

Welcome to Year 6



Mr Hughes, Mr Middleton, Mrs Burdett
Mrs Taylor, Mrs Sullivan

General

- We are available at the beginning and end of each day for very brief messages however, if you would like to have a lengthier chat, please speak to the office and they will arrange a mutually convenient time.
- All clothes labelled.
- Uniform guidelines followed.
- Water bottles-a must! Water only.
- P.E. kit to stay all week

Tuesday and Wednesday – changing arrangements

The curriculum Maths

• Year 6 expectations (End of year)

Number Facts: Year 5

Addition and subtraction

Multiplication and division

- Pupils should be taught to:
- add and subtract with more than four digits and with decimals (informal and formal methods)
- recall prime numbers to 100
- multiply and divide mentally using known facts
- multiply and divide whole and decimal numbers by 10, 100 and 1000
- recognise and use square numbers

Fractions, decimals and percentages

- Pupils should be taught to:
- read and write decimal numbers as fractions (e.g. $0.8 = \frac{8}{10}$)
- recognise and use thousandths, relating them to tenths, hundredths, and decimal equivalents
- recognise the per cent symbol (%) and know that per cent relate to the number of parts per hundred
- write percentages as fractions with a denominator of 100 and as a decimal fraction (e.g. $67\% = \frac{67}{100} = 0.67$)

Measurement

- Pupils should be taught to:
- convert between different units of metric measure such as kilometre to metre, centimetre to metre, centimetre and millimetre, gram and kilogram, litre and millilitre
- know and use equivalences between metric units and common imperial units such as inches, pounds and pints

Geometry

- Pupils should be taught to:
- identify angles at a point (one whole turn) as 360°
- identify angles at a point on a straight line (half a turn) as 180°
- identify angles in a right angle (quarter of a turn) as 90°
- recognise multiples of 90°
- know the sum of the angles in any triangle is 180°
- know the sum of the angles in any quadrilateral is 360°

Number facts: Addition and subtraction: multiplication and division

- Derive new facts from known facts:
For example: $60 \div 5 = 12$
 $12 \times 5 = 60$
 $6.2 \times 5 = 31$
 $5 \times 7 = 35$
 $5 \times 0.7 = 0.35$
- Square numbers:
1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144
- Prime numbers:
2, 3, 5, 7, 11, 13, 17, 19
- Associated facts:
 $10,000 = 9500 + 500$
 $10,000 = 5000 + 5000$
 $10,000 = 2500 + 2500 + 2500 + 2500$
 $10,000 = 2 + 5000$
 $10,000 = 4 + 2500$
 $10,000 = 5 + 2000$
 $10,000 = 10 + 1000$
 $10,000 = 100 + 100$

Number Facts: Fractions

- $1 + 100 = \frac{1}{100} = 0.01$ $2 + 100 = \frac{2}{100} = 0.02$
- $3 + 100 = \frac{3}{100} = 0.03$ $4 + 100 = \frac{4}{100} = 0.04$
- $5 + 100 = \frac{5}{100} = 0.05$ $6 + 100 = \frac{6}{100} = 0.06$
- $7 + 100 = \frac{7}{100} = 0.07$ $8 + 100 = \frac{8}{100} = 0.08$
- $9 + 100 = \frac{9}{100} = 0.09$ $10 + 100 = \frac{10}{100} = \frac{1}{10} = 0.1$
- $10\% = 0.1 = \frac{1}{10} = \frac{10}{100} = \frac{100}{1000}$
 $50\% = 0.5 = \frac{1}{2} = \frac{5}{10} = \frac{50}{100}$
 $25\% = 0.25 = \frac{1}{4} = \frac{25}{100}$
 $75\% = 0.75 = \frac{3}{4} = \frac{75}{100}$
 $20\% = 0.2 = \frac{1}{5} = \frac{2}{10} = \frac{20}{100}$
 $40\% = 0.4 = \frac{2}{5} = \frac{40}{100}$

Number Facts: Measure

- 1mm = $\frac{1}{10}$ cm
- 1mm = $\frac{1}{1000}$ m
- 1 kg = 2.2 lbs
- 1 L = 1.76 pints
- 1m = 39.4 inches
- 1cm = 2.54 inches
- = means 'approximately equal to'

Number Facts: Geometry

- $360 \div 4 = 90$ $\frac{1}{4}$ of 360 = 90
- $360 \div 2 = 180$ $\frac{1}{2}$ of 360 = 180
- $\frac{1}{3}$ of 360 = 120
- $\frac{1}{5}$ of 360 = 72
- complements such as
 $70 + 110 = 180$
 $95 + 85 = 180$
- multiples: 90, 180, 270, 360, 450, 540

Mathematical models and images to support conceptual understanding underpinning key facts in Year 5



Using a number track to generate multiples of primes to identify primes: 2, 3, 5, 7, 11, 13, 17, 19

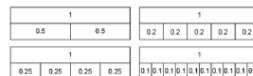


Square numbers have an odd number of factors



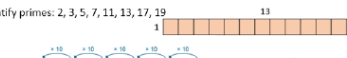
| | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 8,000 | 9,000 |
| 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 |
| 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |

Gattegno chart showing thousands, hundreds, tens, ones, tenths and hundredths

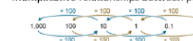


Bar models showing 1 partitioned into 2, 4, 5 and 10 equal parts

- $1 \div 2 = 0.5$ and $\frac{1}{2}$ of 1 = 0.5
- $1 \div 4 = 0.25$ and $\frac{1}{4}$ of 1 = 0.25
- $1 \div 5 = 0.2$ and $\frac{1}{5}$ of 1 = 0.2
- $1 \div 10 = 0.1$ and $\frac{1}{10}$ of 1 = 0.1



Multiplicative relationships between powers of ten



Prime numbers have exactly two factors

A hundred grid divided into four equal parts.



Ratio tables for conversion

| | | | | | |
|------------------|-------|---------|---------|------|-------|
| 1m | 100cm | 1,000ml | 1 lb | 100p | £1 |
| $\frac{1}{10}$ m | 75cm | 3,700ml | 3.7 lbs | 50p | £0.52 |

Key multiplication facts to support place value calculations, fractions and ratio

| | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|
| $2 \times 2 = 4$ | $3 \times 3 = 9$ | $4 \times 4 = 16$ | $5 \times 5 = 25$ | $6 \times 6 = 36$ |
| $4 \times 2 = 8$ | $4 \times 3 = 12$ | $5 \times 4 = 20$ | $6 \times 5 = 30$ | $7 \times 6 = 42$ |
| $5 \times 2 = 10$ | $6 \times 3 = 18$ | $7 \times 4 = 28$ | $8 \times 5 = 40$ | $9 \times 6 = 54$ |
| $6 \times 2 = 12$ | $7 \times 3 = 21$ | $8 \times 4 = 32$ | $9 \times 5 = 45$ | $10 \times 6 = 60$ |
| $7 \times 2 = 14$ | $8 \times 3 = 24$ | $9 \times 4 = 36$ | $10 \times 5 = 50$ | $11 \times 6 = 66$ |
| $8 \times 2 = 16$ | $9 \times 3 = 27$ | $10 \times 4 = 40$ | $11 \times 5 = 55$ | $12 \times 6 = 72$ |
| $9 \times 2 = 18$ | $10 \times 3 = 30$ | $11 \times 4 = 44$ | $12 \times 5 = 60$ | $13 \times 6 = 78$ |

Times Tables

- Expectation for the end of Year 6 is that the children know all their tables to 12×12 , have rapid recall, and use them to solve both long multiplication and long division problems and related facts.
- TT Rockstars
- Weekly times tables test - Thursdays
- Additional support in class/home

Reading

- Children are expected to read on a regular basis-at least 15 minutes daily
- We have a class read which is used to tackle a range of reading skills
- All children will have a reading diary and will use this to record their personal reading on a regular basis. Reading logs should stay at school during the week.
- Please encourage them to read at home, listen to them read and question them on what they have read.

Spellings

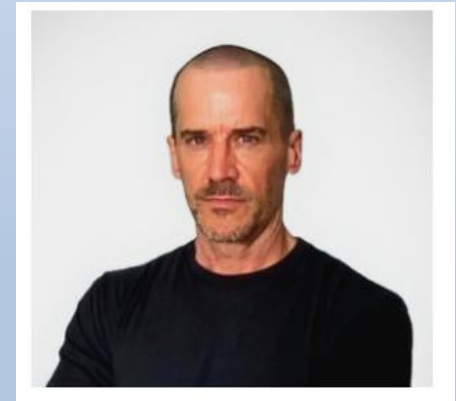
- Children will be tested on Monday
- New lists on Tuesday
 - Orange: statutory word list for years 5 and 6
 - RWI spelling programme words

Homework

- Homework will be given out on Fridays and due in the following Wednesday unless stated otherwise
- Alternating between maths and English/project

Our priority is to protect the rights of every pupil to learn and enjoy school.

In order to do this, year 5 and 6 follow the Smart Classroom Management Plan by Michael Linsin.



<https://smartclassroommanagement.com/>

It consists of a simple set of rules and consequences that the children follow:

Rules:

1. Listen and follow directions.
2. Raise your hand before speaking or leaving your seat.
3. Respect your classmates and your teacher.
4. Keep your hands, feet, and objects to yourself.

The purpose of the plan is to hold individual students accountable for misbehavior without any lectures, scolding, admonishment or raising of voices.

It enables the children to learn, enjoy lessons, and progress to the best of their ability.

Consequences:

1st consequence: Warning

2nd consequence: Reflection Time - minimum 12 mins

3rd consequence: Reflection time and parent contacted

New day, fresh start.

If your child breaks three rules (same or different) in one day, we will contact you in person if you collect your child from school, or by phone.

Every day is a fresh start. No consequence will be 'held over' to the following day.

Every child has a right to learn and enjoy school and it's our responsibility as your child's teacher to protect that right, which we will continue to do because it's the best for them.

SATS

KS2 SATs Dates 2025 – Testing Period

- Monday May 12th: Spelling, punctuation and grammar Test- Grammar/Punctuation- 45 minutes
- Monday May 12th: Spelling, punctuation and grammar Test- Spelling- 20 minutes
- Tuesday May 13th: Reading Test- 60 minutes
- Wednesday May 14th: Maths Paper 1 (Arithmetic)- 30 minutes
- Wednesday May 14th: Maths Paper 2 (Reasoning)- 40 minutes
- Thursday May 15th: Maths Paper 3 (Reasoning)- 40 minutes

Revision guides will be sent home in Spring term.

Trips

- Parents volunteers – please let a member of staff know in advance, if you can help
- Woods – October (Wed Y6M 2nd Oct, Thursday Y6H 3rd Oct)
- Southampton Art Gallery (Mon 25th November)
- Wales – (Y6H 24th – 28th Feb, Y6M 3rd – 7th March 2025)

Questions

