LEECHPOOL PRIMARY SCHOOL

Welcome to Year 6

Information for Parents

Contents

Welcome letter from the Year Team

1. Learning at Leechpool

2. 6Rs

3. Successful learners

    a) English
        i) Reading - Yr6 curriculum
        ii) Writing, spelling, grammar and punctuation – Yr6 curriculum
        iii) Handwriting – Yr6 curriculum

    b) Mathematics curriculum
        i) Mathematics Yr6
        ii) Leechpool calculation policy
        iii) Rapid recall facts
        iv) Vocabulary

4. Our Curriculum & Topics

5. Timetable & Equipment

6. Being Healthy at School

7. Useful Year 6 Information

Welcome To Year 6

Dear Parents/Carers,

Welcome to Year 6! We are very excited to be starting a new school year with your child. Ahead of us are some engaging learning journeys, a few exciting extras and a lot of enjoyment.

Throughout the year, we aim to keep you fully updated with all the information you require, whether it is about the day-to-day events in the year group, your own child or whole school events.

We hope this booklet will provide you with information about the organisation, curriculum and requirements of Year 6 and will answer many questions you are likely to have at the start of the year.

Thank you for taking the time to read this and we look forward to welcoming you and your child to Year 6 at Leechpool Primary School.

The Year 6 Team

As a school, we aim to …

- promote an exciting, creative and supportive learning environment, which energises each child to value themselves and maximize their potential.
- give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum, which recognises children's needs and individual learning styles.
- equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the Year 6 team……

Name	Role
Miss Ellie Moir	Panda Class teacher
Miss Coco Thaddeus	Tiger Class teacher
Miss Annett Lloyd-Jones	Year 5/6 phase leader
Mr Sam Chapman	Maths teacher
Miss Marli Hollis	Teaching assistant
Mrs Julia Lowson	Teaching assistant
Miss Hayley Docksey	Teaching assistant
Mrs Charlotte Bazeley	Art teacher (Enrichment)
Mr Dan Barden	P.E. teacher (Enrichment)
Miss Sarah Cullern	MFL teacher (Enrichment)
Miss Olivia Morgan	R.E. teacher (Enrichment)
Mrs Merche Gutierrez	Spanish Teacher (Enrichment)

The School Day

Our school day runs:-

Juniors - from 8.45 a.m until 3 p.m, with a lunch break from 12.30 - 1.15 p.m.
Years 5 and 6 have their break time from 10.45 - 11.00.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 am and the inner gates will be open from 8.35 a.m. Pupils in all year groups can go straight to their classrooms and take part in early morning activities until registration at 8.45 a.m. for Juniors. Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

At the end of the day, Year 5 and 6 pupils will head straight out onto the playground on their own at their allocated time slot. If you need to speak to a teacher, please send them an email via the school office where we will happily have a chat over the phone. Otherwise, an appointment can be made via the office for a mutually convenient time.

Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line. Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form, which can be downloaded from the website.

Homework Expectations

Children in Year 6 will be set 2 pieces of homework per week: 1 Maths and 1 English/Topic. Homework is sent out on a Wednesday via Google Classroom, and should be submitted by the following Tuesday. It is expected that children spend a minimum of 45 minutes on each piece.

Pupils will also receive 3-week blocks spellings to learn. These will be given out every third Wednesday via Google Classroom and the children will be tested each week. These spellings are from the Spelling Shed Scheme and can be accessed through Spelling Shed.
They will also receive triweekly spellings to learn. These will be given out on a Friday and the children will be tested on them after 3 weeks.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading and times tables practice everyday				
		New spellings given out (3 week block)		
	English/Topic & Maths homework due in.	English/Topic & Maths homework given out.		

In addition to weekly homework, around February half term, we will send home pupil revision guides for the children to work through at their own pace in preparation for the SATs test in May 2024.

We will not be setting any homework over holiday periods.

1. Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

b) Life Skills

In Year 6 we focus on developing the following life skills:

Fair Trade
Healthy Relationships
Drugs, Alcohol and Tobacco
Healthy Minds
Keeping Safe – out and about
Food, Fun and Fitness

During the autumn term of Year 6, the children will participate in specific sex education lessons. More information will follow nearer the time.

2. 6Rs


LEECHPOOL VALUES
RESPECT
REFLECTIVE
RESPONSIBLE
THE
6
Rs
RELATIONSHIPS
RESOURCEFUL
RISK-TAKING
RESILIENT

Our one School Rule is **RESPECT** – represented by the lion who remind pupils to be respectful to other people and to take an interest in them.
We encourage the following skills in all pupils at all times:

Owl - Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat - Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee - Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog - Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise - Resilient	I remind you to be resilient in your learning and never give up.

a) "Catch them being good"

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system will now follow aspects of the Therapeutic Thinking model in classrooms, which is about supporting children to regulate their emotions themselves and reflect on their behaviours and emotions. We will not be using the traffic lights to manage behaviours in class, they will be more for helping the children to self-regulate their emotions and will be a good discussion tool for all pupils.

At Leechpool, we firmly believe that

Positive experiences create positive feelings
Positive feelings create positive behaviour

We will talk about the **pro-social behaviours** that we actively encourage and plan activities to develop these.

We will use the term **anti-social behaviours** to describe behaviours that we do not wish to see and work with the pupils to identify why they might be displaying some of these behaviours and what support can be put into place to make them more pro-social.

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces, etc) are not effective in the long term and should only be a short-term prop. We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise.

We will use a number of reward systems to develop and sustain this. These are:

Verbal and/or written praise
Showing work and sharing successes and achievements with other teachers and pupils
Notes home
Displaying good work
Stickers - we will limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.
Extra playtime

We will also continue to use the following to acknowledge the achievements of pupils:

- **Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour.
- **Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token— this is for exceptional pieces of work or exceptional behaviour. The children will then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies on Mondays and Fridays.
- **Class Rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves.
- **Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc.
- **Golden Time**—every class finishes the week with 15 minutes of Golden Time on Friday afternoons. This is time to develop those prosocial behaviours, feelings and teamwork.
- **Lunchtimes**— at lunchtimes, pupils are praised and given yellow slips for good behaviour and polite manners. Stickers are given for pupils that try new foods or have a clean plate.

b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	Continent	Class names
Foundation Stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Bear / Eagle
Year 5	Africa	Lion / Giraffe
Year 6	Asia	Panda / Tiger

c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way including black school shoes and not black trainers. We also ask that they have the correct PE kit in school for their PE and Sport lessons. Please check the website if you are unsure what our uniform policy includes.

3. Successful Learners

Successful Learners
Who…..
Have the essential learning skills of literacy, numeracy & IT
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

R.A.P time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen. R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

Learning slips

Children are given learning slips in Literacy, Maths and in some topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.

At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

a) English

i. Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least 3 times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you.
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own).
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters thoughts and feelings within the story.

Year 6 Reading Statutory Requirements

Word Reading

- I can read aloud and understand the meaning of the words on the Year 5/6 list.

Comprehension

- I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different ways for different purposes e.g. for fun or research.
- I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.
- I can discuss ideas, events, structures, issues, characters, and plots of text across a wide range of writing.
- I can discuss and compare themes, structures, issues, characters and plots within a book between different books.
- I can read, understand, and learn from a wide range of poetry, and can learn longer poems by heart.
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.
- I can understand how language, structure, and presentation contribute to the meaning of a text.
- I can talk about how authors use language, including figurative language, and the impact it has on the reader.
- I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.
- I can fully explain my views with reasons and evidence from the text.

Spoken Language

- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.
- I can ask specific reasoned questions to improve my understanding.
- I can identify and discuss themes and conventions in and across a wide range of writing with reasoning.
- I can participate in discussions about books that are read to me and those that I can read, building my own and others' ideas and challenging views courteously and with clear reasoning.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
- I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
- I can pronounce mathematical vocabulary correctly and confidently.
- I can use the whole number system, including saying, reading and writing numbers accurately.
- I can describe the properties of shape and explain how unknown angles and lengths can be derived from known measurements.
- I can describe positions on the full coordinate grid (all four quadrants).

- I can report and present findings and evidence from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- I can use relevant scientific language and illustrations to discuss, communicate, and justify my scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.

ii. Writing, spelling, punctuation and grammar

Year 6 Writing Statutory Requirements

Spelling

- I can add suffixes beginning with vowel letters to words ending in –fer eg. Referring, preferred, referee, preference.
- I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- I can use dictionaries to check the spelling and meaning of words.
- I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use a thesaurus with confidence.

Handwriting

- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can write legibly, fluently and with increasing speed and choosing the writing implement that is best suited for a task.

Composition

- I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
- I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.
- I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
- I can use grammar and vocabulary which is suited to the purpose of my writing.
- I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
- I can draft and write by accurately précising longer passages.
- I can use different techniques to make writing flow and link paragraphs.
- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- I can give reasoned feedback on mine and others' work to improve it.
- I can give reasoned feedback on a text and suggest changes to vocabulary, grammar, and punctuation to make the meaning clearer.
- I can mark and edit work to have the correct tense throughout.

- I can mark and edit work to have the correct subject and verb agreement.
- I can read work looking for spelling errors and correct them using a dictionary.
- I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
- I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

- I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- I can understand how words are related by meaning as synonyms and antonyms.
- I can use the passive to affect the presentation of information in a sentence.
- I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a work or phrase, grammatical connections and ellipsis.
- I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.
- I can use the semi-colon, colon, and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- I can use the colon to introduce a list and use semi-colons within lists.
- I can use bullet points to list information.
- I can use hyphens for clarity e.g. man eating shark or man-eating shark.
- I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Purple polishing pens

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this.

iii. Handwriting

During Year 6 pupils will be taught to:

- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for a task.

As a school, we use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. All children in Upper Key Stage 2 will write in pen in all subjects, except mathematics where they will use a pencil.

b) Mathematics

i) Year 6 Maths Statutory Requirements

Number and Place Value

I can read, write, order and compare numbers up to at least 10,000,000 (ten million) and say the value of each digit.
I can round any number to a required degree of accuracy.
I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0.
Solve number and practical problems that involve the Y6 place value objectives

Addition and subtraction

I can mentally calculate using a mix of the four operations
I can solve problems with more than one step and operation and explain why I used them I can solve addition and subtraction word and practical problems
I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.

Multiplication and division

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
Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers
Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
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

Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
Compare and order fractions, including fractions bigger than 2
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, ¼ x ½
= 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
To use equivalences between simple fractions, decimals and percentages to help solve problems

Measurement

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 [e.g. mm3 and km3].

Properties of shape

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

Position and direction

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

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

Solve problems involving the relative sizes of two quantities where missing values can be found by multiplying or dividing by whole numbers

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 to do this

Algebra

Use simple formulae

Generate and describe linear number sequences Express missing number problems algebraically

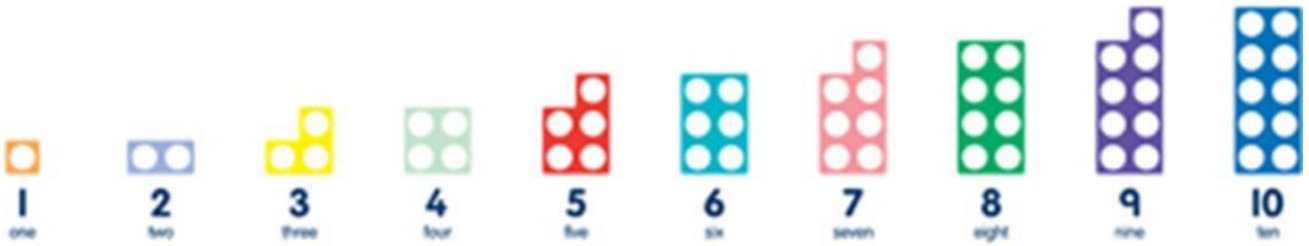
Find pairs of numbers that satisfy an equation with two unknowns

I can create a list of possibilities of the combination of two variables

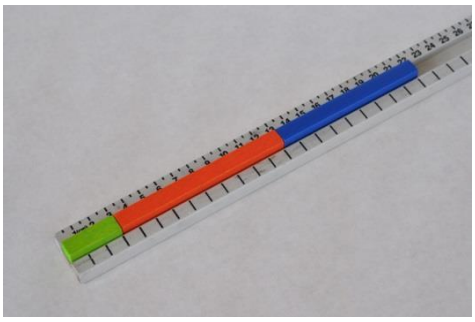
ii) Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:

Numicon



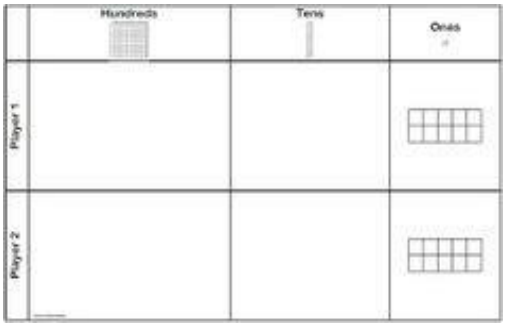
Base 10



Cuisenaire Rods and number tracks

Counters and counting equipment

Bead strings



Calculation mats

Coins

Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

Key Vocabulary

Addition

More
Add
Plus
Sum
Increase
Total
Altogether
Inverse

Subtraction

Take away
Minus
Subtract
Less
Difference
Decrease
Inverse

Multiplication

Lots of
Groups of
Times
Repeated Addition
Multiply
Product
Inverse

Division

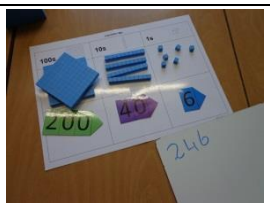
Divide
Group equally
Share equally
Factor
Inverse
Remainder
Quotient
Divisor

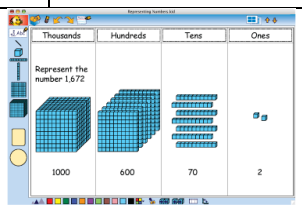
Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.

6 + 3 = 9
3 + 6 = 9
9 – 3 = 6
9 – 6 = 3

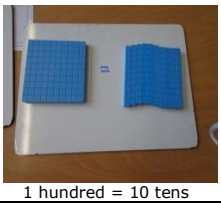
To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.

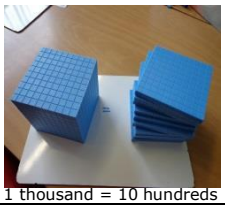




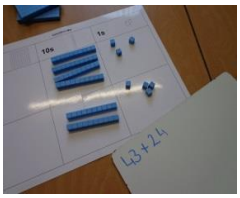
Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.

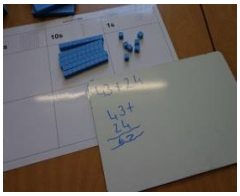

1 ten = 10 ones


1 hundred = 10 tens


1 thousand = 10 hundreds

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.





T	O
4	3
+ 2	4
6	7

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.

36 + 45

The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.

Develop understanding of the column method of addition involving regrouping ones and tens.

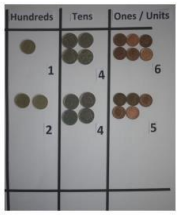
T	O
7	7
+4	5
1 2	2
1	1

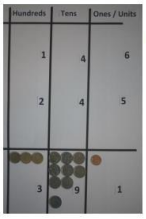
7 + 5 = 12
The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.

T	O
7	7
+4	5
1 2	2
1	1

Develop further understanding of addition in the context of money.





£1.46 + £2.45

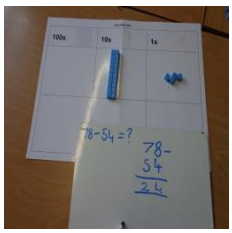
	1	.	4	6
+	2	.	4	5
	3	.	9	1
			1	

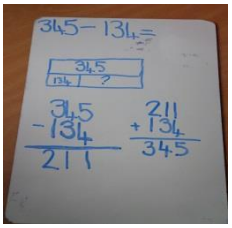
Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

Written Calculation Methods – Subtraction

Prior to using a written method pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digits numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.





8	
3	?

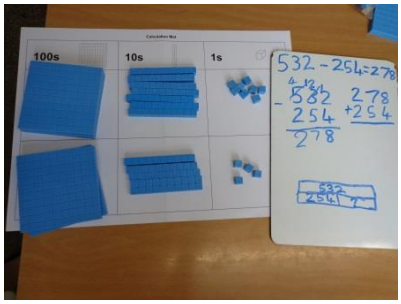
8 – 3 = ?
3 + 5 = 8

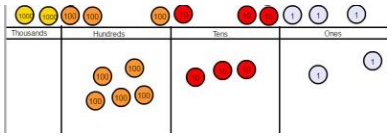
Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

H	T	O
2	6	13
- 1	2	5
1	4	8

We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We know have 13 ones and so can subtract 5 ones. We are left with 6 tens and can subtract 2 tens. Finally we look at the hundreds.

Subtract a 3 digit number from a 3 digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.





H	T	O
4 5	12 3	12
– 2	5	4
2	7	8

Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.

Develop further understanding of subtraction in the context of money.

Question:

John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?

Use the inverse operation to solve missing number problems.

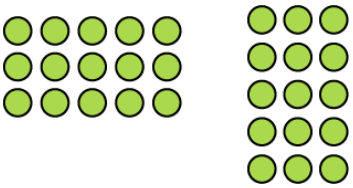
Write in what the missing numbers could be.

170 + ☐ = 220 – ☐

Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.

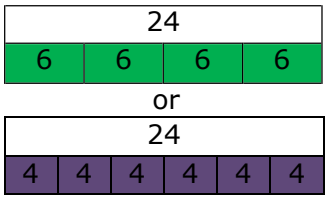
Written Calculation Methods – Multiplication

Prior to using a formal written method pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.



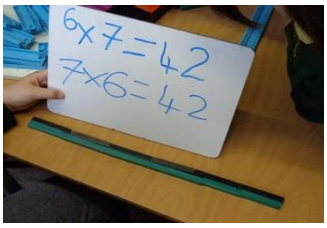
3 x 5 **5 x 3**

Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.



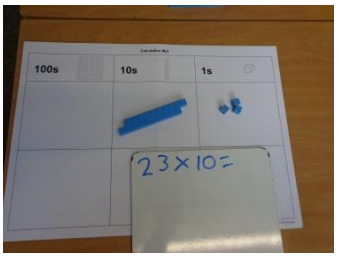
6 X 4 = 6+6+6+6
4 x 6 = 4+4+4+4

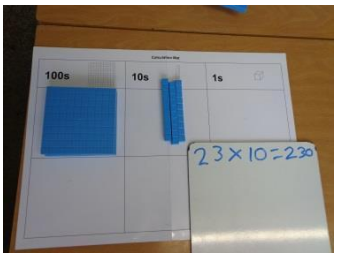
6 x 4 = 4 x 6



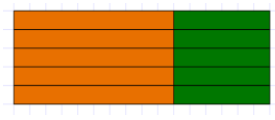
6 x 7 = 7 x 6

Develop an understanding of how to multiply 1 and 2 digits numbers by ten. Pupils can use equipment and place value knowledge to help with this.

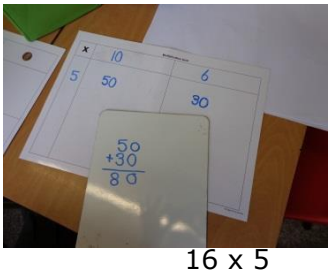




Multiply a teen number by a 1-digit number, using apparatus and the grid method.

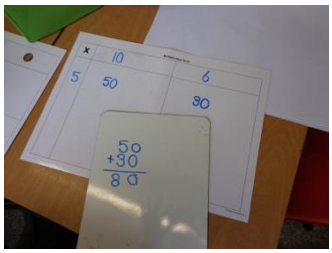


5 lots of 16 = 5 lots of 10 + 5 lots of 6



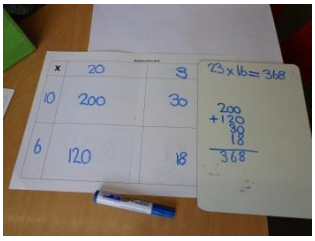
16 x 5

Multiply 2-digit numbers by a 1-digit number, using the grid method alongside The column method and establish the link between the two methods.



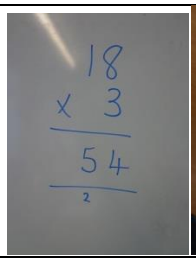

```
  16
x  5
  30  - (5 x 6)
  50  - (5 x 10)
  80
```

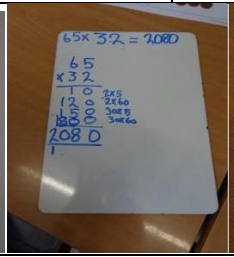
Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.

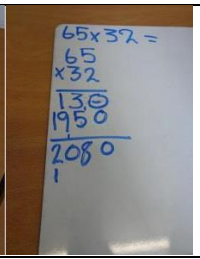



```
  23
x  16
  18   - (6 x 3)
 120   - (6 x 20)
  30   - (10 x 3)
 200   - (10 x 20)
 368
```

Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.

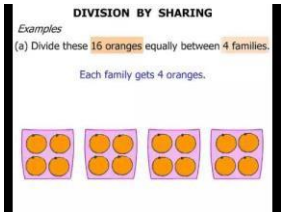


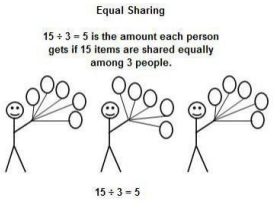




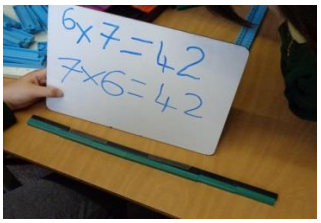
Written Calculation Methods – Division

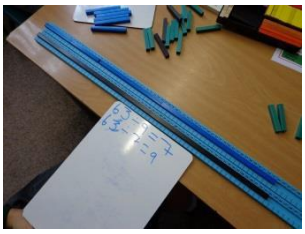
Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.





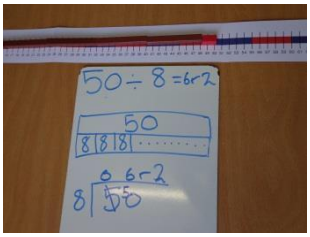
Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines(without remainders)

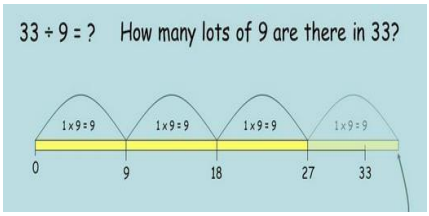




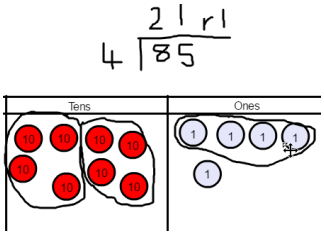
6 x 7 = 42
7 x 6 = 42
42 ÷ 6 = 7
42 ÷ 7 = 6

Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).

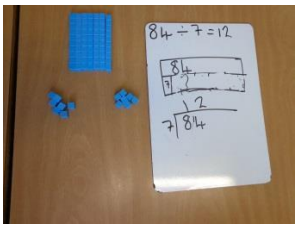




Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.

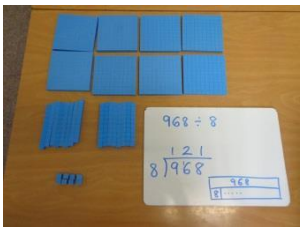


Pupils work in the place value columns to divide by 4



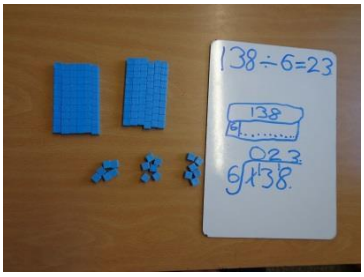
1 ten is regrouped into 10 ones. The tens and ones are divided by 7

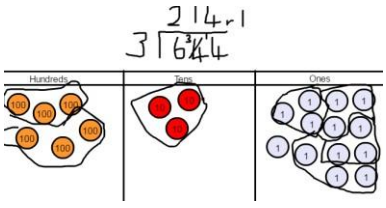
Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)





Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of Year 4.

iii. Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

Year 1	I can use objects to work out one more and one less.
	I can read and write numbers from 0 to 10.
	I can show an understanding of + - and =.
	I can recall number bonds within 5.
	I can understand that the total number will change when objects are added or taken away.
	I can count to 20.
	I can name some common 2-D shapes.
Year 2	I can work out one more and one less of a given number.
	I can count, read and write numbers from 0 to 100.
	I can read and write number statements using +. – and =.
	I can recall number bonds within 10.
	I can add 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can find and name ½ (half) of an object, shape or amount.
	I can recognise and name some common 2D and 3D shapes.
Year 3	I can read and write numbers to 100 in numerals.
	I can count in steps of 2, 5, 10s.
	I can find the place value of each digit of a number with tens and ones.
	I can answer simple addition and subtraction questions in my head as well as by writing them down.
	I can remember and use multiplication and division facts for the 2, 5, 10 times tables.
	I can find, name and write fractions of a length, shape, set of objects or amount.
	I can notice and explain the properties of 2D and 3D shapes.
	I can read measurement scales in 1s, 2s ,5 s and 10s.
Year 4	I can use number bonds for all numbers up to 20.
	I can use the 3 times table fluently, including multiplication and division facts.
	I can use the 4 times table fluently, including multiplication and division facts.
	I can use the 8 times table fluently, including multiplication and division facts.
	I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year).
	I can tell the time to the nearest minute.
	I can recognise a right angle and name its value.
Year 5	I can use number bonds to 100.
	I can use the 12 x 12 fluently, including multiplication and division facts.
	I can recognise decimal equivalents of fractions for ½, ¼, ¾ and any number of tenths and hundredths.
	I can multiply and divide single digit numbers by 10 and 100.
	I can round any number to the nearest 10 or 100.
	I can add and subtract numbers up to 4 digits using the formal column method.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l).
Year 6	I can use times tables up to 12 x 12 fluently.
	I can understand the value and order of each place value columns from 3dp to 10,000,000.
	I can mentally calculate addition and subtraction calculations where regrouping is not required.
	I can multiply and divide whole number by 10, 100 and 1000.
	I can use written column addition and subtraction, regrouping where necessary.
	I can read the time on both a 12 and 24 hour clock to 1 minute intervals.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.

	I can recall decimal number bonds to 1 and 10.
	I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l).

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximise their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups: Dragon, Rainbow and Solar maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

iv. Vocabulary

Maths Vocabulary for Year 6

Number & Place Value	
more	most
less	least/lowest
digit	positive
order	negative
compare	zero
more than	less than
round	value
estimate	approximately
partition	integer
sort	tenths
group	thousandths
ascending	hundredths
descending	consecutive
Four Operations	
+ add	- minus
+ more	- reduce
+ plus	- decrease
+ increase	- difference
+ sum	- subtract
+ total	- take away
+ altogether	= equals (the same as)
x times	÷ divide
x lots of	÷ divided by
x groups of	÷ share equally
x multiply	remainder
x repeated addition	divisor
x product	quotient
multiple	factor
BIDMAS/BODMAS	square number
prime number	cube number
Fractions	
whole	half
equal parts	quarter
third	bar model
left over	improper fractions
proper fraction	mixed number fraction
numerator	denominator
simplify	equivalent

Measurement	
convert	metric
unit	scales
miles	kilometres
metres	centimetres
millimetres	kilograms
grams	milligrams
area	capacity
perimeter	volume
length	degrees Celsius
width	digital
depth	analogue
square centimetre (cm^2)	arrive
cubic centimetre (cm^3)	depart

Properties of Shapes	
equilateral	acute
isosceles	reflex
scalene	obtuse
polygon	opposite
vertices/vertex	right angle
edge	symmetrical
circumference	mirror line
radius	regular
diameter	irregular
quadrilateral	perpendicular
intersecting	parallel
Algebra & Statistics	
mean	range
substitution	mode
equation	rule
Position & Operation	
horizontal	translate
vertical	co-ordinate
axis	quadrant
rotate	reflect

4. Our Curriculum & Topics

Our learning journeys in Year 6 this year are:

Leechpool Curriculum Overview Year 6

Subject	Autumn		Spring		Summer	
Art	Colour - Pop Art	Painting - Pointillism	Painting/drawing - Chinese New Year Scrolls	Printing - Islamic and Greek Patterns	Sculpture - Foil Characters	Drawing - Graffiti Art
Computing	Algorithms	Leechpool Gazette	E-Safety	Virtual Environments	Data Problems	Independent Project
Design Technology	Textiles & Food and Nutrition		Mechanisms		Structures	
Geography	The World		Africa		Local Geography	
History	Ancient Egypt			Ancient Greeks		
MFL	Schools – subjects and places around our school Telling the time		Places in town –describing Horsham Hobbies and Sports – giving opinions		Holidays – saying where, how and who with	French Food – ordering from a cafe
Music	Egyptian Songs	Happy (Singing)	Guitars		Classroom Jazz	Transition Project
PSHE	Inspirational People	RSE	Mental Health	Drugs and Alcohol	Food and Fitness	Keeping safe out and about Transition
Physical Education	Tag Rugby	OAA	Hockey	Football / Dragonball	Athletics	Rounders
	Netball	Sports Hall Athletics	Dance	Gymnastics	Tennis	Cricket
Religious Education	Complete stories of Hinduism Expressing faith through art		What is the Quran? What happens when we die?		Jewish worship in the community Buddhist worship and Beliefs	
Science	Human Body		Light	Electricity	Living Things and Evolution (STEM Fortnight)	

End of Key Stage 2 Assessments

Year 6 is the last year of Key Stage 2 (Years 3 to 6). The children will be taking a number of statutory assessment tests in the summer term, focused on Reading, Maths and Spelling, Punctuation and Grammar.

Over the course of the year, they will participate in independent writing sessions. This work will be judged according to the Year 6 curriculum as to whether your child is working towards the year 6 level of expectation, at the year 6 level of expectation or working at the year 6 curriculum in greater depth.

5. Timetable & Equipment

In Year 6, we keep the timetable quite flexible to enable us to better meet the needs of the children. This is generally the case with the afternoon lessons; however, the morning lessons generally remain fixed.

Week A:

	8.35 – 8.55	EMA	9.00– 9.30	9.30 – 10.45	10.45 – 11.00	11.00 – 11.45	11.45 – 12.30	12.30– 13.15	13.15	13.25 – 14.00	14.00 – 14.50	14.50 – 15.00
Monday	Registration	T-TTRS P-Spelling	Assembly	9.30 – 10.45 Literacy	Break	11.00 – 11.35 Guided Reading	11.35 – 12.30 Maths	Lunch	13.15 – 14.00 Geography		14.00 – 14.45 Enrichment Pick-Up	Getting ready to go home
Tuesday		Reading	8.50 – 9.50 Literacy	9.50 – 10.45 Maths	Break	11.00 – 11.30 Guided Reading / Get changed	P – T -	Lunch	P – T -		P – T -	
Wednesday		9.00 – 9.30 PSHE		9.30 – 10.30 Literacy / Singing Assembly	Break	11.00 – 11.35 Guided Reading	11.35 – 12.30 Maths	Lunch	ERIC Time	13.25 – 14.45 Science		
Thursday		EMA – Finish Off	Assembly / 9.15 – 9.30 Finish Off	9.30 – 10.30 Maths / 10.30 – 11.00 Guided reading	11am Break	11.15 – 11.30 Grammar	11.30 – 12.30 Literacy	Lunch	13.15 – 14.00 T – Music P - Computing		14.00 – 14.45 T – Spellings P - Computing	
Friday		P- TTRS T- Spelling	Assembly	9.30 – 10.45 Literacy	Break	11.00 – 11.35 Guided Reading	11.35 – 12.30 Maths	Lunch	ERIC Time	13.25 – 14.30 PE	14.35 – 14.50 Golden Time	

Week B:

	8.35 – 8.55	EMA	9.00– 9.30	9.30 – 10.45	10.45 – 11.00	11.00 – 11.45	11.45 – 12.30	12.30– 13.15	13.15	13.25 – 14.00	14.00 – 14.50	14.50 – 15.00
Monday	Registration	T-TTRS P-Spelling	Assembly	9.30 – 10.45 Literacy	Break	11.00 – 11.35 Guided Reading	11.35 – 12.30 Maths	Lunch	13.15 – 14.00 History		14.00 – 14.45 Enrichment Pick-Up T – P -	Getting ready to go home
Tuesday		Reading	8.50 – 9.50 Literacy	9.50 – 10.45 Maths	Break	11.00 – 11.30 Guided Reading / Get changed	T – P -	Lunch	T – P -		T – P -	
Wednesday		9.00 – 9.30 PSHE		9.30 – 10.30 Literacy / Singing Assembly	Break	11.00 – 11.35 Guided Reading	11.35 – 12.30 Maths	Lunch	ERIC Time	13.25 – 14.45 Science		
Thursday		EMA – Finish Off	Assembly / 9.15 – 9.30 Finish Off	9.30 – 10.30 Maths / 10.30 – 11.00 Guided reading	11am Break	11.15 – 11.30 Grammar	11.30 – 12.30 Literacy	Lunch	13.15 – 14.00 T – Computing P - Music		14.00 – 14.45 T – Computing P - RE	
Friday		P- TTRS T- Spelling	Assembly	9.30 – 10.45 Literacy	Break	11.00 – 11.35 Guided Reading	11.35 – 12.30 Maths	Lunch	ERIC Time	13.25 – 14.30 PE	14.35 – 14.50 Golden Time	

The children are streamed two ways for Maths in Year 6, to allow more focused teaching and slightly smaller class sizes. We are very lucky to have Mr Chapman working in Year 6 and he takes the second group.

PE Kits

Our PE days will be Tuesday and Friday. Please ensure your child is wearing full PE kit, including trainers, when they arrive in school on the day they have a PE session. If the individual does not have full PE kit, they will not be able to partake in the lesson for health and safety reasons. We are advising children bring in studded shoes or football boots for outdoor PE lessons on the field. We will be contacting parents of the children who consistently forget their PE kit. **Please be aware that if your child is not doing PE during enrichment on a Tuesday afternoon, they will be doing it on a different day as the enrichment timetable changes each half term. Please check with your child or their teacher when this is the case.**

Pencil Cases

The children in Years 5 and 6 are expected to bring their own pencil case into school in order to prepare them for secondary school. It is important that these are topped up throughout the year to ensure your child comes into school with all the necessary equipment.

A couple of points to remember:

- the pencil case and its belongings are the responsibility of the child
- expensive and special items of stationary should remain at home
- the pencil case should be big enough to carry the essential equipment only
- the pencil case will remain in school

Websites we use at school

At school we use a number of websites to support the children's learning. Year 5 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- MyMaths an interactive online maths resource: https://www.mymaths.co.uk/
- BBC KS2 Bitesize a revision tool for primary subjects: http://www.bbc.co.uk/education/levels/zbr9wmn
- TT Rockstars: https://www.ttrockstars.com/
- Ed Shed: https://www.edshed.com/en-gb/groups
- Google Classroom: https://classroom.google.com/ (Only for the children to join)
  Tiger Class Code: onkj653
  Panda Class Code: fybrtp2
- Spelling Shed: https://www.edshed.com/en-gb/login

6. Being Healthy At School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We ask that all pupils bring in a water bottle- to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break times where children can bring in up to £1.00 to buy a snack of their choice. Please be aware that free snacks, which are provided by the government, are for infant classes only.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website: https://parentpay.com/
KS2 lunchtime is 12:30-1:15

Children in Year 6 eat lunch anytime between 12:55pm & 1:15pm.

7. Useful Year 6 Information

Lockers

As preparation for secondary school, the children in Year 6 are provided with a locker each. Children are responsible for maintaining their locker to a high standard, regularly clearing this out and ensuring it is sticker free. During Winter, coats that are wet can be brought into class and hung on the back of chairs to dry.

Bikeability

Children in Year 6 will partake in Bikeability week, learning cycling proficiency and road safety skills. Further information will be provided later in the year.

Secondary School Transition

During the summer term, we work with the local secondary schools to ensure children receive as smoother transition as possible. The schools come in to visit children to answer any initial questions and meet with the current class teachers. This is followed by an induction day, where children visit their new school for the day.

(01403) 210233

reception@leechpool.w-sussex.sch.uk