

Meet the team
Topaz Class
Year 6 - 2024/25



The Topaz Class Team

Class teacher: Mrs D'Abreo



Teaching Assistant:
Mrs McLaren

In September we aim to support children's learning by:

Building the children's confidence as learners.

Building on what the children already know.

Using rapid intervention to address misconceptions.



Timings for the school day



- ▶ School starts at 8:45am.
- ▶ The register will close at 9am.

Time	Activity
8.40	Doors Open
8.45	Register
8.45	Morning Activities (Guided reading, Spellings, Comprehension)
9.30	Maths or English
10.30	Times tables
10.45	Assembly
11.00	Break
11.15	Maths or English
12.15	Lunch
1.15	Foundation Subjects
3.10	Story
3.15	School finishes

Maths



Lessons will be held each morning together with Teaching Assistants to support the children's learning.

Key aims:

Fluency, Reasoning, Problem Solving.

Pre - teaching

SATs paper: 1 Arithmetic and 2 reasoning papers.



Number and Place Value

Read, write, order and compare numbers up to 10,000,000
determine the value of each digit
Round any whole number to a required degree of accuracy
Use negative numbers in context e.g. temperature, and calculate intervals across 0
Solve number and practical problems that involve all of the above



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, $1/4 \times 1/2 = 1/8$]
Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 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



Year 6 End of year expectations

Calculation

Addition, 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 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



Ratio and Proportion

Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts

Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] 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

Geometry

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

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



Algebra

Use simple formulae e.g. $l \times w$ (length x width) to find area

Generate and describe linear number sequences

Express missing number problems algebraically

Find pairs of numbers that satisfy an equation with 2 unknowns

Enumerate possibilities of combinations of 2 variables



Year 6 End of year expectations

Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 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 [for example, mm^3 and km^3]

Statistics

Interpret and construct pie charts and line graphs and use these to solve problems

Calculate and interpret the mean as an average



Counting and Understanding Numbers/Knowing and Using Number Facts

Find the difference between a positive and negative integer, or two negative integers, in context.

Use decimal notation for tenths, hundredths and thousandths, and partition and order them.

Round decimals.

Reduce a fraction to its simplest form by cancelling common factors $6/12 = \frac{1}{2}$

Order fractions by converting them to fractions with common denominators

Solve simple problems involving ratio and proportion.

Find equivalent decimals, fractions and percentages.

Use my knowledge of multiplication tables to 10×10 to work out related facts involving decimals e.g. 0.8×7 , $4.8 \div 6$.

Work out square numbers to 12×12

Know what a prime number is and can identify prime numbers less than 100



Calculating

Calculate mentally with whole numbers and decimals e.g. $U.t \pm U.t$, $TU \times U$,

$U.t \times U$, $HTU \div U$, $U.t \div U$.

Use a written method to add, subtract, multiply and divide integers and decimal numbers; calculate the answer to $HTU \div U$ and $U.t \div U$ to one or two decimal places.

Find fractions and percentages of whole-number quantities

Carry out calculations involving time by converting hours and minutes to minutes.



Year 6 Key Learning Objectives Old Curriculum

Using and Applying Mathematics

Solve multi-step problems, and problems involving fractions, decimals and percentages, choosing and using appropriate and efficient methods at each stage

Explain a problem has been solved and check to see whether the answer is reasonable.

Solve problems where symbols are used to indicate unknown quantities.



Understanding Shape

Make and draw shapes with increasing accuracy.

Confidently name 2-D shapes and 3-D solids and discuss their properties.

Use co-ordinates.

Use a protractor to estimate, measure and draw angles, on their own and inside shapes.

Measuring

Use standard metric units of measure and convert between units.

Measure and calculate imperial units still in everyday use.

Know approximate imperial and metric measurements.

Read scales accurately and record results.

Work out the area and the perimeter of rectilinear shapes (L shapes)

Estimate the area of an irregular shape by counting squares.



Handling Data

Describe and predict outcomes from data using the language of chance or likelihood.

Solve a problem by drawing a graph, chart or table and read an understand the information it displays including pie charts.

Use the mode, range, median and mean.



English



Lessons will be held each morning together with Teaching Assistants to support the children's learning.

Range of Fiction, Non-Fiction and Poetry Writing and Reading.

Importance of Spelling, Punctuation, Grammar.

SATs paper: Grammar Paper and spelling paper and Reading paper



Year 6 - English

<p>En5/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En5/1a listen and respond appropriately to adults and their peers</p> <p>En5/1b ask relevant questions to extend their understanding and knowledge</p> <p>En5/1c use relevant strategies to build their vocabulary</p> <p>En5/1d articulate and justify answers, arguments and opinions</p> <p>En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En5/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En5/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En5/1l select and use appropriate registers for effective communication</p>	<p>Reading (The objectives for Reading are common across Years 5 and 6)</p> <p>En5/2.1 Word Reading</p> <p>En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>En6/2.2 Comprehension</p> <p>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books ● learning a wider range of poetry by heart ● preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>En6/2.2b understand what they read by</p> <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● asking questions to improve their understanding ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● predicting what might happen from details stated and implied ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning <p>En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En6/2.2d distinguish between statements of fact and opinion</p> <p>En6/2.2e retrieve, record and present information from non-fiction</p> <p>En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>En6/2.2h provide reasoned justifications for their views.</p>	
<p>Writing (The objectives for Writing are common across Years 5 and 6)</p> <p>En5/3.1 Spelling</p> <p>En5/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En5/3.1b spell some words with 'silent' letters</p> <p>En5/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>En5/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En5/3.1g use a thesaurus</p>	<p>En6/3.2 Handwriting and Presentation</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p>	<p>En6/3.3 Composition</p> <p>En6/3.3a Plan their writing by:</p> <ul style="list-style-type: none"> ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● noting and developing initial ideas, drawing on reading and research where necessary ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>En6/3.3b Draft and write by:</p> <ul style="list-style-type: none"> ● 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 ● precisising longer passages ● 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 <p>En6/3.3c Evaluate and edit by:</p> <ul style="list-style-type: none"> ● 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 <p>En6/3.3d proofread for spelling and punctuation errors</p> <p>En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>En6/3.4 Vocabulary, grammar & punctuation</p> <p>En6/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● using passive verbs to affect the presentation of information in a sentence ● using the perfect form of verbs to mark relationships of time and cause ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun ● learning the grammar for years 5 and 6 in Appendix 2 <p>En6/3.4b indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semicolons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently <p>En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>

KS 2 Spelling

Year 5 and 6 Statutory Spellings

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

Year 6 Curriculum



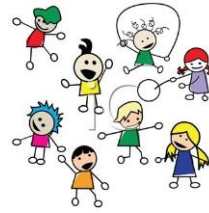
Our Topics:

- **History: WW1 and WW2, Ancient Greeks**
- **Geography: How Green is Surrey? World studies**
- **Science: Living things and their habitat, The circulatory system, Electricity, Light, Evolution**
- **R.E: Christianity (3 units) Buddhism, Islam and Who am I and where do I belong? (Theme unit)**

Other subjects will be linked to our topics where appropriate. Art, Music, P.E, DT, Computing, PSHE, French.

Class Trips - Y6 residential, Church visit, workshops

PE and Games



- PE will be on a Tuesday afternoon with Planet Soccer and Friday afternoon with me.
- Please ensure children have the correct PE kit and make sure they are labelled especially jumpers.

Home Learning



Reading

- Please listen to your child read aloud every day and initial in their homework diary.
- The children will need to read a selection of genres on each level and complete comprehension questions before they can move on. We continue up to Wider reader in Year 6
- We aim to Benchmark each term to see if the children are able to move up.
- New books have already been sent home to match the current book band and a library book will go out by Friday (their own choice)

Home Learning

Reading at home

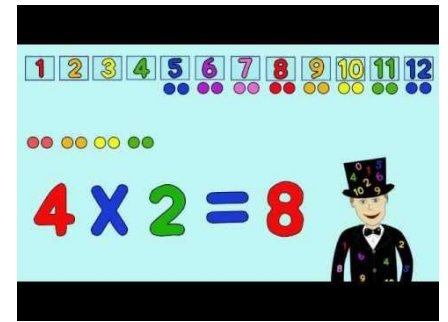


Here is a link to a suggested reading list for Year 6 children which you may find helpful when choosing other books to read at home.

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

Home Learning

English - Spelling Shed



Maths - White rose booklet to consolidate class learning or arithmetic practise.

Topic - Half termly or termly topic grid

Expectations for learning and behaviour in Year 6

- Independent learners - taking ownership over their learning and what they need
- Children will be expected to maintain focus on their learning and to take pride in their work both in content and presentation.
- In year 6, the children will be expected to be acting as positive role models for the younger children in the school - walking in and around school, assemblies and so on.
- Secondary ready!

Rewards

- Whole class reward system - marble in a jar
- Team Points
- Praise



What do the children need?

- ✓ Water Bottle - Labelled.
- ✓ Fruit - Labelled container
- ✓ Reading Book and reading record everyday.
- ✓ Clear, small pencil case



Other Business

- Uniform - Shirt and Tie or polo shirts. All uniform including PE Kit must be clearly labelled.
- Clubs - To be confirmed in the new term. Earlybirds will run from 7.30am and Owls club from 3.15 - 6pm.
- Please be mindful when buying items for school that the cloakrooms are now in the corridor and space is at a premium!

Finally!

- Please feel free to discuss any aspect of your child's learning with us. Working together we can make the transition as smooth as possible.

Any questions?

