

Year 6 Parents' Information Evening



Miss Miles
Mon & Tues



Mrs Gibbs
Wed-Fri



Mrs Overy will be our
teaching assistant.

Aims:

2

- ❑ To give an overview of daily life in Year 6
- ❑ To share curriculum expectations for the end of Key Stage 2
- ❑ To outline details of the statutory assessments in May
- ❑ To share information regarding our upcoming residential trip
- ❑ To provide an opportunity to ask questions about the year ahead

A day in Year 6

3

Year 6 Autumn Timetable

	8.35-8:50	8:50 – 9:50	9:50-10:20	10.20–10:40	10.40–10:55	10.55 – 12.00	12.00 – 1.00	1.00 - 2.00	2.00 — 3.00	3.00-3.15
Monday	Early morning work	Maths	Guided Reading	Assembly	Break	English	Lunch	History/Geography	Music (Mr Cole)	Class Reader
Tuesday		Maths	Guided Reading			English		PSHE	PE	
Wednesday		Maths	Spelling Session 1			English		Art (Mrs Gale) / Computing		
Thursday		Maths	Spelling Session 2			English		Science	French	
Friday		Maths	Guided Reading			Spelling Session 3 Homework Mighty Maths / Change talk partners		PE	RE	

Leadership & Opportunities

4

- Sports Ambassadors
- Worship Team
- KS1 Line monitors
- Lunch time clubs

Curriculum Information

5

English

We will start the term by learning about the features of an explanation text. We will use these to write about electrical safety. We will then move onto some writing with a focus on refugees. Firstly, a poetry unit where we will write a poem in the style of Brian Bilston and then a narrative based on 'Ruth's Story'.

Science

We will be extending on our learning about Electricity from Year 4. We will learn to draw and recognise circuit components in diagrams and investigate what happens when you change components within a circuit.

History

We will be learning about World War Two and the impact of this on the Norton Community. We will look at primary sources of evidence to consider how Norton has changed since WWII.

How you can help your children at home:

Ask about their day at school.
Listen to them read every day and talk about what they have read.
Support them as they complete their topic homework.
Work with them to complete home learning of spelling and arithmetic.
Use Times Table Rockstars to strengthen their recall of multiplication facts.

Computing

We will explore what networks are, what they do and how they connect devices. We will also consider the safety aspects of networks, including the possible positive and negatives uses of networks.

Art

This half term, we will be looking at the work of Clarice Cliff as our inspiration and creating our own work in response. We will then look at the work of Pablo Picasso and understand the work of cubists.

Supernova Class Autumn 1 Topic Web

RE

We will learn about the concept of 'incarnation' in Christianity and how many Christians believe Jesus to be God in human form. We will explore what this looks like in bible stories, in churches and in Christingle services.

PSHE

We will be working through the unit 'Being Me in the World'. We will make goals for the year ahead; consider what it means to be a global citizen; and understand how an individual's behaviour can impact on a group.

Maths

We will begin the year by working with numbers up to 10,000,000, making sure we are confident to represent and partition these numbers before we begin to order, compare and round them in context.

We will consolidate our understanding of the written methods for all four operations before we are introduced to long division and practise solving multi-step problems.

Music

We will be linking our music with our refugee work in English. We will work together to write the lyrics to a song reflecting the feelings of a refugee.

PE

Our PE lessons will be on Tuesdays and Fridays. On Tuesdays we will develop skills transferrable to outdoor adventurous activities both individually and within a team. On Fridays we will develop our understanding of the attacking and defending principles of rugby by maintaining possession and moving the ball towards the try line to score.

French

We will learn how to name school subjects and use days and times to describe a timetable. We will learn to share our opinion about subjects and justify with reasons.

Topic webs are made half termly.

These will be sent out via Class Dojo so you know what we are doing in school during this time.

End of Year Expectations: Reading

6

Year 5-6 Reading Key Objectives Summarised form

1	Use knowledge of morphology and etymology to read aloud and understand new words
2	Make comparisons within and across books
3	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4	Identify and discuss themes and conventions across a wide range of writing
5	Discuss understanding of texts, including exploring meaning of words in context
6	Ask questions to improve understanding of texts
7	Summarise ideas drawn from more than one paragraphs, identifying key details
8	Predict future events from details stated and implied
9	Identify how language, structure and presentation contribute to meaning
10	Discuss how authors use language, including figurative language, to affect the reader
11	Make book recommendations, giving reasons for choices
12	Participate in discussions about books, building on and challenging ideas
13	Explain and discuss understanding of reading
14	Participate in formal presentations and debates about reading
15	Provide reasoned justifications for views

Accelerated Reader

7

The product is intended to help the children manage their reading, to provide us with assessment of the reading ability of a class, and to encourage reading. It facilitates:

- Assessment of reading level through the STAR (Standardized Test for the Assessment of Reading) test
- A system of levelling books using a formula which includes average sentence length, average word length, vocabulary grade, and number of words in the book
- Comprehension assessment by means of a computer-based quiz that tests general knowledge in a multiple choice format of 3-20 questions
- A range of reports for teachers that detail progress.
- Increased knowledge on many different varieties of books and also an improvement in vocabulary.

End of Year Expectations: Writing

8

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning
4	Identify the audience and purpose before writing, and adapt accordingly
5	Select appropriate grammar and vocabulary to change or enhance meaning
6	Develop setting, atmosphere and character, including through dialogue
7	Précis longer passages
8	Use a range of cohesive devices
9	Use advanced organisational and presentational devices
10	Use the correct tense consistently throughout a piece of writing
11	Ensure correct subject and verb agreement
12	Perform compositions using appropriate intonation, volume and n

13	Use a thesaurus
14	Use expanded noun phrases to convey complicated information concisely
15	Use modal verbs or adverbs to indicate degrees of possibility
16	Use relative clauses
17	Convert nouns or adjectives into verbs
18	Use adverbials of time, place and number for cohesion
19	Recognise vocabulary and structures that are appropriate for formal use
20	Use passive verbs to affect the presentation of information
21	Use the perfect form of verbs to mark relationships of time and cause
22	Recognise difference in informal and formal language
23	Use grammatical connections and adverbials for cohesion
24	Use ellipsis
25	Use commas to clarify meaning or avoid ambiguity
26	Use brackets, dashes and commas to indicate parenthesis
27	Use hyphens to avoid ambiguity
28	Use semi-colons, colons and dashes between independent clauses
29	Use a colon to introduce a list
30	Punctuate bullet points consistently

CUSP Spellings

The teaching sequence is based on two spelling lessons lasting a minimum of 15 minutes each per week, with an additional 15-minute (minimum) spelling lesson within writing.

Sequence	Session 1	Session 2	Session 3 (within writing lessons)	Home learning
Week 1	Teach new concept	Apply new concept	Reasoning Spelling transfer	Essential word category
Week 2	Etymology	Revisit previous concept	Correction Spelling transfer	Reasoning and correction exercises

KS2 National Curriculum Spelling List

Word list for years 5 and 6

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 (critic +
ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass

environment
equip (–ped, –
ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)

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(ly)
soldier

stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

End of Year Expectations: Maths

11

1	Use negative numbers to calculate intervals across zero
2	Divide numbers using long division, interpreting the remainders as appropriate
3	Use order of operations to carry out calculations
4	Use common factors to simplify fractions
5	Compare and order fractions of any size
6	Add and subtract fractions with different denominators and mixed numbers
7	Multiply simple pairs of proper fractions
8	Divide proper fractions by whole numbers
9	Calculate decimal fraction equivalents for simple fractions
10	Multiply a number with up to two decimal places by whole numbers
11	Use written division with answers of up to two decimal places
12	Solve problems involving the calculation of percentages

13	Recall and use equivalences between fractions, decimals and percentages
14	Solve problems using ratio using multiplication and division facts
15	Solve problems involving similar shapes where the scale factor is known
16	Solve problems involving proportion, using knowledge of fractions and multiples
17	Use simple formulae
18	Generate and describe linear number sequences
19	Express missing number problems algebraically
20	Convert units of measure between smaller and larger units
21	Convert between miles and kilometres
22	Calculate the area of parallelograms and triangles
23	Calculate and compare volume of cubes and cuboids
24	Illustrate and name parts of a circle
25	Finding missing angles in triangles, quadrilaterals and regular polygons
26	Recognise vertically opposite angles and find missing angles
27	Describe positions on the full co-ordinate grid
28	Translate shapes on a co-ordinate grid and reflect in the axes
29	Construct and interpret pie charts
30	Calculate the mean as an average

Mighty Maths & TT Rockstars

12

Year 2			Year 3			Year 4				Year 5	Year 6
Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Bronze	Silver	Gold	Platinum	Diamond
10x	10x 5x	10x 5x 2x	10x 5x 2x 3x	10x 5x 2x 3x 4x	10x 5x 2x 3x 4x 8x	10x 5x 2x 3x 4x 8x 6x	10x 5x 2x 3x 4x 8x 6x 11x 9x	10x 5x 2x 3x 4x 8x 6x 11x 9x 7x	10x 5x 2x 3x 4x 8x 6x 11x 9x 7x 12x	Times tables up to 12x12, corresponding division facts and multiples of 10	Times tables up to 12x12, corresponding division facts, multiples of 10 and decimals
Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:	Total marks:
14	18	22	24	27	27	27	27	30	30	30	30



Home Learning

13

- Reading
- Spellings sheet
- Arithmetic sheet
- Times tables - TT Rockstars
- Topic homework - Ongoing
- Test familiarisation – Reading comprehension, Grammar, Reasoning and Problem Solving (after Christmas)

Topic Homework

14

Who was Pablo Picasso and why is he remembered today?

-Research the artwork of Picasso and create an image of your own: provide a commentary explaining how Picasso has inspired you.

Write a profile of the life of Picasso or another Cubist artist.

What can we learn about World War 2 by investigating our own family?

Interview a relative or family friend who has memories of the war or the 1940s. Find out where they lived, and what they remember.

What was life like for children growing up in World War 2?

Find out how children were affected by life on the Home Front. Choose how to display your findings.

Norton at War

WORLD WAR II
1939 - 1945

Year 6 Autumn

Homework needs to be handed in by Friday 20th November

How do we stay safe around electricity?

Design an annotated poster or presentation summarising some of the dangers we have learnt about in and around the home.

Have a go at some ration-book cookery: write a recipe and take some photos of the ingredients, process and final product.

If there is a homework project you would like to complete that is not on the list, please let Miss Miles or Mrs Gibbs know.

Find out how safe your home is by conducting an electrical safety survey. Record your findings using notes or photos and write a report describing what you discover.

Find out about the experience of evacuees: write a letter or diary entry as if you were an evacuee.

How can music reflect our feelings, thoughts and aspirations?

Talk to your parents: try to find a song that has been written in response to an inequality or social/political issue (e.g. war, homelessness, poverty).

Produce some artwork based on a song with a powerful message and write some sentences to explain your feelings.

Topic homework will be set for Autumn and Spring.

We allow time for the children to share their homework with the class.

It is displayed in the homework exhibition at the end of each term.



Class Dojo

15

- Children can achieve Dojo points for displaying our Christian Values. When we reach 500 points as a class, we will have a treat! This could be a film or a trip to the park.
- We will post regular updates of our learning on the Class Story.
- We now have just one Dojo account for this class. This is accessible and monitored by both Miss Miles and Mrs Gibbs. We will always sign off a message so you know who you are speaking to.
- Please do send us a message if you have any questions or concerns. We are happy to chat after school as well if need be.

KS2 Tests

16

Key Stage 2 Tests are currently scheduled to take place nationally on the 10th – 13th May 2027.

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 minutes)
- Reading (60 minutes)
- Mathematics
 - ▣ Paper 1: Arithmetic (30 minutes)
 - ▣ Paper 2: Reasoning (40 minutes)
 - ▣ Paper 3: Reasoning (40 minutes)

All tests are externally marked.

Writing will be 'Teacher Assessed' internally.

Scaled Scores

17

- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- A child achieving 110+ is seen in some measures to be achieving at a greater depth within the expected standard.
- From July 2016 for the first publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

Reading

18

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Grammar, Punctuation and Spelling

19

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes – the test is read aloud.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Mathematics

20

- The Mathematics tests are made up of three papers.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

PGL



Wednesday 14th – Friday 16th October

	Group	Meeting Point	Group Leader	Session 1 9:00 - 10:30	Session 2 10:40 - 12:10	Session 3 14:00 - 15:30	Session 4 15:40 - 17:10	Evening 19:30 - 20:30	
Wednesday	1					Sensory Trail (ST1)	Giant Swing (GS1)		Ambush (AMB1)
	2					Sensory Trail (ST2)	Giant Swing (GS2)		Ambush (AMB1)
	3					Abseiling (AB1)	Survivor (SU1)		Ambush (AMB1)
Thursday	1			Archery (A1)	Abseiling (AB1)	Survivor (SU1)	Canoeing (OC1)		Disco (DIS1)
	2			Archery (A2)	Abseiling (AB2)	Survivor (SU2)	Canoeing (OC2)		Disco (DIS1)
	3			Canoeing (OC1)	Sensory Trail (ST1)	Giant Swing (GS1)	Archery (A1)		Disco (DIS1)
Friday	1			Problem Solving (PS1)	Climbing (CL1)	Depart			
	2			Problem Solving (PS2)	Climbing (CL2)	Depart			
	3			Problem Solving (PS3)	Climbing (CL3)	Depart			

PGL



WHAT TO BRING

Please ensure that all items are named.

CLOTHING

Clothes are likely to suffer wear and tear and also get dirty and/or wet therefore you should bring several changes of old clothes for doing activities.

- ☐ **Tops & jackets**
 - ☐ T-shirts
 - ☐ Long sleeved shirt/T-shirts
 - ☐ Waterproof jacket
 - ☐ Fleece/jumpers
- ☐ **Trousers or leggings** but not jeans as they get heavy and cold when wet
- ☐ **Underwear & socks**
- ☐ **Swimming costume/trunks** for water activities
- ☐ 1 or 2 sets of clothes for the evening
- ☐ Suitable nightwear



Your arms will need to be covered to do some activities



Your socks will need to cover your ankles to do some activities



TRAVELLING IN THE...



...SUMMER?

- ☐ Shorts
- ☐ Baseball cap/sun hat
- ☐ Sunscreen



...WINTER?

- ☐ Warm coat
- ☐ Hat and gloves

FOOTWEAR

- ☐ 2 pairs of trainers
 - 1 for activities
 - 1 old pair for watersports
- ☐ 1 pair of dry shoes for evening activities



We recommend that all visitors wear closed-toe footwear while on site due to uneven terrain and safety considerations around activity areas

OTHER ITEMS

- ☐ 2 towels
 - 1 for showering
 - 1 old one for activities

- ☐ Reusable drinks bottle
- ☐ Small rucksack/bag
- ☐ Labelled bin bag for wet and dirty clothing



- ☐ Sleeping bag or duvet and pillow (unless otherwise advised)
- ☐ Washbag including soap, shampoo, toothbrush and toothpaste (please do not bring Aerosols)
- ☐ Hair ties for long hair
- ☐ Torch

Transition

23

Secondary readiness

- ☐ Homework
- ☐ Visits
- ☐ Liaison

24

The End

Any questions?