. I can identify and name parts of circles including radius, diameter and circumference	9. I know that the diameter of a circle is twice the radius	9. I know that the diameter of a circle is twice the radius	9. I know that the diameter of a circle is twice the radius	9. I can use $\pi \times d$ or $\pi \times 2r$ to help calculate lengths of parts of circles	9. I can use $\pi \times d$ or $\pi \times 2r$ to help calculate lengths of parts of circles
10. I can identify angles where lines meet at a point	10. I can approximate and calculate any angles on a straight line knowing that they total 180°	10. I can approximate and calculate any angles on a straight line knowing that they total 180°	10. I can approximate and calculate any angles on a straight line knowing that they total 180°	10. I can use knowledge of angles of straight lines, triangles and complex shapes to calculate missing angles	10. I can use knowledge of angles of straight lines, triangles and complex shapes to calculate missing angles
11. I can use co-ordinates to describe positions in all four quadrants of a grid	11. I can translate a shape in all four quadrants and describe its transformation knowing that its shape hasn't changed	11. I can translate a shape in all four quadrants and describe its transformation knowing that its shape hasn't changed	11. I can translate a shape in all four quadrants and describe its transformation knowing that its shape hasn't changed	11. I can predict missing co-ordinates of rectangles, parallelograms and rhombuses and know properties of each	11. I can predict missing co-ordinates of rectangles, parallelograms and rhombuses and know properties of each
12. I can calculate and interpret the mean average of a set of data	12. I can construct the graphs from my own enquiries	12. I can construct the graphs from my own enquiries	12. I can construct the graphs from my own enquiries	12. I can interpret and construct pie charts from my own enquiries	12. I can interpret and construct pie charts from my own enquiries

All pupils reason mathematically by following a line of enquiry, comparing mathematical ideas and generalisations, and developing an argument, justification or proof using mathematical language.

5. I can prove my reasoning by generalising for all cases.

4. I can justify correct, logical reasoning, "because," "therefore," "and so..."

3. I can convince someone of my maths' reasoning, "I'm sure," "without doubt..."

2. I can explain my choices.

1. I can describe what I did.



Reading Expectation



Coldean Primary School Home/School Reading Assessment Card



Pupil's Name:

Stage 6 - Beginning

Word Reading

- o I can read aloud and understand the meaning of 75% of the words on the Year 5/6 further exception word list.

Comprehension

- o I can read, enjoy, understand and discuss books that are written by different authors, in different styles.
- o I can read books that are structured in different ways for different purposes e.g. for fun or research.
- o I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.
- o I can read whole books, including novels, with confidence.
- o* I can fully explain my views with reasons and evidence from the text.
- o I can understand how language, structure and presentation contribute to the meaning of a text.
- o I can participate in discussions about books that are read to me and those that I can read, building on my own confidence and others' ideas; challenging views courteously and with clear reasoning.

Please read with your child every night. This will help your child reach the Age Related Expectation by Summer Term



Our spelling focus for each week is available to see on the website.

Children need to know how to spell and use the words listed on the back of their reading cards.

Spelling Expectation

Autumn Term 1 – Year 6 Spelling/Vocabulary Grid

Dear parents/carers

As you know from one of the newsletters last year we will **not** be having weekly spelling tests during the Autumn Term – teachers will be using this time to focus on investigating spelling rules, strategies for correcting spellings, investigating the origins of words and using new words in context. Below are the spelling rules that we will be investigating this half-term. Please use these to support your child at home, see the newsletter for ideas as to how.

Thank you for your continued support

The Year 6 Team

Week Beginning	Spelling Rule/Theme/Strategy
Monday 3 rd September 2018	<p>Revisiting: simple plurals - how do we make the plural form of most singular nouns? When do we add es to make a noun plural? If a noun ends in a y, sometimes we change the y to i and add es, but sometimes we just add s. How do we know which we should do?</p> <p><i>For examples plates horses, clouds, dishes, humes, boys, women, cacti</i></p>
Monday 10 th September 2018	<p>Revisiting: tricky plurals - how do we make the plural form of a singular noun that ends in f or fe? What about if the word ends in ff? How do we normally make the plural form of a singular noun that ends in o? What are the main exceptions to this?</p> <p><i>For examples wolves, leaves, thieves, puffin, chiefs, volcanoes, potatoes, Appos, cuckoos</i></p>
Monday 17 th September 2018	<p>Revisiting: using prefixes - using prefixes to make the opposite meaning (the antonym)</p> <p><i>For examples up, off, up, in, disappointed, curious, overreact, impatient, inappropriate</i></p>
Monday 24 th September 2018	<p>Revisiting: using suffixes - using vowel suffixes (oo, ed, al, ion, ance, able, ible, er, est) and consonant suffixes (ly, most, less, ful, ness)</p> <p><i>For examples judgement, caring, cultivation, combination, argument</i></p>
Monday 1 st October 2018	<p>Revisiting: using suffixes... what is the spelling rule when a suffix is added to a word that ends in y when the y has an ee sound?</p> <p><i>For examples marry - married/funny - funny/geology - geologist/melody - melodious/sit - sited</i></p>
Monday 8 th October 2018	<p>Maths and Science Words</p> <p><i>For examples parallel, perpendicular, horizontal, vertical, circumference, evaporate, condensation</i></p>
Monday 15 th October 2018	<p>Ph - what sound does this letter string make in words?</p> <p><i>For examples graph, phobia, phone, photograph, physical, alphabet, dolphin, elephant, sphere</i></p>

Half Term



Additional Support

Daily Fluency Blocks

Same Day Interventions

CGP Books

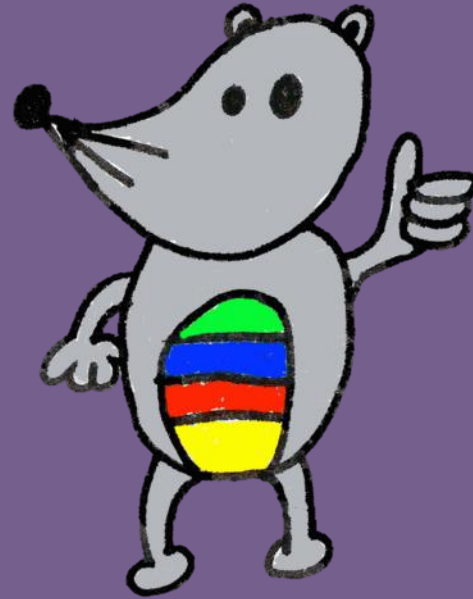
Homework Club

 **BUG CLUB**

 **MY MATHS**



Attendance



School **A**ttendance **M**atters



Punctuality

**We start learning at
8:50am**

**It is of vital importance
that your child
is in class
on time!**





Communication

Letters Home (copies on website)

The class teacher first port of call if your child has a problem

Talk to us at home time or phone Dawn in the office and she will pass the message on to us.

Contact details – please make sure we have up-to-date information



Volunteers

We would welcome more parent volunteers in the school.

If you are interested please arrange to come in and meet with Mr. Watson.

We also need to get a bank of parent volunteers that we can call upon for school outings (not with own child's class)

DBS checks will be carried out on all volunteers.



Any questions?