Alexandra Primary School

Year 6 – Curriculum Meeting
Monday 25th September 2024

Alexandra

Primary School

Aspire, Perform, Succeed

Our Vision:

Children at Alexandra have high aspirations to be able to perform and succeed at school and beyond

We encourage all children to:

Aspire to be successful learners who enjoy learning;

Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives;

Succeed as responsible citizens who make a positive contribution to society.

Welcome to Year 6

at Alexandra Primary School

In Year 6 …

6B - Mr Berryman
6C – Miss Carberry

6SC - Miss Cooper

Our Teaching Assistants are:

Mr Hollins, Ms Morgan

Our Topics This Year

- Autumn –   1 & 2. The Empire Strikes back!

  2. India – The British Empire.

- Spring –   1. War and Peace (WWI / WWII)

  2. Ordnance Survey maps (local study)

- Summer – 1. All the world's a Stage!

  2. Rivers / Coasts

Please see the Curriculum overview for Year 6 for the skills and objectives in detail which will be available to see on our website.

Routines

- Doors open at 8:40am. Pick up is at 3:30pm

- Reading planner in every day

- Uniform – labelled clearly

- Provide healthy snack if wanted for breaktime

- Healthy packed lunch

- Homework – set on a Monday (through Google classroom and due on the Friday

Equipment

- Full School uniform - School shoes to be worn on days that do not contain PE lessons.

- Pupil planners– please sign your child's diary so that we can write a response. It's a lovely way to communicate with you.

- Reading books.

- PE kits (please no jewellery on PE days)

Class	Indoor PE	Outdoor PE
6B	Tuesday	Thursday
6C	Thursday	Tuesday
6SC	Thursday	Friday

Home Reading.

- Children are expected to read each night and parents are asked to comment in their **Pupil Planners** which are checked **weekly** so we can keep track on the amount of reading your child is doing.
- Your child should note the amount read everyday and if you can please comment / sign the pupil planners to acknowledge their reading.

- Log on to **Reading Plus (once a week for 20 minutes)**

- On the next slide you will see the school's **Eight Reading Strategies** to help improve your children's reading skills.

The more you read, the more you achieve.

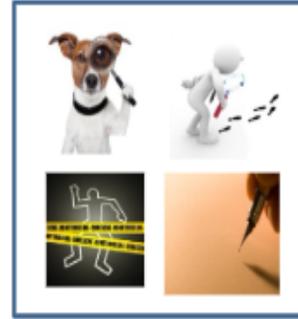# Strategies to help us understand and enjoy reading, as we read we ……..
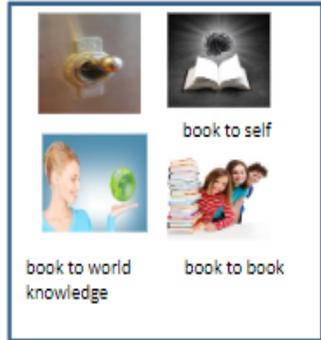
Use our background knowledge and connect to text

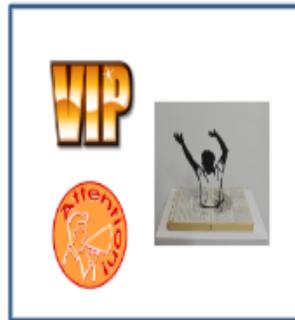
Ask questions, predict, I wonder…

Visualise

Think like a detective- use inference

Fotolia.com

I think I've broken down

Notice breakdown…

I've broken down but I have a plan to fix it

and repair it

VIP
Attention

Watch out for VIP words/ phrases/ideas

…and put together to build GIST

Example questions

- What type of text is this?
- Have your read texts like this before?
- What is the purpose of the text?
- How does the text compare/ contrast with others within the genre?

- What do you think will happen next?
- How do you think the story will end?
- How could this one event alter the entire plot?
- What would happen if…?
- How might people react?

- Using the evidence from the text, which of these images do you think best depicts the setting? Why?
- Which physical attributes do the characters have in common?
- What senses do you think the author used when describing the…?

- Can you find the word I the text that is a synonym/ antonym for…?
- What word in paragraph… tells us that the character is…?
- The author uses the phrase '…' in the first paragraph. Which of these words are closest in meaning?

- Is there information that doesn't agree with what I already know?
- Are there any ideas that don't fit together (because of contradictions, ambiguous referents, misleading topic shifts)?
- Is there any information missing or not clearly explained?

- Could you look back through/ read forward in the text to aid clarification?
- What questions could you ask to identify the gap?
- Could you suspend judgement?
- Do you need to understand that word or phrase right now (is it imperative to the task)?

- Why did the character perform action A or has goal G? *(looking for plausible superordinate motives)*
- What idea combined with fact A (from text) accounts for result B (in text)?
- What information do we already know about the concept? How could this help us?

Here are some example questions you can use when reading with you child

Week Beginning: 19th September 2022

Daily comments/messages from school

Day		
Monday		
		Parent's signature:
Tuesday		
		Parent's signature:
Wednesday		
		Parent's signature:
Thursday		
		Parent's signature:
Friday		
		Parent's signature:
Saturday		
		Parent's signature:
Sunday		
		Parent's signature:

My weekly review

What has been my favourite activity this week?

What will I try to improve on next week?

☺ ☻ ☹

This week has been:

Key learning points this week

Letter home: ☐   Letter received: ☐

Teacher's signature: Parent's signature:

12

Weekly Organiser

Spellings

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Reading for enjoyment

Book of the week

I have read _____ times this week.

Message for parents:

Messages for my child's teacher:

Parent's signature _____

Date _____

13

-Reading planners will be checked on Fridays.

-If there is a message you would like to communicate please alert us to it via your child or yourselves.

-Please talk to your class teacher if there are any questions/queries.

Homework

- Homework is set on **Monday** and must be returned on **Friday**.
- MyMaths - A variety of maths tasks linked to recent learning.
- Spelling
- Reading Plus- Focusing on reading comprehension skills
- Doodle English

• Homework is directly linked to what your child is learning in school and is a vital part of their learning.

• Your homework will be set on the bottom of the **Weekly Overview** that is uploaded to Google Classroom and the School Website **every week**.

• Please check your child's homework and make sure it is of good quality.

• Please make sure that your child has a quiet learning space in order to do their homework and a set time.

• They will receive an **English, Spellings and Maths** homework each week. Your child is expected to read

• for approx. 20-30 minutes a night and record the book in their **Pupil Planner**.

If children inform us that they are unable to complete the homework before the deadline, we will be happy to help with the aid of a homework club.

Spelling

- It is expected that children understand the meaning of the words being learnt as well as the spelling.

- We will focus on a particular pattern each week.

- Your child will have a weekly dictation assessment activity but before the test they will have looked at the patterns of the spelling. This way they are not just learning them for a test.

Please see the Maths calculation policy on the school's website to ensure that we are teaching the same strategies at school and at home.

Year 5

Add numbers with more than 4-digits.

Add decimals with 2-decimal places, including money.

Approaching these equations with a similar approach to Year 4, teachers should now follow the same dynamics but with the introduction of decimal points.
Again, using place value counters and place value grids, children can understand how exchanging works for decimal numbers also.

| tens | ones | • | tenths | hundredths |

2.37 + 81.79 = ___

| Tens | Ones | tenths | hundredths |

```
  72.8
+ 54.6
-----
 127.4
   1 1
```

Relate these equations to money and measurements as often as possible.

```
£ 2 3 . 5 9
+ £ 7 . 5 5
-----------
£ 3 1 . 1 4
```

Year 5

Subtract with at least 4 digits; including money and measures.

Questions should aim to be a mixture of integers and decimals.
Take a similar approach to that used in Year 4 – but this time introducing decimals.

Take a similar approach to that undertaken in Year 3 – including more decimals numbers.

```
  7 8 0 , 6 9 9
-   8 9 , 9 4 9
---------------
  6 0 , 7 5 0
```

```
  1 0 5 . 4 1 9 kg
-   3 6 . 0 8 0 kg
------------------
    6 9 . 3 3 9 kg
```

Year 6 – Recap!

Column multiplication

If required, continue to use manipulatives to help support children with the corresponding long multiplication.

	10	8
10	100	80
3	30	24

Continue to expose the children to use bar models to support problem solving.

18 x 3 on the first row
(8 x 3 =24, carrying the 2 for 20, then 1 x 3)
18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first

```
    1 2 3 4
  ×    1 6
  --------
    7 4 0 4   (1234 × 6)
  1 2 3 4 0   (1234 × 10)
  ---------
  1 9 , 7 4 4
```

Multiplying decimals up to 2 decimal places by a single digit.

Remind children that the single digit belongs in the Ones column. Emphasise the need to line up the decimal point in the question and the answer.

```
    3 . 1 9
  ×       8
  --------
  2 5 . 5 2
```

```
h t o
0 4 1 R1
4 ) 1 6 5
```

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).
4 goes into 16 four times.
4 goes into 5 once, leaving a remainder of 1.

```
th h t o
0 4 0 0 R7
8 ) 3 2 0 7
```

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).
8 goes into 32 four times (3,200 ÷ 8 = 400)
8 goes into 0 zero times (tens).
8 goes into 7 zero times, and leaves a remainder of 7.

```
h t o
0 6 1
4 ) 2 4 7
  - 4
  ---
    3
```

When dividing the ones, 4 goes into 7 one time. Multiply 1 × 4 = 4, write that four under the 7, and subtract. This finds us the remainder of 3.
Check: 4 × 61 + 3 = 247

```
th h t o
0 4 0 2
4 ) 1 6 0 9
  - 8
  ---
    1
```

When dividing the ones, 4 goes into 9 two times. Multiply 2 × 4 = 8, write that eight under the 9, and subtract. This finds us the remainder of 1.
Check: 4 × 402 + 1 = 1,609

Maths

Secondary Transfer

- The closing date for applications is 31 October 2023. Any applications made after this date will be classed as a **late** application and will be processed after all applications made on time have been allocated.

- The link to the online form to submit to Hounslow Council is on our website: About>Admissions> Secondary Admissions.

- Please visit secondary schools on their open days / prospective parents evenings.

- We have many secondary schools in our borough. Links about each school can also be found in the same place as above on our website. They will have the dates of the open evenings for you to visit.

- Remember that if you write a school on the Secondary form, then it can be selected as a choice.

- If you would like your child to attend Grammar school, please still make some other choices of schools in the borough, just in case!

Year 6 SATs 2024

Thank you for coming!

Please feel free to ask any questions you may have.

Please let us know of any further information or workshops you may like us to run in the future.

If you have any further questions at a later time, please contact the year group email address:

year6@alexandra.hounslow.sch.uk