



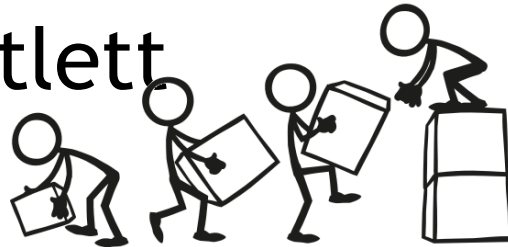
# Year 6 Curriculum Evening Welcome

# The Evening

- Meet the Team
- Highlights
- Curriculum
- Expectations
- Homework
- Key Dates
- Assessment and SATs
- Contact Details

# The Year 6 Team

- Mr Poole
- Miss Stuckey
- Ms Clark
- Miss Rankin
- Mrs Bartlett





# Highlights

- UKSA Residential
- POP Projects
- WW2 Road Show
- VE Baking Day and Party
- SATs
- End of Year Production
- Celebration Evening



# Curriculum



Living Things  
Rivers and the Water Cycle  
Protect Our Planet



Battle of Britain  
How the war effected people  
Evacuation  
Soldiers  
Women  
Turning Points in the War



Mountains and Survival  
Explorers  
Survival Skills - Bear Grylls

# Equipment to bring School

- A Full Pencil Case
  - Pens (non biro) - Black or Blue
  - Pencils - Sharpener and rubber
  - Pink Perfecting Pen
  - Whiteboard pen
  - Ruler
  - Colouring Pencils
- Water Bottle (Named)
- Reading Book
- Complete PE Kits - **Wednesdays**





# Year 6 Expectations

- Ambassadors for our school
- Behaviour and respect for others
- Greater Responsibility
  - House Captains
  - Buddies
  - School Council



# Worry Eater





# Homework



Subject	Day Set	Deadline Day
English (Up to 40 mins)	Monday	Friday
Maths (Up to 40 mins)		
Science/Topic/ Foundation Subject (Up to 40 mins)		
Children are required to read for 10 minutes each evening (at least 4 times a week). Parents/carers to confirm this by signing in the homework diary Recommended Booklist on the Website		
HOMEWORK CLUB Wednesday Lunch Times in 5RP		

# Key Dates



Monday 19 <sup>th</sup> September	UKSA
Tuesday 22 <sup>nd</sup> November	Later Parents' Evening
Wednesday 23 <sup>rd</sup> November	Earlier Parents' Evening
Week beg 10 <sup>th</sup> October	Bike-a-bility (Level 2)
Monday 17 <sup>th</sup> October	6JP River Wey Trip
Thursday 20 <sup>th</sup> October	6JS River Wey Trip
Monday 5 <sup>th</sup> December	POP Evening

# Assessment

- Children need to meet End of Year Expectations

6.1 → 6.2 → 6.3 → 6.4 → 6.5 → 6.6 → 6.7



# English

Name: ..... Year 6 Reading Ladder

Name: .....

# Year 6 Reading

## Comprehension

Word Reading		Comprehension			Understand themes and conventions in texts	Compare, contrast and evaluate texts
Locate, retrieve and elaborate on information		Use inference and deduction skills	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	
Range of competencies and contexts: Children will read and analyse a range of texts - including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Learning by heart and reading performing aloud enable understanding to be enriched. Opportunities to apply learning successfully in pupils' writing are also evident. Pupils develop personal tastes in their reading and are able to recommend books to others based on a more sophisticated understanding of preferences.						
Must	I can summarise the main ideas of a paragraph and identify key details	I can give justified views based on inference and deduction	I can comment on how narratives are structured in different ways e.g. adventure, mystery	I can explain how language is used to help the reader visualise setting, characters and events	I understand that the same themes can be presented in different ways e.g. leaflet, letter	I can explain and discuss what I have read using notes if necessary
	I can decide what to include in note taking to create a summary	I can distinguish between implicit and explicit points	I can evaluate the presentation and its effectiveness in conveying information	I can identify and comment on figurative, expressive and descriptive language	I can consider how the reader's experiences and context influence the effect of a text	I can compare similar pieces of information from different sources
Should	I can use direct evidence from sections of text to explain and justify opinions	I can begin to use clues in language to put the text in context e.g. historically	I can comment on how narrative structure can engage a reader e.g. flashback	I can relate language choices to the genre	I can identify how some writers attempt to challenge conventions in narrative e.g. handsome hero and Shrek	I can express my preference for texts by combining an understanding of ideas, themes, events and characters
	I can retrieve information to answer abstract questions	I understand how paragraphs are linked to build knowledge/tension	I can explain how language can influence the reader's viewpoint	I can compare and contrast the way that fiction and non-fiction texts treat the same themes	I can identify how some writers attempt to challenge conventions in narrative e.g. handsome hero and Shrek	I can compare and contrast how writers treat similar context and themes
	I am secure in skimming, scanning and text marking for research	I can draw on detail to give full and persuasive answer	I can identify the structure and organisational choices	I can evaluate and analyse texts including language choices	I can evaluate how effectively and author conveys their viewpoint/messages	I can compare and contrast how writers treat similar context and themes
	I can select, organise and prioritise information from a range of sources	I can consider alternative interpretations and select the most plausible	I can explain why structural and organisational choices have been made	I can use technical vocabulary to comment on texts e.g. simile, imagery	I can describe and evaluate authors' use of techniques, justifying interpretation by references to the	I can identify and comment on the way that different writers' writing are also evident
		I can use a wide	I can use a wide	I can use a wide	I can use a wide	

Godalming Junior School

using paragraphs to organise ideas	
describing settings and characters	
using some cohesive devices within and across sentences and paragraphs	
using different verb forms mostly accurately	
using co-ordinating and subordinating conjunctions	
using mostly correctly	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
apostrophes for contraction	
spelling most words correctly (year 3 & 4)	
spelling some words correctly (year 5 & 6)	
producing legible joined handwriting.	
creating atmosphere, and integrating dialogue to convey character and advance the action	
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	
using a range of cohesive devices, including adverbials, within and across sentences and paragraphs	
using passive and modal verbs mostly appropriately	
using a wide range of clause structures, sometimes varying their position within the sentence	
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
using mostly correctly	inverted commas
	commas for clarity
making some correct use of	punctuation for parenthesis
	semi-colons
	dashes
	colons
	hyphens
spelling most words correctly (year 5 and 6)	
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	
selecting verb forms for meaning and effect	
using the full range of punctuation taught at key stage 2 mostly correctly, including:	
using mostly correctly	semi-colons to mark the boundary between independent clauses
	colons to mark the boundary between

# Maths

Number and Place Value	Introduction	Independence	Application	Mastery	Surpassing
Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit					
Round any whole number to a required degree of accuracy					
Use negative numbers in context, and calculate intervals across 0					
Solve number and practical problems that involve all of the above					
<b>Addition, Subtraction, Multiplication and Division</b>					
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication					
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context					
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context					
Perform mental calculations, including with mixed operations and large numbers					
Identify common factors, common multiples and prime numbers					
Use their knowledge of the order of operations to carry out calculations involving the 4 operations					
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why					
Solve problems involving addition, subtraction, multiplication and division					
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy					
<b>Fractions (including decimals and percentages)</b>					
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination					
Compare and order fractions, including fractions $>$					
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions					
Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$ ]					
Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$ ]					
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for					



Week beginning 8<sup>th</sup> May 2017

Day	Test
Monday	<ul style="list-style-type: none"><li>• Reading</li></ul>
Tuesday	<ul style="list-style-type: none"><li>• Grammar, Punctuation and Spelling [SPAG]</li><li>• Spelling</li></ul>
Wednesday	<ul style="list-style-type: none"><li>• Arithmetic Test</li><li>• Maths Paper 1</li></ul>
Thursday	<ul style="list-style-type: none"><li>• Maths Paper 2</li></ul>

## Writing

Teacher Assessed. Children to show evidence of meeting the End of Year Expectations consistently over a range of different genres



# *“Help! I need somebody...”*

- Help is welcomed in any area, especially for hearing readers read.
- Sign in sheet with space for e-mail address and possible help times, days of the week.
- DBS Checks will be required



# *Contacts*



## Best times

- Quick word: after school in the playground
- Arrange an appointment in the office
- Always enter school through reception

## E-mail:

Mr Poole: [deputy@godalming-junior.surrey.sch.uk](mailto:deputy@godalming-junior.surrey.sch.uk)

Miss Stuckey: [jstuckey@godalming-junior.surrey.sch.uk](mailto:jstuckey@godalming-junior.surrey.sch.uk)

First port of call - class teacher

# Questions

We are around after this session if you have any other questions.

