

Year 6 2020 zoom meeting 4pm

Tuesday 29th September



- The staff in Year 6.
- The weekly routine.
- Arriving and going home.
- Illness procedures.
- The learning for the Autumn term.
- Weekly learning grids.
- Catch up curriculum
- How can we all help the children?

+ Year 6 staff



The weekly Year 6 Routine



- Arrive between 8.25am and 8.45am
- Classroom doors open from 8.25am
- It is important that children are on time to avoid disruption.
- Start the day with reading/spelling/arithmetic. New books sent home Monday collected back on Friday
- Break and snack 10.30
- Lunch 12.45
- Doors open for parent collection from 3.10, Children with permission to walk home will leave at 3.30
- Please observe social distancing and any current government guidelines e.g. the wearing of masks.

Arriving and going home...



Very important that you still message via dojo or ring the school office if there is a change to any routine.

Huge part of our job is safeguarding all children so...

- we need to know who will be dropping off and collecting
- if the children are arriving or being collected by someone different
- walking to and from school is a privilege that can be withdrawn by the school or by a parent.



Illness and Covid procedures

We need to know..

The procedure is the same as before for recording an absence.

Ring the office if your child is unwell/ self isolating.



COVID Symptoms At Home Flow Chart



Year 6 time table



- Maths and English everyday
- Lots of reading.
- mindfulness activities
- Monday gardening-Will need wellies after October half term please
- P.E. Just need trainers.
- Praising assemblies on a Monday via zoom.
- Currently no singing
- No whole school assemblies
- No educational visits.
- No changing for P.E.
- Lunch in the classroom
- Individual class break and lunchtime

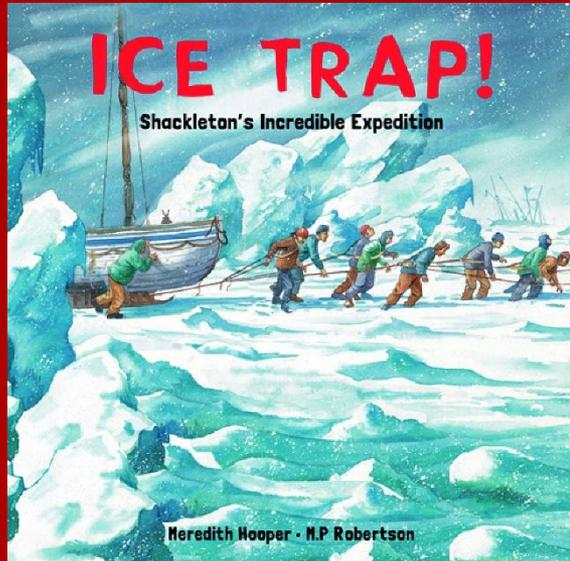
WEEKLY TIMETABLE YEAR 6 SEPTEMBER 2020



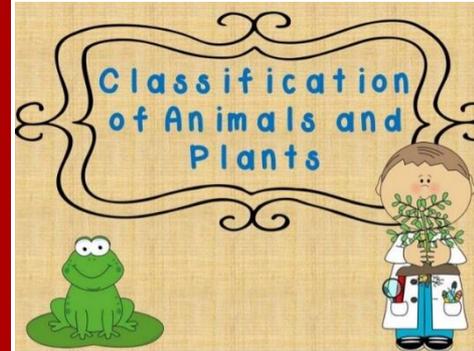
8.45-9.15		9.15-10.30	10.30-11.00	11.00 – 12.45	Lunch	1.45 – 3.30			
Monday	Reading, arithmetic, spelling	Maths	Break, washing hands and snack	Guided Reading Literacy (spelling, SPaG, writing)		Gardening, assembly, reading			
Tuesday		Maths		Guided Reading Literacy (spelling, SPaG, writing)		Art – TTRockstars/ReadTheory – Hometime Reading			
Wednesday		Maths		Guided Reading Literacy (spelling, SPaG, writing)		Geography / Hometime Reading			
Thursday		Maths		Guided Reading Literacy (spelling, SPaG, writing)		1.45 – 2.30 Computing	2.30 – 3.30 Science		
Friday		Time for finishing activities (Geog, Science, Art)		Guided Reading Literacy (spelling, SPaG, writing)		1.45 – 3 PE	Mental arithmetic practice	Hometime reading	

Year 6 Autumn Term learning...

Antarctica



See the weekly planning grid on
dojo.



Grove Lea
Primary School



Weekly planning grid.



Spellings

This week we are focusing on the Y5/6 Statutory word list. Here are your words this week:

Day	Accompany, ancient, bargain, committee, definite, environment, equipment, language, occupy, system
Monday	LOOK, SAY, COVER, WRITE, CHECK. Do you know any synonyms for your words?
Tuesday	DRAW YOUR WORDS – what will help you to remember your spellings? Bubble writing/fancy handwriting/different colours
Wednesday	DEFINE YOUR WORDS – what do they mean? Use a dictionary.
Thursday	PUT YOUR WORDS IN SENTENCES – can you challenge yourself and use more than one in the same sentence?
Friday	TEST YOURSELF – how many did you get right?

Practise your arithmetic

Day						
Monday	123, 409 – 34, 567 =	45,670 – 12, 997 =	1987 x 6 =	34 x 20 =	3 x 5 x 9 =	5,46 + 27, 6 =
Tuesday	5/9 + 3/9 =	3,456,700 – 5000 =	23 x 10 =	820 + 10 =	4 x 5 x 8 =	345, 672 + 34, 678 =
Wednesday	67 + 28 + 109 =	2,345 + 7 = 10,900	105 x 10 =	5565 + 6 =	23 x 14 =	2/9 + 8/9 =
Thursday	768 + 230 =	2348 – 1005 =	74 + 100 =	21 x 10 x 2 =	22 x 5 =	34 x 56 =
Friday	2, 009,440 – 90 =	99 x 9 =	56 + 100 =	22 x 11 =	34, 781 – 4, 500 =	¼ - ½ =



Weekly Activities for Year 6

Week Commencing:
21.9.20

Homework...

- Read four times a week and record in your reading diary at home
- Practise **TTrockstars** and **ReadTheory** for 20 minutes to keep fresh
- Complete your Reciprocal Reading
- If you haven't done so in school, complete your Big Maths. Please send any work to achambers@groveleapprimary.com on dojo, or upload it to your portfolio.

Geography

This week we will be looking at longitude and latitude. Identify:
-what is longitude?
-what is latitude?
-how does this relate to what you already know about the world and the Earth? (know more remember more from Year 5)
Watch this video:
<https://www.youtube.com/watch?v=8ag98ws2FoE>
Create a fact sheet to show me what you've found out.

Can you identify the longitude and latitude of the UK?
-Of Wakefield?
-Of Hemsworth?



Literacy

This week we are writing a setting description of an Antarctic landscape. Please remember to use fronted adverbials, expanded noun phrases, similes, parenthesis and descriptive language. Use these videos and pictures to help you.
<https://www.youtube.com/watch?v=spwFMywNmj34>
<https://www.youtube.com/watch?v=TXOQn7z9Hg>
<https://www.theatlantic.com/photo/2019/02/images-from-antarctica/582850/>

Maths

This week we are looking at rounding with any number.
Recap: rounding to nearest 10, 100, 1000
<https://vimeo.com/454666928>
Watch this video to round with any number:
<https://vimeo.com/454667122>
I will post the work on dojo for this lesson.

Science

This week we are looking at animals. We want to know how groups animals are classified into, and how this happens. Which animals have similarities and differences?

I will post some resources and examples on dojo for you to have a go.

Art

This week we are looking at Antarctic landscapes and using our colour matching skills. Choose a picture of an Antarctic landscape and:
-create an outline
-identify the foreground and background
-identify the colours used
-Sketch the details of your picture

Keeping Well - SMSC. In Year 6 we are 'Thinking Positive.' What does this mean to you? How can we help ourselves keep positive? How could we help someone keep positive? Think of a list of ways. Can you compliment someone this week and help them to think positive?

Knowledge organisers for Geography and science

Year 6 Geography - Antarctica

Prior Knowledge

You should already know of the Earth's continents and be able to link your knowledge of seasons, biomes and space to your learning about Antarctica.
You may already know and be able to explain the difference between Antarctica and the Arctic.

Key Vocabulary

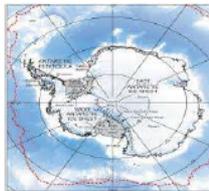
Antarctica	Arctic	Hemisphere
Equator	Tropic of Capricorn	Tropic of cancer
Geography	Environment	Ice shelf
Glacier	Climate change	Global warming
Continent	Landmass	Pack ice
Time zone	Longitude	Latitude

Knowledge and Understanding

Antarctica is located at the South Pole and is surrounded by the Southern Ocean.
Antarctica is the fifth largest continent based on its size, but it is the smallest in population.
There are no permanent residents.
It is the driest and oldest continent on earth.
It is classed as a desert due to the lack of rainfall.

In mid-winter (around 21 June) there are 2 weeks when night lasts for 24 hours.
• In summer (around Christmas) there weeks when there is 24 hour sunlight.
• Antarctica is the best place in the world for meteorites.
• The lowest ever recorded temperature °C

Timeline of key events	
1772-1774	Captain Cook crossed the Antarctic Circle
1819-21	Captain Thaddeus Bellinghousen (Russian naval officer) circumnavigates the Antarctic
Late 19 th	'The Heroic Age of Antarctic Exploration' - many were drawn to Antarctica and in just a few short years, Antarctica was where some of the bravest and most worthy of explorers met some of the harshest conditions ever endured. Some expeditions succeeded, others didn't.
1921	Captain John Davis, an American seal hunter, first lands on the continent of Antarctica.
1823	James Weddell, a British whaler, discovers the sea, it is named after him - The Weddell Sea.
1840s	British, French and American expeditions establish Antarctica as a continent.
1901	Captain Scott (British) leads the first Antarctic expedition to reach the South Pole - Ernest Shackleton is with him - it is unsuccessful.
1909	Douglas Mawson (Australian) reaches the South Magnetic Pole.
1911	Road Amundson (Norwegian) reaches the South Pole for the first time.
1912	Captain Scott reaches the South Pole - when he gets there he discovers Amundson has beat him to it. Scott and his team die on the return journey.
1914	Ernest Shackleton (Irish) attempts to cross the continent on foot. His boat The Endurance, gets stuck in the ice and is eventually rescued in 1917.
1961	The Antarctic treaty comes into effect to ensure it is used peacefully, is not exploited or used for animal hunting or ruled by one group or country.



Who was Ernest Shackleton? What can we discover about the Endurance?

Year 6 Science - Biology - Classification

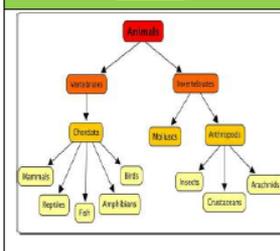
Prior Knowledge

You may already have heard of classification and be familiar with sorting things into groups by what they do and don't have in common.

Key Information

All humans are animals, specifically mammals.
All humans, animals and plants can be classified into specific categories.
It is important to be able to classify things in specific ways in order to make it easier and clearer to research, find out information and find similarities between living things.

Key Diagram

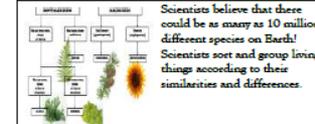


Key Vocabulary

Species - a group of animals that can reproduce to produce fertile offspring
Key - A key is a series of questions about the characteristics of living things. A key is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.
Classification - the sorting of things into different groups according to their similarities and differences
Taxonomist - a scientist who classifies different living things into categories

Habitat - The natural home or environment of an animal, plant or other organism
Mammal - A warm-blooded vertebrate animal, distinguishable by the possession of hair or fur, females secreting milk for young and typically giving birth to live young
Microorganism - A microscopic organism, especially a bacteria, virus or fungus
Environment - The surroundings or conditions in which a person, animal, or plant lives
Characteristics - Special qualities or appearances that make an individual or group of things different to others.

Knowledge and Understanding



Carolus Linnaeus is the father of taxonomy, which is the system of classifying and naming organisms. One of his contributions was the development of a hierarchical system of classification of nature. This system includes eight taxa: domain, kingdom, phylum, class, order, family, genus, and species.

All plants are included in one Kingdom (Plantae) which is then broken down into smaller and smaller divisions based on several characteristics.

Animals can be divided into invertebrates and vertebrates. We will consider the other three groups: fungus, monera (microbes) and single-celled organisms called protists. Each time we divide up the living things by particular characteristics, the groups become smaller until we end up with the organism being 'identified'.

What questions can you use to structure your classification?

- Can you make a set of identification cards to help other children classify and identify plants and animals in the school grounds or local environment?
- How did Linnaeus's work help scientists who were arguing and could not decide the best way to classify living things?
- Why are bacteria sometimes good and sometimes bad?

How are we helping with lost learning?.



In school:

Children have already been assessed in reading and maths

Extra reading during the day. .

Curriculum adapted to address the gaps and needs of the class.

Teachers planning activities to build in time to practice skills and cover the lost skills.

What can you as parents do to help?



Hear your child read every evening and record in the reading diaries.

Message me with what I.T. you have at home e.g. just an i phone. I phone and tablet, phone tablet and laptop etc.

Make them go on T.T. rockstars. We have lost our speed and accuracy with times tables.

Use class dojo to look at the weekly learning grid on a Monday. If your child is having to self isolate or we need to close the bubble this will be that starting point/ basis for home learning which I can then add to.

Keep me informed of any problems, issues or successes your child is having.

High schools



Autumn term: Letters for parent selection are sent out.
Please fill in your application form for the school choice for your child.
Please return these to Wakefield admissions.

Outwood are constructing a website page instead of hosting an Open Evening so you can take a virtual tour of the site.

Minsthorpe are doing a virtual tour going live on 8th October.

Please check the website pages for more information.

The SATs



Formal assessments in the week commencing

Monday 10th May 2021

Monday 10th May: Spelling and Grammar 1 hour

Tuesday 11th May: Reading 1 hour.

Wednesday 12th May: Arithmetic paper 30 minutes
Reasoning paper 1 45 minutes

Thursday 13th May: Reasoning Paper 2 45 minutes.

No assessment on Friday 14th May.

Spelling, Punctuation and Grammar



- The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.
- The grammar and punctuation test will include two sub-types of questions:
- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Reading



- The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.
- There will be a selection of question types, including:
- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

- In 2018 the Department for Education announced that the reading content of the KS2 SATs will be more closely linked to the curriculum in future to ensure children are drawing on their knowledge when answering reading comprehension questions.

Maths



- The maths test is a made up of 3 papers:
- Paper 1: arithmetic- old fashioned maths.
- Paper 2 and 3- reasoning. Maths problems.
- The content covers lots of different types of maths e.g. time, shape, angles, measures, symmetry, money.
- It is not just Year 6 work. This is because it is an end of Key stage assessment work done in Years, 3 ,4 and 5 will be on the papers e.g. Roman numerals, angles in a turn, properties of shape.
- All the papers have the same number of marks.

How are the tests marked?



- The SATS are sent away to be marked. In July we get the scores back.
- The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.
- You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved).
- The range of scaled scores available for each KS2 test is:
 - 80 (the lowest scaled score that can be awarded)
 - 120 (the highest scaled score)
- Children achieving over 110 are awarded the greater depth standard.
- The Department for Education expects at least 65 per cent of children to reach the expected standard (the figure was initially 85 per cent but has been revised).

How to help



- Send your child to school everyday.
- Please don't book a holiday during SAT week.
- Talk about them. They are not going to go away.
- Let me do the worrying!
- If you need any help or support then ask.

We have also bought each child some revision books to use within school (normally we use these at home and in Booster classes).

This week I will send out a letter to ask for permission for your child to stay for Booster lessons after school 3.30-4.30. Please can I have a reply as soon as this goes out. I will not ask all children at once due to room and available adults, but all children will have access to Booster either in the day or after school. This may be at different times in the year.

Thank you.

Message me with any questions you have or concerns.

Stay safe and thank you.

