

Year 6 Curriculum Meeting

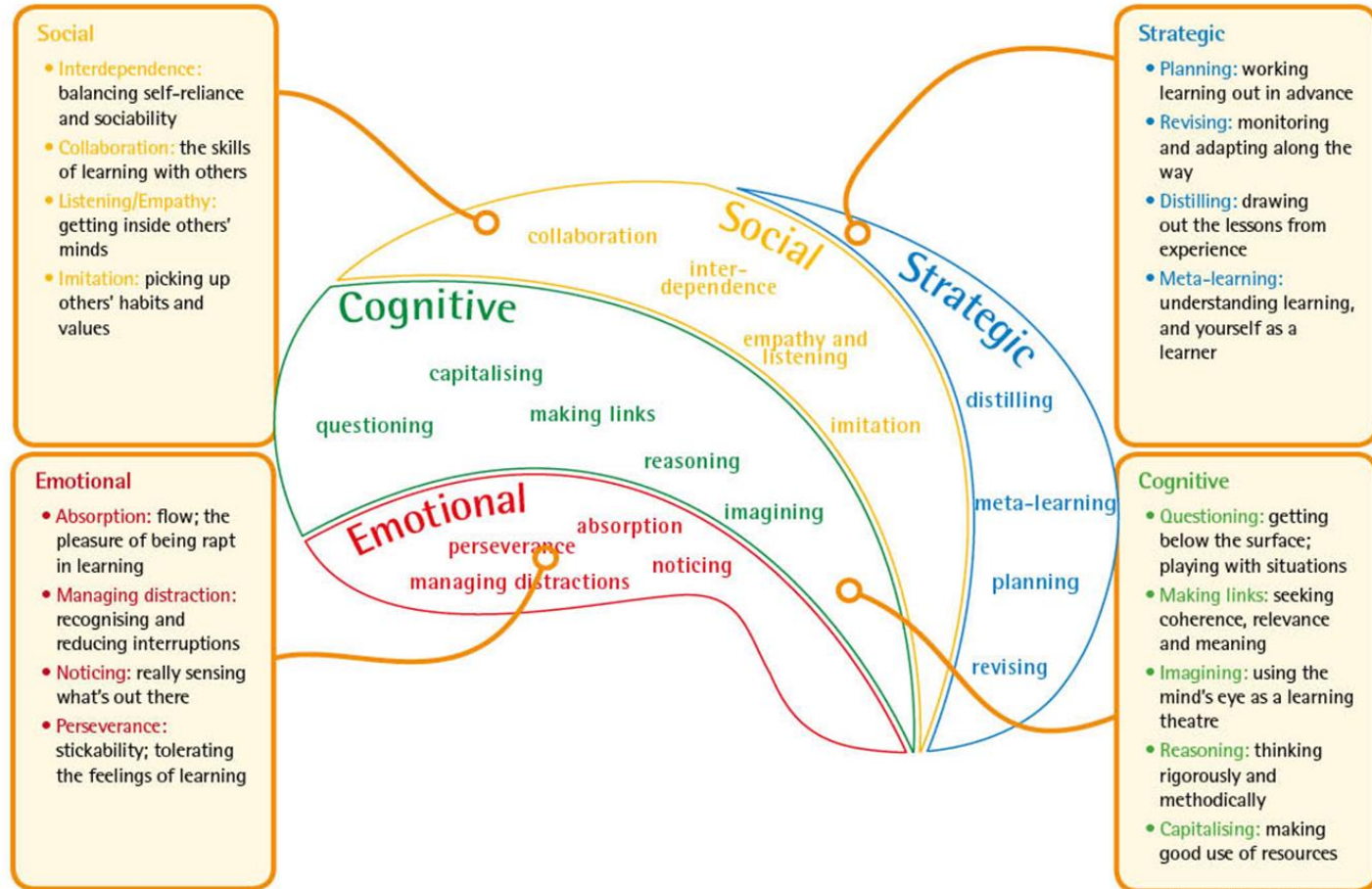


Year 6 Long Term Plan

Term Overview	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2									
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7			
	5	5	5	5	5	5	5	2	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4			
English	Ruin (Visual media)		Cloudbusting By Malorie Blackman		Suffragette, the Battle for Equality By David Roberts			Mummification Instructions		The Water tower by Gary Crew			Cleopatra		The Red Pyramid By Rick Riordan						Macbeth By Shakespeare		Wolf Brother By Michelle Paver						Reimagined Fairytales		Odysseus and the Cyclops		The Boy Who Made Everyone Laugh Helen Rutter		A Kid in My Class By Rachel Rooney							
Atwood	Cloudbusting	Stubbers	Ruin (Visual media)		Suffragette, the Battle for Equality By David Roberts			Mummification Instructions		Cleopatra			The Water tower by Gary Crew		The Red Pyramid By Rick Riordan						Macbeth By Shakespeare		Wolf Brother By Michelle Paver						Reimagined Fairytales		Odysseus and the Cyclops		The Boy Who Made Everyone Laugh Helen Rutter		A Kid in My Class By Rachel Rooney							
Reading	Front Desk Kelly Yang		When Stars Are Scattered Omar Mohamed		Sadie by Bryan Silman Cordelia by Mary Maguire			Reading for Pleasure War Game Michael Foreman		Once, Morris Gleiberman			Antony & Cleopatra In The Black Panther		Should Museums Return their Stolen Treasures?		The Red Pyramid Rick Riordan		A Kind of Spar, Elle Nikiel		Macbeth, Leon Garfield Book Week		SATS reading preparation						SATS reading preparation		Wolf Brother Michelle Paver						Greek Myths Overheard in a lower block Jeppe Coiro		The Boy Who Made Everyone Laugh Helen Rutter		A Kid in My Class Rachel Rooney	
Maths Reasoning (4 hours a week)	Place Value	BASELINE SATS WEEK	Place Value, rounding and negative numbers (3 sessions)					Fractions, decimals and percentages					PRACTICE SATS WEEK	Measurements	Angles, triangles, quadrilaterals and circles					Ratio and proportion					Area, perimeter, volume and shape					PRACTICE SATS WEEK	Position and direction	Statistics	Revision	SATS WEEK	Fun Maths	Problem solving and investigations						
Maths Arithmetic (1 hour a week)	Times Tables	BASELINE SATS WEEK	Addition, subtraction, multiplication and division (2 sessions)					Fractions, decimals and percentages					PRACTICE SATS WEEK	Fractions, decimals and percentages	Missing values and digits	Algebra	Sequences	Squares and cubes	BODMAS	Roman numerals	Work based on individual class gap analysis					PRACTICE SATS WEEK	Responding to Practice SATs	Revision	SATS WEEK	Fun Maths	Problem solving and investigations											
Science	Evolution and Inheritance							Animals inc. Humans							Living Things and Habitats						Electricity						Light															
Thematic	Walk Like An Egyptian														Greece is the Word																											
Computing	Coding							Text Adventures							Quizzing						Spreadsheets						Binary/Networks						E-Safety/Blogging									
R.E.	Christianity / Buddhism (ATW: Buddhism)							Christianity / Hinduism (ATW: Buddhism)							Christianity / Islam (ATW: Sikhism)						Christianity / Sikhism (ATW: Sikhism)						Journey of Life															
P.S.H.E.	Health and Wellbeing (ATW: Making informed choices; Reflecting and celebrating achievements; Dealing with conflict)														Relationships (ATW: How families behave; Respecting privacy; Drugs and their related risks)														Living in the Wider World (ATW: Mental Health; Transition to secondary school; Consent; Identify and Prejudice; First Aid)													
P.E. 1	Striking and fielding (ATW: Football)							Football (ATW: Basketball)							Netball (ATW: Hockey)						Hockey (ATW: Tennis)						Tennis (ATW: Athletics)						Tag Rugby (ATW: Cricket/Rounders)									
P.E. 2	Gymnastics (ATW: Dance & Gymnastics)														Dance (ATW: Dodgeball & Volleyball)														Athletics (ATW: Athletics & Handball)													



Building Learning Power



Copyright TLO Limited 2017



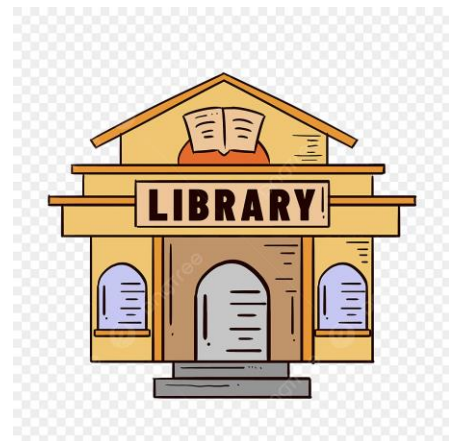
Enrichment Activities



spanish



ART



life skills

VALUES



MUSIC



Extra Responsibilities





Key Stage 2 SATs 2024

Date	Test
Monday 13th May 2024	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 14th May 2024	English Reading Test - 60 minutes
Wednesday 15th May 2024	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 16th May 2024	Mathematics Reasoning (Paper 3) - 40 minutes



Grammar and Punctuation Test (45 mins)

Monday 13th May 2024



17

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Let's hope it warms up soon.		
The teachers' coats were hanging in the staffroom.		
The children wear their scarves when it's cold.		

1 mark

18

Which option completes the sentence using the **present progressive**?

I _____ the photos to the school website.

Tick **one**.

upload

will upload

have uploaded

am uploading

1 mark

25

Circle all the **adjectives** in the sentence below.

Unfortunately, the weather was terrible: cold and wet.



Spelling Test (20 mins)

Monday 13th May 2024



11. Each person's fingerprint is _____.
12. I found a _____ in my bicycle tyre.
13. The rain became _____ heavier during the day.
14. The _____ fixed Mum's car.
15. I like most flavours of ice cream, but my _____ is
for chocolate.

11	unique
12	puncture
13	steadily
14	mechanic
15	preference



Reading Test (60 mins)

Tuesday 14th May 2024



The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' – the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip.

Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time.

It was someone playing a trick, trying to frighten him. It was pretty ridiculous, actually. There were no wolves on Nin.

- 32 Look at the paragraph beginning: *The howl pierced the darkening sky...* to the paragraph ending: *...no wolves on Nin.*

Innis was worried by the two wolf howls.

- (a) Write **one** piece of evidence that shows he was worried after the **first** wolf howl.

1 mark

- (b) Write **one** piece of evidence that shows he was worried after the **second** wolf howl.

1 mark

- 33 Innis heard a wolf howl several times.

How can you tell that the wolf was moving all the time?

1 mark



Reading Test (60 mins)

Tuesday 14th May 2024



Section 3: A Howl at Dusk

Qu.	Requirement	Mark
33	<p>Innis heard a wolf howl several times.</p> <p>How can you tell that the wolf was moving all the time?</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following:</p> <ol style="list-style-type: none">the wolf's howl being closer / further away from Innis, e.g.<ul style="list-style-type: none"><i>its howl was further and further away</i><i>the howl kept getting closer</i><i>because it was closer and further each time</i><i>it was getting closer.</i>the sound changing volume, e.g.<ul style="list-style-type: none"><i>the howl was louder each time</i><i>because they started quiet, but they got louder</i><i>there were different volumes of howling</i><i>it got louder and quieter.</i>the wolf's howl coming from different places (without reference to distance), e.g.<ul style="list-style-type: none"><i>because it howled in different places</i><i>the sound of howls were everywhere</i><i>the sound was from different directions.</i> <p>Do not accept reference to sound only, e.g.</p> <ul style="list-style-type: none"><i>he could hear it</i><i>because of the sound</i><i>by the howls.</i>	1m



Wednesday 15th May 2024

Maths Arithmetic – Paper 1 (30 mins)



1	$707 - 10 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

2	<input type="text"/> = $6,138 + 456$	<input type="checkbox"/> 1 mark

3	$4 \times 702 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

19	$29.5 - 16.125 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method		



Wednesday 15th May 2024

Maths Reasoning – Paper 2 (40 minutes)



5

Cars and motorbikes are parked in a street.



car
4 wheels



motorbike
2 wheels

Stefan counts 3 motorbikes and 5 cars.

He counts **28 wheels** altogether.

Explain why Stefan **cannot** be correct.

1 mark

10

Ken thinks of a number.

He divides it by 3

The answer is 72

What number was Ken thinking of?

1 mark

17

The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show
your
method

2 marks



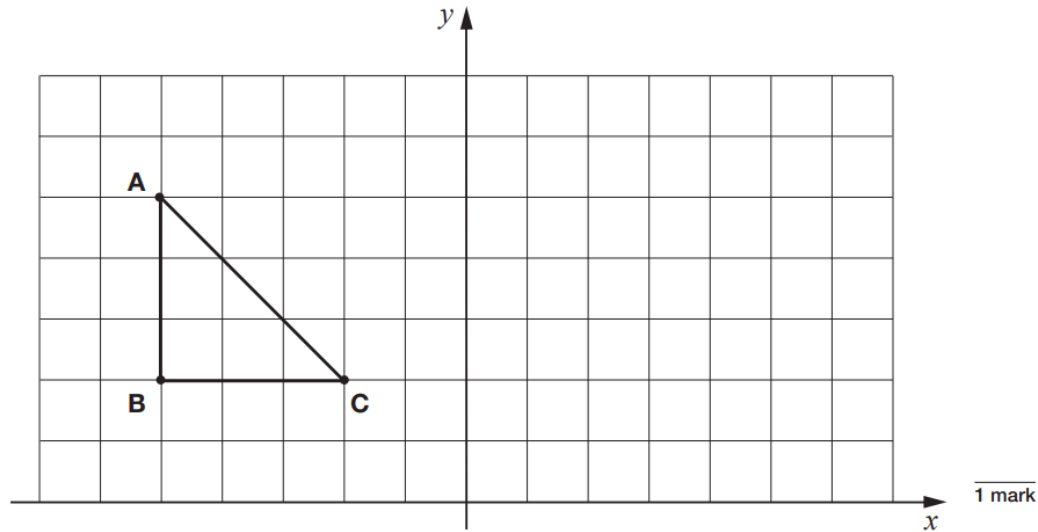
Thursday 16th May 2024

Maths Reasoning – Paper 3 (40 minutes)



3

Amina draws triangle **ABC** on a grid as shown.



She then reflects the triangle in the y -axis.

Draw the reflected triangle on the grid.

7

Here is part of a number square.

The other part of the square has been torn off.

$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$
3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5
	6	$6\frac{1}{2}$	7	$7\frac{1}{2}$
		9	$9\frac{1}{2}$	10
			12	$12\frac{1}{2}$

What number was in the bottom-left corner of the number square?



Interpreting Results



A scaled score between 100 and 120 shows the pupil has met the expected standard in the test. The lowest scaled score that can be awarded on a key stage 2 test is 80. The highest score is 120. Pupils need to have a raw score of at least 3 marks to be awarded the minimum scaled score.

In 2023 it was as follows:

Subject	Score for Expected	Score for Greater Depth
Reading	24 – 37 (100 – 109)	38 – 50 (110 – 120)
SPaG	36 – 54 (100 – 109)	55 – 70 (110 – 120)
Maths	56-93 (100-109)	94 – 110 (110 -120)



Assessment of Writing at KS2



Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

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 correctly[^] (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

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]



Assessment of Writing at KS2



Working towards

It was a glorious sunny day, the birds were singing and everyone was playing out side their houses. The village was generally a happy place to live, until number 14 and number 5 fell out. For a long time they were all blue houses but then the Capulets at no. 14 changed their house colour to red. This infuriated the Montagues as the village had always won the annual 'Well presented Street competition', that was until the Capulets had changed the colour of their house!

"Da la Da la Dala" it was the ice cream van which could be heard from the bottom of the street. Bernie Montague and Angelina Capulet both instantly dropped what they were doing and raced to get their front doors pushing and shoving each other. Both teenagers fought to be served first, then their eyes met! Angelina's eyes twinkled like the stars of the night sky, her hair was like golden silk touching her shoulders, swaying side to side. Bernie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls. It was love at first sight. They got their ice cream, raced home and found out that their parents hated each other!

Expected Standard

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors to celebrating their late victory of defeating the Norwegians in battle. All of a sudden three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~more~~ ^{where} to be seen.

Suddenly Macbeth's messenger arrived ~~excited~~ ^{excited}, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how he ^{Macbeth} started to scheme!

Greater Depth

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he crept across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak noise. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~then~~ She He could feel pair of eyes watching her in the darkness. Who was it? Had he been seen? ~~He~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

Sneaking Downstairs

I lay under the covers, staring at the ceiling, my stomach empty. Slowly I got out of bed and crept towards my door. The handle shimmered in the darkness, urging



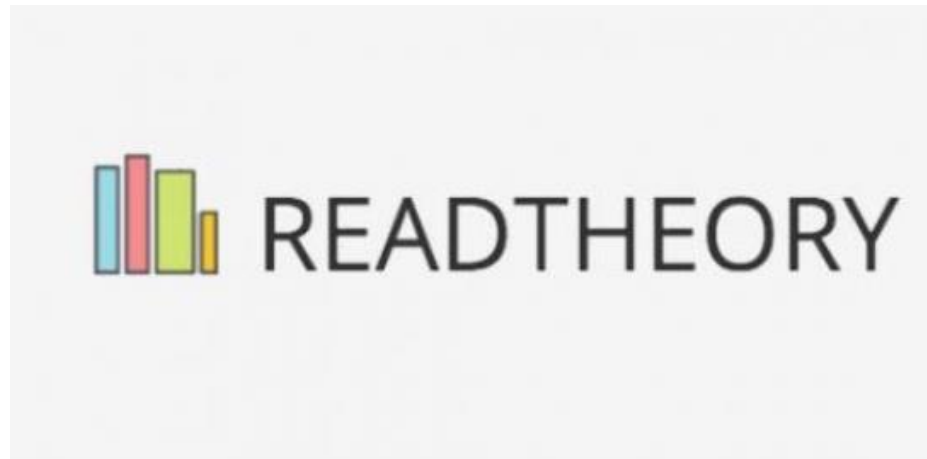
What can you do at home?



TIMES TABLES ROCK STARS



<https://www.pegasusacademytrust.org/online-learning>



What can you do at home?



<https://www.pegasusacademytrust.org/curriculum/mathematics/calculation-videos>

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Compact column subtraction

Continue using compact column subtraction to subtract numbers of more than 4 digits with multiple zeros.

SUBTRACTION MULTIPLE ZEROS

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Short Division

The expectation is that children will be able to divide a 4 digit by a 2 digit number using short division.
Start by dividing into the most significant digit.

SHORT DIVISION THHTO _ TO NO REMAINDER

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Short Division

The expectation is that children will be able to divide a 4 digit by a 2 digit number using short division.
Start by dividing into the most significant digit.

A SHORT DIVISION THHTO _ TO REMAINDER

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Long Division

Children will use long division when short division is no longer the most efficient method.

LONG DIVISION THHTO _ TO NO REMAINDER

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Long Division

Children will use long division when short division is no longer the most efficient method.

LONG DIVISION THHTO _ TO WITH REMAINDER

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Long Division

Long division with remainders expressed as a fraction.

LONG DIVISION THHTO _ TO WITH REMAINDER AS FRACTION

THE PEGASUS ACADEMY TRUST
Year 6 Mathematics

Long Division

Long division with remainders expressed as a decimal.

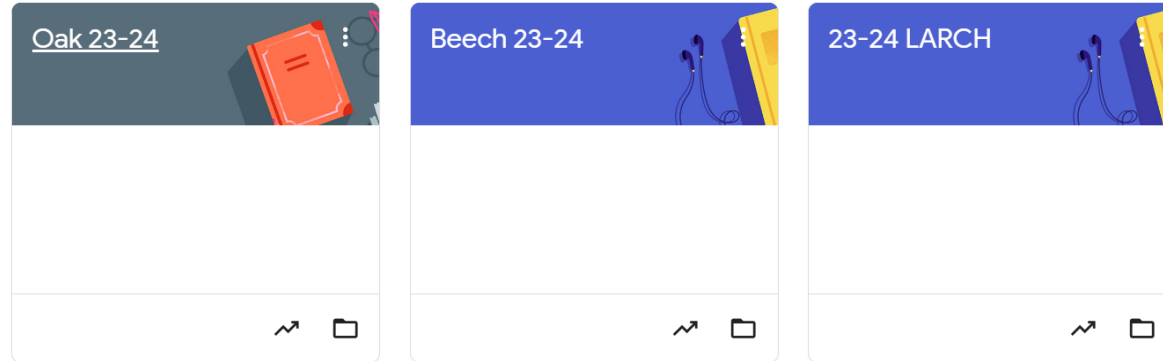
LONG DIVISION THHTO _ TO WITH REMAINDER AS DECIMAL



What can you do at home?




Classroom




Good Morning Beech.

Here is the preview homework and Poetry competition.

Ms Binks



National Poetry Day Comp...
PDF



Homework Friday 29th Se...
Word



Studybugs



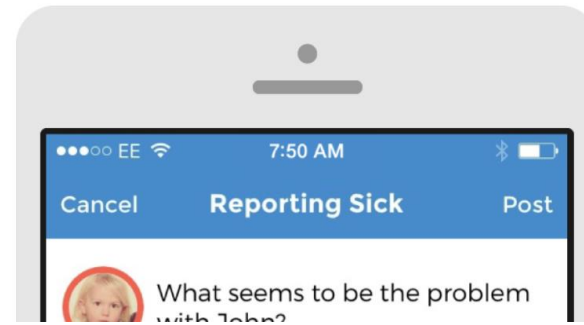
Studybugs 

Parents Schools LAs

[Sign In](#)

Home /

Studybugs for Parents and Carers



A better, safer way to report when your child is sick and off school.

With a few quick taps or clicks, you can give your child's school all they need to record absence due to illness.

Get the free mobile app now...

