Year 6
Curriculum Evening

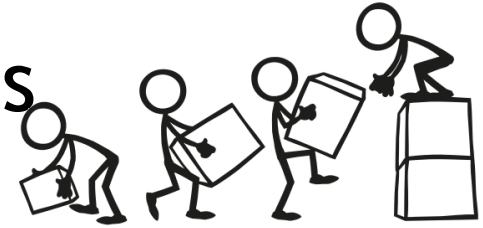
Welcome

The Evening

- Meet the Team
- Highlights
- Curriculum
- Expectations
- Homework
- Assessment and SATs
- Help
- Inclusion
- Breakfast Club
- Contact Details

The Year 6 Team

- Mr Poole
- Miss Holcombe
- Mrs Trinder
- Mrs Pearne
- Mrs Lewis
- Mrs Mole



Highlights

- UKSA Residential
- POW Projects
- WW2 Road Show
- VE Baking Day and Party
- End of Year Production
- Leavers BBQ
- SATs

Curriculum

Rivers and the Water Cycle
- Living Things
- Protect Our Planet

River Trip

Imperial War Museum

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

WW2 Roadshow (PTA)

Mountains and Survival
- Explorers
- Survival Skills – Bear Grylls

First Aid

Equipment to bring School

- A Full Pencil Case
  - Pens (non biro/gel) – Black or Blue
  - Pencils – Sharpener and rubber
  - Pink Polishing Pen
  - Whiteboard pen
  - Ruler
  - Colouring Pencils

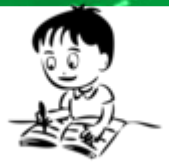
  (All available from the School Stationary Sn

- Water bottle (named)
- Reading book
- Reading record
- Complete PE kits (labelled) - Tuesdays

Year 6 Expectations

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

Homework



Subject	Day Set	Deadline Day
English (Up to 40 mins)	Monday	Friday
Maths (Up to 40 mins)		
Half Termly Project	Beginning of a half-term	Week before the last week
Children are required to read for **10 minutes each evening.** Parents/carers to confirm this by signing in the homework diary Recommended Booklist on the Website		
HOMEWORK CLUB **Wednesday Lunch Times in 5AC**		

Key Dates

Monday 18th September	UKSA
Tuesday 17th October	6JP River Wey Trip
Wednesday 18th October	6RH River Wey Trip
Tuesday 31st October	Born Free Visit and intro to POW
Tuesday 31st October	Deadline for secondary school applications
Wednesday 22nd November	Later Parents' Evening
Thursday 23rd November	Earlier Parents' Evening
Tuesday 5th December	POW Evening @ 6pm

Assessment

- By the end of the year children are aiming to meet end of Key Stage 2 expectations.
- Over the last 2 years, since the SATs have been tested on the new primary curriculum, schools nationally have found them difficult.
- In both years GJS has scored higher than the national average in the combined Reading/Writing/Maths scored.

Assessment

Terminology:

Working below standard	Children who are working significantly below the expected standard
Working towards	Children who are working just below the expected standard
Meeting the expected	Working at expected standard
Working at greater depth	Children who are exceeding the expected standard.

We will use ‘on track to be…’

English

Year 6 Reading Ladder

Name: .....

	Word Reading	Comprehension					
		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	and ev...

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
Should		I can decide what to include in note taking to create a summary I can use direct evidence from sections of text to explain and justify opinions I can retrieve information to answer abstract questions	I can distinguish between implicit and explicit points I can begin to use clues in language to put the text in content e.g. historically	I can evaluate the presentation and its effectiveness in conveying information I can comment on how narrative structure can engage a reader e.g. flashback I understand how paragraphs are linked to build knowledge/tension	I can identify and comment on figurative, expressive and descriptive language I can relate language choices to the genre I can explain how language can influence the reader's viewpoint	I can consider how the reader's experiences and context influence the effect of a text I can identify how some writers attempt to challenge conventions in narrative e.g. handsome hero and Shrek	I can compare similar pieces of information from different sources I can express my preference for texts by combining an understanding of ideas, themes, events and characters I can compare and contrast the way that fiction and non-fiction texts treat the same themes
		I am secure in skimming, scanning and text marking for research I can select, organise and priorities information from a range of sources	I can draw on detail to give full and persuasive answer I can consider alternative interpretations and select the most plausible	I can identify the structure and organisational choices I can explain why structural and organisational choices have been made I can use a wide	I can evaluate and analyse texts including language choices I can use technical vocabulary to comment on texts e.g. simile, imagery	I can evaluate how effectively and author conveys their viewpoint/messages I can describe and evaluate authors' use of techniques, justifying interpretation by references to the	I can compare and contrast how writers treat similar context and themes I can identify and comment on the way that different writers'

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; punctuation for parenthesis
making some correct use of: 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 m...

Maths

Number and Place Value	Introduction		Independence		Application	Mastery	Surpassing
rite, order and compare numbers up to 10,000,000 and e the value of each digit							
y whole number to a required degree of accuracy							
tive numbers in context, and calculate intervals across 0							
ber and practical problems that involve all of the							
on, Subtraction, Multiplication and Division							
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							
Fractions (including decimals and percentages)							
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination							
Compare and order fractions, including fractions >1							
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 × 1/2 = 1/8]							
Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 =1/6]							
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for							

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SATs

Week beginning 14th May 2018

Day	Test
Monday	• Reading (1 hour)
Tuesday	• Grammar, Punctuation and Spelling [SPAG] (45 mins) • Spelling (not timed)
Wednesday	• Arithmetic Test (30 mins) • Maths Paper 1 (40 mins)
Thursday	• Maths Paper 2 (40 mins)

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

SATs meeting in the Spring Term.

“Help!”

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

Inclusion

If your child needs additional support for their learning, please speak to your child's class teacher about making an appointment to see Mrs Rachel Trinder, who is our SENDco.

Mrs Karen Sutton, who is our Home-School Link Worker, also works part-time.

Intervention Groups
Even if a child is not on the SEND register, we still run groups to booster learning in Maths, Reading and Writing.

These groups are for different abilities.

Breakfast Club

- Run by Mrs Nash and Mrs Bartlett.
- Starts at 8am until the beginning of the school day.
- Breakfast is provided and a range of quiet activities.

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

Miss Holcombe: rholcombe@godalming-junior.surrey.sch.uk

First port of call - class teacher

Questions

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