



Year 6

Mrs Barnard, Ms Gordon, Mrs Boxall & Mrs
Adams



Included in this presentation:

- Curriculum overview
- Curriculum expectations for Reading
- Curriculum expectations for Writing
- Curriculum expectations for Maths
- Home Learning
- Spelling and Reading
- SATS (standardised tests)
- Enrichment in Year 6

Curriculum



Commonswood
Primary and
Nursery School

Autumn Term in Year 6

5.10.26: Harvest Assembly

21.10.26: Trip to RAF Hendon

20.10.26: Learning Review Meeting

22.10.26: Learning Review Meeting

26.10.26 - 30.10.26: Half Term

27.11.26: School is closed

14.12.26: KS2 Christmas Church Service

08.12.26: KS2 Christmas Lunch

18.12.26: School closes for Christmas

E-Safety Themes:

September: Online Reputation

October: Online Relationships

November: Online Bullying

December: Health, Well Being and Lifestyle

Emotions of the term: Fear and Anger



English

In reading this term, we have a different reading focus each week and answer questions related to this learning. We read fiction and non-fiction material closely linked to our [History](#) learning - World War II.

In writing, we produce a range of texts from different genres [including](#): letters, narratives, instructions and non-chronological texts.

We continue to revise and introduce grammar and punctuation aspects such as expanded noun phrases, verbs and adverbs.

In spelling, we focus [on](#): homophones, adding suffixes ([ment](#), [ful](#), [ed](#)); doubling consonants and words ending with [-cious](#) or [-tious](#).

3 O'Clock Book: The Boy [In The](#) Striped Pyjamas



Maths

We develop our times tables and number facts knowledge to revise and extend all Maths units.

We begin by ensuring all children have a secure understanding of place value and number before revising all four number operations and applying them to real life contexts.

We ensure understanding of key vocabulary including factors, multiples and prime numbers as well as extending our knowledge of fractions.

We learn strategies to order and compare fractions as well as to add, subtract and multiply fractions. Towards the end of term, we learn how to find percentages of numbers and amounts.



Science

The first unit is 'Living Things and their Habitats.' We explore requirements for life and the differences between living and non-living things before grouping animals and plants based on their similar features. We learn about Carl Linnaeus and create classification keys for living organisms. We also explore microorganisms, including bacteria, viruses and fungi, for the first time.

After half term, we study 'Electricity'. In this unit, there are plenty of opportunities for conducting investigations and drawing scientific conclusions.

We begin by learning what components are essential in forming a complete circuit before using recognised symbols when representing a simple circuit in a diagram. We understand how the number and voltage of cells in a circuit affects the brightness of a lamp or the volume of a buzzer.



PE

This term our PE units are Outdoor and Adventurous Activities (OAA), Tag Rugby, Basketball and Indoor Athletics. We develop our physical skills and understanding of each sport.



Music

This term, we look at music linking to our [History](#) unit—World War II.

We study swing and jazz music and develop our understanding of composition and notation.



History

Our unit 'World War Two' is linked to lots of learning throughout the curriculum.

We learn the reasons for the outbreak of World War Two and locate key countries on a map. We learn about important events during the war e.g. The Blitz and The Battle of Britain.

We also experience how life changed during the war e.g. evacuation and rationing. We analyse primary and secondary sources of information and discuss their reliability.



Computing

Our first unit is 'Communication'. In this unit, we will learn about the World Wide Web as a communication tool. We will find information on the World Wide Web, through learning how search engines work and what influences searching, and through comparing different search engines.

Then we will learn about 'Web Page Creation.'



DT

After half term, we begin our Food Technology unit 'Grab and Go'. We investigate products to inform the designing and making of our own 'on the go product'. We learn about nutrients and how a healthy, varied diet (as shown by the Eatwell Guide) is needed to provide these. We practise food preparation skills and cooking safely and hygienically.



Geography

In our unit 'Rainforests and Biomes', we learn about the rainforests – looking at their location (using 6 figure grid references), their layers, how they are composed and the effects of deforestation. We also look at the climate within biomes in South America.



French

'Let's visit a French town' is this term's unit which involves identifying and learning typical place names and comparing these with Welwyn Garden City. A range of adjectives will help to describe each place.



RE

Our unit is 'Human Responsibility and Fairness'. Initially, we will discuss why Abraham is significant in Judaism and the importance of a covenant and the belief in Zionism.

We will then use this to understand why and how Hitler persecuted the Jews during World War II (linking to our [History](#) unit). We will have the opportunity to share our own views and those of others.



Forest School

This term, we aim to prepare and light a campfire with supervision and cook a meal of corn on the cob or jacket potato. This activity is weather dependent.

We also have the opportunity to hone our whittling skills.



PSHE

In our first unit, 'Being Me in the World', we discuss goals for this year, understand our fears and worries about the future and know how to express them. We understand that there are universal rights for all children but for many children these rights are not met.

In our unit 'Celebrating Difference', we understand there are different perceptions about what normal means; explain some of the ways in which one person or a group can have power over another and give examples of people with disabilities who lead amazing lives.



Reminders:

Reading - read daily, recording reading as much as possible. Question stems are in the back of the reading records for you to use to aid your questioning at home.

Times Tables - practise regularly each week. Little and often works best. We will test children on all times tables weekly.

Spellings - these are also tested weekly. The children have their spellings in their reading record books and homework books. Focus on the relevant spellings for that week.

Home Learning tasks are sent out every Friday and due on Tuesdays. Tasks will focus on core skills of reading, spelling, handwriting and maths.

PE kits need to be in school all week. They come in on a Monday and go home on a Friday. Please ensure socks are included.

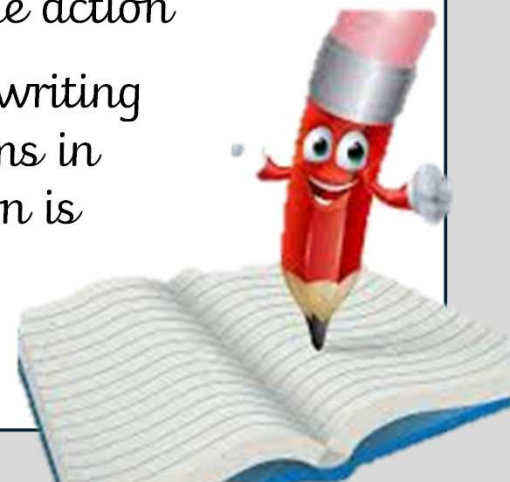
Wellies are needed when visiting the orchard.

Further information about the curriculum can be found on the school website

Curriculum expectation of Year 6 Writing

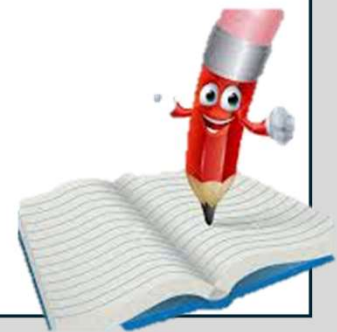
By the end of Year 6, to be age related your child needs to be able to:

- ☐ 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)



Curriculum expectation of Year 6 Writing

- ❑ 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



Expectation of Handwriting

Your child may have begun to write with pen in their books. To move from pencil to pen your child needs to:

- Correctly form all of their letters with cursive links.
- Have consistently joined letters in all books.
- Show consistent letter size.
- Maintain neat handwriting in all books.



Should your child move to pen but then not maintain their joined letters after a few attempts, in discussion with the teacher they will use pencil again for a while.

This is because a pencil does offer better friction on the page for the child to practice their joining.

Once consistent again, your child will move back to use pen.

These expectations are there as at the end of KS2 for your child to be expected in writing, they must maintain legibility in joined handwriting when writing at speed.

Curriculum expectation of Year 6 Maths

By the end of Year 6, to be age related your child needs to be able to be confident in and apply Maths skills to word/reasoning problems in these topics:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals and Percentages
- Measurement and Time
- Geometry shape and position
- Ratio and Proportion
- Algebra
- Statistics



Curriculum expectation of Year 6 Reading



By the end of Year 6, to be age related your child needs to be able to:

- ☐ to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- ☐ to maintain positive attitudes to reading and understanding of what they read by:
 - when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;
 - making comparisons within and across books;
 - reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.

Curriculum expectation of Year 6 Reading

- ☐ to understand what they read by:
 - explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;
 - asking questions about a text;
 - drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;
 - making predictions based on details stated and implied with evidence from the text.
- ☐ to distinguish independently between statements of fact and opinion.
- ☐ to retrieve, record and present information from texts to other readers in informal notes and formal presentations.
- ☐ to participate in discussions about books that are read to them and those they can read for themselves.



Homework

- Set on a Friday and returned on a Tuesday.
- The homework will be a maths, literacy or subject based piece of learning. This will either be pre-learning or consolidation of learning from the week.
- Spelling words will be stuck into their reading record books.
- It should take your child no longer than 20 minutes to complete, unless more time is given for example in a bigger project.
- If your child is finding an element of the homework tricky, they have Monday to ask questions before it is handed in (a model will be given).

Spelling and Reading

Please practise the spellings set each week. They are set on a Friday and tested on the following Thursday.

Please read with your child at least three times a week and record this in their reading record. Please try to focus any questioning on the Guided reading focus that week by using the question stems at the front of the reading record.

Explaining the meaning of words in context	Prediction	Summarising main ideas	Inference	Choice of words to enhance meaning
What does ... mean? Which word tells you that...? Find the word/ noun/verb phrase which shows that...	What do you think this story will be about? Why? What do you think is going to happen next? Why? What do you think... will say when...? Why? What might happen in the next chapter? Why?	Which paragraph tells you...? What happened in the story? True/ false statements based on the text. What would be a suitable heading for this page/ paragraph? How would you label these parts of the <u>text</u> . Which happens <u>first...</u> or...? How does the first sentence prepare the reader for the story/ article? Think of one sentence to describe... Think of one word to describe the main character. Why did you choose it?	Ask true or false based on the text. How do you think this character is feeling? Why? What does the word... imply about...? Why did he feel...? What might... be thinking? What might his/ her attitude be towards...? What do phrases such as... tell you? How do you know that...? What else might make this character feel...? What other reason could there be for...?	What is the effect of...? Explain how the language in this sentence shows...? Which words help the reader to imagine...? How does the choice of language create the impression that...? Why did the author choose the verbs ... and ...? How does this create the impression that...?

End of KS2 Standardised Assessments (SATs)

What will be assessed?

ASSESSED BY TESTS *(marked externally)*

Reading

ONE PAPER

Reading booklet
and associated
answer booklet.

GPS

TWO PAPERS

Paper 1, short
answer questions.
Paper 2, spelling.

Maths

THREE PAPERS

Paper 1, arithmetic
Paper 2, reasoning
Paper 3, reasoning

CONTINUOUS TEACHER ASSESSMENT

Writing

SATs week across the country begins on
Monday 10th May 2027.

Grammar, Punctuation, Spelling (GPS)

- A spelling test, administered verbally by the teacher, contains 20 words.
- A separate test is given on grammar, punctuation and vocabulary
- 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 GPS.

GPS example questions

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

1 mark

16

What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

1 mark

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

48

Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft,
dance and chess.

1 mark

Reading SAT

- The reading test consists of a single test paper with three unrelated reading texts of different genres. 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 skills and comprehension of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will have to explain why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response (1 mark); others require short answers (1-2 marks) and some require an extended response or explanation (2-3 marks).

Reading – sample questions

9

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

18

Gentle, and small, and frail

How do these words make the reader feel about the snail?

1 mark

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

25

Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor
Summerlee.

Lord John.

Malone.

Professor
Challenger.

1 mark

Reading – sample questions

Reading Paper

15

- (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

Maths SATs

- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is Arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will apply calculation skills to answer questions in context and decide what is required to find a solution.
- Pupils are not allowed to use a calculator for any of these papers

Sample arithmetic questions

5 $1,034 + 586 =$

1 mark

23

$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$

Show your method

2 marks

13 $4^2 =$

1 mark

22 $12 - 6.01 =$

1 mark

16 $1,440 \div 12 =$

1 mark

25

$13 \overline{)3016}$

Show your method

2 marks

Sample reasoning questions

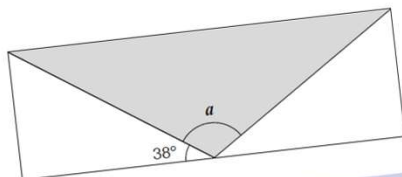
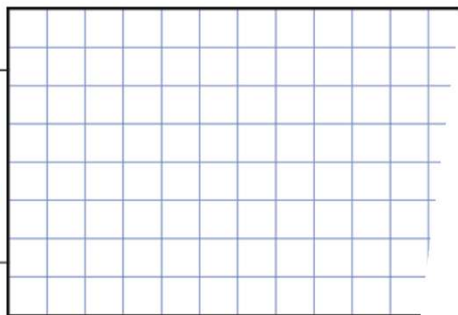
2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

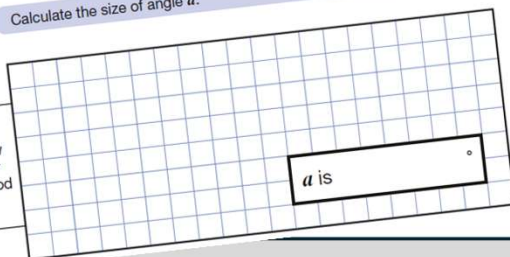
Show your method



Not to scale

Calculate the size of angle a .

Show your method



11

Here is a number written in Roman numerals.

CXV

Write the number in figures.



1 mark

5

What is 444 minutes in hours and minutes?



1 mark

2 marks

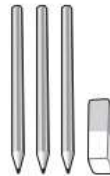
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

A large rectangular area filled with a light green grid. On the right side, near the bottom, there is a smaller, empty rectangular box for the final answer.

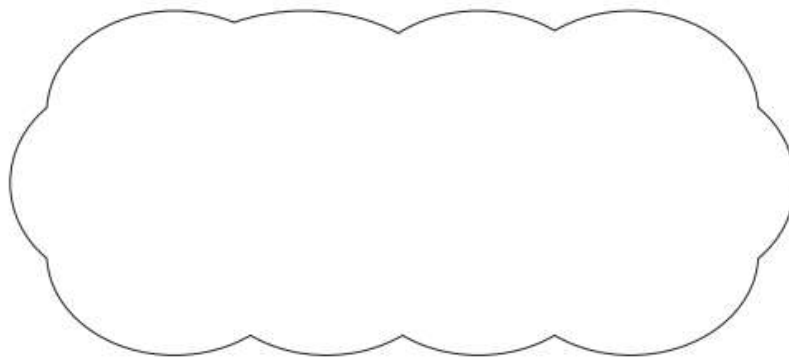
2 marks

Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

Writing

Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work throughout Year 6.

Children's grammar, punctuation and spelling skills is part of the teacher assessment of writing, but their creativity and writing style (language choices) will also be evaluated.

Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.

How you can help...

- Support them with their homework and encourage them to use materials / websites (e.g. BBC Bitesize, Khan Academy) to help them to revise.
- Times tables practise
- Reading
- Ensure children have sensible bedtimes and lots of sleep before the tests.
- Make sure children have breakfast either at home or at school.
- Ensure children arrive to school on time.
- Talk to them about the tests.
- No pressure! All children are encouraged to try their best.

Things to remember

- Reading books from school taken home need to be brought back in the condition they were sent home in and there will be a charge for lost/damaged books.
- PE kit needs to be in on a Monday and will be sent home on a Friday. Girls who wear shorts under their skirt will need another pair of shorts for PE. PE shorts must be blue.
- Please let us know of any changes that we need to be aware of.



Things to remember

Importance of attendance

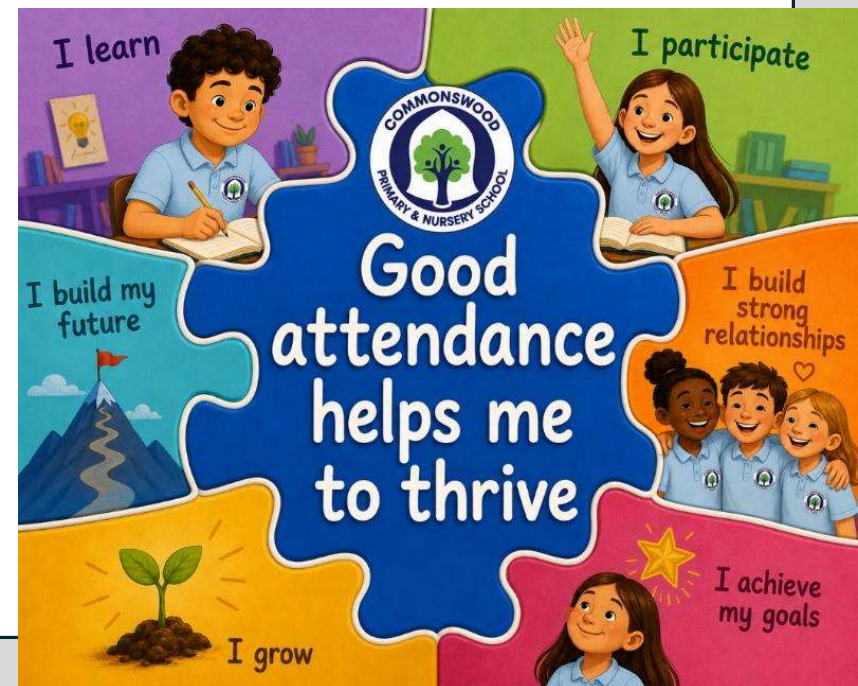
If your child is absent this breaks the continuity of learning and they could find it trickier to access the learning.

Support your child

Please read everyday! Reading underpins everything that we do in school.

Outside achievements

We love to hear about your child's achievements outside of school, however we do not do a show and tell as this uses up valuable learning time. Your child can share this with adults and their friends during the day.



Enrichment

Enrichment opportunities coming up!

Autumn Term

RAF Hendon trip (Wednesday 21st October)

Orchard – Forest school learning days

Wanderlust

Buddies

Summer Term

PGL (28th June – 2nd July)

Orchard – Forest school learning days

End of Term Performance

End of year trip (TBC)

We cook with your child throughout the year – please can your child have a fabric school uniform apron to wear while cooking – this will be Autumn 2.

Information about this will be sent out.



PGL

- We will organise an additional meeting in the Spring Term to discuss PGL and SATs in more detail.



Mobile phones

Any questions...?

