



Welcome to Year 6

Friday 20th September 2023





THANK YOU!

D a y	Session 1 8.45 - 9.00	Session 2 9.00 - 9:30	Session 3 9:30-10:45	B r e a k	Session 4 11:00-12:10	L u n c h 1 2 : 1 5 - 1 3 : 0 0 - 1 3 : 1 5	S e s s o n 5	Session 5 13:15 - 14:15	Session 6 14:10 - 15:10 15:15 - HOME	
M o n	Assembly (readers)	Reading	Handwriting English		Maths		Hist/Geog 13:15 - 14:30		Music 14:30 - 15:10	
T u e s	Spelling	Reading	SPAG English		Maths		French 13:15 - 14:10	PSHE 14:15 - 15:10		
W e d	Assembly (readers)	Reading	SPAG English		Maths		Science 13:15 - 14:15			
T h u r	Spelling	Reading	Handwriting English		Maths		Computing 13:15 - 14:15	PE 14:15 - 15:10		
F r i	Assembly (readers)	Reading	Spelling Test English/Whole School Singing		Maths		PE 13:00 - 14:00	Arithmetic 14:00 - 14:35	2:35 Achievers Assembly	



Curriculum Enrichment Map



Year 6

AUTUMN

SPRING

SUMMER

Visits/Visitors



Cragside

Visitor - Green Energy

Residential - City Experience



Environmental Focus

Renewable Energy

Light Pollution

Local Wildlife

Diversity

Black History



LBGTQ+

Local Heroes

Safeguarding

Bikeability

Mental Health

Transition to Secondary School



Ellington Primary School
English Curriculum 2024-25
Year 6 Long Term Plan



Autumn - Writing	"Twisted Tales"/Brothers Grimm Traditional Tales	Victorians/"Oliver Twist" Classic Literature/Non Fiction	Poet Study: Maya Angelou Performance Poetry	Key Scientists - Mary Anning, Marie Curie, Charlie Darwin Non Fiction	Titanium by Sia Song/poem	German "Edeka" Christmas Advert Visual Stimulus
Autumn - Reading	Another Twist in the Tale by Catherine Bruton			Private Peaceful By Michael Morpurgo		
Spring - Writing	"The Highwayman" by Alfred Noyes Poetry	The Arrival By Shaun Tan Picture Book	"The Piano" Visual stimulus/Literacy Shed	"Pandora" Visual Stimulus/Literacy Shed		
Spring - Reading	The Graveyard Book By Neil Gaiman					
Summer - Writing	"Pandora" Visual Stimulus/Literacy Shed	"Alma" Visual Stimulus/Literacy Shed	*Further dialogue sample if required*	Arthur Spiderwick's Field Guide By Holly Black Picture Book	Romeo and Juliet Shakespeare	
Summer - Reading	Once By Morris Gleitzman			Boy in the Tower By Polly Ho-Yen		

Maths - four operations, FDP, algebra, geometry, data handling
Science - Evolution and Inheritance, Electricity, Circulatory system, Light
RE - Hinduism, Creation Vs Science, How does faith help people?
History - WW2, The Ancient Maya, Significant Figures
Geography - Population, Sustainable Energy
Computing - Coding, Copyright and Ownership, Green Screen
ART/DT - Macro-photography, design and make a waistcoat
PSHE - SRE,
PE - Football, Health-Related exercise, gymnastics, OAA
French - A l'école, Les planetes, Le weekend
Music - rhythms, whole school singing, end of year performance

Big Events in Year 6

- End of KS2 assessments (SATs)
- Residential trip
- Transition to Secondary School
- End of year “graduation” and performances

Expectations

- Reading 3 times a week (minimum) and ideally this is done throughout the week as opposed to all in one go
- Homework - 1x arithmetic, 1x timestables, 2x SPAG
- Regular practise of spellings from log book
- TTRS
- Active participation in lessons
- Attendance and punctuality

End of KS2 Assessments

Week beginning 12th May 2024

- Mon = GPS
- Tues = Reading
- Weds = Arithmetic and Reasoning Paper 1
- Thurs = Reasoning Paper 2
- Fri = RELAX!

GPS

- 45 minutes Paper 1; 15-20 minutes Paper 2
- Paper 1 (Grammar, punctuation and elements of spelling)
 - 50 questions; 50 marks
- Paper 2 (Spelling) - verbally read out by staff in school; 20 questions; 20 marks

35

Which two sentences contain a **preposition**?Tick **two**.

Kelly wrote a poem on Tuesday night.

She worked very hard all evening.

Her mum read the poem before school.

42

Circle the **relative pronoun** in each sentence below.

A large collection of gold and silver, which is known as the Staffordshire Hoard, was discovered in 2009.

Mr Herbert, who made the discovery using his metal detector, received a reward for finding it.

Some of the artefacts that he found are on display in museums.

45

Add a different **prefix** to each word to form its **antonym**.

_____ honest

_____ separable

_____ noticeable

37

Explain how the position of the **comma** changes the meaning of the sentences below.

- As Fred ate the sweet orange, balloons were given to the children.
- As Fred ate the sweet, orange balloons were given to the children.

1 mark

1 mark

Tick one box in each row to show whether once is an **adverb** or a **conjunction**.

Sentence	Adverb	Conjunction
I've only been to France <u>once</u> with my family.		
<u>Once</u> I arrived in Paris, I tried to speak French.		
My accent really improved <u>once</u> we had been there a few days.		

1 mark

Reading

-1 hour

-3 texts (all at least 2 pages long; often themed; increase in difficulty)

-Approx. 38 questions

-50 marks available

Reading

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 Look at page 4.

Why did Priya find it surprising to hear two vehicles drive by?

7

Look at the top of page 5.

Then **it** hit her.

What is **it**?

1 mark

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' – the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip.

Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time.

It was someone playing a trick, trying to frighten him. It was pretty ridiculous, actually. There were no wolves on Nin.

Innis cupped a hand to his mouth and returned the best horror-movie wolf howl he could muster. There was an immediate response but from further away this time, in the distance up by the mountain. And then another howl, much closer, a sound that no boy could make.

Innis whirled around and stared across the moor. Twenty paces from where he stood was a shape, dark against the brightness of swirling snow. The silhouette of an animal. It stood side-on to him, front and back legs splayed, back arched, bushy tail curved down. Innis watched the creature raise its head slowly to the sky and another howl shattered the silence.

It was the unmistakable silhouette of a wolf.

Innis turned and ran, leaping across the marshy ground, rasping air in and out. He slid down shallow slopes and sank into boggy puddles, rammed hands into the mud to haul himself out, moved forwards at speed, too frightened to look back in case the wolf was upon him and his legs gave out. He took a glance behind as he ran, saw nothing and stumbled and fell, landing face first in the marsh.

Innis sat up, felt water ooze beneath his trousers and melting snow run down his back. He gave a shiver and looked around. No wolves – but a boy was walking towards him, the snow lying thick enough now to hear the crunch of his steps.

Innis struggled to his feet. He didn't recognise the boy.

He was smaller than Innis but seemed older. In appearance, the boys were the exact opposite. The stranger was squat, with short, fair hair, shaved almost to the scalp. He had dark, unfriendly eyes. Innis didn't know him.

The boy turned and took a step away, and Innis asked, 'Where are you going?'

'What's it to you?' the boy asked, without turning or stopping.

'There's a wolf out there,' Innis said.

The boy stopped and headed back toward Innis. 'Where exactly?'

Innis pointed. 'Out there somewhere.'

'You saw it?' probed the boy.

'I heard it *and* I saw it.'

The boy didn't answer, but asked instead, 'How far?'

'Not far, five minutes from here.'

The boy sighed and wiped snow from his face. He turned and strode off without another word.

Maths

- 110 marks in total across 3 papers
- Arithmetic - 30 mins; 38 questions; 40 marks
- Reasoning 1 - 40 mins; 21-27 questions; 35 marks
- Reasoning 2 - 40 mins; 21-27 questions; 35 marks

Arithmetic

16

$$\frac{3}{16} + \frac{5}{8} =$$

1 mark

17

$$0.3 \div 10 =$$

1 mark

18

$$\frac{1}{3} + \frac{2}{6} + \frac{5}{18} =$$

1 mark

19

$$29.5 - 16.125 =$$

20

$$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$$

Show
your
method

30

$$95\% \text{ of } 180 =$$

1 mark

31

$$0.4 \times 37 =$$

1 mark

34

$$2\frac{5}{6} - \frac{3}{4} =$$

1 mark

35

$$38\% \text{ of } 750 =$$

1 mark

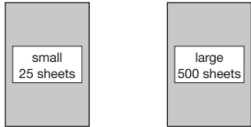
$$\frac{2}{3} \times 900 =$$

1 mark

Reasoning

25 There are 25 sheets of paper in a small pack.

There are 500 sheets in a large pack.



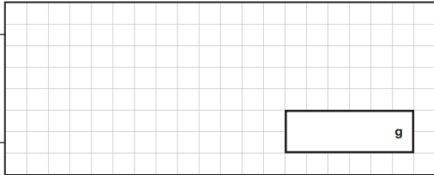
How many small packs make one large pack?

1 mark

The mass of the paper in the large pack is 2.4 kilograms.

What is the mass of **one sheet** of paper, in **grams**?

Show your method



16 One day last year, the rate of rainfall from 6:30 am until 9:00 am was 2 millimetres per hour.

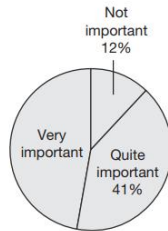
What was the **total** rainfall from 6:30 am until 9:00 am?

1 mark

24 1,200 pupils were asked this question:

How important is it to have a break when using a screen?

This chart shows the results.



How many pupils answered 'Very important'?

26 This formula is used to estimate the mass (in kilograms) of young children.

$$\text{mass} = 2 \times (\text{age in years} + 5)$$

Stefan's sister is 4 years of age.

Use the formula to estimate her mass.

1 mark

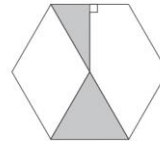
The mass of Megan's brother is 16 kilograms.

Use the formula to estimate his **age**.

1 mark

22 Here is a regular hexagon.

The area of the large shaded triangle is double the area of the small shaded triangle.



What **fraction** of the whole hexagon is the shaded area?

1 mark

1 mark

Writing



- Teacher assessed over a variety of their most recent pieces of writing around the May/June time.
- After this, the writing is moderated in one of two ways:
 - 1) Formally by the Local Authority who send in an external moderator who will agree/disagree with the teacher assessment.
 - 2) Informally with teachers from other schools at a local moderation meeting.

Writing Expectations

This is a checklist based on end of KS2 expectations for reaching the expected standard.

Typically, they want to see each feature at least 3 times. It is also worth noting that children cannot be at the expected standard if they do not join their handwriting.

Capital letters, full stops and apostrophes for omission are just a given at this stage so are not mentioned on here but they must be consistently used correctly.

WORKING AT THE EXPECTED STANDARD  	
I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it. <i>e.g. writing informally and in the first person in a diary</i>	
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>	
I can include dialogue to convey character and advance the action. <i>e.g. include emotions, actions and characters' thoughts in your dialogue.</i> <i>With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.</i>	
I can use the appropriate vocabulary and grammatical structures for my writing. <i>e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.</i>	
I can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. <i>e.g. for, and, nor, but, or, yet, so</i>
	Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>
	Adverbials. <i>e.g. include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>
	Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>
I can use tenses correctly and consistently.	

I can use a range of punctuation mostly correctly:	Inverted commas.
	Apostrophes for possession.
	Commas for fronted adverbials.
	Commas for clauses.
	Commas in a list.
	Brackets, dashes and commas (parenthesis).
	Commas for clarity.
	Hyphens.
	Semi-colons.
	Colons.
I can spell most words from the Year 5/6 spelling list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>	
I can use a dictionary to check the spelling of uncommon or more ambitious words.	
I can write neatly and legibly with joined letters.	

How can I help my child?

- Help them get into good habits e.g. meeting deadlines for homework, organising their own items for school
- Reading - we can't stress this enough, children must get into good reading habits as this will only make accessing their education easier
- Encouraging pride in how they dress (school uniform expectations) and their work
- Making the most of opportunities open to them (trips, clubs, boosters, roles within school, performances)
- Accepting school rules, rewards and consequences
- Encouraging degrees of independence
- Open, positive communication

Transition to Secondary School

Potential Secondary Options:

NCEA Duke's

James Calvert Spence (Amble)

St Benet Biscop (Bedlington)

Blyth Academy

Ashington Academy

Duchess (Alnwick)

Bedlington Academy

Cramlington Learning Village

Transition to Secondary School

Applications open Thursday 12th September 2024 and close Thursday 31st October 2024 (during half term).

St Benet Biscop - 24th September from 6pm - 8pm

NCEA Dukes - 25th September from 4pm - 6pm.

Ashington Academy - 26th September from 6pm - 8pm.

John Calvert Spence College - provisional date 2nd October.

Residential Trip

- Manor Adventure @ Lockerbie Manor

<https://www.manoradventure.com/lockerbie-manor.php>