

# Welcome to Year 6

Mr Jackson

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# Tonight's Agenda

- Timetable
- Topics and curriculum
- SATS
- Homework
- Trips
- Help from home

# Year 6 Timetable

- English and maths daily.
- Foundation subjects every afternoon.
- Opportunities to read and discuss texts daily.
- Additional sessions for extra support where needed.
- P.E. Tuesday and Friday this term

# Year 6 Topics and Curriculum

- Theme webs updated onto website. These provide an overview of what we will be learning about that term/half term.
- Each term will involve a variety and balance of different subjects.
- For each topic, including science, there is a knowledge organiser which contains key learning points and words.
- Let's take a look at the yearly overview, theme web for this half-term, maths yearly overview and an example knowledge organiser.

### English

- Exploring Maya creation stories, myths and legends
- Creating Maya fact files and information texts
- Star of Hope, Star of Fear
- Writing narratives with flashbacks.

### Geography - South America

- Identifying the countries, settlements and regions of South America
- Describing human and physical geography of South America and its climate
- Researching its land use, trade links and other economic activity.

### Design Technology and Computing

- Maya weaving techniques
- Creating and using databases

### French and R.E

- School
- Maya culture and beliefs
- Christianity

### Maths

- Place value
- Four operations
- Fractions
- Position and direction
- The Maya number system

### Art and Music

- Frederick Catherwood's ancient Maya sketches and observational drawing skills
- Maya glyph graffiti art

Year 6 - 2022/2023

Autumn Term

Brave New World

### PSHE

- Health and wellbeing
- Growth mind-set
- Making choices

### P.E.

- Swimming
- Tag rugby

### History - The Maya civilisation

- Who were the Maya and where did they come from?
- Maya writing and glyphs
- Why is it said the Maya predicted the end of the world?
- How does the Maya calendar work?
- Maya artefacts
- Maya food and the story of chocolate
- Famous Maya sites and architecture
- Comparisons between ancient and modern day Maya

### Science

- Exploring different ways in which plants and animals can be classified
- The roles of taxonomists
- What are microorganisms and how can they be useful?
- Investigating the effects of microorganisms
- Cultivating our own microorganisms

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>		Number <b>Addition, subtraction, multiplication and division</b>				Number <b>Fractions A</b>		Number <b>Fractions B</b>		Measurement <b>Converting units</b>	
Spring	<b>Ratio</b>		<b>Algebra</b>		Number <b>Decimals</b>		Number <b>Fractions, decimals and percentages</b>		Measurement <b>Area, perimeter and volume</b>		<b>Statistics</b>	
Summer	Geometry <b>Shape</b>		Geometry <b>Position and direction</b>		Themed projects, consolidation and problem solving							

We follow White Rose Maths for our scheme of learning. Areas will be revisited and further consolidated as needed. There is a lot to get through before May!

Key Vocabulary	
<b>offspring</b>	The young animal or plant that is produced by the reproduction of that species.
<b>inheritance</b>	This is when <b>characteristics</b> are passed on to <b>offspring</b> from their parents.
<b>variations</b>	The differences between individuals within a species.
<b>characteristics</b>	The distinguishing features or qualities that are specific to a species.
<b>adaptation</b>	An <b>adaptation</b> is a trait (or <b>characteristic</b> ) changing to increase a living thing's chances of surviving and reproducing.
<b>habitat</b>	Refers to a specific area or place in which particular animals and plants can live.
<b>environment</b>	An <b>environment</b> contains many <b>habitats</b> and includes areas where there are both living and non-living things.



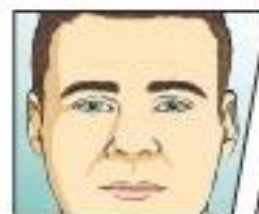
**Offspring**  
Animals and plants produce **offspring** that are similar but not identical to them. **Offspring** often look like their parents because features are passed on.

**Variation**  
In the same way that there is **variation** between parents and their **offspring**, you can see **variation** within any species, even plants.



### Adaptive Traits

**Characteristics** that are influenced by the **environment** the living things live in. These **adaptations** can develop as a result of many things, such as food and climate.



### Inherited Traits

Eye colour is an example of an **inherited** trait, but so are things like hair colour, the shape of your earlobes and whether or not you can smell certain flowers.



### Habitats

A good **habitat** should provide shelter, water, enough space and plenty of food.

### Environments

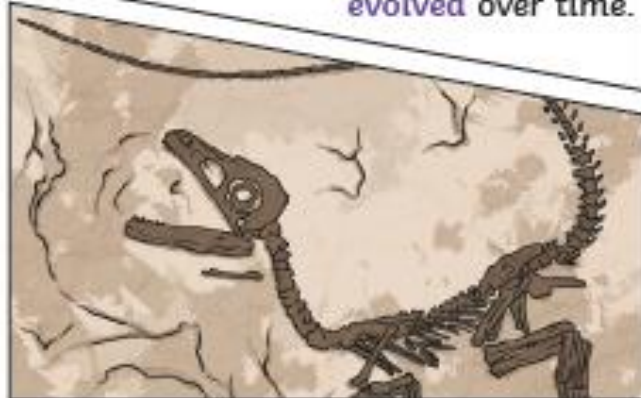
There are many types of **environment** around the world. Polar regions, deserts, rainforests, oceans, rivers, and grasslands are all **environments**.



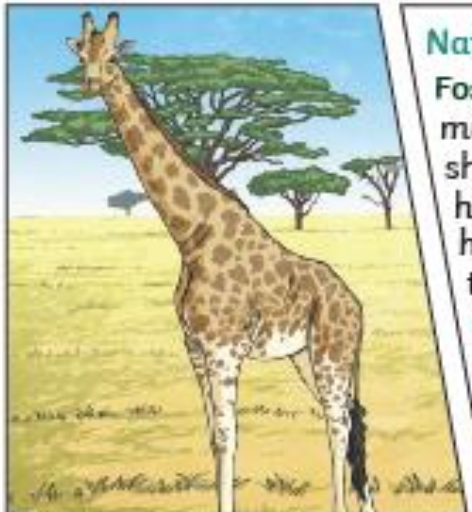
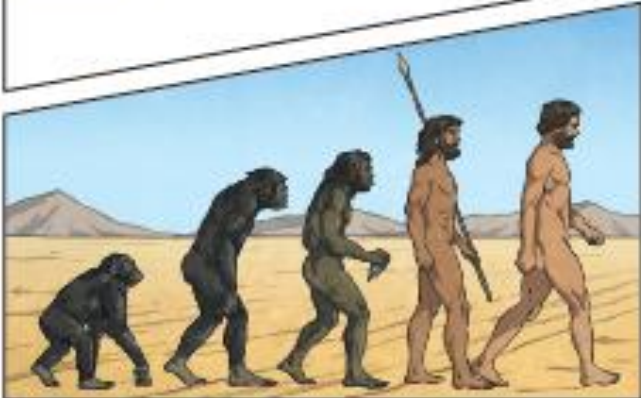
**Key Vocabulary**

<b>evolution</b>	<b>Adaptation</b> over a very long time.
<b>natural selection</b>	The process where organisms that are better adapted to their <b>environment</b> tend to survive and produce more <b>offspring</b> .
<b>fossil</b>	The remains or imprint of a prehistoric plant or animal, embedded in rock and preserved.
<b>adaptive traits</b>	Genetic features that help a living thing to survive.
<b>inherited traits</b>	These are traits you get from your parents. Within a family, you will often see similar traits, e.g. curly hair.









Fossils are the preserved remains, or partial remains, of ancient animals and plants. Fossils let scientists know how plants and animals used to look millions of years ago. This is proof that living things have **evolved** over time.



**Evolution** is the gradual process by which different kinds of living organism have developed from earlier forms over millions of years. Scientists have proof that living things are continuously **evolving** - even today!



**Natural Selection**  
Fossils of giraffes from millions of years ago show that they used to have shorter necks. They have gradually **evolved** through **natural selection** to have longer necks so that they can reach the top leaves on taller trees.

Living Things	Habitat	Adaptive Traits
polar bear	 arctic	 Its white fur enables it to camouflage in the snow.
camel	 desert	 It has wide feet to make it easier to walk in the sand.
cactus	 desert	 It stores water in its stem.
toucan	 rainforest	 Its narrow tongue allows it to eat small fruit and insects.



# SATS

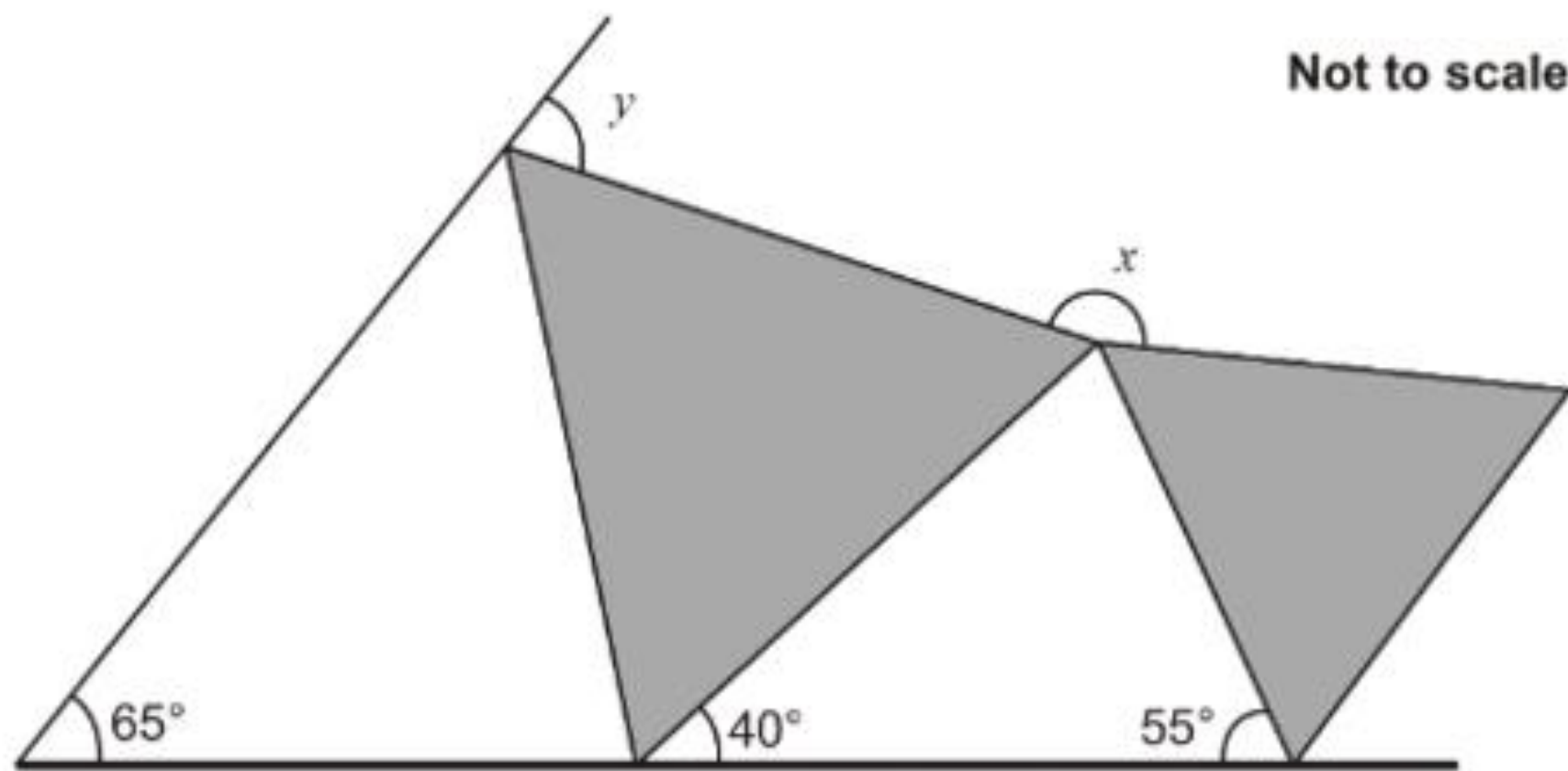
The key stage 2 tests are timetabled from Monday 13 May to Thursday 16 May 2024.

Monday	English grammar, punctuation and spelling papers 1 and 2	
Tuesday	English reading	
Wednesday	Mathematics papers 1 and 2	Paper 1 – Arithmetic (calculations)
Thursday	Mathematics paper 3	Paper 2 & 3 - Reasoning (problem solving)

The Year 6 SATS will be taking place in May next year. They usually follow the format above with a focus on English at the start of the week and maths in the second part.

Take a look at the following example SATS questions. How many would you feel confident with?

The diagram shows two shaded **equilateral triangles**.



Calculate the size of the **angle  $x^\circ$**  and **angle  $y$**

Do **not** use a protractor (angle measurer).

The diagram shows two shaded **equilateral triangles**.

# How good is your spelling, punctuation and grammar?

Circle the four **prepositions** in the sentence below.

On a mountain bike, you can cycle across rocky ground, along muddy paths and over harsh terrain.

1 mark

What is the grammatical term for the underlined part of the sentence?

Charlie spilt his juice, but it didn't go on his shirt.

Tick **one**.

an adverbial

a main clause

a noun phrase

a subordinate clause

1 mark

**20.** To give up now would be \_\_\_\_\_.

Explain what this description suggests about the baby warthogs.

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2 marks

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheeeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.

# Writing expectations

Want to see examples of the standard Year 6 are expected to write at?

Writing exemplifications can be found here.

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

Writing is teacher assessed in school (no tests). The final date for teacher assessments is in the Summer Term around June.

There is a spelling section as part of Year 6 SATS.

## **The Assassin**

**The gloomy silhouettes suddenly disappeared, as the crescent moon was released from its prison. The light shone weakly onto the building opposite... just enough for the killer to search the derelict alleyway below him. The assassin gave a sinister grin, his shaggy dark coat hiding him from anyone who dared to enter his domain.**

**“Any time now,” the murderer thought to himself. He lay low in the darkness, his eyes fixed upon the street in which the unfortunate culprit would creep out onto, waiting for the moment when he would strike. Blood raced through his body, his pulse quickening with every moment that passed.**

**After what felt like an eternity, with his limbs aching, the building to the right of him began to shake, before long doing so more vigorously and emitting odd noises: Grack! Rackt!**

**“Finally,” smiled the assassin, “my time to shine.”**

**Without warning, the noises abruptly came to a halt. Tensing his body, he steadied his legs, crouching low, preparing to pounce. And then...out flew a piece of sewage.**

**“Dang it!” he wailed.**

**Now, more infuriated than he had ever been, he repositioned his body, determined to end this embarrassment of a murder.**

**He took a long, deep breath, cautiously scanning his surroundings, once again the gloom sweeping over him in a curtain of black. The victim suddenly appeared, oblivious to his whereabouts. Hovering above him, the assassin gave a smirk. Swoop! Rip!**

**“Easy as you like!” he laughed.**

**A dead rat lay on the cobbled street, the mud gradually oozing over the dry skin. With a sense of glee, the barn owl flew triumphantly back to its lookout, the rat dangling from his claws, as he readied for the feast ahead.**

# SATS Prep

Little and often is key. If you have any concerns, make a start now.

Get your child to be vocal. What are you finding tricky? How can we help?

Work and learning from home → complete the homework tasks and daily reading.

We have some intervention time in school to give additional support.

We will complete a set of practice papers each half-term. This will give the class opportunity to show what they are confident with, what they find tricky, and help familiarise themselves with what to expect. Feedback will be shared with parents. We approach SATS with a calm focus so the class can show just what they are capable of!

Please leave example SATS paper practise to school. After we have marked and discussed each paper, they can be sent home if you wish.

# Homework

Maths – weekly Mathletics tasks or worksheets, Times Table Rock Stars.

Spellings – weekly list. We will recap previous spelling patterns and lists, including from KS1 and KS2, in school.

Topic – optional research task/project at the end of each term/half-term.

Reading – later this term, weekly reading comprehensions will be set.

Any questions or concerns with the work, please ask your child to speak to me in school to sort. The class have all their logins in their reading journals.









# Conway Centre Anglesey

June 10<sup>th</sup> -14<sup>th</sup>

Monday – Friday (4 nights of freedom)

A real variety of ‘proper’ outdoor activities (it is my favourite part of the year).

If you or your child have any worries or concerns about the residential, please get in touch.



# Support from home

Little and often is key – **reading**, spelling and maths. **Daily reading is very important!**

Times tables must be learnt – regular TTR

Attendance is vital throughout the entire year. Work is planned across several weeks. It disrupts learning of not only your child but the class too.

Take care and pride with work. High expectations – neat, joined handwriting.

Completing homework → consolidate learning. Prepare for secondary.

SATS are important.

BBC Bitesize has a wide range of fantastic resources.

# Attendance

Good attendance in school is essential for all learning:

- Attendance of 95% in a year means that a child has missed 9.5 days of school.
- Attendance of 90% in a year means that a child has missed 19 days of school.
- Attendance below 90% is very low and is classified by the Department of Education as a child being persistently absent.

Assessments are still taking place after SATS. It is a key time for writing and science. Writing is the most difficult to attain.

It is important that children are in the classrooms promptly, ready to start learning at 9am.