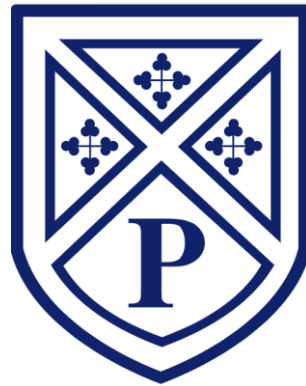


Parkside Middle School

# Information Evening

## Year 6

## October 2023



*Embrace Opportunity. Nurture Success. Inspire Futures.*

# THE PARKSIDE STANDARD

*Embrace Opportunity. Nurture Success. Inspire Futures.*



1. WE WILL KEEP OURSELVES AND EACH OTHER SAFE.
2. WE WILL WORK AS A TEAM ALWAYS SHOWING POLITENESS, KINDNESS AND RESPECT.
3. WE WILL ALWAYS TRY OUR BEST AND TAKE PRIDE IN EVERYTHING WE DO.
4. WE WILL BE ORGANISED AND FULLY PREPARED FOR THE SCHOOL DAY.
5. WE WILL WEAR THE CORRECT UNIFORM WITH PRIDE.

# PARKSIDE VALUES

**WE DEMONSTRATE:**

**KINDNESS  
RESILIENCE  
RESPECT  
HONESTY  
TEAMWORK**



*Embrace Opportunity. Nurture Success. Inspire Futures.*

# Safeguarding is everyone's responsibility

- Parents and carers work in partnership with the school, and we recognise that from time to time you may need support.
- If as a parent/carer you are concerned about your own child or another young person you should inform the Designated Safeguarding Lead

# Safeguarding Team

- Mrs. Jenkin – Safeguarding Lead (DSL)
- Mr. Swaffield and Mrs. Varley – Deputy Safeguarding Leads (DDSL)
- Mrs. Miarowska – Thrive Practitioner
- Mrs. Varley – Welfare Manager
- Mrs. Moffatt – SENDCO and School Mental Health Lead
- Mrs. Jenkin, Mrs. Varley and Mrs. Fletcher – Mental Health First Aiders
- Mrs. Fletcher – Lead First Aider supported by other trained staff (RJe/KV)
- Mrs. Ellis – Wellbeing Support Officer
- Mr. Grimshaw – Family Support Worker (Thursday/Friday)
  
- Outside Agency Support – School Nursing Team and other Health Professionals, Bromsgrove Policing Team, Family Front Door, Early Help, Redditch and Bromsgrove District Council, Local Authority.

Early Help Offer:

<https://www.parkside.worcs.sch.uk/our-school/safeguarding-inclusion-welfare/early-help-offer>

# Attitude to learning

- Organised and ready to learn
- An active learner, engaging in the lesson
- Good listening skills
- Wanting to improve
- Risk taking, learn from mistakes
- Best quality work produced
- Completing homework and valuing it

# How can I help?

- Make sure your child attends school regularly
- Make sure they have everything they need for lessons:

<b>Blue handwriting pen</b>	<b>Whiteboard pen (dry wipe)</b>
<b>Pencil</b>	<b>Pencil crayons</b>
<b>Ruler (cm/mm)</b>	<b>Glue stick</b>
<b>Rubber</b>	<b>Pencil case (small)</b>
<b>Pencil sharpener</b>	<b>Highlighter</b>
<b>Green pen</b>	<b>Wired Earphones for Computing/Century Tech</b>
Small packet of tissues (optional)	Small bottle of hand sanitiser (optional)

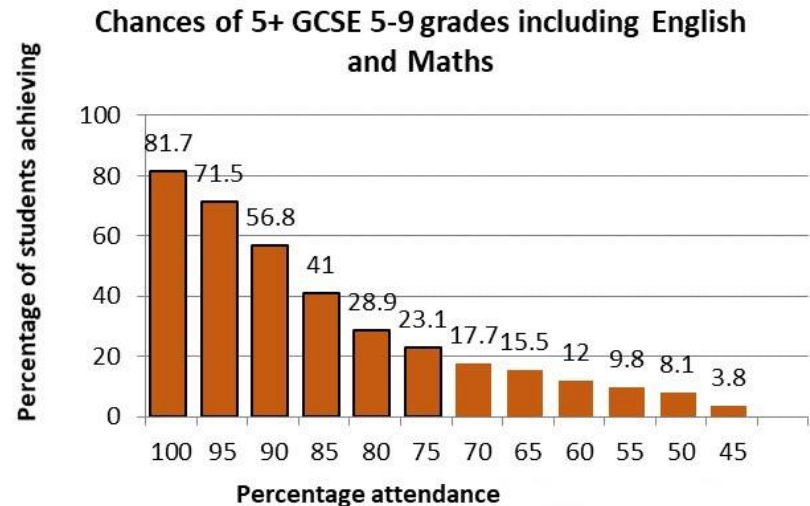
# Promoting good attendance at Parkside Middle School

- To improve and make progress the pupils need to be in school
- Learning is like a brick wall

Frequent non-attendance has been associated with a range of short- and long-term adverse outcomes including:

- Poor academic attainment
- Adult unemployment
- Physical ill-health
- Anxiety
- Social and emotional difficulties

Pupils who are not attending school are also considered to be at risk of exploitation, radicalisation, and becoming NEET (not in education, employment, or training) later in life.



Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent (approx.)	Equals this many lessons missed
95%	9 days	2 weeks	60 lessons
90%	19 days	4 weeks	120 lessons
85%	29 days	6 weeks	180 lessons
80%	38 days	8 weeks	240 lessons
70%	57 days	12 weeks	360 lessons

# Year 6 Curriculum:

- All pupils continues to receive a broad and balanced curriculum.
- The curriculum builds upon Year 5 foundations with the focus of ensuring pupils are 'secondary' ready.
- Expectations increase to ensure that pupils are ready for the challenges of the KS3 curriculum in Year 7.
- In a two-tier school system, the pupils would be moving to secondary school at the end of this year.
- Our pupils benefit from being in our middle school environment: they are nurtured during the transition to adolescence, but we must ensure that they are prepared with the increased educational demand too.
- We concentrate on building resilience, pupils taking responsibility for their learning and to ensure that pupils are active learners, ready for Year 7.



# How do we support your child in English and Maths?

- The 5 classes go into 6 groups for English and Maths.
- Additional Real-life Maths and Reading lessons.
- Intervention teachers (support and accelerate progress in a variety of ways).
- Cross curricular links in Science, Humanities, Computing and PE alongside Inspiration Days.
- Reading support where needed.
- Lots of praise and incentives – we want the pupils to be proud of themselves!
- English and Maths are both core subjects and contain vital learning for life.
- Without good knowledge and skills in these subjects the pupils will struggle in KS3.

# Enrichment and Rewards: Embrace Opportunity

- We are extremely proud of the array of clubs we have here at Parkside including sports, languages, drama and singing clubs.
- Pupils may also be able to represent the school in a sports fixture.
- School council – opportunity to be leaders across the school.
- Curriculum trips such as Black Country Museum trip (History).
- 3-day, 2-night residential to Oakwood leisure. Pupils will have an assembly tomorrow about this.
- Rewards each half term – to reward positive choices and learning behaviours. Pupils earn these rewards so that they feel a sense of accomplishment.

# Homework

## The Four Pillars of Homework



**Purposeful and  
well-chosen  
tasks**

**Support with  
knowledge  
retention and  
automaticity**

**Enhanced  
learning  
opportunities**

**Preparing pupils for  
future and  
independent  
learning/application of  
knowledge**

# Homework

- In year 6, pupils should spend about 30 minutes on homework every night.
- The homework is recorded on BromCom. They may need help to organise themselves and become more independent.
- Maths and English homework is set weekly including Spelling Frame and Times Table Rock Stars.
- Science is set half termly.
- Humanities fortnightly tasks.
- As well as the homework that is set, pupils should be reading, practising spelling rules or times tables.
- Pupils are rewarded for handing homework in on time, as well as for the effort they have put into a task and the quality of their work.
- If you would like your child to complete more homework, pupils can access Century Tech, where they can access their pathway for English, Maths and Science.

# How can I help with homework?

- We know homework can be a battle at home – we want to work with you.
- Making this struggle easier is about building good habits – this is hard for kids!
- Once habits become established family routines, that battle will get easier.

# How can I help with homework?

- Make sure your child has somewhere quiet to do their homework.
- Make sure your child can log onto the different digital platforms.
- Encourage them to complete tasks to the best of their ability. Reward good effort and attitude to homework, if possible.
- Help them to organise their week. What are they doing each evening? Many pupils find this difficult.
- Encourage them to attend Homework Club (12:30-1pm daily)
- Make sure your child has a good routine including enough sleep.
- Control screen time – it is very easy for this to take over!
- Please contact the class teacher or subject teacher if there is an issue with homework and record if your child has struggled.

## Year 6 Statutory Testing:

- Part of year 6 is the KS2 testing which are assessments taken by all 11 year olds across the country in May.
- As a school, we try extremely hard for year 6 not to be focused on just the testing.
- Teachers will talk about: having skills that can be used in lessons, homework, other subjects and tests alongside being KS3 ready. It is not all about SATs!
- That said, we do have to prepare the pupils for the tests, so that they feel able to cope with the situation, are confident and feel that they can achieve their best.

## Year 6 Statutory Testing Parent Information:

- The tests assess the attainment of pupils against age-related expectations at the end of Key Stage 2.
- These tests are externally marked and provide information on how pupils are performing in comparison to pupils nationally
- Nationally, it is expected that pupils achieve a standardised score of 100 by the end of KS2.
- This data is used by both high schools in the town as part of transition – useful for parents to know.
- SATs will take place during the week:  
**13<sup>th</sup>-17<sup>th</sup> May 2024.**



# Year 6 Statutory Testing Parent Information:

Pupils are tested in English and Maths.

## English:

Grammar, Punctuation and Spelling Paper Paper 1  
(45 minutes)

Spelling Paper Paper 2 (15 minutes)

Reading Paper (1 hour)

## Maths:

Arithmetic Paper (30 minutes)

Maths Reasoning Papers (2 x 40 minutes each)

# Year 6 Statutory Testing Parent Information:

Teacher Assessments are used for:

- Writing
- Science

# What do we do to support your child?

- Test style questions are used throughout the year, when relevant in lessons, to improve pupil confidence.
- Pupils are encouraged to work independently and develop increased resilience.
- Practice test weeks allow pupils to see how they are improving their knowledge and skills.
- We will support pupil well-being.
- From January, the homework focus changes in year 6. Homework is only set in English and Maths using '10 minute' Revision Guides. (These can be purchased through school – see letter)
- Just before May, we have a revision timetable  
(approx 10 days) to prepare pupils for the tests.
- During test week, we have a breakfast club –  
time for year 6 pupils to chat and prepare  
for the day's test.

# How can I help with KS2 testing?

- Keep them happy and make sure life carries on normally – they need down time!
- Encourage good learning habits.
- Homework – encourage them to complete it to the best of their ability with increased independence. Ensure they are organised and complete it on time
- Support with reading, arithmetic, spelling and revision at home, where you can. Reinforce them needing the skills for KS3, not just the tests!
- Reward effort!
- Encourage them to be proud of themselves!



# Reading:

We want the pupils to be:

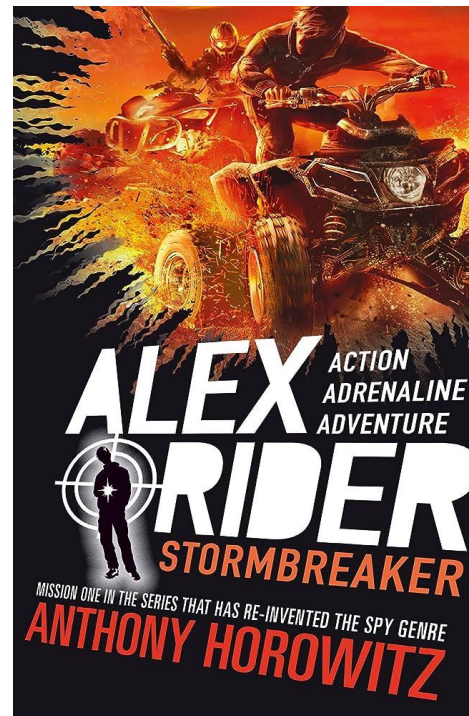
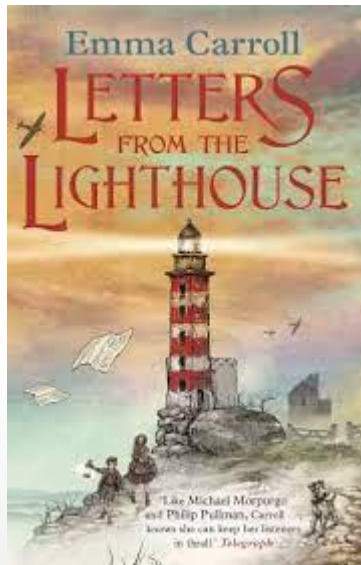
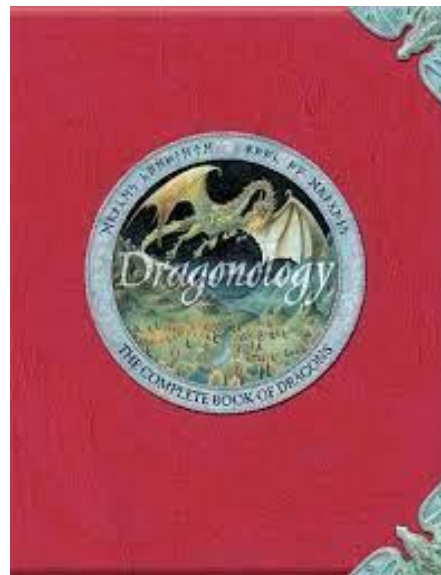
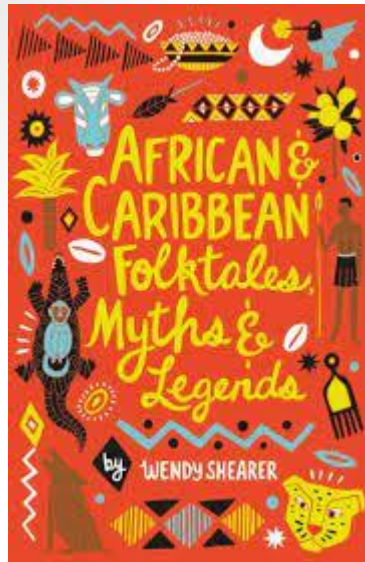
- confident and competent readers
- increase their vocabulary

By doing this, they can be more confident across the whole curriculum.

Pupils need minimum of 30 minutes reading every day (15 mins at home and 15 mins at school)

Points earned for reading are linked to the in-school rewards system.

All reading should be recorded in their Reading Record in their handbook.





# Reading Vipers

**V**ocabulary

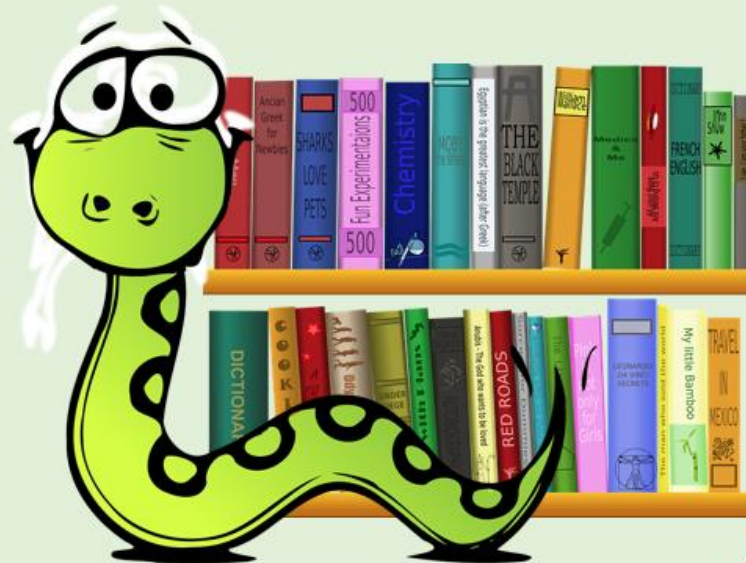
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise

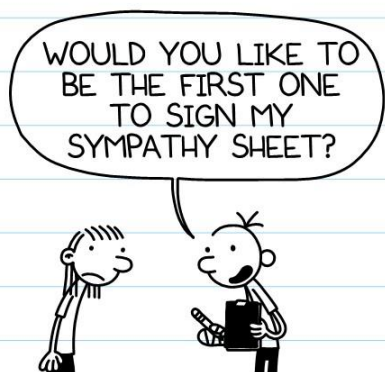




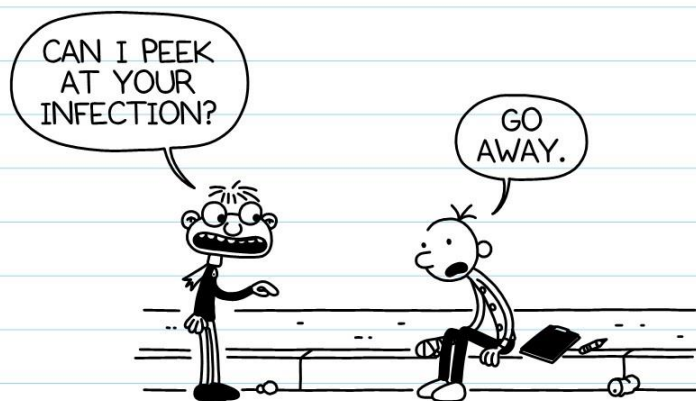
# Reading for pleasure

- Pupils who read widely and for pleasure have greater academic success.
- 30 minutes a day target.
- Daily reading in registration as well as Tutor-time reading.
- Variety of rewards – Vending Machine, Crypto-library, Achievement Points – to motivate reading for pleasure.
- Still important to share books at home!
- Accelerated Reader is used to encourage pupils to read books of increasing challenge.
  - A computer-based program which monitors pupil's independent reading
  - Pupils select books at their level and read at their own pace.
  - Quiz to check their understanding.
  - Book recommendations adapt to their improved level of reading.

So I came up with a solution that I thought was just as good.



That idea was a total bust, too. My bandage did end up attracting attention from a couple of people, but believe me, they were not the type of people I was going for.



Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

## A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



The sound died away, and everything was quiet once more. But not completely. There was Abby's gentle breathing. Someone coughed in one of the other tents. It sounded like Toby. And then there was another sound – a deep throbbing that was growing steadily louder. Just for a second a bright light flashed across the tent as a car drove past the campsite, followed by another.

Priya was surprised, and now she was completely awake. They had only seen a couple of cars all day, and now two had come past together. Although, now she thought about it, one of them must have been a truck, or a tractor, because its engine had sounded much too deep for a car.

She looked at the dark hump beside her that was Abby, fast asleep. The noise didn't seem to have woken anyone else. She could still hear it, and she imagined the two cars, or whatever they were, reaching the foot of the hill and crossing the bridge by Greystone Farm. She heard the rattle as they crossed the cattle grid on the far side, so now they must be going along the other side of the valley.

For a while the sound didn't change and then, quite suddenly, it stopped. Priya wondered about that. Maybe they had stopped at the Jones's farm. Maybe the farmer had been out visiting someone in the other valley. Whatever it was, she was going to take a look.

Very quietly, so as not to wake Abby, she unfastened the zip of the tent. She pulled back the flap and realised she could see the whole valley, blue and black and silver in the moonlight. Directly opposite, on the far side of the valley, she saw two pairs of headlights, not moving. As she watched, the lights went out.

# The importance of vocabulary and being word rich.

- Word count = 2168 words in an hour.

**Q** This ordinary bridge is popular with bats. What makes it such a hotspot?

**A** It's actually very appropriate that you call it a 'hotspot'. The gaps underneath the bridge are a perfect place for mother bats to raise their young. Baby bats are born hairless and have only a few months to develop before travelling south in autumn. They need somewhere warm and safe and the gaps under the bridge are just the right width to trap warmth nicely. These bat pups need to spend their energy on growth, not on keeping themselves warm.

Texas in general is a paradise for bats because of all its tasty insects. A mother bat will go out hunting every evening and consume about two-thirds of her body weight in insects every single night to meet her energy needs. The feeding frenzy can last all night.

'hotspot'      'paradise'      'frenzy'      'consume'

**In the same text:**

'eradicated'      'colony'      'persecuting'  
'vulnerable'      'tormented'

# Reading Paper:

- The paper lasts for an hour.
- It will have three extracts that the children will need to read. They will be followed by a set of questions to test their comprehension and analysis skills.
- The paper will have questions which are suitable for all abilities. The texts *should* increase in complexity and challenge.
- The children will need to organise and manage their time during the test. They will not have separate reading and question time.



# Bats Under the Bridge

By day, the Congress Avenue Bridge in the city of Austin could hardly look more normal: a grey, dreary city-centre road bridge. By night, it plays host to one of the most amazing shows nature has to offer. The underside of the bridge is home to more than a million bats, and every evening in summer they all come swarming out at once, rising up into the city sky like a tornado before spreading out in all directions like plumes of smoke. Standing on the bridge, you might even feel the wind from their wings as they pass by.

Austin is the capital city of the state of Texas in the USA, but it is also the bat capital of North America. The bats under the bridge attract thousands of visitors every year, and every August bat lovers celebrate Bat Fest on the bridge in their honour.

We interviewed Harriet Lopez, a bat expert, to find out more.



**Q This ordinary bridge is popular with bats. What makes it such a hotspot?**

**A** It's actually very appropriate that you call it a 'hotspot'. The gaps underneath the bridge are a perfect place for mother bats to raise their young. Baby bats are born hairless and have only a few months to develop before travelling south in autumn. They need somewhere warm and safe and the gaps under the bridge are just the right width to trap warmth nicely. These bat pups need to spend their energy on growth, not on keeping themselves warm.

Texas in general is a paradise for bats because of all its tasty insects. A mother bat will go out hunting every evening and consume about two-thirds of her body weight in insects every single night to meet her energy needs. The feeding frenzy can last all night.

**Q Have there always been so many bats here?**

**A** No, this large number of bats is quite new. A few bats had lived under the bridge for years. It was headline news when they suddenly began moving in by the thousands after engineers rebuilt the Congress Avenue Bridge in 1980 – they had no idea that they were creating such an ideal bat home. So, when these bats first came, they were seen as unwanted guests.

Many campaigned to have the bat colony eradicated. It was frightening. Back then, we thought they'd attack us by pulling out our hair or



that they'd carry disease. Gradually, though, we learnt the surprising truth: bats make ideal neighbours. They are gentle creatures that will not harm you, as long as you do not try to touch them.

Eventually we came to welcome the bats, and the population under the bridge grew to be the largest city bat colony in the world. Austin now has one of the most unusual and fascinating tourist attractions anywhere.



**Q Why do you think so many people dislike bats?**

**A** There's a lot of prejudice and misunderstanding about bats. People have difficulty seeing past the surface. With their teeth, claws and big, black wings, bats do look a bit frightening, but they are basically harmless if you don't hold them, and some of them are even cute. We should be protecting bats, not persecuting them.

**Q There are millions of bats in Texas – how can they need protecting?**

**A** It's true that bats easily outnumber humans in Texas, but they're vulnerable because they live in very large groups. One cave alone has 15 million bats living in it. Imagine if anything happened to that cave. 15 million bats would all become homeless at once, and many wouldn't survive, which would be very damaging considering the benefits bats bring to society.

**Q What benefits could bats possibly bring to humans?**

**A** We humans spend a great deal of time battling against insects. Who hasn't been tormented by mosquitoes or wasps? And farmers have to spend millions of dollars every year buying chemicals, some of which are quite harmful to the environment, to stop hungry insects from eating their crops. A group of bats like the ones under this bridge will eat about ten tonnes of insects every night. That's about the weight of two normal-sized elephants. So we should view bats as allies, not as enemies. Some farmers are already doing this by installing bat boxes in their fields and encouraging bats to live there.

**Q Amazing – what helpful animals! Is there anything I can do to support bats in my area?**

**A** If you have a garden, don't cover it in concrete. Fill it with flowers and plants to encourage garden insects. You could also put up your own bat box. They are quite easy to make if you don't want to buy one. And, finally, remember to let everyone know about our flying friends!



13 Look at the first two paragraphs.

In which American state is the Congress Avenue Bridge found?

\_\_\_\_\_

1 mark

14 Look at the first two paragraphs.

Why is Bat Fest held in the summer?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

15 The bridge is described as a **hotspot** by the interviewer and Harriet.

What does the word *hotspot* mean when the interviewer uses it in her question?

\_\_\_\_\_

What does the word *hotspot* mean when Harriet uses it in her answer?

\_\_\_\_\_

2 marks

20 Look at Harriet's answer to the question: ***There are millions of bats in Texas – how can they need protecting?***

Harriet describes bats as **vulnerable**.

(a) Which of the following is closest in meaning to *vulnerable*?

Tick **one**.

foolish

☐

at risk

☐

frightening

☐

tormented

☐

1 mark

(b) According to Harriet, why does living in large groups make bats *vulnerable*?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.

3 marks

# Example Questions

# Grammar, Punctuations and Spelling (GPS)

The pupils need to know:

- The difference between an antonym and synonym
- The difference between active and passive voice
- The rules are for punctuating dialogue
- The difference between a relative clause and a relative pronoun
- How to correctly use all punctuation including:  
hyphens, brackets, colons, semi-colons, bullet points and an ellipsis

... and much more!

A Glossary of Grammar terms is available in the pupil handbook (Page 28)

# Grammar Overview

## Quick reference of minimum expectations by year group

<p><b>Year 1</b></p> <p>Regular <b>plural noun suffixes</b> –s or –es</p> <p><b>Suffixes</b> that can be added to <b>verbs</b></p> <p>How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b></p> <p>How words can combine to make sentences</p> <p>Joining words and joining sentences using <i>and</i> Separation of words with spaces</p> <p>Capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun</p>	<p><b>Year 4</b></p> <p><b>Plural and possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b></p> <p><b>Fronted adverbials</b></p> <p>Inverted commas to <b>punctuate</b> direct speech</p> <p><b>Apostrophes</b> to mark singular and plural possession</p>
<p><b>Year 2</b></p> <p>Formation of <b>nouns</b> using <b>suffixes</b> –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> –ful, –less</p> <p>Use the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p> <p><b>Subordination</b> (when, if, that or because) and <b>coordination</b> (or, and, or but)</p> <p>Expanded <b>noun phrases</b></p> <p><b>Statements</b>, question, exclamation, and commands</p> <p>Capital letters, full stops, question marks and exclamation marks</p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark contracted spellings</p>	<p><b>Year 5</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b></p> <p><b>Verb prefixes</b> (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>)</p> <p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted pronoun</p> <p>Indicating degrees of possibility using <b>modal verbs</b> or adverbs</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>
<p><b>Year 3</b></p> <p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b></p> <p><b>Word families</b> based on common words</p> <p><b>Conjunctions</b> (e.g. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>)</p> <p><b>Adverbs</b> (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>)</p> <p><b>Prepositions</b> (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i> <i>because of</i>)</p> <p>The introduction of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past</p> <p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p><b>Year 6</b></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b></p> <p>Use of a colon to introduce a list</p> <p><b>Punctuation</b> of bullet points to list information</p> <p><b>How hyphens can be used to avoid ambiguity</b></p>



# Example Grammar Paper Questions

3

Circle the **object** in the sentence below.

My friend bought a cake from the bakery.

6

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite. ☐

I bought several beach toys a: bucket, a spade, a ball and a kite. ☐

I bought several beach toys: a bucket, a spade, a ball and a kite. ☐

I bought several: beach toys, a bucket, a spade, a ball and a kite. ☐

44

What is the grammatical term for the underlined words in the sentence below?

The majestic lioness under the shady tree watched her cubs play.

Tick **one**.

a fronted adverbial ☐

a subordinate clause ☐

a main clause ☐

a noun phrase ☐

13

Which sentence shows that you are **most likely** to be away next week?

Tick **one**.

I could be away next week. ☐

I might be away next week. ☐

I shall be away next week. ☐

I may be away next week. ☐

17

Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.

We won't be back late.

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

# The questions get tricky...

Underline the nouns in this sentence:

The boy went for a walk.

# Spelling Frame

- Your child will have access to this learning platform and it will be used to help them learn spelling rules.
- [SpellingFrame](#)

# New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

# How can I help in English?

- Encourage your children to read a wide variety of fiction and non-fiction texts. (See handbooks for book suggestions)
- Listen to your child read, then use VIPERS style questions to your child. (Handbook page 44)
- Encourage proof-reading of work to check for errors in punctuation and grammar.
- Games at home – for example, Spot the Incorrect GPS (restaurant menus, shop signs and adverts...)

# YEAR 6 MATHS



Year 6 pupils have 5 grouped lessons a week and 2 class-based Real-life Maths (RLM) lessons.

The grouped lessons have a strong number focus, with the rest of the curriculum covered through RLM missions.

Links are made between the lessons and across the curriculum.

# Remembering more...

## Basic Skills

$2 + 8 =$	$20 + 80 =$	$200 + 800 =$	$2000 + 8000 =$	$20000 + 80000 =$
$4 + 9 =$	$40 + 90 =$	$400 + 900 =$	$4000 + 9000 =$	$40000 + 90000 =$
$7 + 7 =$	$70 + 70 =$	$700 + 700 =$	$7000 + 7000 =$	$70000 + 70000 =$
$12 + 8 =$	$120 + 80 =$	$1200 + 800 =$	$12000 + 8000 =$	$120000 + 80000 =$
$19 + 9 =$	$190 + 90 =$	$1900 + 900 =$	$19000 + 9000 =$	$190000 + 90000 =$
$25 - 8 =$	$250 - 80 =$	$2500 - 800 =$	$25000 - 8000 =$	$250000 - 80000 =$

What do you notice?

What are you doing in the 3<sup>rd</sup> set of numbers?

How could you check your answers are correct?



Each week pupils do '5 Question' activities and Calculation Challenges. These are brain-training activities which are designed to help the pupils remember and recall their maths learning. We call this 'Brain Hide and Seek'!

## Basic Skill Activities.

Pupils focus on key maths skills and related facts, like these example activities.

## Related Facts

	$\times 3$	$\times 30$	$\times 300$	$\times 3000$	$\times 0.3$
$\times 0$					
$\times 1$					
$\times 2$					
$\times 3$					
$\times 4$					
$\times 5$					
$\times 6$					
$\times 7$					
$\times 8$					
$\times 9$					
$\times 10$					
$\times 11$					
$\times 12$					

Homework: 1 from current learning, 1 previous learning and MyMaths until January.



# NUMBER EXPECTATIONS

By the end of year 6 pupils are expected to:

- Add numbers with more than 4 digits
- Subtract numbers with more than 4 digits
- Multiply a 4-digit number by a 1 and 2 digit number
- Divide 4-digit numbers by 1 and 2 digit
- Add, subtract, multiply and divide with decimals
- Add, subtract, multiply and divide fractions
- Finding fractions and percentages of amounts
- Understand ratio and proportion

**On the Arithmetic Paper the questions are written as sums with no context.**

e.g.  $234 \times 26$ ,  $3476 + 2365$ ,  $6^2$ ,  $\frac{3}{4} + \frac{2}{3}$





# FRACTIONS FOUR RULES OF NUMBER



## Addition - Common Denominators

$$\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$$

x2

Mixed Numbers:

$$1\frac{1}{3} + 2\frac{3}{4} = 1\frac{4}{12} + 2\frac{9}{12} = 3\frac{13}{12} = 4\frac{1}{12}$$

x3  
x4

‘What you do to the top,  
you do to the bottom’

## Subtraction - Common Denominators

$$\frac{5}{8} - \frac{1}{2} = \frac{5}{8} - \frac{4}{8} = \frac{1}{8}$$

x4

Mixed Numbers: Change to improper fractions first

$$4\frac{2}{3} - 1\frac{1}{4} = \frac{14}{3} - \frac{5}{4} = \frac{56}{12} - \frac{15}{12} = \frac{41}{12} = 3\frac{5}{12}$$

x3  
x4

‘What you do to the top,  
you do to the bottom’

## Multiplication

Whole Number:

$$3 \times \frac{5}{8} = \frac{3}{1} \times \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$

Proper Fractions:

$$\frac{3}{4} \times \frac{4}{5} = \frac{12}{20} = \frac{3}{5}$$

Multiply the top and the  
bottom.

Mixed Numbers:

$$1\frac{2}{7} \times 1\frac{3}{8} = \frac{9}{7} \times \frac{11}{8} = \frac{99}{56}$$

‘Just multiply’

## Division - K.F.C.

Whole Number:

$$4 \div \frac{1}{3} = \frac{4}{1} \times \frac{3}{1} = \frac{12}{1} = 12$$

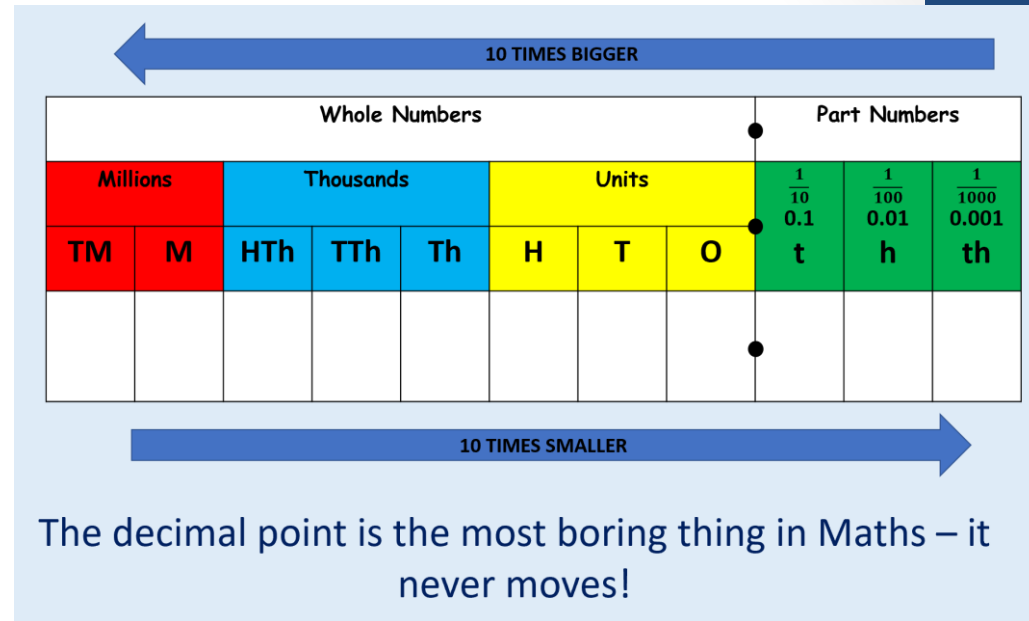
Proper Fractions:

$$\frac{2}{3} \div \frac{5}{6} = \frac{2}{3} \times \frac{6}{5} = \frac{12}{15} = \frac{4}{5}$$

Keep the first > Flip the second > Change the sign to x

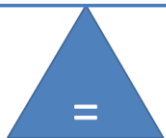
# MATHEMATICAL IMAGES

Images are used all the time in maths to help pupils understand different skills and concepts.

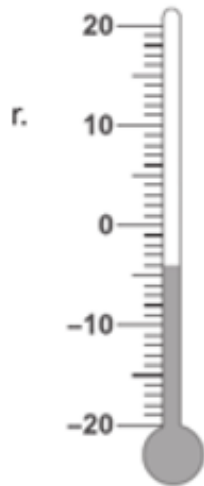
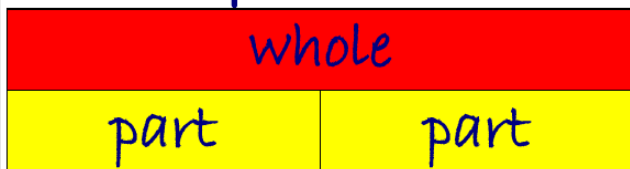
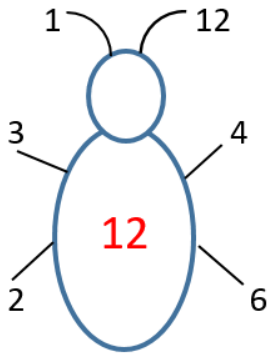


## Balance Model

$$25 + 26 = 25 \times 2 + 1$$



'same as'

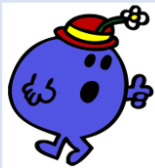


Nearest 1,000:

↓

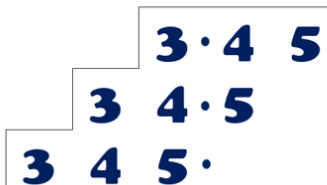
$$\underline{3739} \approx 4000$$

Bossy Number says,  
"Round up!"



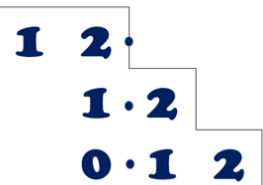
$$3.45 \times 100$$

'Steps' Image:



$$12 \div 100$$

'Steps' Image:



# WORDED QUESTIONS

RUCSAC is used throughout the school to help break down real-life worded questions. These questions can have more than one step, so will use different maths skills.

## RUCSAC

1) Read



2) Underline



3) Calculation?



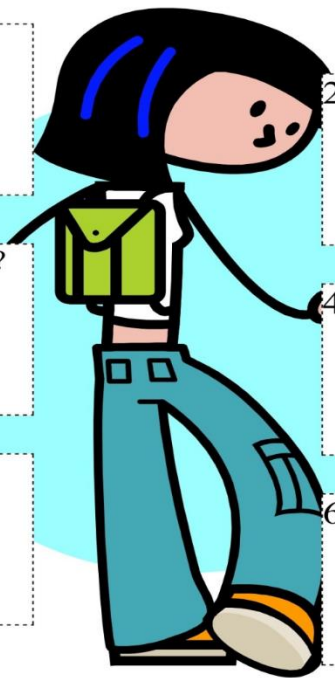
4) Solve



5) Answer



6) Check



Remember you could draw a picture or diagram to help you, or even act out the problem!

Does the question need 1, 2 or 3 steps of working out?

# RUCSAC

2 marks

# How can I help in Maths:

Please practise the following skills at home:

- Times tables including division facts and related facts – so that the children know them with quick recall at random. (TT Rock Stars, Hit the Button, Daily 10 – just Google!)
- Real-life problems – use real life situations such as going to the shops as an opportunity for the children to practise their maths. Try to pay with cash sometimes, not just card! (This is difficult at the moment!)
- Time – try to find opportunities for the children to tell the time on different
- Clocks and read timetables.
- Show working out on homework
- Encourage independence and resilience

# Further Support

- Your first point of contact should always be your child's form tutor:

6AY- Mrs Young/Mrs Dallaway

6RR – Mr Ricketts

6BA - Mr Agnew

6KW – Mrs Wright/Mrs Persich

6JDe- Mrs Dewey/Mrs Persich

- Contact the Head of Year –Mrs Young
- Look at the support pages in your child's handbook
- Check out the curriculum area of the school website

[www.parkside.worcs.sch.uk](http://www.parkside.worcs.sch.uk)