

# Mawsley C.P School

## Year 6 Information Evening

### October 2020



# A successful return

- ▶ No assemblies but class circle times provide opportunities to discuss class concerns or topical issues.
- ▶ Brain boost is discussing the Lockdown experience.
- ▶ PSHE is focussing on mental health strategies and protective behaviours.
- ▶ All children have completed a wellbeing survey. We are supporting individuals where this is needed and holding class discussing or lessons where concerns arose from the majority.
- ▶ The children have coped brilliantly with the demands of the new Year 6 timetable and settled into their final year at Mawsley confidently.

# What impact did lockdown have?

- ▶ Informal assessments have been carried out in Reading, Writing , Maths and basic skills. This has given us a clear picture of where the children are right now. This has been cross referenced with where the children ended their previous key stage.
- ▶ Catch up lessons have been devised to work on general themes in each class.
- ▶ Booster sessions have been designed to target particular skill areas and children have been selected to attend a time specific booster group.
- ▶ The catch up 8.15 starts have been extremely beneficial for the children filling gaps in their learning since year 5. Thank you for your co-operation as parents facilitating this, the children's prompt attendance has made the sessions really successful.

# Homework

- ▶ Homework has been personalised to year groups/classes to address the areas that children need more time to practise or reinforce.

Must	Should	Could
20 minutes reading per night	IXL 3 times per week practise	Year 5/6 100 word list
My Maths activity (set each Tuesday)	TTRockstars 3 times per week practise	Topic research about the Mayan civilisation
Weekly spelling practise (sent out every Thursday)		

# Remote Learning

- ▶ On the school website there will be a password protected Remote Learning Section.
- ▶ On here there will be a timetable for each year group for each week. This timetable will outline the lessons that are being covered in school and links to resources.
- ▶ If your child needs to self isolate you can access the website immediately to source work to complete at home. You could also utilise these materials if your child feels they need reinforcement of a lesson that they have had at school.

# Remote Learning

## Year 6 Remote Learning Timetable 2020-21

	Monday		Tuesday		Wednesday		Thursday		Friday
	Spelling		Spelling		Spelling		Spelling		Spelling
	White Rose Maths		White Rose Maths		White Rose Maths		White Rose Maths		White Rose Maths
	Break		Break		Break		Break		Break
	15 minutes of Accelerated Reader Book		15 minutes of Accelerated Reader Book		15 minutes of Accelerated Reader Book		15 minutes of Accelerated Reader Book		15 minutes of Accelerated Reader Book
	Reading lesson		Reading lesson		AR Vocabulary Quiz		AR Vocabulary Quiz		AR Vocabulary Quiz

# Curriculum coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History		Mayans		The Shang Dynasty of Ancient China		Olympics
Geography			North America		Biomes and climate zones	
Science	Light	Electricity	Classification	Animal biology		Human biology
PSHE	Protective behaviours	Making safe choices including digital safety	Relationships	Mental wellbeing	Health and wellbeing	Physical health and healthy eating
RE	Life and afterlife	Sikhism in Britain	Buddhism	Christianity and the belief in resurrection	Christianity and faith in God	British Hinduism
Computing	E-safety	Presenting my ideas	Digital arts	Cyber Cops	Digital director	Simulators
PE	Tennis	OAA	Gymnastics	Hockey	Rounders/ Cricket	Athletics
Art	Sketching portraits		Sculpture		Painting techniques	
DT		Designing complex structures		Computing to control a product		
Music	Improvise and compose	Listen and recall	Appreciate and understand	Staff and musical notation	History of music	Play and perform



# End of year expectations

## End of Year Expectations for Year 6 for New National Curriculum – EXPECTED (At National Standard)

Year 6 Maths				
Year 6 Number and Place Value				
Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions	Ratio and Proportion	Algebra
Sufficient evidence shows the ability to: <ul style="list-style-type: none"><li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li><li>Round any whole number to a required degree of accuracy.</li><li>Use negative numbers in context, and calculate intervals across zero.</li><li>Solve number and practical problems that involve all of the above.</li></ul>	Sufficient evidence shows the ability to: <ul style="list-style-type: none"><li>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li><li>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.</li><li>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.</li><li>Perform mental calculations, including with mixed operations and large numbers.</li><li>Identify common factors, common multiples and prime numbers.</li><li>Use their knowledge of the order of operations to carry out calculations involving the four operations.</li><li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li></ul>	Sufficient evidence shows the ability to: <ul style="list-style-type: none"><li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li><li>Compare and order fractions, including fractions &gt; 1.</li><li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li><li>Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example, 1/2 × 1/2 = 1/8].</li><li>Divide proper fractions by whole numbers.</li><li>Associate a fraction with division and calculate fraction equivalents [for example, 0.375 = 3/8].</li><li>Identify the value of each digit in numbers with decimal places and multiply and divide and 1000 giving answers up to three decimal places.</li><li>Multiply one-digit numbers with up to 10 by whole numbers.</li><li>Use written division methods in cases where the divisor has up to two decimal places.</li><li>Solve problems which require answers in specified degrees of accuracy.</li><li>Recall and use equivalences between simple fractions, decimals and percentages, including in contexts.</li></ul>	Sufficient evidence shows the ability to: <ul style="list-style-type: none"><li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li><li>Solve problems involving the</li></ul>	Sufficient evidence shows the ability to: <ul style="list-style-type: none"><li>Use simple formulae.</li><li>Generate and describe linear number sequences.</li><li>Express missing number problems algebraically.</li><li>Find pairs of numbers that</li></ul>
Year 6 Reading				
Word Reading		Comprehension		
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...		
<ul style="list-style-type: none"><li>Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li><li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</li><li>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li></ul>		<ul style="list-style-type: none"><li>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</li><li>Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li><li>Recommend books to others, giving reasons for their choices; state preferences.</li><li>Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</li><li>Demonstrate that they have learned a wide range of poetry by heart.</li><li>Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</li><li>Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</li><li>Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</li><li>During discussion, ask pertinent questions to enhance understanding.</li><li>Make accurate and appropriate comparisons within and across different texts.</li><li>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</li><li>Distinguish between fact and opinion.</li><li>Retrieve, record and present information from non-fiction texts.</li><li>Identify key details which support main ideas; summarise content drawn from more than one paragraph.</li><li>Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li><li>Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li></ul>		
Year 6 Writing				
Transcription		Composition		
Spelling Sufficient evidence shows the ability to...		Handwriting Evidence:		Composition: structure and purpose Sufficient evidence shows the ability to...
<ul style="list-style-type: none"><li>Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</li><li>Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</li><li>Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</li><li>Spell some challenging homophones from the YR</li></ul>		<ul style="list-style-type: none"><li>Writing is legible and fluent. (Quality may not be maintained at speed.)</li><li>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li></ul>		<ul style="list-style-type: none"><li>Discuss and develop ideas; routinely use the drafting process before and during writing.</li><li>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</li><li>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</li><li>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</li></ul>
		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...		
		<ul style="list-style-type: none"><li>Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</li><li>Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</li><li>Use modal verbs to indicate degrees of possibility.</li><li>Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</li><li>Understand and use active and passive voice.</li></ul>		



# What can you do at home to support your child this year?

- ▶ Read with and to your child and discuss vocabulary, the meaning behind the text.
- ▶ Practise times tables.
- ▶ Monitor screen time and home digital choices.
- ▶ Spend time outdoors where possible.

# Statutory Assessments

- ▶ Children have participated in assessments 3 times a year during their learning journey through Mawsley - SAT's are just the national measure and will be delivered in a very similar way to all previous in school assessments.
- ▶ From Monday 10<sup>th</sup> May to Thursday 13<sup>th</sup> May.
- ▶ There will be 1 reading assessment; 1 spelling, punctuation and grammar assessment and 3 maths assessments (1 arithmetic and 2 reasoning/problem solving).
- ▶ We will hold a SAT's assessment information session later in the year.

# Contact

- ▶ Class 13 Teacher email: [jenny.tedore@mawsley.org.uk](mailto:jenny.tedore@mawsley.org.uk) and [natalie.delasalle@mawsley.org.uk](mailto:natalie.delasalle@mawsley.org.uk)
- ▶ Class 14 Teacher email: [lee.walton@mawsley.org.uk](mailto:lee.walton@mawsley.org.uk)
- ▶ Please be assured that if we have any concerns, we will make contact to discuss these with you.