

Year 6:

Class teachers:

Miss Alexander

Mr East

Mrs Jules

Chestnut Class

Holly Class

Pine Class

Teaching Assistants:

Mrs Sammut

Ms. Willis

Miss Martin

Mrs Williams (LSA)

Mrs Beard (temp. LSA)

Reminders

PE days - children come to school in PE kit

Tuesday - Swimming

Friday - Outdoor P.E.

ALSO - if they're at a club, they can come



Maths - Curriculum Overview

Year 6 Curriculum Map Maths 2022-23

Autumn (15 weeks)														
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Number and Place Value (HT MTP)			Addition and Subtraction (HT MTP)			Multiplication and Division (HT MTP)				Converting Units (NCETM)		Perimeter, Area and Volume (White Rose)		
Spring (12 Weeks)														
Fractions and Percentages + Decimal Fractions Recap (NCETM)							Statistics (White Rose)		Properties of Shape (White Rose)					
Summer (13 Weeks)														
Algebra, BIDMAS and Ratio (White Rose)			Position + Direction (White Rose)		Post SATs KS3 Transition Work									

At the end of each unit, we will be testing the children's retention of their learning. We have also begun exposing the children to past SATs questions. From previous years, the earlier that they are exposed the better understanding of the differing question types they become.

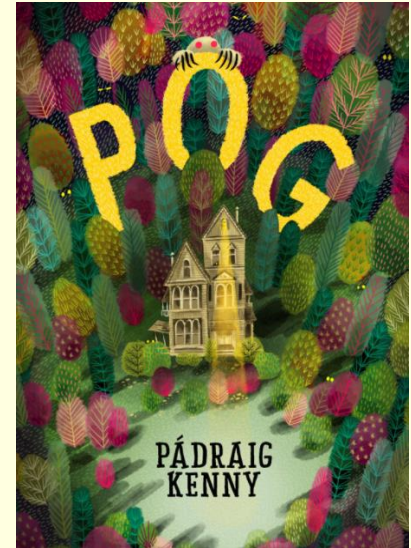
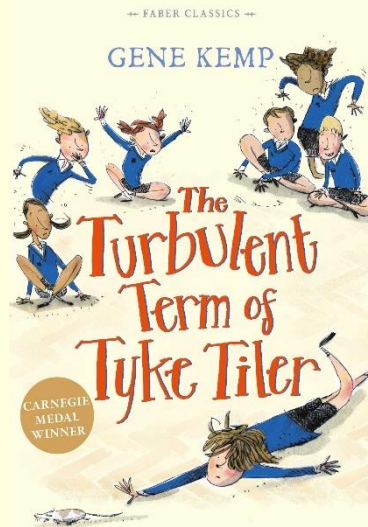
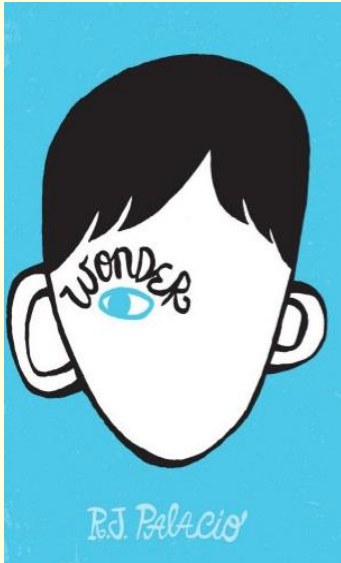
Reading at Holy Trinity in 2022-2023



At Holy Trinity, we explore reading in lots of different ways.

In Whole Class Reading, we read a variety of books across the year.

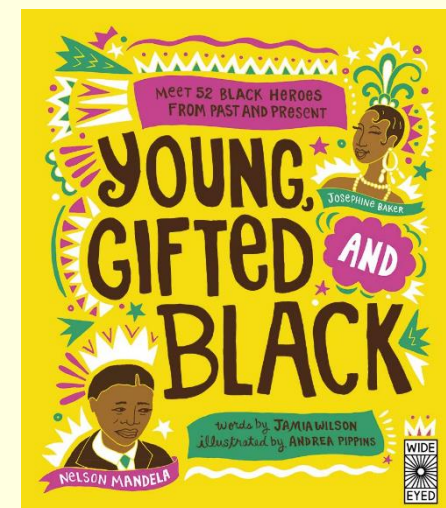
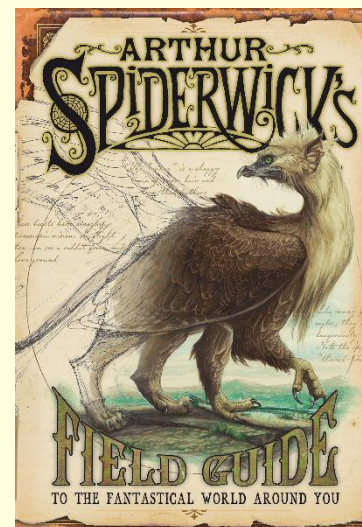
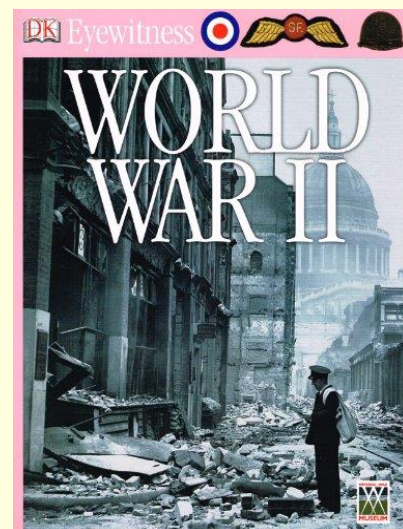
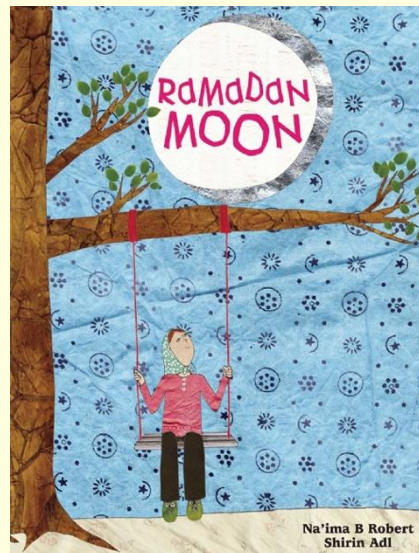
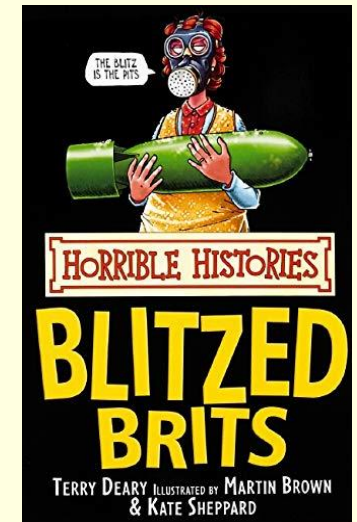
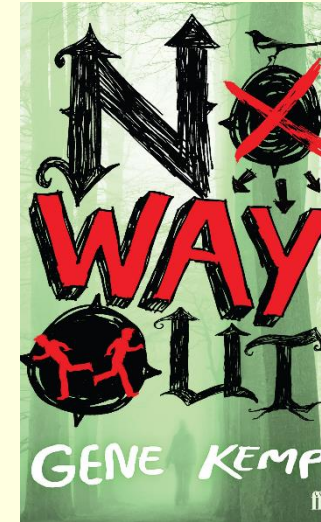
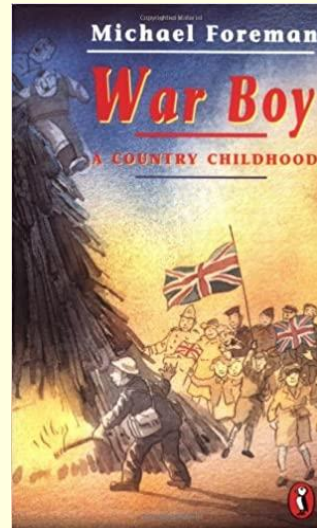
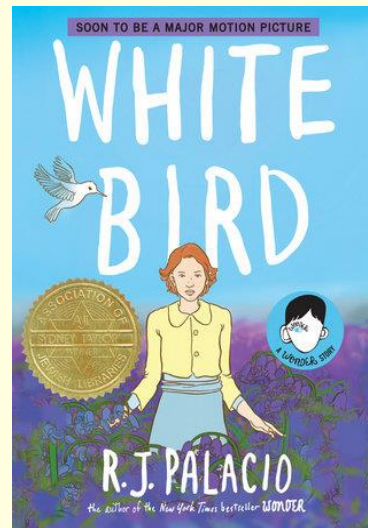
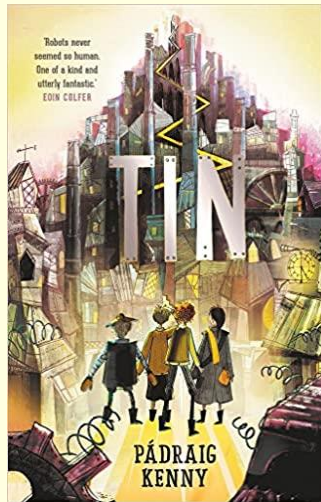
The children really enjoy exploring these books, learning new vocabulary, reflecting on the stories and using them to inspire their writing.



During the week, the children will work on a variety of tasks designed to deepen their understanding and comprehension of the book, including expanding their general knowledge, their vocabulary and their inference and analytical skills.

Teachers also highlight and promote a wide range of books from class book boxes and explore other texts in writing lessons.

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During the week, we will work through the following sessions.

FOUR PART METHOD

Pre-teach vocabulary and general knowledge

Looking at unfamiliar vocabulary or background knowledge the children will need to help them understand the next part of the story.

Just Read

Reading the next part of the story and enjoying it!

Close Reading

Focussing on a specific chapter or extract we have read and discussing the children's understanding.

Comprehension

Completing an activity - often written - to demonstrate the children's comprehension of the story so far.

This work will be recorded in a Reading Journal.

We will continue to complete formal 'reading comprehension' to prepare children for the rigours of tests.

Renaissance Reading

A reminder that, as part of their weekly homework, EVERY child should be reading for a minimum of 20 minutes EVERY evening.

This year, we are continuing to use the online platform called Renaissance Reading to better help us address the individual reading needs of each child.

This platform helps us to assess each child's reading ability, provides guidance for their choice of books and allows us to track how well they are understanding what they are reading.

Once every half term, each child will complete an online reading assessment (called Star Reader).

From this, each child will be given a numerical range - for example 3.3-4.5.

All of the books in school have been labelled according to their difficulty 'level' - which is a single decimal number such as 3.2 or 6.7.

Children will choose a book that falls within their range from the class or year group book area.

Ideally, children should not be taking more than 3 weeks to read a book. Within 24 hours of finishing the book, children should be completing the quiz on Renaissance Reading. This assesses their recall and understanding of the book. The quiz should be completed in school.

To help them remember key details from the text, we are asking that they record these after each time they read. This is what the Reading and Reflection Journal is for.

These quizzes will support teachers in assessing how well your child is understanding what they are reading and allow us to put interventions in where needed to boost the progress of your child.

What about books from home?

We are more than happy for children to continue to read their own books - in fact, we encourage it.

We would love children to continue to bring books from home or the local library. We can easily check the ZPD for each book to check it is within their range, they can do this at home also (we have showed them how).

If it isn't, but a child really wants to read it, we are open to that discussion on the understanding that child's next book is within their range.

Please encourage your children to try a range of different authors. Don't be tempted by Tesco's book aisle which is predominantly David Walliams, Diary of a Wimpy Kid and Harry Potter!.

If a book is outside their range, or isn't on the system, we will ask the child to choose a 'school' book to read alongside their other book.

<https://www.arbookfind.co.uk/>

Homework diaries

We continue to ask you or your child to record their reading in their homework diary on a daily basis and to sign the book at the end of the week.

Homework diaries will still be checked by a teaching assistant or the class teacher once a week to ensure every child is reading daily.

For homework, we expect children to read for a minimum of 20 minutes each evening. They are doing lots of reading in school but this extra 20 minutes is vital. It is a chance for them to read for pleasure and to choose their own reading material.

In school we encourage children to read a broad range of genres, please also do so at home.

Homework

Aims

Homework will enable parents/carers, children and the school to work in partnership.

Parents will become more knowledgeable about the school curriculum.

Parents will have a clear understanding of age appropriate learning expectations and of their children's progress.

Learning will be consolidated and extended.

Standards will be raised.

Pupils will make progress towards independence and individual responsibility, preparing them for secondary transfer.

Chrome Books

- Needed in school everyday
- Needed for core study skills as well as online homework
- Children are responsible for charging them
- Children who are not able to take a chrome book home and do not have a device at home, will be expected to complete online homework on a Friday at lunch time.

Google Classroom

Autumn 1 - Week 3



 Maths Homework - Place Value

Due Sep 26



 Foundation Homework - Y4 Islam

Due Sep 23



 Spelling Homework - Statutory words (ie...

Due Sep 23



Autumn 1 - Week 2



 Spelling Homework - Y3 and Y4 Statutor...

Due Sep 16



 Foundation Homework - Y3 Plants

Due Sep 16



 Maths Homework - Place Value

Due Sep 19



All homeworks are set on Google Classroom however children are still expected to hand in a written copy of their Spellings homework.

Spelling homework example

molar molar molar molar molar
canine canine canine canine canine
incisor incisor incisor incisor incisor
intestine intestine intestine intestine intestine
consumer consumer consumer consumer consumer
producer producer producer producer producer
oesophagus oesophagus oesophagus oesophagus oesophagus
enzyme enzyme enzyme enzyme enzyme
saliva saliva saliva saliva saliva
primary primary primary primary primary
secondary secondary secondary secondary secondary
tertiary tertiary tertiary tertiary tertiary
teeth teeth teeth teeth teeth
human human human human human
digestion digestion digestion digestion digestion
stomach stomach stomach stomach stomach
prey prey prey prey prey
predator predator predator predator predator

**Given out on a Monday, due
in on a Friday.**

In science, we have been learning about the human digestion and what goes on inside of us. It all starts from the mouth and you have your salivary glands that produces saliva. After that, we also have our teeth to help us chew, bite and rip whatever you eat! Next, comes a long tube called an oesophagus that's where your food goes down to your stomach, breaks it down and passes it to the small intestine.

Spellzone

<https://www.spellzone.com/what-is-spellzone.cfm>

Teaches all English spelling rules and includes:

‘Rule breakers’.

Basic concepts such as vowels, consonants, syllables, prefixes and suffixes.

Teaching text includes definitions, sentence context and learning tips.

Interactive spelling tests to check understanding.

Results seen instantly with 'traffic lights' code to keep learning on track.

Look, Say, Cover, Write, Check - one of the best ways to learn spellings.
Listen and Spell - test learning using audio.
Spelling games - a fun way to reinforce learning.
Printable worksheets - for off-line activities and study.

Spelling Ability Test

Measures spelling ability.

Provides a baseline 'Spellzone Score'.

Creates a personal 'Course Pathway'.

Automatically retests and updates according to new learning.

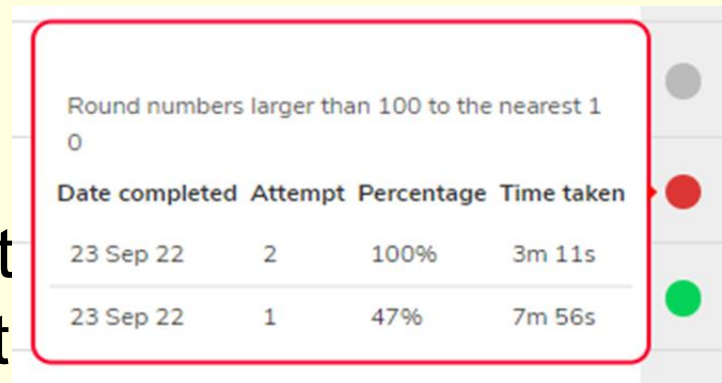
Homework - set on a Monday due in on the following Monday:

Maths

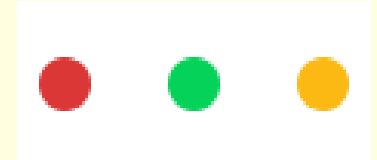
Task 1 - Arithmetic

Task 2 - Assignment set

Task 3 - We will be start



Round numbers larger than 100 to the nearest 10			
Date completed	Attempt	Percentage	Time taken
23 Sep 22	2	100%	3m 11s
23 Sep 22	1	47%	7m 56s



challenges.

We set this for all children, however there are children who will know they are expected to complete this.

Maths Homework Task 1

1	$142 + 4521$		
2	$2456 - 100$		
3	$164 = 75 + \underline{\quad}$		
4	$79 - \underline{\quad} = 34$		
5	30×70		
6	$\frac{2}{12} + \frac{9}{12}$		

Write your answers under here:

Maths Homework Task 2

- Keep up to date with their (daily) 5, 6 and 7 a day if they do not get it completed in school.



- Complete their assignment (up to 15 questions) which has been set in line with what they are learning in class.



Why have we chosen to use
doodle maths?



Personalised learning

Using the latest adaptive technology, DoodleMaths creates every child a unique work programme that targets gaps in their knowledge, revises tricky topics and consolidates what they already know.

Breaks down barriers

By setting work at just the right level and rewarding effort over ability, Doodle empowers children to believe in themselves, encouraging even the least confident and disengaged learners to keep up their hard work.

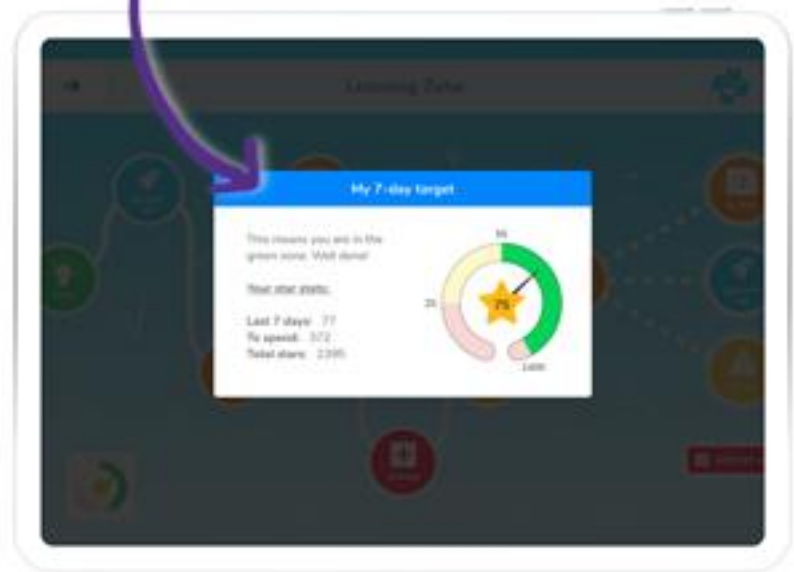
My target

To be in the green zone, you must earn your target number of stars per week. When you are in your target zone you are able to access Games, Friends, and your Robot



Little and often

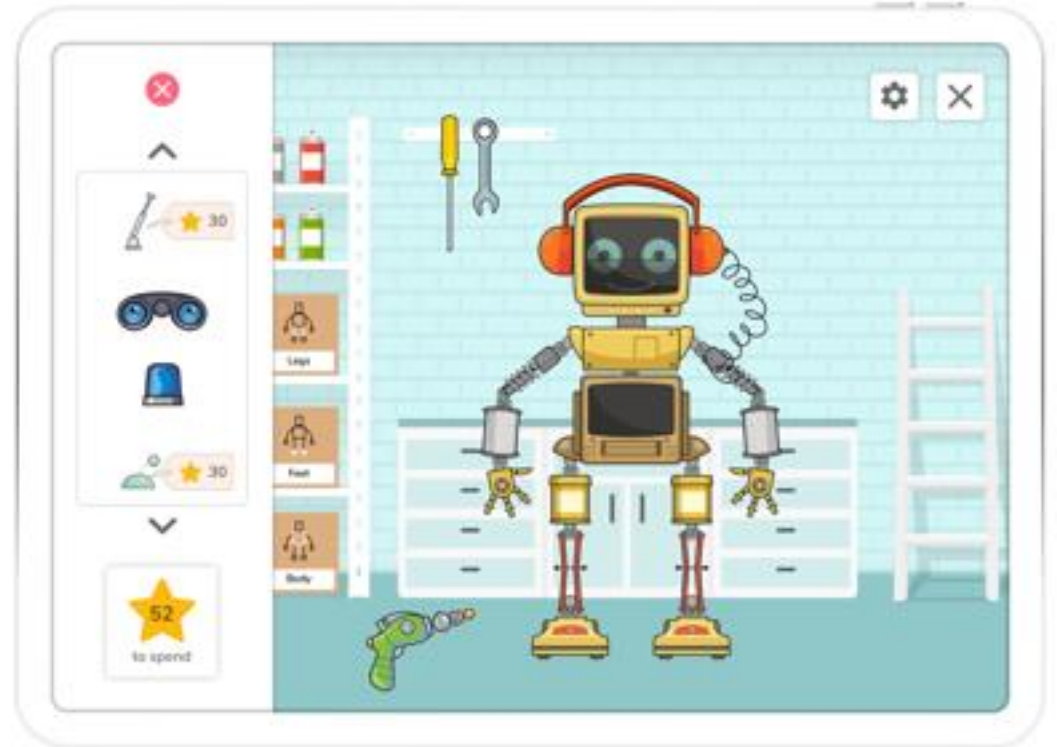
Practice for 10 minutes, 4-5 times a week





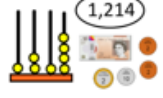





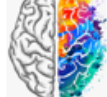
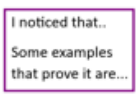
Unlock rewards!

Once you've reached the green zone, other pages will unlock! Play games and use your hard earned Doodle Stars to buy rewards.

Which one's your favourite?





Maths Homework Task 3

Step 1: Fluency																						
To be fluent in the mathematical concept that we are learning we need to be able to:																						
Key Facts 0.01 + 0.09 = 0.1 0.1 + 0.9 = 1 1 + 9 = 10 10 + 90 = 100 100 + 900 = 1,000 1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12	Manipulatives 		Drawings 	Formal Methods <table><tr><td></td><td>H</td><td>T</td><td>O</td></tr><tr><td>7</td><td>2</td><td>5</td><td></td></tr><tr><td>-</td><td>4</td><td>6</td><td>2</td></tr><tr><td>2</td><td>6</td><td>3</td><td></td></tr></table>		H	T	O	7	2	5		-	4	6	2	2	6	3		Variety 	
	H	T	O																			
7	2	5																				
-	4	6	2																			
2	6	3																				
Once we have mastered fluency for the concept we are learning, we can become greater mathematical thinkers and we can deepen our understanding through reasoning and problem solving:																						
Step 2: Reasoning			Step 2: Problem Solving																			
R1 Describe a mathematical idea in my own words	R2 Represent a concept in a variety of ways	R3 Explain why a question is correct/incorrect	PS1 Make up my own examples	PS2 Recognise the mathematical concept in different situations	PS3 Solve problems that are increasingly tricky	PS4 Find a generalisation for the concept																
Once we have mastered reasoning and problem for the concept we are learning, we can become greater mathematical thinkers and we can deepen our understanding through the dive deeper poster :																						
Step 3: Dive Deeper																						
DDR1 Explain it 	DDR2 Draw it 	DDR3 Make a mistake 	DDPS1 Make up my own examples 	DDPS2 Be a link maker 	DDPS3 Think it through 	DDPS4 Prove the generalisation 																

We will be setting challenges that lend themselves to the Dive Deeper strands of problem solving and reasoning. All children will be set this work, but there will be targeted children who have to complete this.

Foundation Homework and Kahoots

 Miss Alexander posted a new assignment: Foundation Homework - Year 3 ... Due Sep 24, 9:00 AM 


Posted 7:00 AM

Please read through the Knowledge Organiser before completing the Kahoot and then the activity that has been set.


0
Turned in

30
Assigned

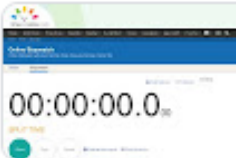
This week you will be timing yourself for 2 minutes and seeing how many facts you can remember about Plants. Try not to look back at the Knowledge Organiser and be truthful with your timings!




KO Year 3 - Plants
Google Docs




Play Kahoot! - Enter gam...
<https://kahoot.it/challenge/0...>




Online Stopwatch - easy ...
<https://www.timeanddate.co...>



Y3 Plants
Google Docs



Add class comment...



They will focus on something different each week and will be retrieving information from a previous year group.

Given out on a Monday and due in on a Friday.

Homework Diaries

Week beginning: 5th September 2022

Reading	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Home signature:	School signature:

Homework			
Spelling Homework		Foundation Homework	
Doodle Maths		Arithmetic	

Reminders

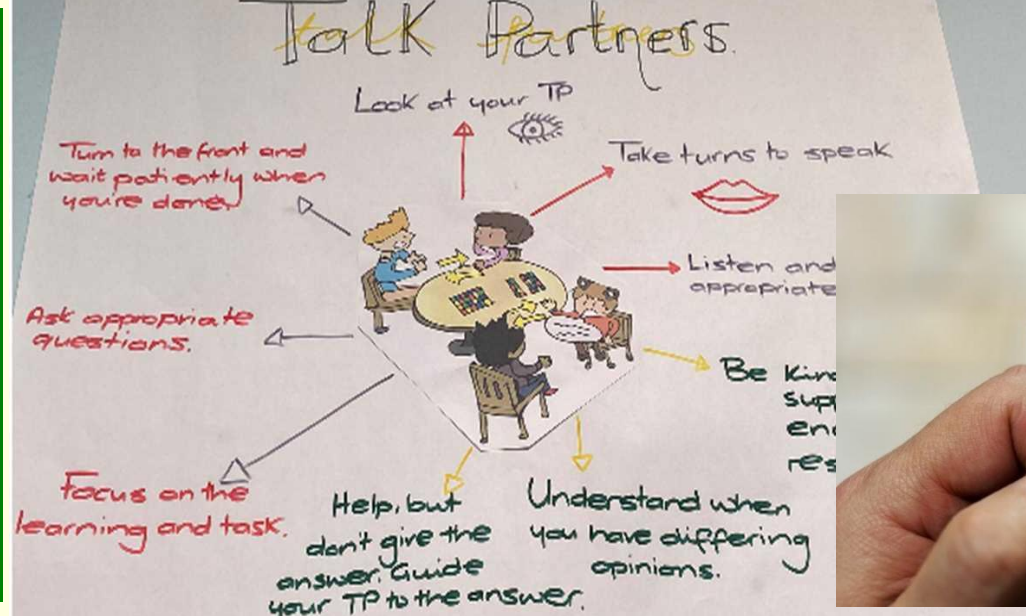
Vocabulary			

Self-efficacy

A crucial component of the learning culture in the classroom is to CONTINUALLY talk with pupils about how the brain grows, how you can grow your abilities through practise, the gift of being able to learn from one another – tapping into all our different strengths and that we are all born with different strengths. Talk about the brain and how it 'works' as this is central to the notion of mindsets. People with a fixed mindset believe they are born with a certain amount of intelligence and that it is fixed for the rest of their lives. People with growth mindsets however know that intelligence is not fixed and that you can in effect 'grow' your intelligence. Brain research has made this a reality.

Self-efficacy is the belief in yourself that you can achieve





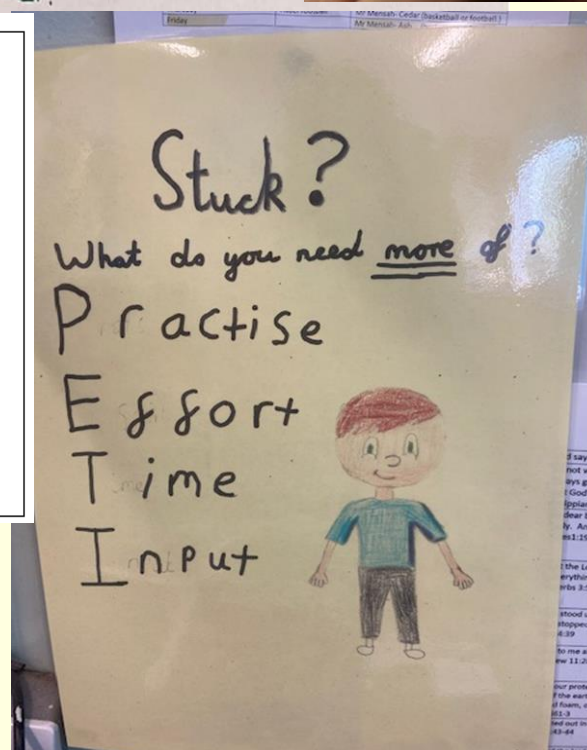
TALK PARTNER COMPLIMENT SLIP



To _____

Thank you for being an excellent talk partner. You were a great talk partner because _____

From _____



Dos	Donts
When you do a new kind of maths problem, it grows your brain	Not everyone is good at maths, just do your best
If you catch yourself saying 'I'm no good at maths' just add the word YET to the end of the sentence	That's OK, maybe maths is not one of your strengths
That feeling of _____ being hard is the feeling of your brain growing	Don't worry, you'll get it if you keep trying
The point isn't to get it all right away. It is to grow your understanding step by step	Great effort you tried your best.
Good – its making you think – that's how you know your brain is growing	Fantastic, you got them all right
Well done! You're learning to... (do your laces, use capitals and full stops etc.)	Great work, you finished really quickly
Every time you practise, you're making the connections in your brain stronger	You're such a clever girl/boy
You're good at things you like because you spend a lot of time doing them	Just as I would expect from you, all correct!
If you could already do it or it was easy, you wouldn't be learning anything	You're amazing
Your skills have really improved. Do you remember how much harder this	

Important dates for this academic year

SATs

Mon 8th May - Thurs 11th May

School Journey

Mon 5th June - Wed 7th June (for some)

Mon 5th June - Friday 9th June (for the rest)

We have a meeting about these in Spring term.

Communication

We are always happy to discuss any issues that may arise. This can be a few minutes after school. It may be that the issue requires longer than a few minutes in which case we will arrange an appointment at a mutually convenient time.

Homework diaries are also a good way for us to communicate. Please remind your child to show us your note!

Most importantly, please tell us if there is anything you're unsure about as soon as you can so we can address it immediately. We don't want any miscommunication and we want to make sure that we are all always on the same page.