



Welcome to St Thomas More Catholic Primary School

Year 6 Curriculum Evening

Miss Fenech and Miss Martin – 6F

Mrs Bickmore, Mrs Duggan and Mrs Clayton – 6B

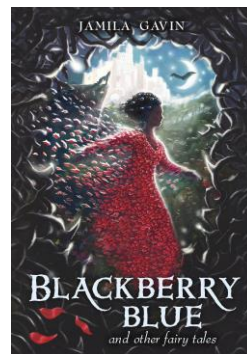
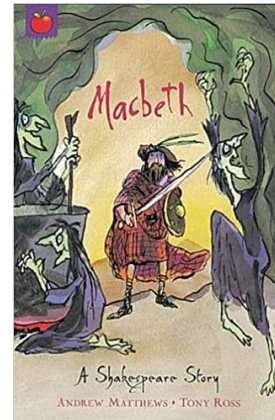
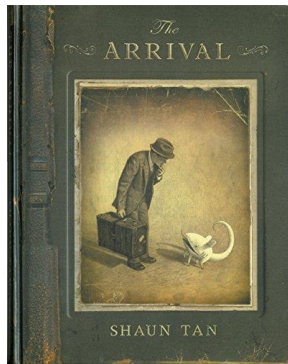
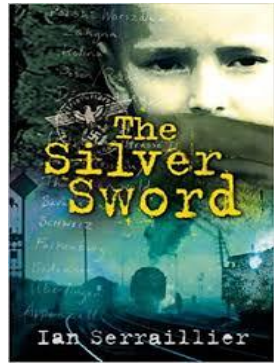
Mrs Murphy and Mrs Robertson

English

Reading, writing, spelling, grammar and punctuation (GPAS) will be taught throughout English lessons. Children will learn to understand genres of writing and the specific GPAS to suit these genres.

For example:

- Narrative stories
- Recounts – letters, diaries, newspaper reports
- Discussions – balanced and persuasive arguments
- Procedures – instructions and recipes
- Information reports



A selection of books we will read during our time in Year 6.

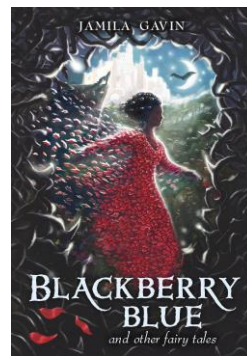
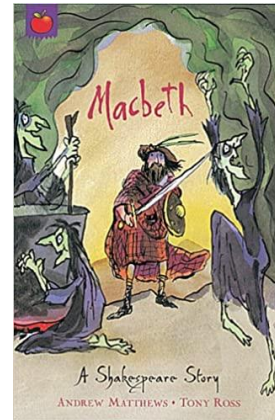
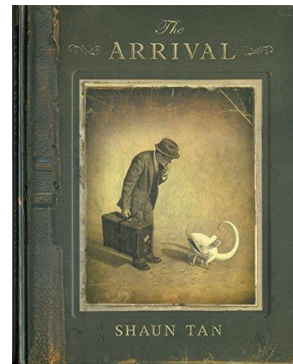
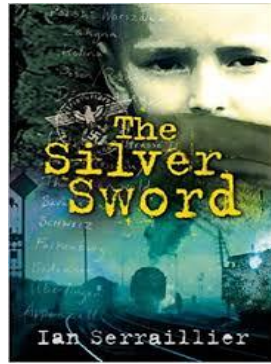
Please try not to read these at home!

English

Reading

Top tips when reading

- Make time each day to sit down together to read.
- When choosing a book, try a variety of styles and genres and discuss what interests your child.
- Take it in turns to read – not only does this allow your child to develop their fluency and decoding, it lets them develop their listening and understanding skills too.
- Discuss the text as you read – find out unfamiliar vocabulary, discuss pictures and question their understanding.
- Enjoy getting lost in a new world – reading develops children's imaginations and opens them up to new ideas and vocabulary. Reading for pleasure is important to help children develop a wealth of skills.



**A selection of books we will read during
our time in Year 6.**

Please try not to read these at home!

Accelerated Reader

What is Accelerated Reader?

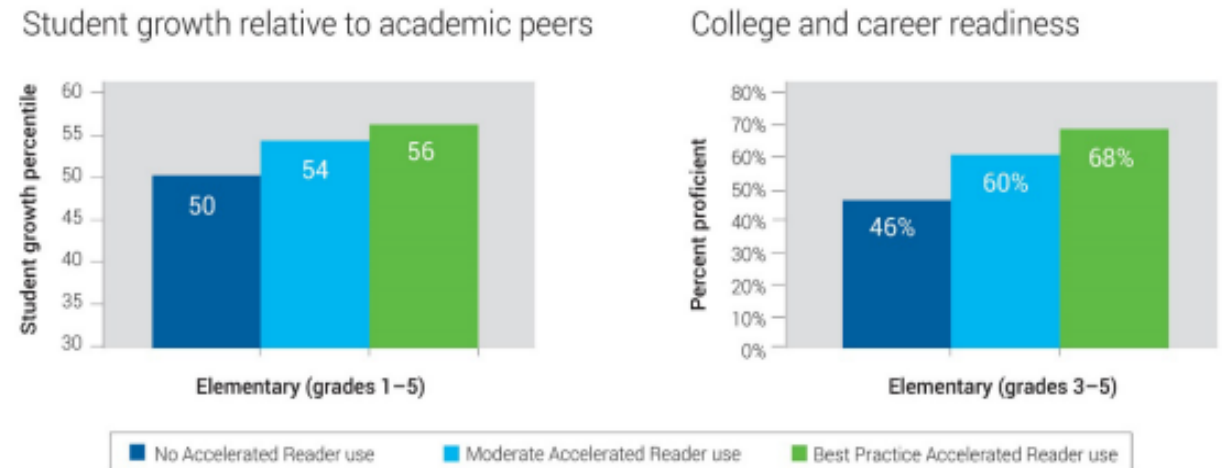
Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives pupils a reading level (ZPD number). Pupils take computerised quizzes on the books and will aim for a quiz target of at least 85%.

Why use Accelerated Reader?

A study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

In primary school, research has shown that pupils using Accelerated Reader make significantly more progress.

Figure 3. Elementary students who used Accelerated Reader grew more



How does AR work?

Accelerated Reader

1. Pupils will be assessed at the beginning of the year on their reading understanding **and** fluency. This will give them a ZPD number.
2. Pupils will pick a book to take home based on their ZPD number. **Please continue to read with your child as normal and fill in their reading log.**
3. When they finish the book, pupils will take a short quiz in school.
4. Your child's teacher will monitor your child's quiz performance and adjust their ZPD number if necessary.
5. Children will be assessed using the AR STAR assessment up to 5 times throughout the year, which will help to inform their ZPD number.

Please note – AR books are categorised **completely differently** from our previous book band scheme. AR takes into account understanding as well as fluency, therefore please do not be alarmed if your child brings home a book with a lower band than they were on previously!

Spelling in Year 6

Children are taught to consolidate and continue their phonic understanding through Spelling Workshop lessons (including etymology, root words, prefixes, suffixes and syllables).

Your children will also be working on the following spelling patterns and rules this year including:

- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Adding -ing / -ed to words ending -fer, for example: 'prefer', 'preferring' and 'preferred'
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ie / ei, for example: 'piece' and 'ceiling'
- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words such as 'doubt', 'thistle' and 'knight'
- Homophones (words which sound the same but are spelled differently) for example: 'principle' and 'principal'

Year 3 and 4 Spellings

These can also be found on page 100 of your child's reading diary.

accident(ally)	build	continue	exercise	group
actual(ly)	busy/business	decide	experience	guard
address	calendar	describe	experiment	guide
answer	caught	different	extreme	heard
appear	centre	difficult	famous	heart
arrive	century	disappear	favourite	height
believe	certain	early	February	history
bicycle	circle	earth	forward(s)	imagine
breath	complete	eight/eighth	fruit	increase
breathe	consider	enough	grammar	important
interest	natural	popular	question	strength
island	naughty	position	recent	suppose
knowledge	notice	possess(ion)	regular	surprise
learn	occasion(ally)	possible	reign	therefore
length	often	potatoes	remember	though/although
library	opposite	pressure	sentence	thought
material	ordinary	probably	separate	through
medicine	particular	promise	special	various
mention	peculiar	purpose	straight	weight
minute	perhaps	quarter	strange	woman/women

Year 5 and 6 Spellings

These can also be found on page 100 of your child's reading diary.

In order to meet end of KS2 expectations, children will need to be able to spell these words mostly correctly within their writing.

accommodate	competition	existence	muscle	rhyme
accompany	conscience	explanation	necessary	rhythm
according	conscious	familiar	neighbour	sacrifice
achieve	controversy	foreign	nuisance	secretary
aggressive	convenience	forty	occupy	shoulder
amateur	correspond	frequently	occur	signature
ancient	criticise	government	opportunity	sincere(ly)
apparent	curiosity	guarantee	parliament	soldier
appreciate	definite	harass	persuade	stomach
attached	desperate	hindrance	physical	sufficient
available	determined	identity	prejudice	suggest
average	develop	immediate(ly)	privilege	symbol
awkward	dictionary	individual	profession	system
bargain	disastrous	interfere	programme	temperature
bruise	embarrass	interrupt	pronunciation	thorough
category	environment	language	queue	twelfth
cemetery	equip (-ped, -ment)	leisure	recognise	variety
committee	especially	lightning	recommend	vegetable
communicate	exaggerate	marvellous	relevant	vehicle
community	excellent	mischievous	restaurant	yacht

Fine Motor Skills and Handwriting in Year 6

In Year 6, children will continue to be supported to develop fine motor skills.

We will also teach and support your children to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.
- To reach the expected standard in writing at the end of KS2, children should maintain legibility in joined handwriting when writing at speed.

Curly Caterpillars

c a d e s g f q o

Ladder Letters

l i u t y j

One-Armed Robots

n m h k b p r

Zig-zag Monsters

z n w x

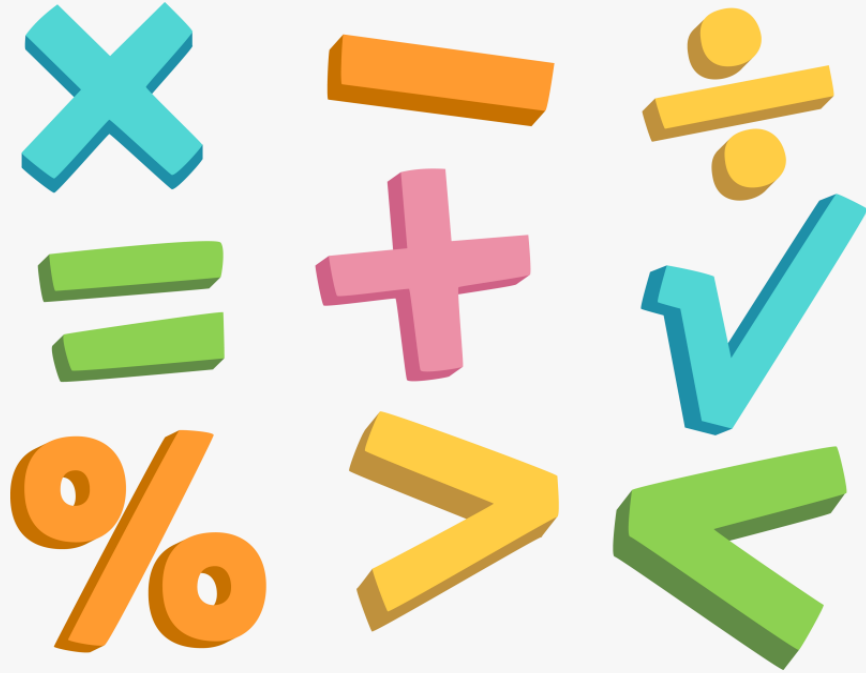
More complex letters from the 4 families:

f j y

Digits 0 - 9

0 1 2 3 4 5 6 7 8 9

Maths



Learning multiplication tables will support children's confidence, recall speed and progress in class. Please support your children to practice these at home!

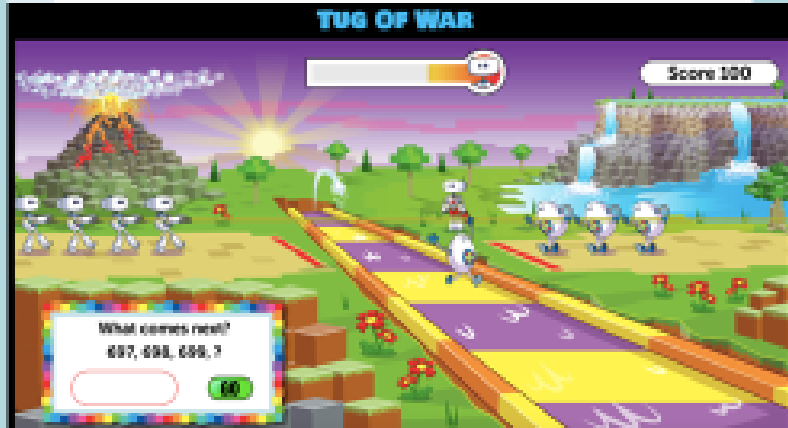
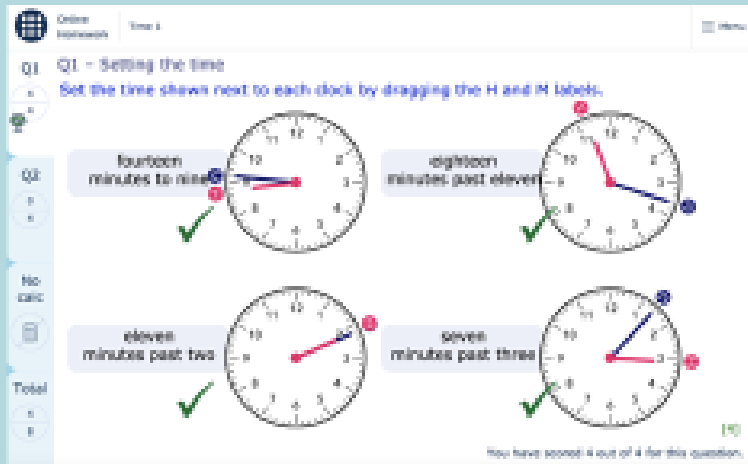
Children will begin by consolidating their understanding from previous year groups in KS2, as well as learning new concepts from the Year 6 National Curriculum.

These topics will include:

- Number
- Calculations involving the four operations (+ - x ÷)
- Fractions, Decimals and Percentages
- Ratio and Proportion
- Algebra
- Shape, space and measure
- Statistics and data handling

What is MyMaths?

MyMaths is a whole-school interactive resource for use both in the classroom and at home. It is used to increase mathematical fluency and consolidate learning. Predominantly, we will be using MyMaths as an online homework platform.



A screenshot of the MyMaths interface for a task titled "Q1 - Bar models for groups and items". The instruction is "Match the bar models to the statements." There are three bar models and three statements. The bar models are: 1) A bar divided into 2 groups, with the first group shaded green and a bracket below labeled "8". 2) A bar divided into 3 groups, with the first group shaded orange and a bracket below labeled "4". 3) A bar divided into 8 groups, with the first group shaded pink and a bracket below labeled "2". The statements are: "2 groups with 8 items in each group", "3 groups with 4 items in each group", and "8 groups with 2 items in each group". Green checkmarks indicate correct matches. A score of 15 is shown at the bottom left, and a message says "You have scored 3/3 so far." with a "Continue" button.

Why use MyMaths?

MyMaths offers interactive lessons and homework tasks, all of which are matched to the National Curriculum. Children's answers are marked at the click of a button, providing immediate feedback. If children choose to, they can try homework tasks again. In fact, the resource provides limitless practice. In addition, MyMaths has a wide variety of games designed to motivate pupils to consolidate their maths skills whilst enhancing their enjoyment of the subject.

Number bonds and times tables weekly challenge

Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

Last year, the organisation of these challenges was updated to best support children across the school. Due to the success of this, the challenges will continue in this format. Progression has been carefully mapped across the school in line with the national curriculum to give the children a secure recall of key number facts relevant for their year group.

- Year 1 - represent and use number bonds and related subtraction facts within 20 and counting in twos, fives and tens from different multiples
- Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Year 3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Year 4 - recall multiplication and division facts for multiplication tables up to 12×12
- Year 5/6 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

(delete for other year groups if you wish)

The weekly maths challenge will happen on a Monday.

Number bonds and times tables weekly challenge

Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

This year, the organisation of these challenges has been updated to best support children following on from the multiplication times tables check (MTC) in Year 4.

Progression has been carefully mapped across the school in line with the national curriculum:

Year 1 - represent and use number bonds and related subtraction facts within 20 and counting in twos, fives and tens from different multiples

Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

Year 3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Year 4 - recall multiplication and division facts for multiplication tables up to 12×12

Year 5/6 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Y1- 3mins 10 questions 12 questions 15 questions 18 questions	Y2- 3mins 18 questions, building to 20 questions	Y3- 3mins 20 questions building to 25 questions	Y4- 3 mins 25 questions building to 30 questions	Y5- 3 mins 30 questions building to 35 questions	Y6 - 3 mins 30 questions
Bonds to 5	Bonds to 10	Bonds to 10	X2	Bonds to 100	Bonds to 100
Bonds to 6	Bonds to 20	Bonds to 20	X5	X2, x5, x10	X2, x5, x10
Bonds to 7	Bonds to 100 (multiples of 10)	Bonds to 100 (multiples of 10)	X2, x5, x10	Divide by 2,5,10	X2, x4, x8
Bonds to 8	X2 in order	Bonds to 100 (multiples of 5)	X3	X2, x4, x8	X3, x6, x12
Bonds to 9	X2 mixed up	X2	X4	Divide by 2,4,8	X7, x9, x11
Bonds to 10	X2 division	X10	X8	X3, x6, x12	Multiplication all
Mixed addition bonds to 10	X10 in order	X5	X2, x4, x8	Divide by 3,6,12	Division all
Bonds to 20	X10 mixed up	x2, x5, x10	X6 in order	X7, x9, x11	Missing numbers x
Bonds to 11	X10 division	+2, +5, +10	X6 mixed	Divide by 7,9,11	Missing numbers +
Bonds to 12	X5 in order	X3 in order	X3, x6	Multiplication all	Missing numbers x, +
Bonds to 13	X5 mixed up	X3 mixed	X9 in order	Division all	X100, x1000
Bonds to 14	X5 division	+3	X9 mixed	Missing numbers x	Decimals x100, x1000
Bonds to 15	2s and 10s x	X4 in order	X11 in order	Missing numbers +	+10, +100, + 1000
Bonds to 16	2s and 10s +	X4 mixed	X11 mixed	Missing numbers x and +	Squares, cubes
Bonds to 17	2s and 5s x	+4	X7 in order	X100	Decimals (0 with 1 د.م) x any table
Bonds to 18	2s and 5s +	X8 in order	X7 mixed	X1000	Decimals (0 with 1 د.م) + any table
Bonds to 19	2s, 5s and 10s x	X8 mixed	X12 in order	Decimals x100	1 digit numbers 1 د.م, x any table
Mixed addition bonds to 20	2s, 5s and 10s +	+8	X12 mixed	Whole numbers/ decimals	1 digit with 1 د.م, + any table

RE

The curriculum provides opportunities to develop knowledge and understanding of other religions and beliefs. Children are encouraged to be tolerant of others opinions and values.

We will be training the children in the Visio Divinia, which enables the children to lead in their own collective worship.

Our RE topics include:

- The Kingdom of God
- Justice
- Exploring the Mass
- Jesus the Messiah
- The Transforming Spirit
- Called to Serve

Science

- Animals (including humans)
- Light
- Electricity
- Evolution
- Living things and their habitats

Humanities

- WWII
- Post-war Britain
- Earthquakes
- The Ancient Maya Civilisation
- Traffic survey

Computing

- Coding
- E-Safety
- Blogging
- Text Adventures
- Networks
- Programming

PE

A range of indoor and outdoor skills beginning with hockey (outdoor) and gymnastics (indoor) in Term 1.



Outdoor Learning

OPAL

At St Thomas More, we have adopted the OPAL Primary Programme (Outside Play and Learning) to promote freedom for children to explore play in their own imaginative ways, using found and gathered resources in the natural outdoor environment during lunch times. Our grounds are fantastic but have been significantly underused during the winter /spring months due to the wet field area. As a result, we have decided to open up specific areas of the grounds during the winter months as long as children have the correct outdoor wear.

Please ensure that your child has a pair of wellington boots in school, which can be kept here permanently. Suitable coats/ rain suits are also recommended as the weather changes.

If you have any old wellies you would be willing to donate, we would be grateful for them too.

The Play Team are looking forward to :

- Children accessing more areas of the school grounds during the winter/spring months
- Children exploring, building dens, running, hiding, having fun and getting dirty
- Children involved in activities other than those with a sports focus
- Children taking responsibility for themselves, their games, each other, the environment and their resources

If you would like more information on OPAL, please visit their website at <http://outdoorplayandlearning.org.uk>

Muddy Puddles

We also follow The Muddy Puddle Approach, which is a type of outdoor learning that allows the children to be outside whilst still embedding and learning academic curriculum linked subjects. So, rather than only doing number work in books we will also take the learning outside.

For example, we could make number ladders from sticks and jump up the ladders counting in 10's!

The Muddy Puddle Teacher ideas are all really fun and make the children feel as if they are playing whilst learning at the same time.

You can find out more and get free resources for home at:

www.themuddypuddleteacher.co.uk



What is Purple Mash?

'Purple Mash is the digital vault of resources, games, tools and activities that's easily searchable by whichever area of the curriculum you're learning. It is fully mapped to the National Curriculum.'

Why use Purple Mash?

We use Purple Mash as a school to teach our Computing curriculum. Alongside this, we use Purple Mash for other areas of the curriculum such as English, reading, maths, times tables, music, art, humanities, spellings etc.

Occasionally, homework will be set on Purple Mash. Your child's log in is in the inside cover of their diary. Purple Mash can be used at home to extend children's learning, particularly in spellings, reading and times tables as answers to games/quizzes are marked at the click of a button providing immediate feedback.



The screenshot shows the Purple Mash website interface. At the top, there is a navigation bar with icons for Home, Work, Rewards, and Sharing, along with a search bar and a user profile for 'Innovating Phoebe Miller'. Below the navigation bar are four large circular icons representing 'Early Years', 'Tools', 'Games', and 'Reading'. The main content area is divided into two sections: 'Browse Subjects' and 'Browse Topics'. The 'Browse Subjects' section features a horizontal carousel of subject icons: English, Computing, Science, Mathematics, Geography, and History. The 'Browse Topics' section shows a login form for 'St Thomas More Catholic Primary School', including a school crest, a login button, and links for 'Forgot password?' and 'Get Log in!'. The background of the interface is a light blue sky with soft clouds.

Year 6 Curriculum Expectations

This morning, 4th April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. May I say, I was astonished to meet the chameleons, which have only been seen once before in 1632!

As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the 'Carnival Gun Plant' because, when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature ~~from~~ just one touch. The most shocking effect from this tragic death, was the permanent pain of the animal.

As the day carried on, I proudly stood next to the rare chameleons (only seen once before in 1632) which were all dressed alike and beautiful. I cannot say how extraordinary it was, to watch them all change their bright colours on their scaled skin; wine-red, astral-blue, buttery yellow, emerald-green and so many more colours which I didn't know existed. My colleague, who inspired to come on to join him on this journey and risk my life to find this animal

said, "This has been such an eye-popping journey and Lady Annie Hudson and I feel very brave to have set out on this journey alone."

Once the sun had set, my colleague and I proceeded back to the schooner as a destructive tsunami hit the rocky shore. The ship moved back and forth in time with my rapid heart thumps, and I ~~was~~ thought for sure that I wouldn't survive! Luckily, within a few minutes a life guard, who was in a hot air balloon, somehow managed to pull down a ladder and rescue us to safety.

Here I am exhausted, ~~page~~ and in a dry ship, which the life guard gave to us since the schooner sunk. Tomorrow, I hope will be as action-packed as ~~today~~ today's has been!

An example of 'expected' writing in Year 6 (6S).

Year 6 Curriculum Expectations

L.O: Calculate mentally with efficient strategies.

1. $43 - 51 + 27 = 19$ ✓
I added 27 to 43 because I knew that it wasn't possible to take 51 from 43, therefore I decided to make the number bigger. ✓

Check
$$\begin{array}{r} 43 + \\ 27 \\ \hline 70 \\ 51 \\ \hline 19 \end{array}$$

2. $15 \times 7 \times 2 = 210$ ✓
I multiplied 15 by 2 because it was easier to do that, then I multiplied 30 by 7 to reach the overall answer.

3. $81 - 39 = 42$ ✓
I found it easier to raise 39 up by 2, then add 2 to my answer at the end, as I ~~added~~ added to 2 at first, which led me to my answer 42.

4. $1094 + 906 = 2000$ ✓
I worked out this equation by mentally working out how much more I need to add on to 1094, because I knew 906 was round about the answer, therefore it resulted as 2000.

5. $1208 \div 4 = 302$ ✓

An example of 'expected' Maths in Year 6 (6S).

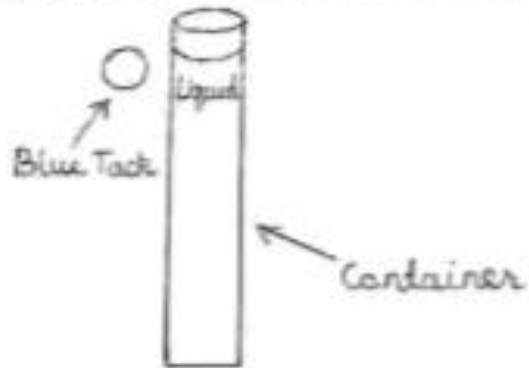
Year 6 Curriculum Expectations

Which liquid causes the most friction (drag)?

The variable I will change is the liquid.

The variable I will measure is the time.

The variables I will keep the same to make it a fair test is the amount of liquid and "the blue tack" ✓



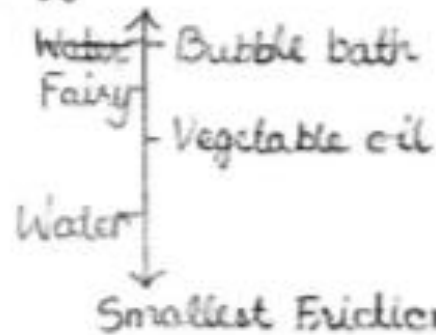
1. First, pour the liquid into the container.
2. Put the blue tack in the liquid and time it with a stop watch until the blue tack sinks at the bottom of the container.
3. Continue the same method for the other 3 liquids. ✓

Results

Liquid	Test 1	Test 2	Test 3	Average
Fairy	32 sec	32 sec	31 sec	31 r 2
Bubble Bath	1.26 min	1.29 min	1.37 sec	1 r 3
Water	1 sec	1 sec	1 sec	1
Vegetable oil	3 sec	3 sec	5 sec	3 r 2

Conclusion

Biggest Friction



I think this because the molecules hold each other tightly whereas the ~~was~~ molecules of the water are just touching each other. ✓

An example of 'expected' Science in Year 6 (6S).

Year 6 PE will take place on Thursday and Friday.

Indoor PE will be on Thursday afternoon. Outdoor PE will be on Friday afternoon.

Please ensure that your child **arrives at school wearing appropriate PE kit** on these days. Children will be unable to participate in PE if they are wearing earrings.

This should include:

- House team PE t-shirt
- Navy tracksuit bottoms (shorts in warm weather and for indoor PE)
- Navy sweatshirt
- Socks
- Trainers

Shorts and house team PE t-shirt will be required for indoor PE.

Behaviour

Children are encouraged and expected to follow the school's Golden Rules:

- Golden Rule 1: Follow instructions. Listen to all adults working in the school.
- Golden Rule 2: Be gentle, kind and polite. Keep hands, feet and unkind words to yourself.
- Golden Rule 3: Value people's belongings. Respect the school and other people's property.
- Golden Rule 4: Be honest. Tell the truth.

Restorative Justice

Restorative justice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences, it involves helping the child think through their behaviour, its consequences and what they can do to make it better.

It supports the development, maintenance and repair of relationships, it helps build a community that is based around empathy and self-learning where children take responsibility for their behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Good behaviour is celebrated through positive praise, house points, notes in diaries and telephone calls home.

- Children should wear correct school uniform to school. Please contact the school office or your child's class teacher if you have any queries regarding school uniform.
- No jewellery is to be worn in school.
- Hair longer than collar length must be tied up. Extremes of fashion such as shaved patterns/lines or partings, colours, very short hair on one side with longer on the other etc. are not allowed.
- Only small hair accessories are permitted and, if worn, should be **black, navy or white only**. Large bows and ribbons are not to be worn.
- Bags should be appropriate school bags or backpacks and practical for children's use. **Handbags and suitcases style bags are not to be used in school.**
- Shoes must be black or brown, no slip on shoes and no open toed sandals. Girls' shoes should have a strap or laces over the foot so that the shoes do not slip off.



Uniform



Homework Activities

- Spellings will be put on Dojo on a Monday ready for a spelling test on Friday. This will start from next week; a copy of the upcoming spellings will be given to your child to practise.
- Year 6 homework will comprise of 3x CGP books covering SPAG, reading and Maths. These are 10-minute activities for each book, totalling 30 minutes for the week. Children are expected to mark and assess their homework. Children will need to hand in all 3 books for a teacher check every Monday.
- Children must read every day and this needs to be documented in your child's reading diary- your children are able to note this in their diary prior to coming to school.



Communication

- To make contact with Year 6 teachers, please write a message in your child's reading diary. Alternatively, a message can be left with the office and we will return your call.
- If you wish to make an appointment with Year 6 teachers, please telephone the school office to arrange a suitable time to meet.
- Please continue to check Class Dojo and your emails and school newsletters to keep up to date with key dates and information.

If your child will be walking home or going home with another parent, please ensure the details of this are given to Year 6 teachers in writing.

Housekeeping

- Please **label all clothing** and belongings including PE Kit.
- Please send in any money in an envelope clearly marked with your child's name and what the money is for or use Parent Pay.
- Children must have a **water bottle** in class **everyday** - it is really helpful if children bring more than one bottle!
- Please make sure your child is bringing in a **fruit based snack** to eat at break time.



Please do not hesitate to
contact your child's class teacher
if you have any queries.

Resources and exemplars of work are displayed on the tables.
Please do stay to look at these and ask a member of staff if you
have any questions.

Thank you for your time.

Miss Fenech, Mrs Bickmore, Mrs Duggan, Mrs Murphy,
Miss Martin, Mrs Clayton and Mrs Robertson