

The background features a dark blue gradient with a starry space pattern. On the left side, there are several technical diagrams, including a large circular scale with numerical markings from 140 to 260, and various circular and curved lines with arrows indicating direction. The main text is centered on the right side.

Y6 BOY MEETING

10TH SEPTEMBER 2024

AGENDA

A typical week

Yearly overview

Core curriculum & typical lessons

Foundation curriculum

Trips and events

Homework

SATs & assessments

Any questions

	8:40-8:45	8:45 – 9:25	9:25- 10:25		10:40 – 11:40	11:40 – 12:15 PM		1:15PM – 2:15PM	2:15 – 2:50	2:50PM – 3:05PM	3:05 PM– 3:15pm
Monday	REGISTER	spellings Reading Focus: Fluency	RVI- English Pathways to Write	B	Maths	My Happy Mind	L	1:15-2:15 History/ Geography	2:41- 2:45 RE	ASSEMBLY	MM
Tuesday	REGISTER	spellings Reading Focus: Vocab/retrieval	RVI- English Pathways to Write	R	Maths	Art-set up TEACH	U	ART	PE		PE
Wednesday	REGISTER	spellings Reading Focus: Inference	RVI- English Pathways to Write	E	Maths	Handwriting	Z	Science			MM
Thursday	REGISTER	spellings Reading Focus: Explain/ summarise/ predict	RVI- English Pathways to Write	A	Maths	Music- Recorders	C	PPA Arithmetic Complete work			Class Reader
Friday	REGISTER	spellings Reading Unseen read/ BIG read	RVI- English Pathways to Write	K	PE	Maths- Fluency/Ari thmetic	H	Computing	French/MM		

SPELLINGS ACTIVITIES

Practice Sheet
Term 1 Set 1 Week 1

Name Date

Spelling patterns -cious, -tious, -cial, -tial, extension, word list

It's a **vicious** rumour that I wrote my **initials** on Twiggy's book.

Spellings	Write	Write	Cover and write	Cover and write
vicious				
ambitious				
social				
crucial				
partial				
initial				
malicious				
unofficial				
according				
achieve				
				Total /10

1 SPELLING YEAR 5

Activity Sheet
Term 1 Set 1 Week 1

Name

The words below have a *sh* sound in the middle, but they are spelt very differently. Put the following words into groups of the same spelling pattern.

ambitious suspicious social partial special martial
precious cautious confidential delicious fictitious official
artificial nutritious essential vicious

Collect words that end in **-cious**.

Collect words that end in **-tious**.

Collect words that end in **-cial**.

Collect words that end in **-tial**.

Complete the sentences below using the words above.

This banana yoghurt has an taste.

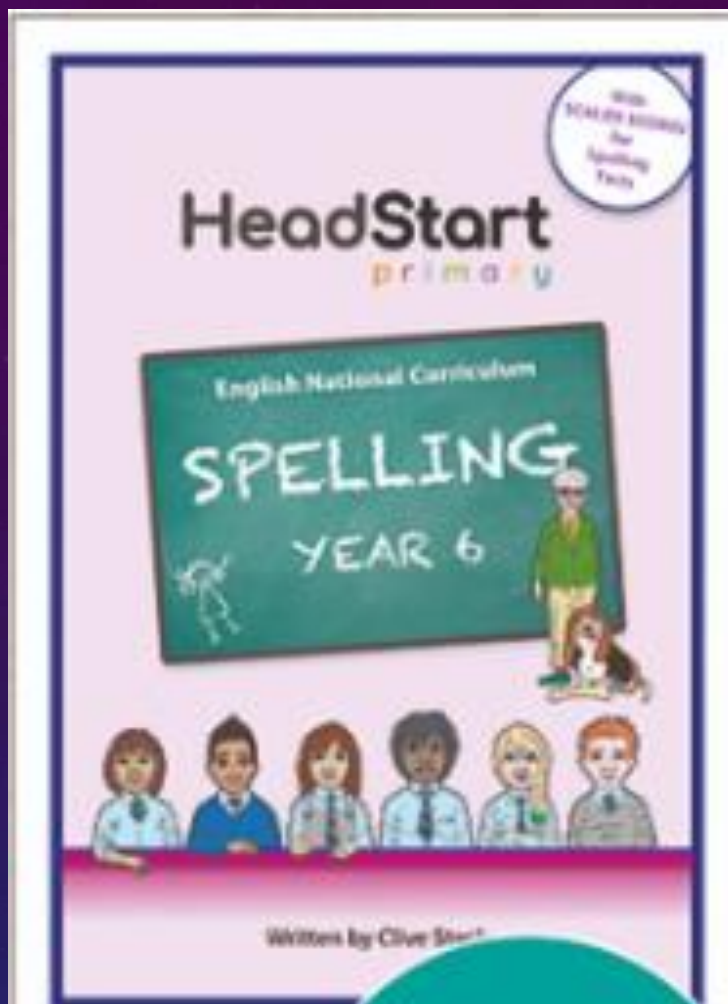
My fruit bar is very

I'm very to curly fries.

My ice cream tastes

33 SPELLING YEAR 5

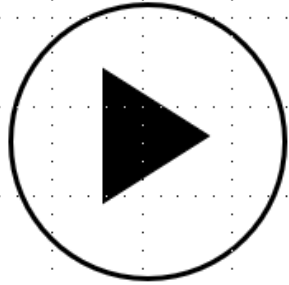
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached
available average awkward bargain bruise category cemetery committee communicate community
competition conscience conscious controversy convenience correspond criticise curiosity definite desperate
determined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



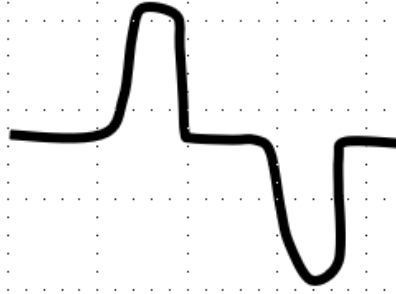
Statutory requirements	Term 1			
	Week 1	Week 2	Week 3	Week 4
SET 1				
Endings that sound like /ʃəs/ spelt -cious	atrocious	precocious	luscious	vivacious
	conscious	malicious	gracious	spacious
Endings that sound like /ʃəs/ spelt -tious	fractious	scrumptious	repetitious	flirtatious
Endings which sound like /ʃəl/ spelt -cial	financial	sacrificial	multiracial	unofficial
	beneficial	prejudicial	commercial	superficial
Endings which sound like /ʃəl/ spelt -tial	impartial	residential	potential	substantial
Extension	infectious	pretentious	conscientious	superstitious
	sequential	preferential	influential	torrential
Word list	accommodate	amateur	appreciate	cemetery
	accompany	apparent	category	committee
SET 2	Week 5	Week 6	Week 7	Week 8
Words ending in -ant, -ance, -ancy (-ation endings are often a clue)	observe	expect	hesitate	dominate
	observation	expectation	hesitation	domination
	observant	expectant	hesitant	dominant
	observance	expectancy	hesitancy	dominance
Words ending in -ent, -ence, -ency	patient	efficient	transparent	frequent
	patience	efficiency	transparency	frequency
Extension	assistant	obedient	independent	consistent
	assistance	obedience	independence	consistency
	communicate	conscience	convenience	criticise

/ Short
pause

// Long
pause



Good pace
and volume



Intonation

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

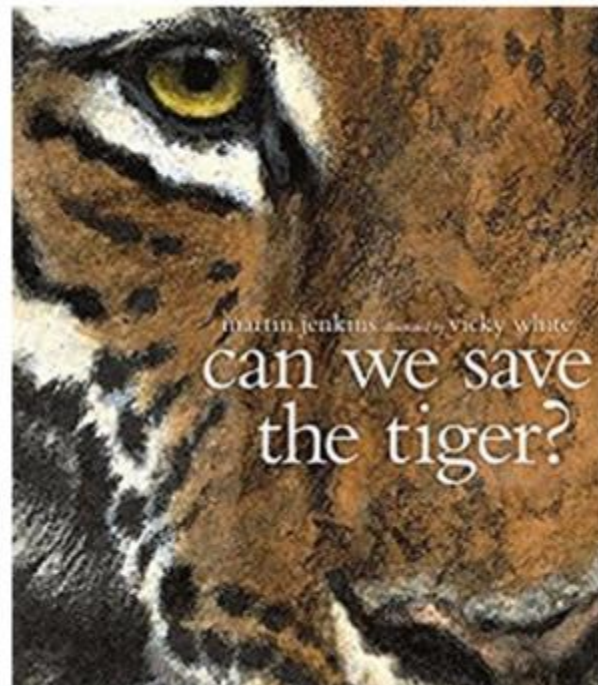
Sequence or Summarise



Star of Fear, Star of Hope



IO HOESTLANDT • ILLUSTRATIONS BY JOHANNA KANG



martin jenkins illustrated by vicky white
can we save
the tiger?

THE SELFISH GIANT

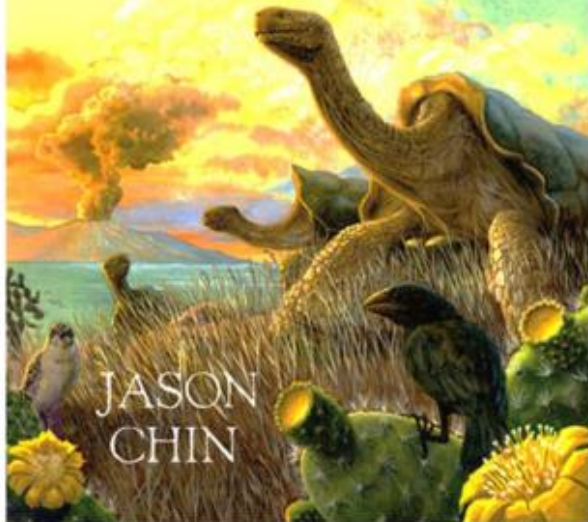
OSCAR WILDE

Illustrated by
Ritva Voutila



ISLAND

A Story of the Galápagos



JASON
CHIN



MANFISH

A Story of Jacques Cousteau

by Annabel Bennet

Illustrated by Eva Psychowat



Emma Carroll

From a prize-winning idea by NEAL JACKSON



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">• Use devices to build cohesion within a paragraph• Link ideas across paragraphs using adverbials of time, place and number• Use of inverted commas and other punctuation to punctuate direct speech• Use Y5 standard punctuation• Use consistent and correct tense	<ul style="list-style-type: none">• Use expanded noun phrases to convey complicated information concisely• Use passive verbs• Link ideas across paragraphs using a wider range of cohesive devices• Integrate dialogue to convey character and advance the action <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none">• Use a colon to introduce a list• Punctuate bullet points consistently	<ul style="list-style-type: none">• Use small details for characters to amuse, entertain or create drama• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language• Manipulate tense and verb forms• Manipulate structure using a flashback• Use paragraphs to vary pace and emphasis

Developing vocabulary

Developing a rich and varied vocabulary is a key skill which supports all areas of learning.

Vocabulary falls into different categories:

Tier 1 – Day to day vocabulary usually spoken in the simplest form *e.g. bag, table, run, shop.*

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently *e.g. satchel, desk, sprint, grocery store.* They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Vocabulary to explore within this unit:

Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

MATHS



Curriculum Map: Year 6

The first two units need to be taught before any other units as these cover place value and the four operations and ensure firm foundations for the rest of the learning. The remaining units can be taught in any order with the following caveats:

- The first five lessons of the first Fractions unit should be taught prior to learning on calculating with fractions.
- The Proportion problems unit should only be taught after the units on fractions, decimals and percentages.

1) Integers and decimals (10 lessons)	2) Multiplication and division (15 lessons)	3) Calculation problems (10 lessons)	4) Fractions (10 lessons)	5) Missing angles and length (5 lessons)
<ul style="list-style-type: none"> • Represent, read, write, order and compare numbers up to ten million • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems involving addition and subtraction 	<ul style="list-style-type: none"> • Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers using a range of strategies • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies 	<ul style="list-style-type: none"> • Understand the use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values 	<ul style="list-style-type: none"> • Deepen understanding of equivalence • Order, simplify and compare fractions, including those greater than one • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions 	<ul style="list-style-type: none"> • Compare and classify a range of geometric shapes • Use angle facts to find unknown angles

6) Coordinates and shapes (10 lessons)	7) Fractions (5 lessons)	8) Decimals and measure (15 lessons)	9) Percentage and statistics (10 lessons)	10) Proportion problems (10 lessons)
<ul style="list-style-type: none"> • Draw a range of geometric shapes using given dimensions and angles • Describe, draw, translate and reflect shapes on a co-ordinate plane • Recognise and construct 3-D shapes • Name and illustrate parts of a circle 	<ul style="list-style-type: none"> • Represent multiplication involving fractions • Multiply two proper fractions • Divide a fraction by an integer 	<ul style="list-style-type: none"> • Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids 	<ul style="list-style-type: none"> • Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalence of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts 	<ul style="list-style-type: none"> • Use fractions to express proportion • Identify ratio as a relationship between quantities and as a scale factor • Unequal sharing involving ratio



$$\begin{array}{r} 1259 \\ \times 12 \\ \hline \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4406 \\ \times 96 \\ \hline \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2546 \\ \times 27 \\ \hline \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3457 \\ \times 64 \\ \hline \\ \hline \\ \hline \end{array}$$

FLUENCY

Ranjit's journey to school is 1,345m.

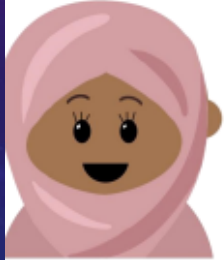
He walks to school every week day?

How far does he walk in 5 weeks?



PROBLEM SOLVING

All of the missing digits in the calculation below are 2, 4, 6 or 8.



$$\begin{array}{r} \bullet 1 \bullet \\ \times \bullet \bullet \\ \hline \bullet \bullet \bullet \bullet \\ 1 \bullet \bullet \bullet 0 \\ \hline 1 \bullet \bullet \bullet \bullet \end{array}$$

Help Asha calculate the missing digits.

REASONING

1. $3509 \div 11 =$

2. $4173 \div 13 =$

3. $6734 \div 14 =$

4. $7956 \div 12 =$

5. $8070 \div 15 =$

6. $6576 \div 16 =$

FLUENCY

2A



There are 467 pupils at Caleb's school. Maths books come in packs of 14, how many packs will need to be ordered for each pupil to have one maths book?

2B



Year 6 are going on a school trip. There are 117 pupils and 11 members of staff. Each bus holds 36 people. How many buses are needed?

PROBLEM SOLVING



Anita says, "Each of the missing digits in this calculation are the same".



$$\begin{array}{r}
 \boxed{}\boxed{}14r1 \\
 \boxed{}\overline{)44\boxed{}9}
 \end{array}$$

Is she correct? Explain why/why not.

REASONING

M

? ← Answer

'What's the question?'

If this is the answer, what could the question have been?

M



'What's wrong with this?'

Can you explain what is wrong and correct the error?

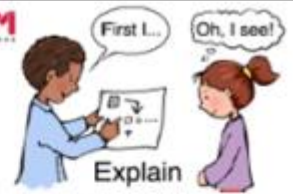
M

Odd one out



Find an odd one out and explain why it doesn't fit. Could another one be the odd one out? Why?

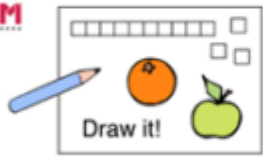
M



'Reason it'

Explain how you know using the correct mathematical vocabulary.

M



Draw a picture to explain or demonstrate what you have worked out.

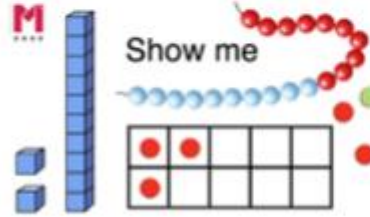
M



'Find a pattern'

Can you see a pattern? Describe the pattern.

M



Convince me that you are right.

M



'Have you found all possibilities?'

M

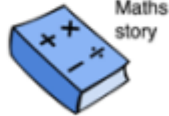
What's the same?



What's different?

Can you find something that is the same?
Now can you find something that is different?

M



'Tell a Story'

Make up a real life story using your equation, numbers or shapes.

Year 6



Module 1 Classification of living things	Module 2 Evolution and inheritance	Module 3 What light does	Module 4 Human circulation	Module 5 Electricity: changing circuits	Module 6 Body health
1: How can we sort the mess?	1: How are living things different?	1: How does light travel?	1: What is blood made of?	1: How do we light the lamp?	1: How can we make healthy food choices?
2: What plants are there other than flowering plants?	2: How is an organism adapted to live in its habitat?	2: What can we change about a shadow?	2: What is the circulatory system and what does it do?	2: How can we change a circuit?	2: What can happen if you don't eat a balanced diet?
3: How can we classify animals?	3: How do an animal's adaptations help it to survive?	3: What might affect the size of a shadow?	3: What is the heart and what does it do?	3: How can we change the brightness of a lamp?	3: How does physical activity affect heart rate?
4: What else is living besides animals and plants?	4: What can fossils tell us?	4: What affects the size of a shadow?	4: What are blood vessels and what do they do?	4: How can we change how other components work?	4: How do smoking or vaping affect your lung capacity?
5: How can we identify living things?	5: How does evolution happen?	5: How is light reflected?	5: What did William Harvey find out about the circulatory system?	5: How can we predict which circuit will have the brighter lamp?	
6: What lives here?	6: How did Wallace and Darwin come up with the idea of natural selection?	6: How do we see objects?			
7: Where do these organisms fit in my key?					

History

What was all the fighting for? (WW2)



Who were the Ancient Egyptians?

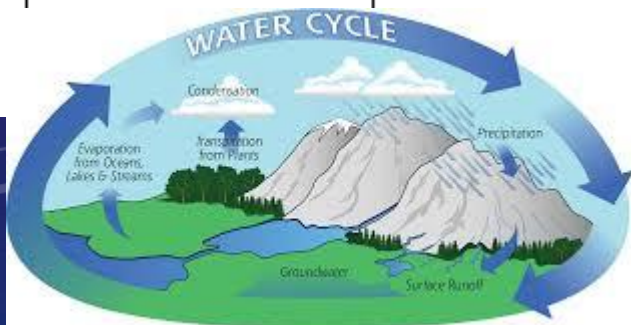


Who were the Maya?



Geography

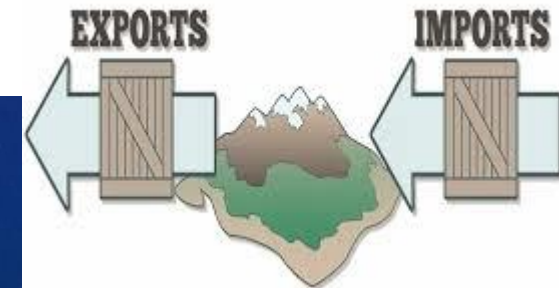
Where does water come from? (Water cycle)



What makes south America different?



Trade and economics



Art

Painting- Reflections/distortions

This unit builds on colour development skills in different paint media, composition and creativity.



Printing- Lino cut, mono prints

The children will build on their knowledge of printing with found objects (FS1), creating collagraphs in relief (Y3), to explore further printing techniques in mono, relief with foam and lino.



Sculpture- Soft sculpture

This unit builds on architecture in 3D box modelling in Y1, to figurative sculpture using clay, wire, papier mache, salt dough in Y4. The children will now be working in a soft medium to produce still life objects inspired by pop and contemporary art movements.



Design and Technology

Mechanical systems - Pulleys or gears.

Electrical systems - more complex switches and circuits.

Food and Nutrition -
Celebrating culture and seasonality

RE

What is the best way for a Muslim to show commitment to God?

Was Jesus the Messiah?
INCARNATION

5

Is anything ever eternal?

5

What difference does the resurrection make to Christians? SALVATION

5

Does belief in Akhirah (life after death) help Muslims lead better lives?- PART 1

Does belief in Akhirah (life after death) help Muslims lead better lives?- PART 2

Computing

Digital Literacy – Bletchley Park 5

Programming – Python 5

Skills Showcase – Project work ALL

Music

Musical structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on
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Physical Education

Rugby skills 5	Basketball 5	Gymnastics 5	Hockey skills 5	Tennis 5	Athletics 5
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MFL- FRENCH

A L'ÉCOLE (School)	LES VERBES RÉGULIERS (Regular verbs)	LE WEEK-END (The weekend)	LA SECONDE GUERRE MONDIALE (World War 2)	LES PLANÈTES (The planets)	MOI DANS LE MONDE (Me in the world)
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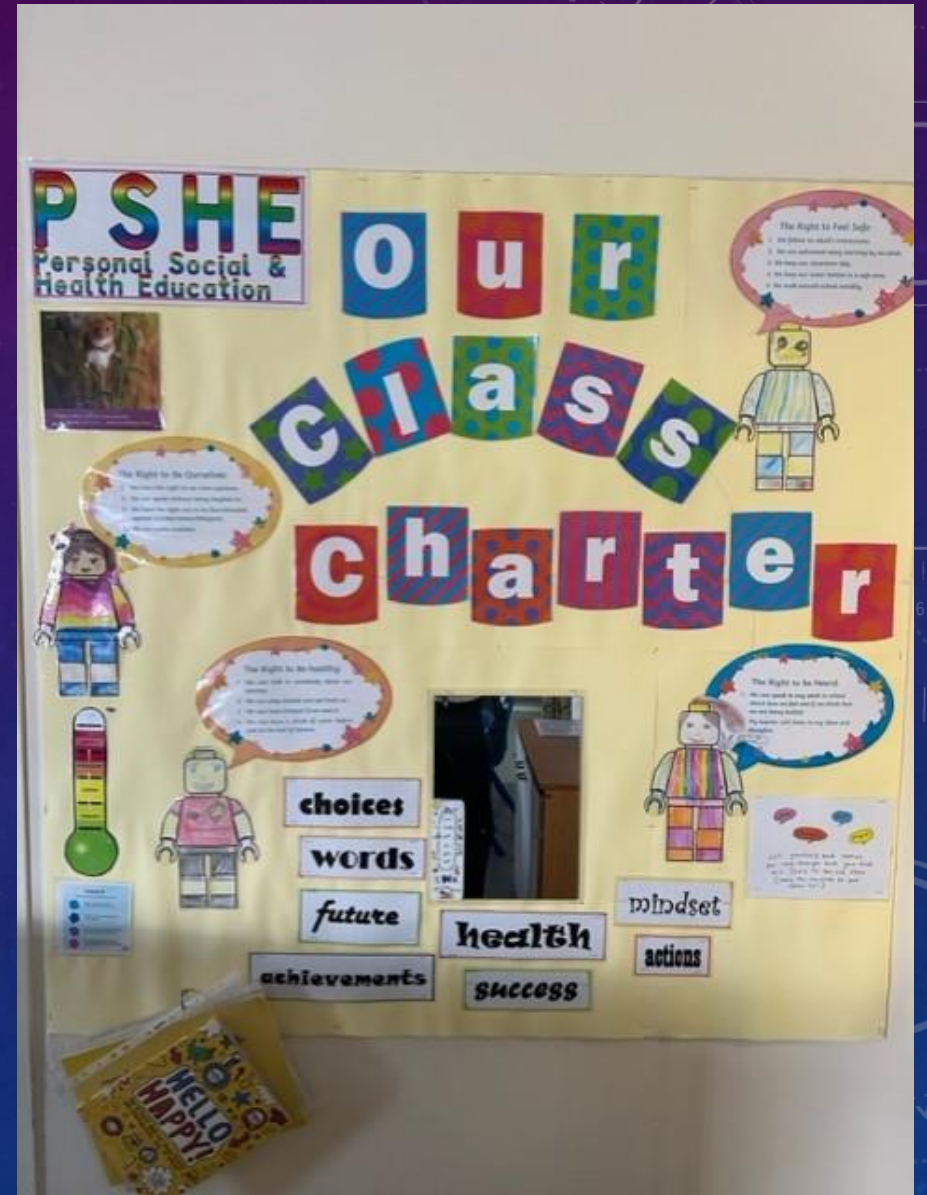
PSHE

Example units:

How can I be a great citizen?

How can we make positive changes
in the world?

What makes us feel like we belong?



Meet Your Brain

This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.



Engage

This Module is all focused on children setting Big Dream Goals. They will learn the 3 steps of how to set a goal and how this will support their happiness and achievements. This module builds the skills of perseverance.



Ernie

Celebrate

This Module is all focussed on building children's self-esteem. Children will learn about 5 Character Strengths that make them unique and special and will spot these in themselves and others.



Charlie

Relate

This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see things from a different perspective.



Rose

Appreciate

This Module is all about children showing gratitude and how this can make us feel amazing!



Arabella



PE- TUESDAYS AND FRIDAYS

- Tag Rugby
- Dance
- Gymnastics
- Hockey Skills
- Tennis
- Athletics

Y6 TRIPS & EVENTS

PGL meeting - Monday
Sept 30th 3:15pm

SATs meeting -
Monday 18th November

- Tuesday 24th September - School Photographs, Individual & Siblings
- October - Workshop in school delivered by The National Holocaust Memorial Centre
- Weds 6th- Fri 8th November - PGL
- Monday 11th November Remembrance service (y6 to lead) 10:45am
- March/April - Y6 trip to crucial crew
- W/C 12th May 2025- SATs week
- Hungerhill Transition days TBC July 2025

TRIPS



HOMework

Current weekly expectation:

- 1) Weekly maths - Set Friday, due Thursday
- 2) 5 x reading - diaries and books brought daily, class check on TUESDAY

It is intended to increase homework expectation to include English grammar after Christmas. SATS packs will be used for homework. These will be discussed at the SATS meeting.

SATS W/C 12TH MAY - THIS WILL BE DISCUSSED IN MORE DETAIL AT THE SATS MEETING ON MONDAY 18TH NOVEMBER,

English Grammar, Spelling & Punctuation (EGPS) x 2 papers

Reading x 1 paper

Maths (Arithmetic x 1, Reasoning x 2)

Please avoid using past papers as home revision

- Writing - portfolio of writing across a range of purposes