

Buckstones C.P. School



Parental Handbook

Year 6

Website: buckstones.oldham.sch.uk

Telephone: 0161 770 5850

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Teacher Information - Year 6

Class Teacher: Mrs Adamson

Teaching Assistant: Mrs Nelson

* Login details will be in the back of your child's reading journal.

Year 6's Important Timetable

NB: It is vitally important that children read their scheme reading book and practise their times tables regularly at home.

(TTRockstars: passwords should still work.)

	Monday	Tuesday	Wednesday	Thursday	Friday
 Homework Set		Maths & English sent home for return on Friday.			Maths & English sent home for return on Monday.
 Homework Returned	Hand in: Maths & English				Hand in: Maths & English
 PE/GAMES	PE/GAMES	PE/GAMES			
 Important	Spellings given out in school.	Spelling Test at home.	Spelling Test in School	Spelling Test at home.	Spelling Test in school.

Please ensure that your child brings in the correct kit on the specified days so that they can take part in physical education.

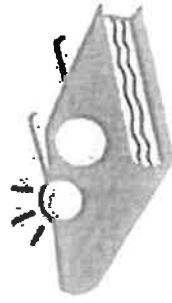
Occasionally, children will need to bring kits in on different days in on different days for Oldham Sports Development/Cricket - you will be notified in advance of any change to the day or the kit required.

Reading

A+

Buckstones

How you can help your child with their reading?



Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
- Shared text work in Literacy lessons
 - Comprehension
 - Research (using ICT/reference books)
 - Whole class and Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.

This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Do not feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it is just a few minutes. It soon becomes a special time that you will both value.

Letting children choose their own books gives them a chance to express themselves and give children real confidence.

Reading with your child can be a way of giving homework support, but you do not need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practise their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practice the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child read and/or ask questions to ensure understanding of the text

Reading at home

Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.

Each of the home readers have information to help you know what to expect of your child on that level of the scheme.

Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home.

In the journals there will be pointers to help your child with their reading and questions you can ask them when you read together.



A child who follows this path will be a successful learner.

Reward for Reading

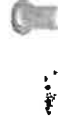
Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Year 5 and 6 will receive a sticker on their book mark if they have:

Read and talked about their book at least 5 times per week (signed and dated by a Parent/Guardian each night). They should also read a book of their own choice through the week as well.

Completed a quality Reading Journal entry per week.

Once they have filled their book mark they will be presented with a book.



UPPER JUNIOR READING CRITERIA

Name:

Academic Year :

Rec.

Y1

Y2

Y3

Y4

Y5

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:

to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

to apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly (as listed in English Appendix 1*) to read aloud.

to read all Y5/Y6 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.

to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).

to maintain positive attitudes to reading and understanding of what they read by:

- showing an awareness of audience when reading out loud using intonation, tone, volume, action;
- recommending texts based on personal choice to peers;
- reading a wide range of genres, identifying the characteristics of text types and differences between text types.

to understand what they read by:

- discusses vocabulary used by the author to create effect;
- identifies main ideas drawn from more than one paragraph and summarises these;
- draws inferences from characters' feelings, thoughts and motives;
- justifies predictions with evidence from the text.

to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge and skills:

to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

to maintain positive attitudes to reading and understanding of what they read by:

- when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;
- making comparisons within and across books;
- reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.

to understand what they read by:

- explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;
- asking questions about a text;
- drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;
- making predictions based on details stated and implied with evidence from the text.

to distinguish independently between statements of fact and opinion.

to retrieve, record and present information from texts to other readers in informal notes and formal presentations.

to participate in discussions about books that are read to them and those they can read for themselves.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

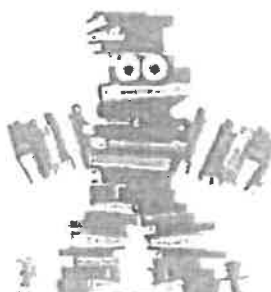
Working at Greater Depth within the Expected standard:

<p>Pupil(s) are confidently and independently able to apply their knowledge and skills:</p> <p>to read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.</p> <p>to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect; • reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>to understand what they read by:</p> <ul style="list-style-type: none"> • recognising themes in what they read (such as loss or heroism); • comparing characters, settings and themes within a text and across more than one text; • considering different accounts of the same event and discussing viewpoints (both of authors and of fictional characters); • analysing the use of language, including figurative language and how it is used for effect; • discussing how characters change and develop through texts by drawing inferences based on indirect clues; • drawing out key information and summarising the main ideas in a text. <p>to distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>	
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able read to as well as spell.

Buckstones Reading Challenge: Year 6

Try to complete as many of these challenges as possible throughout Year 6. Record the name of the book in the relevant box. Ask your teacher for a sticker for your sheet once you have completed each challenge. You must use a new book for each challenge.

<p>read a book where the main character dies</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a book from your local library</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a children's book written more than 50 years ago</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>read a book with more than 300 pages</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a non-fiction science book</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a book with only animal characters</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>read a book about science fiction</p> <p style="text-align: right;"><input type="checkbox"/></p>		<p>read a non-fiction book based on a Year 6 history topic</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>read a book about myths and legends</p> <p style="text-align: right;"><input type="checkbox"/></p>		<p>read a book that is set at sea</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>read a book which is written in the style of a diary</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read an autobiography</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a book that made you laugh</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>read a book about refugees</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a newspaper article</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>read a book that has become a film</p> <p style="text-align: right;"><input type="checkbox"/></p>

What can I write in my reading journal?

- Write a description of the main character - their looks, the way they dress, the way they talk and their personality.
- Choose a descriptive passage and make a list of vivid imagery.
- List the words and phrases used to create atmosphere.
- Write about what a character might be thinking or feeling at any stage of the story.
- When you are half way through a book write a prediction about what you think will happen.
- Write down some words you have not met before, find their meanings in a dictionary and write them down.
- Write about your favourite part of a book and say why you liked it.
- Pick a descriptive word from a text and use a thesaurus to write down five synonyms.
- Write some advice to a character in trouble.
- Write a diary entry that a character might write after an incident in the story.
- Challenge yourself! Write a 50-word summary of the whole plot!
- Write whether you would recommend the book or not, and why.

Book Review

Book review by: _____

Title: _____

Author: _____

Non fiction

Fiction

What is the book about?

Who would this book be suitable for? Age/interests

Would you/would you not recommend the book? Why?



Book Illustration

Grammar and Punctuation

A Guide for Parents

Year 5 and 6

Abstract noun: thoughts, ideas or feelings. You cannot touch, taste, hear or smell these things, e.g. danger, friendship.

Active sentence: when a subject of the sentence does the action.

Adjectival phrase: a group of words that tells us more about the noun.

Antonym: words that have the opposite meaning.

Auxiliary verb: this is an extra verb that helps the main verb make sense, e.g. is, has, have.

Brackets, dashes or commas: can all be used to separate a word or a phrase that has been added to a sentence as an explanation or afterthought, e.g.,

I looked up, squinting because of the sun, and saw the birds flying across the sky.

My birthday cake was made out of chocolate (which is my favourite) with chocolate icing on the top as well.

Bullet points: are used to organize a list in order to make it clear

Cohesion: use words such as: then, after that, this, firstly, to build cohesion within a paragraph. You can also build cohesion across sentences and paragraphs by using adverbials of time, place and number.

Colon: can be used to introduce a list

Passive sentence: when the subject of the sentence has the action done to it.

Regular verbs: are those where the main part of the verb (the root) stays the same when the tense changes. e.g. laugh/laughed.

Relative clause: is a type of subordinate clause. It is connected to the main clause by a relative pronoun, e.g. I enjoyed the film that I saw last night. Miss Jackson, who was smiling with joy, congratulated the children on their good behaviour.

Relative pronoun: it introduces more information about the noun, e.g. who, whom, whose, which, that.

Synonym: words that have similar meaning, e.g. huge/enormous.

Please see information about Grammar and Punctuation requirements in Key Stage 1 and Lower Key Stage 2 on our website and via Parent Mail.



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Colon, semi-colon and dash: can be used to mark the boundary between independent clauses, e.g. The athlete eats lots of pasta; he needs lots of energy to run.

Concrete noun: is a noun that refers to people and things that exist physically and can be seen, touched, tasted, smelled or heard, e.g. apple, rules, dog.

Ellipsis: is used to show that a word has been missed out or a sentence not finished, e.g. Don't tell me....

Homophone: words that sound the same but have a different spelling and meaning, e.g. new and knew, right and write.

Hyphen: is used to avoid ambiguity, e.g. re-cover rather than recover.

Indirect speech: when we write about someone speaking, but we do not use the exact words or inverted commas.

Irregular verbs: the root of the verb changes when the tense changes, e.g. eat/ate, write/wrote.

Modal verb: are auxiliary verbs which are used to express possibility e.g. might, should, will must

Object: the object of the sentence is the person or thing that is affected by the verb.

Parenthesis: word or phrase inside the brackets, commas or dashes.

Common Exception Word Spelling List (Year 2)

1. door	2. floor	3. poor
4. because	5. find	6. kind
7. mind	8. behind	9. child
10. children	11. wild	12. climb
13. most	14. only	15. both
16. old	17. could	18. should
19. would	20. cold	21. gold
22. hold	23. told	24. every
25. everybody	26. even	27. great
28. break	29. steak	30. pretty
31. beautiful	32. after	33. fast
34. last	35. past	36. clothes
37. busy	38. people	39. water
40. money	41. father	42. class
43. grass	44. pass	45. plant
46. path	47. bath	48. hour
49. move	50. prove	51. improve
52. sure	53. sugar	54. eye
55. who	56. whole	57. any
58. many	59. again	60. half
61. Mr	62. Mrs	63. parents
64. Christmas	Total:	

Common Exception Word Spelling List (Years 3 & 4)

1. accident	2. actually	3. address
4. answer	5. appear	6. arrive
7. believe	8. bicycle	9. breath
10. breathe	11. build	12. busy
13. calendar	14. caught	15. centre
16. century	17. certain	18. circle
19. complete	20. consider	21. continue
22. decide	23. describe	24. different
25. difficult	26. disappear	27. earth/ Earth
28. eight	29. enough	30. exercise
31. experience	32. experiment	33. extreme
34. famous	35. favourite	36. February
37. forwards	38. fruit	39. grammar
40. group	41. guard	42. guide
43. heard	44. heart	45. height
46. history	47. imagine	48. increase
49. important	50. interest	51. island
52. knowledge	53. learn	54. length
55. library	56. material	57. medicine
58. mention	59. minute	60. natural
61. naughty	62. notice	63. occasion
64. often	65. opposite	66. ordinary
67. particular	68. peculiar	69. perhaps
70. position	71. possess	72. possible
73. potatoes	74. pressure	75. probably
76. promise	77. purpose	78. quarter
79. question	80. recent	81. regular
82. reign	83. remember	84. sentence
85. separate	86. special	87. straight
88. strange	89. strength	90. suppose
91. surprise	92. therefore	93. though
94. although	95. thought	96. through
97. various	98. weight	99. woman
100. women	Total:	

Common Exception Word Spelling List (Years 5 & 6)

1. accommodate	2. accompany	3. according
4. achieve	5. aggressive	6. amateur
7. ancient	8. apparent	9. appreciate
10. attached	11. available	12. average
13. awkward	14. bargain	15. bruise
16. category	17. cemetery	18. committee
19. communicate	20. community	21. competition
22. conscience	23. conscious	24. controversy
25. convenience	26. correspond	27. criticise
28. curiosity	29. definite	30. desperate
31. determined	32. develop	33. dictionary
34. disastrous	35. embarrass	36. environment
37. equip	38. especially	39. exaggerate
40. excellent	41. existence	42. explanation
43. familiar	44. foreign	45. forty
46. frequently	47. government	48. guarantee
49. harass	50. hindrance	51. identity
52. immediate	53. individual	54. interfere
55. interrupt	56. language	57. leisure
58. lightning	59. marvellous	60. mischievous
61. muscle	62. necessary	63. neighbour
64. nuisance	65. occupy	66. occur
67. opportunity	68. parliament	69. persuade
70. physical	71. prejudice	72. privilege
73. profession	74. programme	75. pronunciation
76. queue	77. recognise	78. recommend
79. relevant	80. restaurant	81. rhyme
82. rhythm	83. sacrifice	84. secretary
85. shoulder	86. signature	87. sincere
88. soldier	89. stomach	90. sufficient
91. suggest	92. symbol	93. system
94. temperature	95. thorough	96. twelfth
97. variety	98. vegetable	99. vehicle
100. yacht	Total:	

WRITING CRITERIA

Name:

Academic Year :

Rec.

Y1

Y2

Y3

Y4

Y5

Working Towards the Expected Standard:

The pupil can write for a range of purposes:

using paragraphs to organise ideas

in narratives, describing settings and characters

in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

using mostly

capital letters

full stops

question marks

commas for lists

apostrophes for contraction

spelling most words correctly (years 3 and 4)

spelling some words correctly (years 5 and 6)*

write legibly¹

* These are detailed in the word lists within the Spelling Appendix to the National Curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the Expected Standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):

in narratives, describe settings, characters and atmosphere

integrate dialogue in narratives to convey character and advance the action

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

use verb tenses consistently and correctly throughout their writing

use the range of punctuation taught at Key Stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)

spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

maintain legibility in joined handwriting when writing at speed.²

^{*} These are detailed in the word lists within the Spelling Appendix to the National Curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ This relates to punctuation taught in the National Curriculum, which is detailed in the Grammar and Punctuation Appendix to the National Curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The National Curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left 'unjoined'.

Working at Greater Depth within the Expected standard:

<p>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):</p>								
<p>distinguish between the language of speech and writing³ and choose the appropriate register</p>								
<p>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>								
<p>use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.⁴</p>								

⁴ This relates to punctuation taught in the National Curriculum, which is detailed in the Grammar and Punctuation Appendix to the National Curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writings and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.



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Maths

At

Buckstones



Year 6

A guide to Year 6 expectations in maths

Following the changes in the National Curriculum, we are providing some information to support you with your child's learning.

Please use this guide to support your child with their maths homework throughout the course of the year.

The following calculation methods have been approved by the government. Your child will be expected to confidently and independently use and apply the majority of these skills by the end of the school year.

Addition

Year 6

add whole numbers with more than 4 digits, including using formal written methods (columnar addition)

$$\begin{array}{r} 42 \\ 6482 \\ 786 \\ 3 \\ \hline 14681 \\ \hline 11944 \end{array}$$

$$\begin{array}{r} 124.90 \\ + 7.25 \\ \hline 132.15 \end{array}$$

$$\begin{array}{r} 401.20 \\ + 26.85 \\ + 0.71 \\ \hline 428.76 \end{array}$$

Subtraction

Year 6

subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)

$$\begin{array}{r} 56787 \\ - 2684 \\ \hline 3783 \end{array}$$

$$\begin{array}{r} 7275 \\ - 4387 \\ \hline 77788 \end{array}$$

$$\begin{array}{r} 324.91 \\ - 7.25 \\ \hline 317.66 \end{array}$$

Multiplication

Year 6

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Extend to decimals with up to two decimal places.

$$\begin{array}{r} 352 \\ \times 27 \\ \hline 2464 \\ 7040 \\ \hline 9504 \end{array}$$

$$\begin{array}{r} 4.92 \\ \times 3 \\ \hline 14.76 \end{array}$$

Division

Year 6

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.

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{-300} \\ 132 \\ \underline{-120} \\ 12 \end{array}$$

$$15 \times 20$$

$$15 \times 8$$

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \downarrow \\ 132 \\ \underline{120} \downarrow \\ 120 \\ \underline{120} \\ 0 \end{array}$$

Ans: $28 \text{ r } 12$ or $28 \frac{2}{3}$ or 28.8

$$\begin{array}{r} 86.4 \\ 5 \overline{) 432.0} \end{array}$$

Ans: 86.4

Number & Place Value:

- read, write, order and compare numbers up to 10 000 000 & determine the value of each digit;
- round any whole number to a required degree of accuracy;
- solve problems which require answers to be rounded to specified degrees of accuracy;
- use negative numbers in context, and calculate intervals across zero;
- identify common factors, common multiples and prime numbers;
- identify the value of each digit in numbers given to three decimal places;
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy;
- perform mental calculations, including with mixed operations and large numbers;
- use their knowledge of the order of operations to carry out calculations involving the four operations;
- solve number and practical problems that involve all of the above.

Addition & Subtraction:

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & 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;
- 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;
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

Fractions Decimals Percentages Ratio & Proportion:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination;
- compare and order fractions, including fractions > 1 ;
- 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, $1/4 \times 1/2 = 1/8$];
- divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$];
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$];
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts;
- 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 unequal sharing and grouping using knowledge of fractions and multiples (ratio and proportion).

Geometry (Properties and Position):

- draw 2-D shapes using given dimensions and angles;
- recognize, 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;
- recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles;
- 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;
- solve problems involving similar shapes where the scale factor is known or can be found.

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;
- enumerate possibilities of combinations of two variables.

Measures:

- 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;
- recognize that shapes with the same areas can have different perimeters and vice versa;
- recognize 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 [for example, mm³ and km³];
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Statistics:

- interpret pie charts and line graphs and use these to solve problems;
- construct pie charts and line graphs and use these to solve problems;
- calculate and interpret the mean as an average.

Mental Arithmetic

Year 5

Your child should:

- read, write, order and compare numbers to at least 1,000,000 and state the value of each digit.
- count forwards and backwards in multiples of 10, 100, 1000, 10,000 and 100,000
- count forwards and backwards with positive and negative whole numbers through zero.
- add and subtract numbers mentally with increasingly large numbers.
- identify multiples and factors, including finding all factor pairs.
- know and use the vocabulary of prime numbers, prime factors (prime numbers that multiply together to make the original number) and composite (non-prime) numbers.
- establish whether a number up to 100 is prime and recall prime numbers up to 19.

E.g. a prime number can be divided evenly only by 1, or itself and it must be a whole number greater than 1. Example: 5 can only be divided evenly by 1 or 5, so it is a prime number. But 6 can be divided evenly by 1, 2, 3 and 6 so it is NOT a prime number (it is a composite number).

- multiply and divide numbers mentally drawing upon known facts.
- recognise and use square numbers (multiply a number by itself twice e.g. $7 \times 7 = 49$, $8 \times 8 = 64$) and the notation for squared (z^2).

Year 6

Your child should:

Know all Year 5 Mental Maths Key Objectives and for additional Homework Practice

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

- identify common factors, common multiples and prime numbers.

- convert between miles and kilometres.

How much time should be spent on homework?

Year Group	Time
Reception	10 mins reading/phonics per day + key words, ongoing Mental Maths*
Year 1	10/15mins a day reading/phonics + key words, 5-10 mins spelling practice, ongoing Mental Maths* + 30mins per week Maths/English/ topic related homework.
Year 2** There may be an increase in homework in these classes to prepare the children for SATs.	15 mins a day reading, 5-10 mins spelling practice, ongoing Mental Maths*, 1 hour a week English/Maths / topic related activity.
Year 3	15 mins a day reading, ongoing times tables, spelling practice and 1 hr. English/Maths/Topic homework per week.
Year 4	15 mins a day reading, daily times-tables activities, spelling practice and 1 hr. English and Maths/Topic homework per week.
Year 5	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10 mins a day Mental Maths*, up to 1hour English and Maths per week or a replacement topic related activity. Up to 30 mins spelling activity per week
Year 6 ** There may be an increase in homework in these classes to prepare the children for SATs.	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10mins a day Mental Maths*, up to 45 mins English and Maths twice weekly or a replacement topic related activity. Up to 30 mins spelling activity per week.

There may be rare occasions when this timetable is amended

*See guidelines for mental maths for individual years.

What is the role of the teacher?

- To plan homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

What is the role of the parent?

- To support the child in completing homework. Offer your help and support for younger children to complete tasks. Expect older children to work independently but make it clear that you are there if needed.
- To ensure the child completes homework to a high standard, high quality of presentation and hands it in on time.
- To provide the appropriate, quiet and clean environment for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework, e.g. pencil, pen, ruler, coloured pencils, rubber, dictionary, scissors and glue stick.
- To let the teacher know if the children are struggling with their homework.

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set. (Encourage children to chat to a teacher if they don't understand prior to the date of submission.)
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to children or parents. Children may be kept in at playtimes to complete homework and parents will be informed. As part of the end of year report teachers will comment on the quality and frequency of completed homework.