

Curriculum Mornings

Year 6

Date 10.10.24

Whittingham Primary Academy



Year 6 Team



Staff Member	Role	Class
Mrs Dasgupta	Class Teacher	Blackman
Miss Wilkinson	Class Teacher	Collins
Mrs Niemczyk	Cover Supervisor	Blackman
Mrs Tierney	Support Staff	Collins

Key Stage Phase Lead



Staff Member	Role
Mrs Dasgupta	Interim Co-head of School Assistant Principal Year 4, 5 and 6 Lead

School Values

Character and values are an essential of our schools' hidden curriculum. Each week we focus on a different value that is explicitly taught and modelled to pupils so that they can see, learn and then demonstrate these values in their everyday experience.

This will support pupils to use these values during their time at school but also going beyond the primary school experience .

Creativity

Ambition

Determination

Respect

Enthusiasm

Confidence

Schemes used to support Teaching and Learning.



To get the most value from the any of the teaching schemes of work, we recommend to adhering to the sequencing and teaching and the content of the lessons but adapting the way the and the lessons are delivered to meet the needs of our pupils.

Subject	Scheme
English, Science, History, Geography, Art & Design, DT, RE	United Learning Curriculum
Maths	White Rose Curriculum
Computing	Purple Mash
Music	Charanga
PE	Get set 4 education
PHSE and RSE	1Decision
MFL	Language Angels

Science

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	It's getting cold outside / Bears Weather where we live, habitats where bears live		BIOLOGY Plants Identifying and naming common plants and describing basic structures	BIOLOGY Plant growth Plants grow from seeds, and require water, light and a suitable temperature	CHEMISTRY Rocks Comparisons of types of rocks and how fossils are formed	BIOLOGY Classifying organisms Introduction to classifying animals and their environment	CHEMISTRY Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes	PHYSICS Electricity Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	Polar express / Special days Melting and freezing; natural and artificial materials		BIOLOGY / PHYSICS Seasonal changes Observing changes across four seasons and describing associated weather	BIOLOGY Needs of animals Animals need water, food and air to survive and to have offspring	PHYSICS Light Relationship between light and how we see; the formation of shadows	BIOLOGY Food & digestion The human digestive system and food relationships in ecosystems	BIO / CHEM / PHYSICS Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	BIOLOGY Evolution Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	On the Move / Toys Exploring pushes, pulls and magnets		CHEMISTRY Everyday materials Distinguishing objects from their material, and describing simple properties	CHEMISTRY Uses of materials Comparisons of an object's material with its use; impact of bending, twisting on solid objects	BIOLOGY Organisms The role of muscles and skeletons; the importance of nutrients	CHEMISTRY Particle model and states of matter States of matter in relation to particle arrangement	BIOLOGY Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	PHYSICS Light How light travels and is reflected, and how this allows us to see
Spring 2	On the Farm / Food Glorious Food Life cycles of farm animals and plants	Spring in our step Wildlife and weather in spring and winter; habitats around our school	Consolidation and review	BIOLOGY Living things & habitats Introduction to habitats, micro-habitats, and simple food chains	BIOLOGY Plants Features of flowering plants and what they need to survive	PHYSICS Sounds Relationship between strength of vibrations and volume of sound	BIOLOGY Human development Human development to old age	BIOLOGY Further classification Further classification of organisms based on characteristics
Summer 1	Once upon a time 1 / 2 Properties of materials and exploring mixtures		BIOLOGY Animals Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	CHEMISTRY Solids, liquids and gases How the same substances can exist as solids, liquids and gases	PHYSICS Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces	PHYSICS Electricity Simple series circuits	PHYSICS Forces Gravity, air and water resistance and friction; introduction to pulleys	BIOLOGY Functions of the human body Human circulatory system; transport of nutrients within the body
Summer 2	All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands	Science detectives Properties of materials and habitats around the world	BIOLOGY Humans Human body parts and senses	Consolidation and review	PHYSICS Magnetism Contact and non-contact forces, including friction and magnetism	CHEMISTRY Properties of materials Considering physical and chemical properties	PHYSICS Earth and space Movements of planets and the Moon, and relationship to day and night	CHEMISTRY Physical and chemical changes Identifying physical and chemical changes

History

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me & Look at Me [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Me and my world [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p>My heroes [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p>My family history [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p>Local history</p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p>European history: Prehistoric Britain [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>North American history: Ancient Maya [Aut 2]</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>European history: Ancient Rome [Aut2]</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Anglo-Saxons [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p>On the move [Spr1]</p> <p>Exploring occupations related to transport</p> <p>On the farm [Spr2]</p> <p>Exploring occupations related to farming</p>	<p>Castles, knights and dragons [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>History of transport</p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p>Great Fire of London [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>Asian history: Early Islamic Civilisation [Spr1]</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>European history: Viking age [Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>
Summer		<p>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Homes through time</p> <p>How homes looked different in the past, using pictures and videos</p>	<p>Explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p>European history: Local History</p> <p>Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</p>	<p>Global history: Quest for knowledge [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>

Geography

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's getting cold / Bears Weather and habitats around the world</p> <p>Polar express / Special days Polar habitats</p>		<p>Here I am [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p>Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p>United Kingdom [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.</p>	<p>Looking at South America and Brazil Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p>	<p>Investigating world trade [Aut1] Understanding the distribution of the world's natural resources and these are traded between places across the world</p>	<p>Improving the environment [Aut 2] Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p>
Spring		<p>Spring in our step Weather and wildlife in winter and spring</p>	<p>Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p>Hot and cold deserts [Spr 1] Locating hot and cold deserts, and identifying common physical and human features</p>	<p>Volcanoes Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p>Tropical rainforests [Spr 2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p>Looking at North America and Water Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.</p>	<p>On the move [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.</p>
Summer	<p>All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where we live Picture maps and plan views, simple human and physical features</p> <p>Science detectives Comparing our community with settlements in Kenya</p>	<p>There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p>	<p>Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p>Looking at Europe and Tourism [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p>	<p>Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>	<p>Climate across the world [Sum 1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.</p>	<p>I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation</p>

Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>I Am An Artist [Aut1] Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p>Paul Klee Piet Mondrian Wassily Kandinsky</p>	<p>Our School [Aut1] Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p>Zaha Hadid The Boyle Family</p>	<p>Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p>Satoshi Kitamura Pablo Picasso History</p>	<p>Pattern & Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p>Yayoi Kusama</p>	<p>Illustration & Narrative Art [Aut1] Developing a visual response to a text, creating digital art.</p> <p>Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Tregonning English</p>	<p>Recycled Materials Installation [Aut2] Using plastic waste to create an installation. Ifeoma Anvaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science</p>
Spring	<p>Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p>Charles McGee</p>	<p>Colour and Tone [Spr1] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p>Emily Haworth-Booth Pablo Picasso English</p>	<p>Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p>Anthony Browne Quentin Blake English</p>	<p>Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p>Abel Rodriguez Henri Rousseau Henri Matisse Geography</p>	<p>Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p>Richard Long, Frida Kahlo, Lubaina Himid English</p>	<p>Displacement / Challenges [Spr2] Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr Geography</p>
Summer	<p>The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p>Leonardo Da Vinci Claude Monet Frances Hatch</p>	<p>Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p>Katsushika Hokusai David Hockney Claude Monet Geography</p>	<p>Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p>Raphael Van Gogh Frank Auerbach, Chris Ofili History</p>	<p>My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions.</p> <p>Pippa Goodhart Joseph Cornell English</p>	<p>Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p>Mark Heard Jackie Morris</p>	<p>Art & Identity [Sum2] Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce [History]</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Food [Aut2]</p> <p>Eat a Rainbow Preparing a colourful fruit salad and crudites.</p>	<p>Food [Aut2]</p> <p>Salads Preparing healthy, balanced salads that include proteins.</p>	<p>Structures [Aut1]</p> <p>Picture Frames Picture frames that would be made and sold in a commercial context.</p>	<p>Food [Aut2]</p> <p>Soups Cooking vegetables and grains and combining into healthy soups.</p>	<p>Programming [Aut2]</p> <p>Interactive Display Interactive information display for a context decided by pupils.</p>	<p>Textiles [Aut1]</p> <p>Head Coverings Made to measure hats and head coverings for a context decided by pupils.</p>
<p>Mechanisms</p> <p>Moving Pictures Using simple linkages (levers) to <u>make</u> a moving picture for someone at home.</p>	<p>Mechanisms [Spr1]</p> <p>Wheels & Axles An engineering project to design a buggy that rolls straight and smoothly.</p>	<p>Textiles</p> <p>Keeping it Contained A solution for users who struggle to keep possessions safe in their bag.</p>	<p>Structures</p> <p>Flat Pack Designing a flat pack toy or model that can be sold for construction by users.</p>	<p>Food</p> <p>Sauces Building foundational cooking skills with a range of staple sauces.</p>	<p>Systems [Spr1]</p> <p>Sustainable Systems Identifying a need and designing a sustainable solution at a system level.</p>
<p>Structures</p> <p>Outdoor Space Designing an outdoor space and creating a 3D model to share the design.</p>	<p>Textiles</p> <p>Glove Puppets Creating props to tell a story to children in EYFS.</p>	<p>Food [Sum1]</p> <p>Sandwiches and Packed Lunches Making sandwiches with a balance of proteins fats & carbohydrates.</p>	<p>Structures & Programming [Sum2]</p> <p>Mood Lighting Using nets and circuits to programme lighting.</p>	<p>Mechanisms [Sum2]</p> <p>Pulleys Using pulleys and levers to create a video that shares a message.</p>	<p>Food [Sum1]</p> <p>Savoury Snacks Cooking and baking filled pastries and other balanced picnic snacks.</p>

Physical Education

- Blackman has PE on Tuesday and Wednesday, and Collins has PE on Thursday and Friday.
- Both sessions will take place in the large hall or school playground.



Spanish

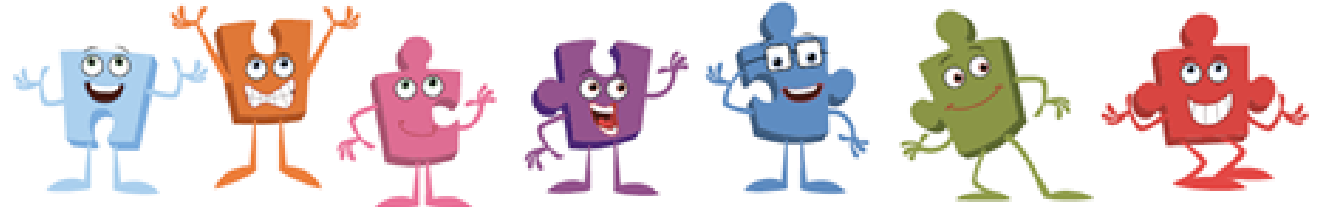
- In KS2 (years 3-6) Spanish will be taught by Mrs Torner who is a qualified teacher and a native Spanish speaker and pupils will receive weekly lessons.
- The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase



KS2 Unit Planner

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics lesson 1 (C) & I'm Learning spanish (E)	Phonetics lesson 2 (C) & Presenting Myself (I)	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Phonetics lesson 4 (C) & At School (P)
Half Term 2	Seasons (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)
Spring Term				
Half Term 1	Musical Instruments (E)	Goldilocks or Tudors (I)	The Weather (I)	The Weekend (P)
Half Term 2	Fruits or Vegetables (E)	Habitats (I)	Habitats or Romans (I)	World War II, Habitats or Planets (P)
Summer Term				
Half Term 1	Ice-Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
Half Term 2	Little Red Riding Hood or Ancient Britain (E)	My Home (I)	Clothes (I)	Me In The World (P)

SRE in Year 6 (the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.)



1decision resource	Keeping/Staying Safe		Keeping/Staying Healthy		Growing and Changing		Being Responsible		Feelings and Emotions		Computer Safety		The Working World		A World Without Judgement	
Great teaching	Water Safety	Assessment Summative	Alcohol	Assessment Summative	Conception	Assessment Summative	Stealing	Assessment Summative	Worry	Assessment Summative	Making Friends Online	Assessment Summative	In-app Purchases	Assessment Summative	British Values	Assessment Summative

Great learning	<p>Warning signs and water Dangers of water Keeping safe near water An alien has arrived on Earth. On the alien's planet there are no dangers. Keep the alien safe on Earth.</p>	<p>Be able to predict and assess the level of risk in different fun situations Be able to understand the risks associated with alcohol Discussion on staying healthy and new skills learnt during the unit Revisit the Healthy Lifestyle choices activity</p>	<p>Know and understand the terms conception and reproduction Understand the function of the male and female reproductive systems Learn about the different stages of pregnancy Complete the 'What I now know activity School interviews on growing and changing Sharing the message of how to gain support</p>	<p>Understand the importance of not stealing Why is it important to be considerate and maintain a positive reputation? Understand we should not take people's possessions without permission Work through a range of scenarios and consider as a class responsible and irresponsible behaviour Discuss skills and strategies learnt to support positive behaviour</p>	<p>Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good. Understand how we can recognise worry and support self or others who may be worried. Consider a range of scenarios (provided) and for each consider what emotion each child is feeling and what they could do to make them feel better.</p>	<p>Know and understand the potential dangers of talking to people online Understand that fake online profiles exist, and people not always be who they say they are. Staying safe online Pupils design a range of ways to stay safe online. Revisit the initial assessment and show how much learning has undertaken Student video creation – how to stay safe online.</p>	<p>Understand the impact of spending money without permission Recognise how to be responsible and respectful whilst using online games and apps What have we learnt about the working world? How can we help the family save money?</p>	<p>Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values Create a range of values for your educational setting Explain how all religions can live in cohesion Be able to discuss what is meant by the following term: Equality is... Diversity is... Cohesion means to... Design your perfect world</p>
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Maths

- **Number & Place Value**

- 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.

- **Addition, Subtraction, Multiplication & 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.

Maths

Fractions (decimals & 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
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Maths

Ratio & Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables.

Maths

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to [other units](#)

Maths

Properties of Shape

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Position & Direction

- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

English - Writing

- In Year 6 (age 10–11), your child will be aiming to build upon the goals and expectations they were first set in Year 5. They will be expected to:
 - Identifying the audience for and purpose of the writing
 - Noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, and underlining).

Evaluate and edit by

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.

What your child will learn

Take a look at the National Curriculum expectations for grammar and punctuation in Year 6 (age 10–11):

- Using the passive voice
- Using formal and informal language as appropriate
- Linking ideas across paragraphs with a wide range of cohesive devices
- Using different layouts
- Using colons, semi-colons, and dashes to mark independent clauses
- Using colons and semi-colons to write lists
- Using hyphens to avoid ambiguity

Educational Visits

- All year groups have planned their educational visits for each term and are in the process of booking these visits.
- Year 6 will be visiting the The British Museum, The Natural History Museum and Houses of Parliament among others.
- A residential trip is in the process of being planning. More information regarding this to follow in Autumn 2.

Curriculum Weeks – Whittingham Masterchef

- This year, Whittingham will have a cross curricular week where the pupils will learn different skills and eventually be able to cook a meal for themselves. This will incorporate, English, Maths, Science and DT.



MasterChef



Reading Journal Expectations

- To support pupils, it is important that they read to someone every day.
- **Learning to read**
Teaching our children to read will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances.
Being able to decode a text alone though is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop.
- **Reading at home and reading for pleasure**
Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.
- Reading for just 20 minutes a day = 1.8 million words a year!

Reading Journal Expectations

- Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.
- Reading records**
Every child is provided with a reading record to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read, it helps pupils understand that parents and teachers have the same expectations with reading.

	Daily
Nursery	Be read to by an adult at home
Reception	Be read to by an adult at home and Reading for 5 minutes
Year 1	Reading for 10 minutes
Year 2	Reading for 10 minutes
Year 3	Reading for 15 minutes
Year 4	Reading for 20 minutes
Year 5	Reading for 20 minutes everyday
Year 6	Reading for 20 minutes everyday

Social media



Miss Dasgupta @MissDasguptaWHA · Oct 7

Today in year 6 we have been using self and peer assessment to edit our information text! We loved receiving feedback from our partners!

@WhittinghamWHA @MissThompsonWHA



Courtney Thompson @MissThompsonWHA · 6h

Parents and carers, don't forget the deadline for pupil submissions for the @UnitedLearning Christmas Card competition is Monday 17th at 9am! The competition is open to all children and further information can be found in the letter sent to you on October 4th. @WhittinghamWHA



Homework

- In Autumn 2, pupils will receive a grid of homework tasks which will be set every half term. It will include with many opportunities to choose different tasks linked to our school curriculum and each task can be completed weekly. This will be acknowledged by the teacher weekly and is an opportunity for pupils to share with their teacher and class what they have been learning at home and support their learning in school. This can also be used as a way of showcasing and promoting the school values.
- In year 6, we acknowledge that the children will be moving to secondary schools where the expectation for homework is high. Therefore, additional, weekly consolidation opportunities will be provided for the pupils. This is also outlined on the grid.

Partnership with Parents

- Key to successful time in school:
- Parents evenings
- Reports
- Sharing information
- Working together



Expectations

- Attendance- every day matters!
- Children wear correct school uniform
- Children wear correct PE kit
- Children read for 20 minutes each day at home
- Parents write a comment/ sign in reading journals
- Children display high standards of behaviour around the school

Question Time ...



Year 6 SATs Meeting



Aims of this meeting

- To share with you up-to-date information about the Year 6 SATs.
- To share some websites and ways that you can help your child prepare for them.
- To give you the opportunity to ask any questions you may have.

What are SATs?

- SATs are Standard Assessment Tests which are taken by all Year 6 children
- The tests will take place from **Monday 13th May to Thursday 16th May 2024**
- The children will be tested in:
 - Reading
 - Grammar, Punctuation and Spelling (GPS/SPaG)
 - Maths
- Writing and Science will be assessed by your child's class teacher

The SATs Timetable

KS2 Year 6 SATs Dates - May 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

The Reading Test

- The reading booklet contains 3 texts.
- It consists of approximately 35 to 40 questions (totalling 50 marks).
- There are different types of questions:
 - shorter, closed response items (such as multiple choice and matching questions)
 - shorter, open response items
 - longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.

Sentence from: 'A Day in the English Countryside'

As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane.

1. How light was it? (Literal)
2. What three things did the cow do? (Literal)
3. What time of day was it? (Deductive)
4. Where was the cow? (Deductive)
5. What do you think the cow was expecting? (Inferential)
6. What strategies does the writer use to give the reader so much information in a single sentence? (Techniques used by the author)

The GPS Test

- The GPS test is made up of 2 components, worth a total of 70 marks:
 1. A booklet of short-answer questions (50 marks)
 2. A spelling task (20 marks)
- The short-answer questions consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary.
- The questions may include multiple choice, circling/underlining key words or require a short response from the child.
- The spelling task consists of 20 sentences which are read aloud by the test administrator.
- Each sentence has a word missing which the pupil must complete.
- The task is worth a total of 20 marks.

The GPS Test

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

Open the drawers carefully and quietly when using the filing cabinet.

Tick one word to complete the sentence below.

Michael and Kate read their books _____ they ate their sandwiches.

Tick **one**.

while

which

between

during

The Maths Test

- The mathematics test consists of:
 - An Arithmetic Test – Pupils tested on confidence in solving a range of mathematical operations in 30 minutes
 - 2 Mathematical Reasoning Tests – each last for 40 minutes.
 - Children have to solve multi-step mathematical problems, interpret data and demonstrate understanding through mathematical reasoning.
- Pupils are allowed to ask for the questions to be read to them.

They can use the following equipment in the test:

- a ruler (showing centimetres and millimetres)
- a protractor
- a mirror

Arithmetic Questions

1. $54 \times 23 =$

2. $1,034 + 5,866 =$

3. $\frac{4}{5} - \frac{1}{5} =$

4. $12 - 6.01 =$

5. $3016 \div 13 =$

6. $95\% \text{ of } 240 =$

7. $\frac{1}{2} \times \frac{2}{5} =$

Mathematical Reasoning Questions

Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} 4 \square \\ \times \square 6 \\ \hline 2 4 6 \\ 8 2 0 \\ \hline 1 0 6 6 \end{array}$$

Chen and Megan each buy a sandwich.

Chen gets 5p change from £2

Megan gets £2.25 change from £5

How much **more** does Megan pay than Chen?

 Show your working

How are the marks reported back?

- The SATs show us what they can do independently and the children will be given a 'raw score', a 'scaled score' and confirmation of whether they have attained the expected standard.
- The results will be reported as 'achieved' (for a scaled score between 100-120) or 'not achieved' (if there scaled score is below 100).

Class teacher judgements for **writing** is reported as follows:

- Working **towards** the expected standard
 - Working **at** the expected standard
- Working at **greater depth** within the expected standard

Expectations

- It is really important that your child is in school during SATs week
- We provide a Breakfast Club during SATs week.
- This ensures that children are in school on time and are calm and ready for the tests.
- Your child will take their SATs in their classrooms or the hall.
- Displays that may help will be covered over.
- Some children may sit their exams in small groups to help them feel supported and secure.



What we are doing in school to prepare your child for SATs

- High-quality teaching
- Cross-curricular links – children are writing in all areas of the curriculum and are using rich texts
- Children are aware of their strengths and their next steps
- Mock assessments
- Interventions
- Booster groups for targeted children
- Lots of reassurance and encouragement!

How to help your child at home

- Encourage your child to read daily (fiction and non-fiction texts)
- Test the children on their times tables and basic maths skills as these maths facts will help speed up their mental calculations
- Help your child learn their daily spellings
- Make sure your child has somewhere quiet to complete their homework
- Send your child to booster sessions
- Encourage your child to spend about 30 minutes a day revising their learning from the day
- Give lots of reassurance and encouragement.

ANY QUESTIONS?