

An Introduction to Year Six (Age 10-11)

Children in Year 6 begin to make the transition from working in a primary school style towards methods of learning that are more commonly employed in senior school. Expectations are high both academically and socially. The aim is for the child to work to the best of his/her ability and to develop social skills including tolerance, good behaviour, respect, responsibility and understanding of the needs of others. All these also form a basis for lasting friendships. In this class children are also encouraged to take on more responsibility both for themselves and around the school. Development of particular roles of responsibility will be discussed during the course of the year and a plan of action will be devised.

In common with other Key Stage 2 classes in the school the morning lessons are taken up largely with the more academic subjects such as Mathematics, English, German, French and Science. The afternoons offer more practical areas of the curriculum: Design Technology, Physical Education, Music, History and Geography feature regularly.

The children in this year group learn together although the class is often divided into groups for particular activities. Criteria for grouping varies e.g. children may work with others of similar ability or interests for a single lesson or for the duration of a topic.

At all times the work is set at an appropriate level for the individual child so that children's knowledge and skills develop accordingly. As the year progresses the children are encouraged to learn more independently. Some of the teaching of History, Geography, Literacy and ICT (computer studies) is integrated to allow children to undertake small group or individual research on the topic currently under investigation. Some of this research takes place at school but research assignments are also set as part of the daily homework programme. The children are expected to present their work in a variety of ways.

During the course of a week children in Class 6 experience a variety of learning opportunities. At all times they are expected and encouraged to listen and observe with full attention and to formulate ideas and express themselves articulately. In any one week they may, for example, read out loud to the class, play act, take part in a debate, engage in a question and answer session, work in a small group on a problem in Mathematics and so on. Children who have poor English skills or non-English speakers are catered for by specialist teachers. The general assessment of the children's work is carried out continuously by the teachers but there is more formal testing in Mathematics and Literacy during the course of the school year.

For the majority of the week the Year 6 teacher teaches most of the subjects to the class but there are specialist teachers for certain subjects which are taught in different areas of the school e.g. Music and Foreign Languages. The use of computers, where appropriate, is fully integrated into the curriculum. All our laptops are networked and connected to the Internet. We also have access to a set of iPads.

The curriculum this year is a fun and challenging one including the Detection of Dinosaurs; Evolution; the History of Crime and Punishment; Coasts and Island Habitats as well as the school production topic and the History of the Moving Image.

There is a regular homework requirement. Homework plays an important part in the curriculum and should be treated accordingly. It is recommended that the children have a quiet place to complete their homework free from unnecessary distractions and a set time to do it wherever possible. Any difficulties with homework can be discussed with the class teacher. Parents are encouraged to help their children with their understanding of their homework tasks but not, of course, to do it for them!

Attainment Targets for Children in Year 6

Mathematics

At the end of Year 6 your child should be able to:

Multiply and divide decimals mentally by 10 or 100 and integers by 1000 and explain the effect.
Order a mixed set of numbers with up to three decimal places.
Reduce a fraction to its simplest form by cancelling common factors.
Use a fraction as an operator to find fractions of numbers or quantities, e.g. $\frac{5}{8}$ of 32, $\frac{7}{10}$ of 40, $\frac{9}{100}$ of 400 centimetres.
Understand percentage as the number of party in every 100 and find simple percentages of small whole-number quantities.
Solve simple problems involving ratio and proportion.
Carry out column addition and subtraction of numbers involving decimals.
Derive quickly division facts corresponding to multiplication tables up to 10×10 .
Carry out short multiplication and division of numbers involving decimals.
Carry out long multiplication of a three-digit by a two-digit integer.
Use a protractor to measure acute and obtuse angles to the nearest degree.
Calculate the perimeter and area of simple compound shapes that can be split into rectangles.
Read and plot co-ordinates in all four quadrants.
Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities and explain methods and reasoning.
Solve a problem by extracting and interpreting information presented in tables, graphs and charts.

Literacy

At the end of Year 6 your child should be able to:

Read and write with confidence, fluency and understanding.
Orchestrate a full range of reading cues (phonics, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
Understand the sound and spelling system and use this to read and spell accurately.
Write fluently and legibly.
Have an interest in words and their meanings and a growing vocabulary.
Know, understand and write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
Understand, use and write a range of non-fiction texts.
Plan, draft, revise and edit their own writing.
Use a suitable technical vocabulary through which to understand and discuss their reading and writing.
Show interest in books, read with enjoyment and evaluate and justify their preferences.

Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

German as a Foreign Language

At the end of Year 6 your child should be able to:

1 Listening

Understand and respond to longer instructions, messages and dialogues.

Identify and understand specific details in familiar and unfamiliar language.

Participate in lessons with an increasing range of comprehension.

2 Speaking

Initiate conversation on familiar and new topics.

Give a short presentation on everyday activities and interests in past tense.

Offer explanations and discuss different topics.

Speak confidently with a good range of vocabulary.

3 Reading

Read long texts fluently.

Read with accurate pronunciation and intonation.

Read with expression.

Deal with longer passages of comprehension with complex structure.

4 Writing

Write familiar sentences and short texts from memory.

Complete basic grammar exercises.

Write using correct spellings.

Use vocabulary appropriate to topic.

Deutsch als Muttersprache

Am Ende von Year 6 sollte Ihr Kind in der Lage sein:

1 Sprachgebrauch

Anderen verstehend zuzuhören und dies durch sprachliche und nicht-sprachliche Mittel zu zeigen.

Zu einem bestimmten Thema strukturiert zu sprechen, weiter zu denken, eine eigene Meinung zu äußern und mit der anderer zu vergleichen.

Eigene Gefühle zu äußern und die anderer Schüler zu verstehen und respektvoll darauf zu reagieren.

2 Lesen (Umgang mit Texten)

Längere, schriftlich gegebene Arbeitsanweisungen zu verstehen und zügig auszuführen.

Längere Texte unterschiedlicher Art (Sachtexte, Prosa, Zeitungsartikel, Gedichte) zu

lesen, zu verstehen und zu unterscheiden.
Fremde und komplexere Texte fließend und Sinn betonend vorzulesen.
Textaussagen auf eigene Erfahrungen und Vorstellungen zu beziehen.

3 Schreiben, einschließlich Rechtschreibung

Texte unterschiedlicher Art (z.B. erzählend, informierend) zu verfassen.
Eigene Texte nach Fehlern und unterschiedlichem Satzbau zu überprüfen und zu überarbeiten.
Texte handschriftlich und mit Neuen Medien zu gestalten.
Grammatikalisch richtige Wort- und Satzformen und komplexere Satzmuster zu verwenden.
Schriftliche Aufgaben konzentriert und zügig zu erledigen.

4 Sprache untersuchen

Die eingeführten Satzglieder (Subjekt, Prädikat, Objekt) zu erkennen, mit Fachausdrücken zu benennen und richtig zu benutzen.
Texte auf ihren Sprachstil hin zu untersuchen, einen gehobenen Sprachstil zu erkennen und aktiv zu verwenden.
Die Regeln der wörtlichen Rede korrekt anzuwenden.
Die vermittelten grammatischen Ausdrücke jederzeit zu ermitteln und aktiv zu verwenden.

Science

At the end of Year 6 your child should be able to:

1. Working Scientifically Learning Outcomes

Know about the life and work of scientists from fields we have studied.
Record data and results effectively using tables and/or diagrams, report and present findings including conclusions, causal relationships and explanations.
Identify scientific evidence that has been used to support or refute ideas or arguments.
Plan a scientific enquiry controlling variables where necessary, taking repeat readings when appropriate, using test results to make predictions, present findings, including explanations and answers to questions.
Justify materials used in investigations.

2. Unit Learning Outcomes

Give reasons for classifying animals based on specific characteristics.
Classify into broad groups according to common observable characteristics and based on similarities and differences - including micro-organisms, fungi and the five kingdoms.
Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.
Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Recognise that living things have changed over time and that fossils provide

information about living things that inhabited the Earth millions of years ago.
Use recognised symbols when representing a simple circuit in a diagram.
Compare the reasons for variations in how components function.
Associate the brightness of a lamp and volume of a buzzer with the number of voltage of cells used in the circuit.
Research information on renewable energy.
Compare everyday materials on the basis of their properties, thermal conductivity.
Accurately measure the speed of sound and that it changes in different materials.
Compare methods of finding the speed of sound and comment on their accuracy.
Link the production of sound with a vibration and identify parts of an instrument that vibrate.
Understand how the ear works.
Identify a variety of ways that sound can be used and explain how to quiet sounds.

History

At the end of Year 6 your child should be able to:

1 Chronology

Recognise that the past is divided into periods of time, e.g. Medieval Europe/Aztec Empire and more recently the formation of the European Union.
Begin to develop a "sense of time", i.e. a year is a short time compared to a century.
Construct and understand a simple time-line.

2 Historical Knowledge and Understanding

Demonstrate factual knowledge and understanding of the periods of history studied during the year.
Recognise some similarities and differences between time periods, e.g. reasons for wars and the way they are fought.

3 Interpretations of History

Recognise that historical events can be viewed differently at a later date.
Recognise that there is a difference between fact and supposition.

4 Historical Enquiry

Undertake individual research with some initial assistance using a variety of sources, books, reference CD-ROMS, artefacts, internet, personal interviews (recent history).

5 Organisation and Communication

Present their work orally, pictorially, multimedia or in written form in an organised, structured way making use of appropriate dates and terms.
--

Geography

At the end of Year 6 your child should be able to:

Use appropriate geographical vocabulary, e.g. temperature, transport, industry, agriculture to describe and interpret their surroundings.

Make plans and maps at a variety of scales using symbols and keys.

Use and interpret globes, maps and plans at a variety of scales; the work should include using co-ordinates and four-figure grid-references, measuring direction and distance, following routes, using the contents pages and index of an atlas and identifying the points of reference specified on a map.

Use secondary sources of evidence - pictures, photographs (including aerial photographs) and other sources to inform their studies.

Use IT to gain access to additional information sources and to assist in handling, classifying and presenting evidence, e.g. recording fieldwork evidence on spreadsheets, using newspapers on CD-ROM, using word-processing and mapping packages and access relevant sites on the World Wide Web (www).

River Study

Understand the physical aspects of a typical river.

Look at one world river in detail including physical, human and statistical information.

Information Technology

At the end of Year 6 your child should be able to:

Use many of the basic tools on the program's toolbar including cut & paste.

Print images from clipart to enhance or illustrate a piece of work, e.g. a story they have written.

Show an understanding of which font types, colours and sizes of fonts are only suitable for titles and headings and which are suitable for body text.

Begin to develop a 'feel' for the keyboard and the position of many letters and know the uses for some of the **F Keys** such as **F3** (is usually utilised by many programs as a save option). They should also be able to type with more than two fingers and have some success with touch typing.

Use an object-based graphics package to create, combine and manipulate objects and explore possibilities.

Create, use, interrogate a database and prepare and print out graphs from it and use it to answer questions relating to the data.

Use ICT in order to interpret, check and question data and recognise that poor quality information leads to unreliable results.

Use more complex spreadsheets to carry out calculations.

Understand that one can connect a sensor to a computer in order to monitor environmental conditions and changes, e.g. a temperature sensor and interpret the data acquired.

Art and Design Technology

At the end of Year 6 your child should be able to:

Designing

Gather information independently and use it successfully when developing ideas.

Make detailed plans to show intended final product.

Evaluate work as it develops.

Use labelled sketches, diagrams and illustrations when planning a design.

Explain orally instructions of design task.

Making

Choose tools and materials appropriate for the design task planned.

Use a variety of simple tasks and equipment safely.

Use tools and equipment with some accuracy.

Follow step-by-step plans when working towards an end product.

Produce sketches to illustrate any changes made during making.

Produce an end product similar to the original plan.

Colour

Mix complimentary colours and use tints and shades.

Experiment with a range of media to make tone scales/ranges (e.g. skies).

Line and Shape

Record simple shapes and lines in more complex situations in the environment (e.g. buildings/outlines).

Pattern

Use patterns to break up and enhance a shape (e.g. Monsters, Myths & Legends/ camouflage/animals).

Form and Space

Make different forms in clay or using wire and mudrock, in response to a variety of stimuli.

Construct simple forms using a variety of materials (lanterns, statues).

Texture

Experiment and explore a variety of media to represent textures and apply to compositions and clay work (e.g. patterns/rubbings).

Knowledge and Understanding

Begin to look at the technique and style of other artists to extend his/her ideas.

Music

At the end of Year 6 your child should be able to:

1 Performing

Perform rhythm patterns from symbols using body percussion and untuned percussion instruments.

Perform short melodic patterns with control.

Perform loud and quiet sounds when singing and playing rhythm patterns.

Maintain vocals independently and perform long notes when singing.

Perform a chord on tuned percussion instruments.

2 Listening

Show recognition of a steady beat through movement.

Perform a simple rhythmic pattern when listening to recorded extracts.

Recognise loud/quiet parts in musical extracts.

Respond to a steady beat as it gets faster.

Identify specific instruments in extracts of music.

Identify the difference between vocal and instrumental music.

3 Appraising

Talk about and express views about different styles of musical extracts.

Work cooperatively as a member of a group.

Begin to develop the ability to use his/her own vocabulary when talking about music.

P.E.

At the end of Year 6 your child should be able to:

Games

Move body mass with speed requirements and elevation for maximum distance and height.

Maintain balance during and after movements.

Move unsupported objects without implements dynamically and with accuracy.

Perform individually against others with attention to dodging and placing of objects.

Participate in games which involve dodging with and without a ball - interchanging, attack on broad front.

Play a team game where teamwork is important for both the batting (kicking) team and the fielding team.

Gymnastics

Execute movements and take up positions which require balance and stability without the use of apparatus.

Experiment with new movement possibilities and different positions by varying the movement factor - spaces (axes).

Design a movement combination with a partner using a theme.

Execute movements and take up positions which require balance and stability with the use of apparatus.

Practice individually once the choice of activities is made known.

Athletics

Running - acquire and perform skills, e.g. standing start, breathing techniques, style and speed in 75 m sprint, 400 m middle distance and sustained jogging.

Jumping - acquire skills and perform, e.g. run up, simple style, for long jump and high jump.

Throwing - style, accuracy and distance.