

Welcome to Year 6

HOGARTH CLASS

RAPHAEL CLASS

RILEY CLASS



PUTNOE
PRIMARY SCHOOL

Aiming High Learning for Life

The Year 6 Team

Mr Rogers

Hogarth

Class Teacher

Mr Mann

Hogarth

Teaching Assistant

Mr Pope

Riley

Class Teacher

Mrs Anstee

Gainsborough

Teaching Assistant

Miss Giles

Raphael

Class Teacher

Miss Papworth

Raphael

Teaching Assistant

Miss Augustine

Riley

Student Teacher

School Uniform Year 6

Black trousers, school shorts
or skirt

Black shoes, not boots

Black tights or socks

Grey polo shirt to mark their
final year at Putnoe.

Purple jumper or cardigan



PE

PE days

For all three classes is

Monday and **Tuesday**

PE kit

Black shorts

Purple t-shirt

Trainers

Purple fleece or black sweatshirt

Black jogging bottoms

Spare pair of shoes (outdoor PE days)



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*Drop off and
Pick up*

Gates open from 8.40

Registration 8:50- 9:00-
morning task to complete

Lesson 1 begins at 9:00

End of the day 3:20

Collected from the KS2
playground

Give permission to walk
home

May attend an after-school
club

May attend after hours

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*Expectations
of behaviour*

Prompt

Organised

Focused

Good listeners

Good role models

Follow the school values
and Charter of Rights

Try their best

In school every day (No
termtime holidays)

Lunches

Children can bring a packed lunch to school with them, or you can order lunch through our catering company, Relish.

Food orders must be with Relish at least 1 day in advance, and food is ordered online through their website. Payment is made directly to Relish.

If your child is eligible for free school meals, you must still order their food through the website.



Remaining hydrated throughout the day is essential. **Please provide your child with a named water bottle**, which they can bring to school each day.



[Login to the Relish
Parents Section
\(relishschoolfood.co.
uk\)](https://relishschoolfood.co.uk)

Clubs and other opportunities

There will be opportunities for your child to join an exciting after-school club.

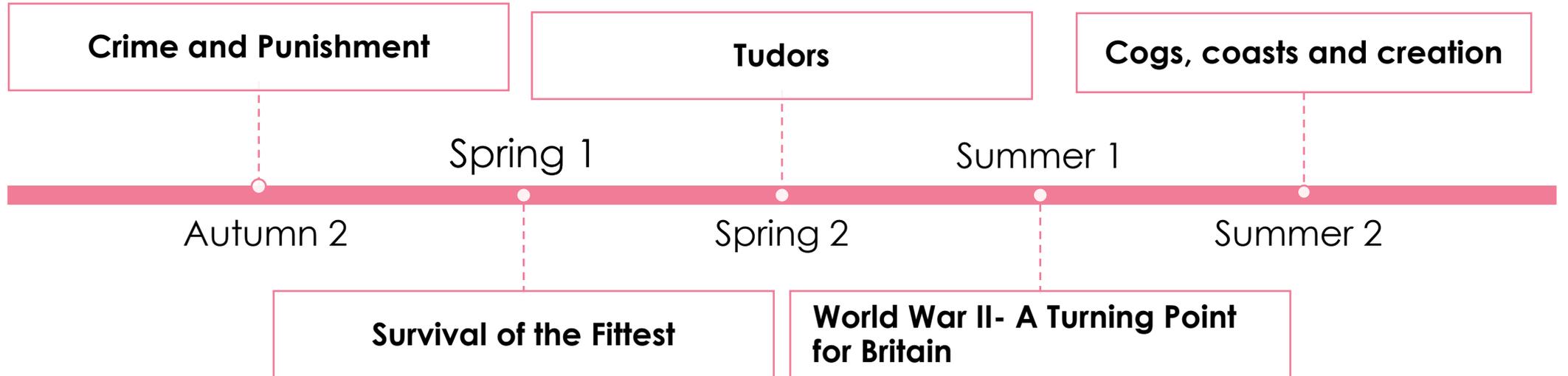
Clubs may include sports, dance, art, photography, creative writing, gardening, Science and much more!



The Year 6 Curriculum

(topic overview)

Autumn 1 Topic- The Terrifying!



Autumn Term Curriculum

English Writing Character description Balanced argument Persuasive Advert Horror Story	Reading Room 13 The Highway Man Romeo and Juliet Extract work	Maths Number and Place Value Fractions Four Operations
Science Living Things and their Habitats Animals including Humans	History Crime and Punishment	Geography Earthquakes
Art Bawden Print Making	DT Cooking and Nutrition Bread Making	French Classroom instructions Name 15 classroom items Describe different items of clothing Name and describe family members
PE Indoor- Dodgeball/ dance Outdoor- Conditioned/ team Games	Music Garageband Making loops	Computing 3D Modelling Webpage Creation

Writing

Purpose of writing

Expected to write for a range of purposes and audiences, covering a variety of genres from character and setting descriptions, balanced arguments, explanation texts and imaginative stories.

Pupils will be taught the skills for writing through the 'Three Zones of Writing'

Handwriting

Use a scheme called Kinetic letters

Spelling

Need to learn the Year 5 and 6 HFW (inside planners)

Set as homework on Spelling Shed.

Go on and play at least 10 games per week

Punctuation and Grammar

Follows the national curriculum objectives:

Cohesive devices

Use of semi-colon, colon or dash

Bullet point a list

Use of hyphens

Layout devices (headings, sub-headings)

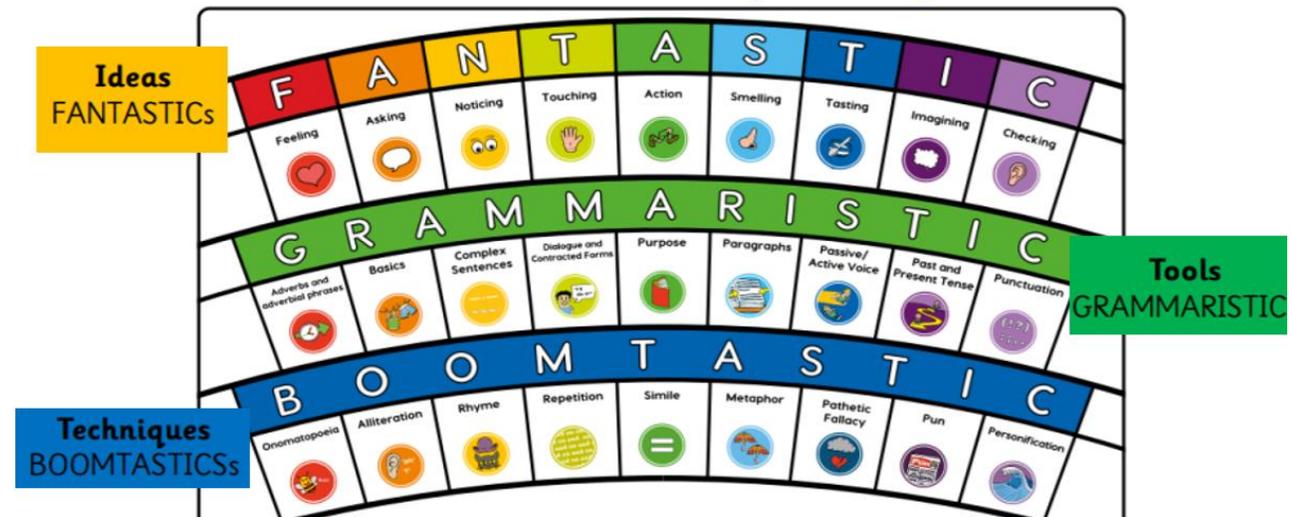
Perfect form of verbs

Passive voice

Vocabulary used for formal speech

Subjunctive verb forms

The Three Zones of Writing



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Supporting your child with their learning

Writing

- Encourage opportunities for writing at home e.g., getting them to write the shopping list, write a post card or letter to a family member
- Ensure they log onto Spelling Shed and complete their spelling homework at least 10 times per week

Assessment

The 2024 KS2 SATs will take place
in the week commencing
**Monday 13th May until Thursday 16th
May 2024**

Mathematics

Mastery Approach

Pupils will be taught using a Mastery approach to Mathematics. They will progress from concrete to pictorial to abstract with a focus on different ways to represent a concept and different procedures to solve a problem. Pupils will use different graphic representations to demonstrate their understanding.

White Rose Mastery is the scheme we use to teach Mathematics at Putnoe. Each concept will be taught in small steps within lessons.

Times Tables

A scheme called Times Tables Rockstars is used to help develop quick recall of tables.

MyMaths

We will be introducing an online scheme called MyMaths after half term which will also be used to support learning

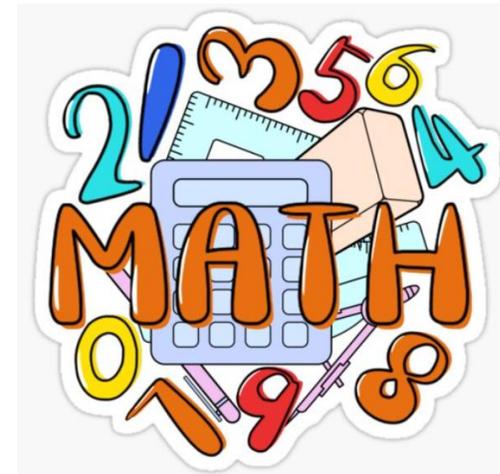
Topic Areas

Number – Place Value, 4 operations, Fractions, Ratio, Algebra

Measurement – Converting units, Area, Volume, Perimeter

Geometry – Position and direction, Shape

Statistics



Mathematics SATs

There are three tests:-

- Paper 1 - Arithmetic (30 minutes, 40 marks)
 - Paper 2 - Reasoning (40 minutes, 35 marks)
 - Paper 3 – Reasoning (40 minutes, 35 marks)
-
- The mark to attain 'expected' is approximately 60/110 (standardised score of 100) and
 - The mark for 'exceeding' is approximately 96/110 (standardised score of 110)

Coverage

- In each paper the questions get progressively more challenging starting with questions below then at age related expectations and progressing to more challenging questions at greater depth

Arithmetic Paper

8

$$2.5 + 0.05 =$$

A grid for working out the answer to question 8. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 3 rows.

1 mark

9

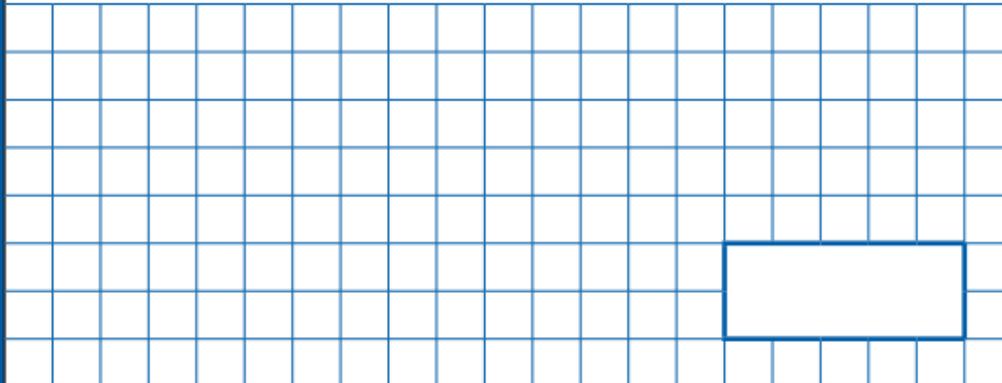
$$5 \times 4 \times 7 =$$

A grid for working out the answer to question 9. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 3 rows.

1 mark

22

$12 - 6.01 =$

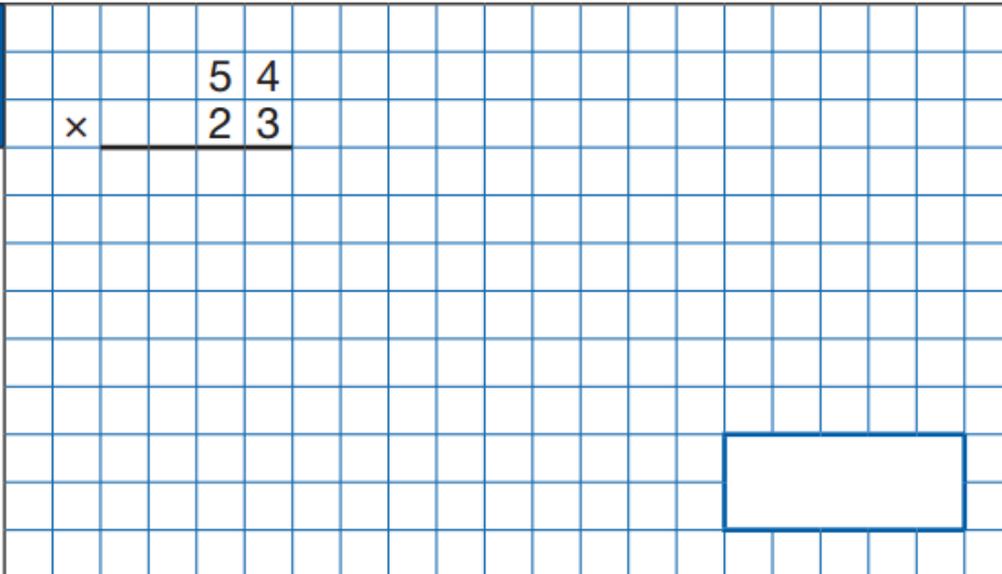


1 mark

23

$$\begin{array}{r} \times \quad 54 \\ \hline \quad 23 \end{array}$$

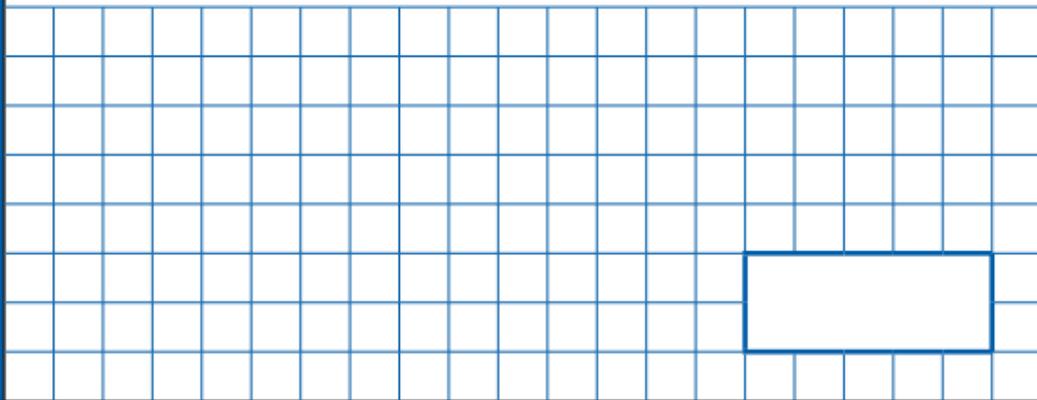
Show
your
method



2 marks

32

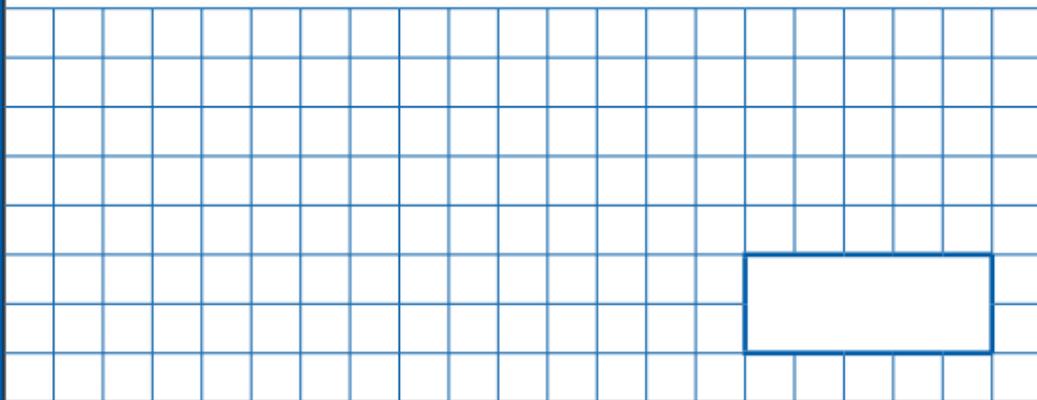
$$\frac{2}{5} \div 2 =$$



1 mark

33

$$1\frac{1}{5} - \frac{1}{4} =$$



1 mark

Reasoning Paper

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

12

What number is halfway between 1.4 and 2.1?

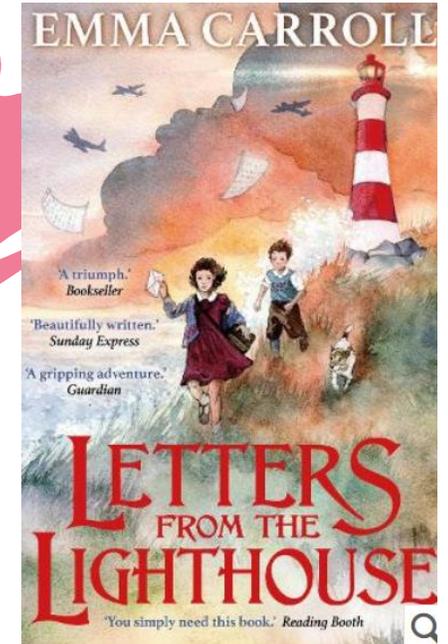
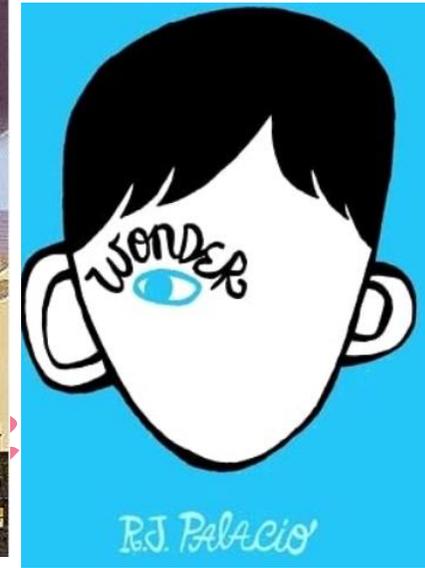
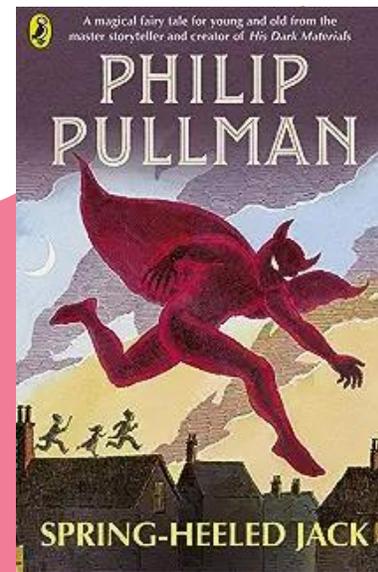
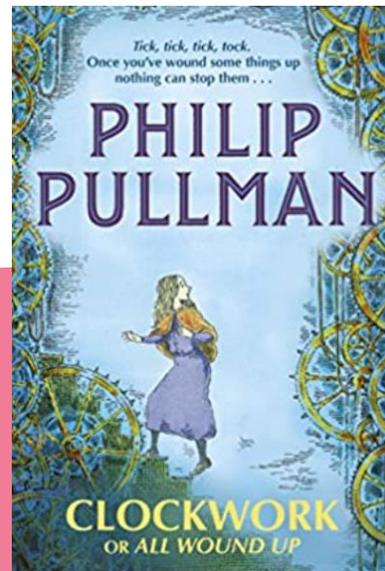
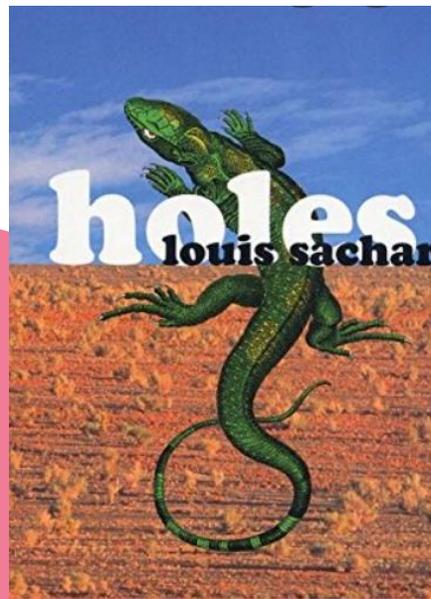
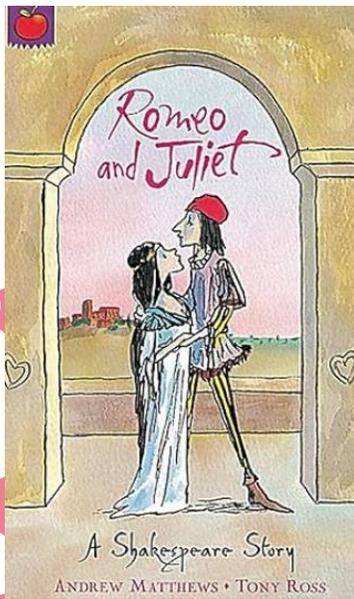
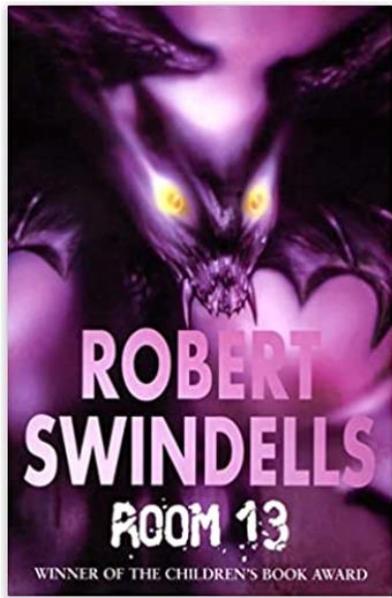
1 mark

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Supporting your child with their learning

Maths

- Ensure they log on to Times Table Rock Stars and My Maths to complete their weekly homework tasks
- Discuss what they have been learning in their lessons
- Supporting with and ensuring homework is completed on time
- Lots of discussion with children about their learning. Continue to practise times-tables and related facts and number facts regularly
- Practise arithmetic and written calculation methods regularly



Reading



English SATs

There are two areas of the English SATs:-

- Reading
- Grammar, punctuation and spelling

These are both marked externally.

Writing is teacher-assessed internally and subject to external moderations from Bedford Borough.

Reading Test

- The English reading booklets contain three texts that get progressively more challenging in the content of what the children have to read and the questions that they have to answer.
- Children will have one hour for this assessment.

Reading Test

- The reading answer booklet will comprise approximately 35 to 40 questions (totalling 50 marks). The questions are:
 - shorter, closed response items (such as multiple choice and matching questions);
 - shorter, open response items; and
 - longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.
- Questions are worth 1, 2 or 3 marks.
- The pass mark in previous years has ranged from 21/50 (2016) to 29/50 (2022). In 2023, it was 24/50.

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

Questions 16–24 are about *Giants* (page 7).

16 (a) What does the 'giant' do to frighten the snail?

_____ 1 mark

(b) What does the 'giant' do to frighten the frog?

_____ 1 mark

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



_____ 1 mark

18 *Gentle, and small, and frail*

How do these words make the reader feel about the snail?

_____ 1 mark



Questions 25–36 are about *The Lost World* (pages 8–9).

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor Summerlee. **Lord John.** **Malone.** **Professor Challenger.** _____ 1 mark

(b) At the start of the extract the men entered the forest...

carefully. **quickly.** **fearfully.** **noisily.** _____ 1 mark

(c) There, they came to a patch where the stream was...

smaller. **bigger.** **faster.** **slower.** _____ 1 mark

(d) The ferns here were spaced...

regularly. **randomly.** **carefully.** **equally.** _____ 1 mark

29 The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

_____ 3 marks

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Supporting your child with their learning

Reading

- Listen to your child read daily (at least 15 minutes) with no interruptions or distractions – make a note of this in their planners
- Use the reading VIPERS questions to support your child's understanding of what they are reading
- Encourage your child to read lots of different text types- newspaper/recipe book/magazines/leaflets/brochures etc.
- Practise spellings on Spelling Shed

English grammar, punctuation and spelling test

What is the English grammar, punctuation and spelling test?

The English grammar, punctuation and spelling test assesses your child's English skills in five key areas in Year 6:

- spelling
- punctuation
- grammar
- vocabulary

English grammar, punctuation and spelling test

The English grammar, punctuation and spelling test has two components, worth a total of 70 marks:

- a booklet of short-answer questions
- a spelling task

The pass mark ranges from between 36/70 and 43/70.

Paper 1

Paper 1, the short-answer questions, consists of between 45 and 50 questions assessing grammar, punctuation and vocabulary. Each question is worth one or two marks with a total for the paper of 50 marks. The questions are:

- selected response items (such as multiple choice questions) or
- short, open response items, in which children may have to write a word, a few words or a sentence

The children will have 45 minutes for this test.

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.

The assembly was held in the hall.

The bad weather led to the cancellation.

The floods were caused by the heavy rain.

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

Paper 2

Paper 2, the spelling task, consists of 20 sentences, which are read aloud by the test administrator. Each sentence has a word missing which the child must complete. The task is worth a total of 20 marks.

There is no time limit on this but it normally lasts around 20 minutes.

Thank you

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