



Year 6 Parent Meeting

SUMMER TERM 2021

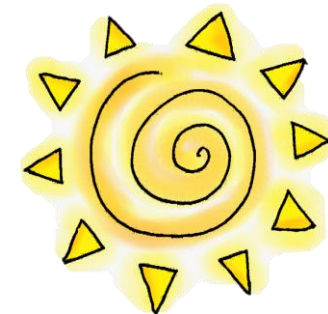
Thank you – YOU MADE IT THROUGH!



Aims of the meeting:

- ☐ Inform you about the term ahead
- ☐ Discuss the Summer Term Curriculum
- ☐ Focus on Reading, Writing and Maths
- ☐ Dates for your diary
- ☐ Time to ask us any questions you may have



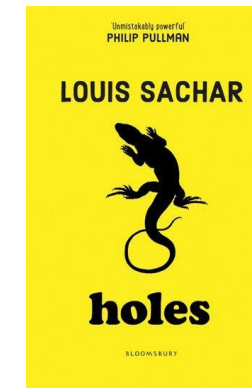


Summer Term Curriculum

Topic

Summer 1 - Magnificent mountains

Summer 2 - Our Changing World



- ☐ Which subjects will drive the topic? **Geography & History**
- ☐ Which other subjects will link with the topic? **Reading & Writing**
- ☐ Which subjects will remain separate? **Maths, Science, Computing, D&T, Art, RE, PSHE, PE, Music & French**



Summer Term Curriculum

- **Maths:** Ratio and Proportion, Algebra, Geometry, Statistics and Problem Solving.
- **Science:** Animals including Humans in Summer 1 with a focus on the circulatory system and healthy living. We plan to work towards a Science Fair in Summer 2.
- **Computing:** e- safety and using micro:bits and robo:bits
- **D&T:** Programming Adventures involving Beebots in Summer 2
- **Art:** Printing in Summer 1.
- **RE:** Humanism, Salvation and Hinduism.
- **PSHE:** Financial Capability, Drug Education, Relationship and Sex Education (Y6 content) and Managing Change (focus on transition).
- **PE:** OAA and Cricket in Summer 1. Swimming and Athletics in Summer 2.
- **Music:** Ukulele with Mr Wright (starting 27th April) then preparing for Y6 Production!!!



Reading

Year 6 children are expected to read for pleasure at home once a day as part of their homework. Feel free to upload photos of the books you are reading to dojo.

A Y6 recommended reading list can be found online at:

<https://www.thereaderteacher.com/year6>

This has some ideas of the sorts of texts children should be reading for their age. We understand your child may find some of these texts challenging so we would encourage you to choose a book to read together with a focus on discussion to deepen inference skills.

Y6 children read daily in school either as a whole class, in guided groups or one-to-one.

There are weekly comprehension lessons focusing on the child's understanding of the text and ability to communicate their answers citing specific evidence.



Writing

- ❑ We explore, plan and write a range of text types in our English lessons.
- ❑ 'Holes' by Louis Sacher will be our main stimulus for writing this term.
- ❑ We will focus on writing text types which will help us to create opportunities to 'show off' end of KS2 writing criteria (see next 6 slides).
- ❑ We will ensure pupils have an opportunity to show their ability in fiction and non-fiction texts as well as poetry.
- ❑ We embed our knowledge of text types by providing writing opportunities in other curricular areas such as: History, Geography, Science, RE, PSHE etc.



End of KS2 Writing Criteria

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe 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)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Link to view an exemplification of 'Working Towards'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/653136/2018_exemplification_materials_KS2-WTS_Dani_.pdf

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

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
" "	Inverted commas for speech (Don't forget the commas too!).

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

Can you use a subordinate clause in different places in your sentences?

Writing Mat Working towards Year 6

Keep It Neat!

Write in a neat, legible style.

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Finally,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,

Use a mixture of simple, compound and multi-clause sentences.

Use a thesaurus to up-level your vocabulary choices.

It's All Relative!

Use a relative pronoun to add a relative clause.

who, which, where, when, whose, that

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.

Modal Verbs

Use modal verbs to describe how likely something is to happen.

It **might** rain today

You **will not (won't)** get any dinner!

End of KS2 Writing Criteria

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 correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Links to view an exemplification of
'Working At Expected Standard'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/653133/2018_exemplification_materials_KS2-EXS_Morgan_.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/653138/2018_exemplification_materials_KS2-EXS_Leigh_.pdf

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Creating Cohesion Top

Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Be a Punctuation Professional:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
" "	Inverted commas for speech (Don't forget the commas too!).

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Modal Verbs

Modal verbs describe how likely it is that something will happen.

You **should not (shouldn't)** go to school today.

I **could** have a coffee with you.

Writing Mat

Expected Year 6



visit [twinkl.com](https://www.twinkl.com)

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened

her heart raced

sweat trickled gasping for air

Check for:

- consistent tense and person
- paragraphs with cohesive links
- subject/verb agreement
- genre features
- layout devices

Spellings... I need to know many of these:

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

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

End of KS2 Writing Criteria

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Link to view an exemplification of 'Working at Greater Depth'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655619/2018_exemplification_materials_KS2-GDS_Frankie_.pdf

Writing Mat

Greater Depth Year 6

Spellings... I need to know all of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
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bargain	exaggerate	occupy	sufficient
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category	existence	opportunity	symbol
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conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Punctuation Reminders:

A . ! ? ' , " " () ... : ; -

Use a full range of punctuation.

Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- pronouns/ nouns for cohesion

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Create a Mood!

Where appropriate, in formal writing, use the subjunctive mood:

If I were The Queen, ...

Were there to be a change in my circumstances...

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as
before after until
unless since when

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed
apprehensive

Or 'show' a character's feelings:

his breathing quickened
her heart raced
sweat trickled
gasping for air

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils - my favourite sign of spring - swayed gently in the woodland breeze.

Be a Punctuation Professional!

Use semi colons, colons and dashes to mark independent clauses:

It felt like forever- the longest six weeks holiday of all time.

Jack's eyes slowly opened; there was no one to be seen.

They all knew his secret: he was a specialist secret agent.

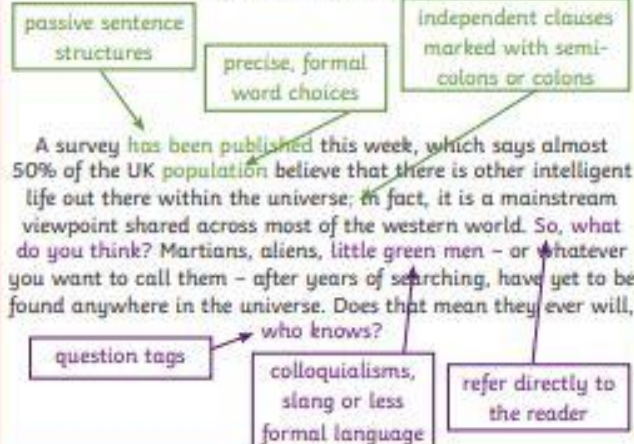
Important Links!

Link your sentences and paragraphs using time, place, frequency, contrast/cause and manner adverbials, e.g.

Later that day, Deep inside the forest, Occasionally, On the other hand, Consequently, Waiting anxiously,

Managing Formality!

Where appropriate, can you switch between levels of formality from formal to informal?



Modal Verbs

Use modal verbs to describe the possibility of something happening.

We **ought** to go and see Granny today.

You **shall not (shan't)** go to the ball.

Maths

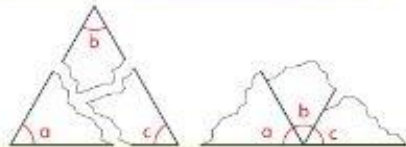
Unit I3 Geometry – properties of shapes



In this unit we will ...

- ✦ Measure angles and draw shapes accurately using a ruler and protractor
- ✦ Calculate unknown angles in shapes and on lines using angle facts
- ✦ Explore properties of polygons and circles
- ✦ Identify 3D shapes from 2D representations
- ✦ Draw multiple nets for a 3D shape

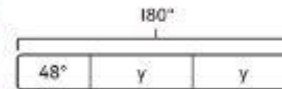
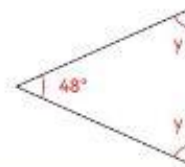
How can you use your knowledge of angles on a straight line to work out what the interior angles of a triangle add up to?



We will need some maths words. Which ones do you recognise? What do they mean?

degree angle obtuse acute reflex
right angle protractor triangle isosceles
equilateral scalene regular polygon quadrilateral
parallelogram kite rhombus trapezium diameter
radius circumference concentric perimeter
net pyramid tetrahedron cylinder prism
vertically opposite angles cuboid cube

We also need to be able to use bar models to calculate unknown angles. How can you work out the size of this angle without measuring?



Maths

Unit 14 Problem solving



In this unit we will ...

- ⚡ Solve problems about number, including fractions and ratio
- ⚡ Use representations to help make sense of problems
- ⚡ Use the four operations flexibly
- ⚡ Reason about problems with a context and without a context
- ⚡ Apply understanding of measurement and geometry to solve problems

In previous units, we used the four operations to solve calculations. Which operations do you need to find the value of the triangle?

$$\triangle + \triangle - 120 = 300$$



We will need some maths words. Which ones do you remember?

partition	estimate	round
compare	equivalent	percentage
ratio	proportion	convert
common denominator	coordinates	
translation	reflection	vertex
scaling	isosceles triangle	

We will also use bar models and number lines.

What values do the question marks represent in the number line and bar model?



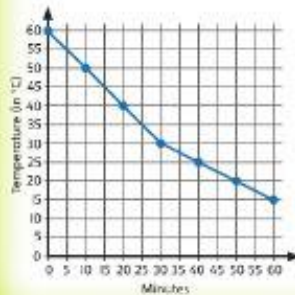
Maths

Unit 15 Statistics



In this unit we will ...

- ✦ Learn to calculate the mean of a set of data
- ✦ Use the mean to find missing data
- ✦ Read and interpret pie charts using fractions
- ✦ Read and interpret pie charts using percentages
- ✦ Interpret and create line graphs



We will be interpreting line graphs.

Here is a line graph that shows the temperature of a hot chocolate drink that was left to cool.

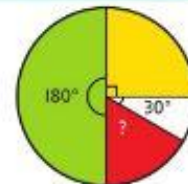
What was the temperature of the hot chocolate after ten minutes?



We will need some maths words. Which ones do you recognise?

mean	average
pie chart	segment line graph
bar chart	percentage
fraction	data

We need to know that the angles around a point add up to 360° . Calculate the missing angle.





Maths

The Progression Documents for Maths can all be found using the following link to our school website. These show you the expectations for each year group across the 10 areas of the Maths curriculum.

http://www.isleham.cambs.sch.uk/web/curriculum_progression_documents/432215

Sharing Fridays

On these dates, children will share with you (via their Class Dojo portfolios) 2 pieces of work which they are most proud of.

The dates are:

- ☐ Friday 23rd April,
- ☐ Friday 28th May,
- ☐ Friday 9th July.



Dates for the diary:

- WB 10.5.21 Swimming will hopefully start - we'll post details of days on Dojo.
- 29.6.21 at 3:30pm – Residential meeting for Year 6 (kit lists, room preferences etc.)
- 30.6.21 - Sports Day events
- 1.7.21 at 6:30pm – Year 6 Production
- WB 5.7.21 – Various SVC transition days
- 9.7.21 – Year 6 hosting a Science Fair event in school
- WB 12.7.21 – Various MCA transition days
- 13.7.21 at 6:00pm – Summer Concert
- 16.7.21 – Year 6 Leavers' Service (time to be confirmed)
- 19.7.21, 20.7.21 and 21.7.21 – Year 6 Residential

And then you're off to college!!!





Questions

- ☐ Any questions?
- ☐ Please feel free to pass any subsequent questions on via office@isleham.cambs.sch.uk

