Welcome To Our Spring Term

'Curriculum meeting '

For Tiger Class





Our Vision

All Saints is a calm, happy, inclusive and welcoming school, founded on love and hope, which works together to build a better community for everyone. We respect and care for all God's people (of all faiths and none) and His world, playing our part in God's plan as we journey together to achieve the best for ourselves and others.

Our Mission

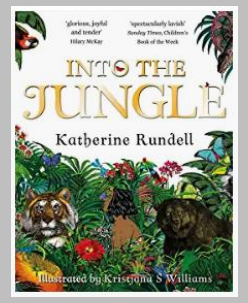
To inspire all children at All Saints Church of England Primary School to be resilient, confident and curious learners and nurture their development to ensure every child can succeed and make a positive contribution in an ever changing world.

LOVE HOPE COMMUNITY

Year 6 Curriculum… Spring term

English











Maths

Number: Place Value Addition and Subtraction
Multiplication and Division
Fractions
Geometry (angle and circles) with measurement (time) , co-ordinates
Measurement (Mass, Capacity) and all four operations
Statistics

Science

Physics – Electricity & Sound
Biology - – Classification & Evolution

Geography

Why should we live more sustainably?

Art & Design

Art or Crime
Banksy

Music

Short Ride in a Fast Car

Design & Technology

Plant Plate Showdown

Computing

Variables in games
Introduction to spreadsheets

PE

Jagtag/Flag Football
Gymnastics Running

Religious Education

Creation and Science: Conflicting or complementary
What difference does the resurrection make to Christians?

Spanish

¿Qué tiempo hace?
What's the Weather Like?

PSHE/RSE

Keeping Myself Safe
Rights and Responsibilites

Year 6 Maths Curriculum

Number – Number and Place Value

I can:

- ☐ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- ☐ round any whole number to a required degree of accuracy
- ☐ use negative numbers in context, and calculate intervals across zero
- ☐ solve number and practical problems that involve all of the above.

Number – Addition and Subtraction

I can:

- ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- ☐ perform mental calculations, including with mixed operations and large numbers
- ☐ use their knowledge of the order of operations to carry out calculations involving the four operations
- ☐ 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.

Number – multiplication and division

I can:

- ☐ 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
- ☐ identify common factors, common multiples and prime numbers
- ☐ perform mental calculations, including with mixed operations and large numbers
- ☐ use my knowledge of the order of operations to carry out calculations involving the four operations
- ☐ 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.

Number – Fractions

I can:

- ☐ 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 x 1/2 = 1/8]
- ☐ divide proper fractions by whole numbers [for example, 1/3 ÷ 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 three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- ☐ multiply one-digit numbers with up to two decimal places by whole numbers
- ☐ use written division methods in cases where the answer has up to two 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.

Measurement

I can:

- ☐ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 to up to three 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 (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].

Geometry – Properties of Shapes

I can:

- ☐ 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.

Geometry – Position and Direction

I can:

- ☐ describe positions on the full coordinate grid (all four quadrants)
- ☐ draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

I can:

- ☐ interpret and construct pie charts and line graphs and use these to solve problems
- ☐ calculate and interpret the mean as an average.

Ratio and Proportion

I can:

- ☐ solve problems involving the relative sizes of two 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.

Algebra

I can:

- ☐ use simple formulae
- ☐ generate and describe linear number sequences
- ☐ express missing number problems algebraically
- ☐ find pairs of numbers that satisfy an equation with two unknowns
- ☐ enumerate possibilities of combinations of two variables.

Year 6 Writing

Working towards the expected standard:

The pupil can write for a range of purposes:		
using paragraphs to organise ideas		
in narratives, describing settings and characters		
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		
using mostly correctly:	capital letters	
	full stops	
	question marks	
	commas for lists	
	apostrophes for contraction	
spelling most words correctly (years 3 and 4)		
spelling some words correctly (years 5 and 6)*		
write legibly[1]		

Working at the expected standard:

The pupil can 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)	
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]	

Year 6 Reading

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
to apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly (as listed in English Appendix 1*) to read aloud.	
to read all Y5/Y6 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.	
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).	
to maintain positive attitudes to reading and understanding of what they read by: • showing an awareness of audience when reading out loud using intonation, tone, volume, action; • recommending texts based on personal choice to peers; • reading a wide range of genres, identifying the characteristics of text types and differences between text types.	
to understand what they read by: • discusses vocabulary used by the author to create effect; • identifies main ideas drawn from more than one paragraph and summarises these; • draws inferences from characters' feelings, thoughts and motives; • justifies predictions with evidence from the text.	
to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.	
to evaluate the use of authors' language and explain how it has created an impact on the reader.	

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
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.	
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.	

Reading

Reading is a vital skill that is nurtured here at All Saints to support our pupils becoming literate and developing a love and appreciation of the written word. As part of our day to day practice we:

- *Read as a whole class every day during guided reading where children are taught key reading domains and strategies*



- *Ensure children have their own book band book which we aim for them to read at least three times a week to practise fluency, skills at taught during the week at home*
- *Take children to the library where they can select two books to read for pleasure, research or general interest*

Spelling

To support the teaching of our English curriculum children are:

- Taught spelling through word study where spelling patterns are investigated.
- Taught to be accurate spellers and think about whether a spelling looks like it would in a book
- Encouraged to correct errors in writing using a dictionary
- Given spellings every week which they practise in class

Times table

To support the teaching of our Maths curriculum children are:

- Given the opportunity to practise times tables up to 12x (Children are expected to know up to 12x)

TOP TIP: Knowing times tables really does make a Year 6's life a lot easier!

General expectations and reminders

- Reading books and water bottles should be brought into school every day
- Children are encouraged to bring a healthy snack for breaktimes
- Lunch boxes – we are nut free. A healthy balanced lunch is promoted to encourage good eating habits (no sweets please)
- PE kits should be in school for PE days (Monday and Friday)
- If children wear stud earrings they should either take them out on PE days or bring tape
- Children should be reminded that nail varnish, jewellery and trainers are not part of our school uniform therefore should not be worn (trainers can only be worn for PE)
- Please make sure everything is named
- *Your child should bring a coat (we do try and get out for fresh air even when it is raining as long as it is safe to do so)*

Keeping Safe Online

Be READY

- If your child is playing games online or communicating with others play the game yourself so you know the content of what they are seeing and hearing and who they might be communicating with
- Know your online child – what, who, when



Be RESPECTFUL

- We teach the child that if you are communicating with someone online you should only say things that you would say to them in person



Be SAFE

- We teach children to block and report others if inappropriate things occur online
- Set parental controls
- Regular check ins regarding usage
- - Be aware of age restrictions for example in April 2024 Whatsapp has changed from 16 years old to 13 years old.



Secondary School: Smart Phone v Brick Phone

Please be aware that a lot of Secondary Schools are reviewing their policies regarding mobile phones. A number of Secondary Schools are considering children only being able to bring a ‘brick phone’ which can only make calls and texts. Under this policy change (if they go ahead) will mean children cannot bring smart phones, phones that look like smart phones or smart watches on site.

As phones are a considerable purchase, I wanted to make you aware.

It is worth checking with the Secondary School your child is going to in September to avoid potential issues and upsets.

Behaviour Policy & Expectations

Our Behaviour expectations are based around ‘Ready, Respectful, Safe’

- the children understand that they need to be **ready** to learn, ready to listen and ready to respond appropriately. They know they need to be **respectful** of themselves, others and their environment. They also know that at all times they need to keep themselves and others **safe**
- Our behaviour expectations focus on the positives (Green choices – ‘Go’ Behaviours. Red choices are ‘Stop and think’ choices which we help children to reflect on and ‘turn around’
- We work hard to promote positive behaviour in a range of ways:

Attendance

- An attendance of 97% is essential to ensure children make progress
- If children feel a little under the weather – please send them in – they often ‘pick up’ once busy in class – we will monitor and contact you if needed
- If children are ill – please ring office by 9.30 with reason – you can leave a message - we must be able to account for children even if they are not in school
- Essential children are on time – must be in by 8.55 - this ensures a calm transition for your child and the class

Study Club (commencing W/B 23/2/26)

WHAT: Maths, Reading & SPAG (spelling, punctuation and grammar)

WHEN: 3.30 – 4.45 Monday (Maths) & Thursday (English)

HOW: Children are organised into groups where they work with an adult to help develop confidence, revise key skills and discuss strategies specific to their needs.

Before starting, children will be given a snack, drink and have a playtime.

Year 6 upcoming events…

23.1.26 Year 6 Height & Weight – School Nurse
9.2.26 Children's Mental Health Week
10.2.26 Safer Internet Day
10/11.2.26 Parent Meetings
11.2.26 Winchester College Jazz Concert
W/B 16.2.26 Half Term Holidays
23.2.26 INSET DAY
24.2.26 Year 6 Sharing Worship
26.2.26 Study Club commences (and then every Monday & Thursday till SATs)
5.3.26 World Book Day
9.3.26 Children sharing learning 3.30
13.3.25 Mothers Day Gift Shop
16.3.25 Neurodiversity Week
24.3.26 Musicians Sharing
27.3.26 Easter Church Service
Last day of term (Easter Holidays)

<u>FUTURE YEAR 6 EVENTS</u>

- RSE Workshops 21.4.26
- SATS W/B 11th May
- Residential 10-12.6.26
- Sports Day 15/16.6.26
- 22.6.26 INSET Day
- 25.6.26 Year 6 Leaver's Cathedral Service (children only)
- Year 6 End of Year production –14th July TBC
- 15.7.26 School Disco/Y6 Pizza Night
- Leaver's Service – 22rd July TBC

(other dates as per list)

We will inform you if there are any changes or additions.

Any questions or issues, please do not hesitate to get in contact as we are here to work in partnership with you to support your child in all aspects of school life.

