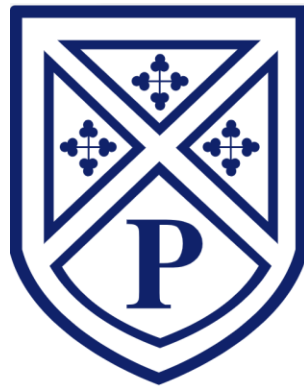


Parkside Middle School

# Information Evening

## Year 6

### October 2024



*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 Team

- Mrs. Jenkin – Safeguarding Lead (DSL)
- Mr. Swaffield and Mrs. Varley – Deputy Safeguarding Leads (DDSL)
- Mrs. Miarowska – Thrive Practitioner and Mental Health Lead
- Mrs. Varley – Welfare Manager
- Mrs. Moffatt – SENDCO
- Mrs. Jenkin, Mrs. Varley and Mrs. Fletcher – Mental Health First Aiders
- Mrs. Fletcher – Lead First Aider supported by other trained staff
- 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 – Support for pupils and families Offer

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

**\*NEW\***

## **Mobile Phones**

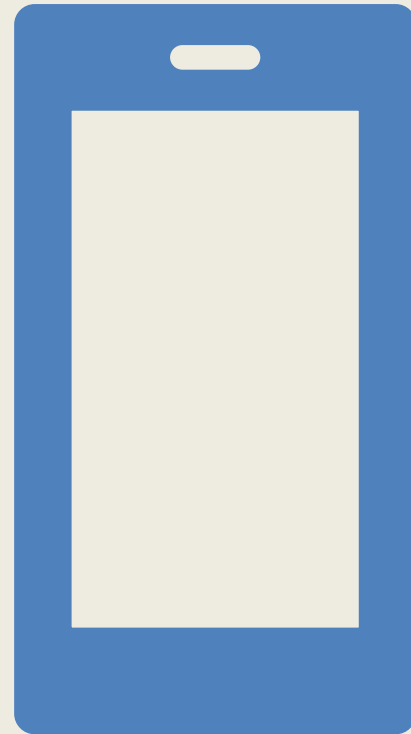
Phones will now be handed in by every pupil, every single day.

In the morning, pupils will put their phone into a named envelope and into their class phone box.

A monitor will then take the box to the office where it will be locked away in the new phone cupboard.

At the end of last lesson, that same monitor will go and collect the box, bring it to the classroom and the teacher will hand the phones back out.

This is in-line with the other Bromsgrove middle schools.



# Why? From the Department for Education

Every school has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive. One of the greatest challenges facing schools is the presence of mobile phones. Today, by the age of 12, 97% of pupils own a mobile phone.

Mobile phones risk unnecessary distraction, disruption and diversion. One in three secondary school pupils report that mobile phones are used in most lessons without permission.

This not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers' efforts away from learning. We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school. One in five pupils have experienced bullying online.

By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying.

# Resources:

- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Delay Smartphones](#)
- [EE tells parents not to give smartphones to primary-age children - BBC News](#)

# 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.

# 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.
- Rewards each half term – to reward positive choices and learning behaviours. Pupils earn these rewards so that they feel a sense of accomplishment.



# ACHIEVEMENT POINT MENU

- SWEET TREAT
- ICE POP
- STATIONERY/ STICKERS
- + 15 ACHIEVEMENT POINTS (TO BE ADDED FOR THE NEXT HALF TERM)

100 POINTS

- CHOCOLATE TREAT
- 2 PIECES STATIONERY/ STICKERS
- NO-TIE DAY
- EXTRA BREAK

200 POINTS

- NO HOMEWORK PASS FOR 1 LESSON
- EARLY LUNCH PASS FOR 1 DAY
- WEAR TRAINERS TO SCHOOL FOR A DAY
- LUCKY DIP PRIZE

300 POINTS

- SIT IN A TEACHER'S COMFY CHAIR FOR A LESSON
- SQUASH AND BISCUITS WITH PARENTS & CARERS
- EARLY LUNCH PASS (2 DAYS)
- SIT BY A FRIEND IN A LESSON OF YOUR CHOICE

400 POINTS

- SPORTS OR ART AFTERNOON
- + 25 ACHIEVEMENT POINTS
- NON-UNIFORM DAY
- A SNACK DELIVERED TO YOU IN THRIVE THE NEXT WEEK
- VENDING MACHINE TOKEN

500 POINTS



# ACHIEVEMENT POINT MENU

- LAPTOP FOR A LESSON OF YOUR CHOICE
- EARLY LUNCH PASS (1 WEEK)
- FREE TIME ON THE LAPTOPS
- NO HOMEWORK PASS FOR A WEEK

600 POINTS

- FREE TIME ON THE MUGA
- SPEND ONE FORM/ ASSEMBLY TIME OF YOUR CHOICE IN THE LIBRARY
- FREE (EXTRA) PUDDING FROM THE CANTEEN

700 POINTS

- EXTENDED LUNCHTIME INTO LESSON 4!
- AFTERNOON AT SANDERS PARK
- CINEMA AFTERNOON

800 POINTS

- £5 VOUCHER (GREGGS/ COSTA/ SMYTHS)
- FREE SWIM PASS
- CHIP SHOP LUNCH

900 POINTS

- OFF-SITE SPECIAL TRIP COURTESY OF MRS MANCINI!

1000 POINTS



# What is Oracy?

- **Definition:** Oracy is the ability to communicate effectively, both by speaking and listening, in a range of situations.
- **Key Components:**
  - Physical (body language, voice)
  - Linguistic (language choices, vocabulary)
  - Cognitive (thinking, reasoning)
  - Social-emotional (confidence, empathy)

# Why Oracy Matters

- **Skills for Life:** Effective communication skills are essential for academic success, future careers, and social interaction.
- **Confidence Building:** Developing strong oracy skills helps build self-assurance in expressing ideas and engaging in discussions.
- **Enhances Learning:** Speaking helps children process and retain knowledge more deeply.
- **Improved Mental Health:** Oracy gives pupils the skills to communicate, allowing them to open up about issues that are affecting them.

# How Parents Can Support Oracy at Home

- **Encourage Conversations:** Talk with your child regularly about their day, interests, and opinions.
- **Ask Open Questions:** Use questions that require more than yes/no answers, e.g., "What do you think about...?" or "How would you explain...?"
- **Share Family Discussions:** Engage in discussions during meals or family time, fostering a habit of exchanging ideas and reasoning.

# Oracy Game: Post-it Note 'Heads Up'

- **How to Play:**
- Write a word or phrase on a post-it and stick it on someone's forehead without them seeing.
- The person with the post-it asks yes/no questions to figure out what their word is.
- This game encourages careful questioning, active listening, and clear explanations.
- **Alternative:** Give categories like animals, famous people, or objects to make it educational and fun!

# 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**

# 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:  
**12<sup>th</sup>-15<sup>th</sup> May 2025.**

# Year 6 Statutory Testing Parent Information:

Pupils are tested in English and Maths.

## English:

Grammar and Punctuation 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.

# What do we do to support your child?

## **Reasonable adjustments:**

Adjustments can be made for some pupils in-line with normal classroom practice.

## Examples:

- Prompting
- Coloured papers/use of highlighters/overlays
- Enlarged papers
- Reading support
- Extra time (reading speed/processing)
- Partial Transcription
- Straight Edge to support reading

Discussion about this throughout the year/liaise with SENDCo

# 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!

# YEAR 6 ENGLISH





# Reading:

We want the pupils to be:

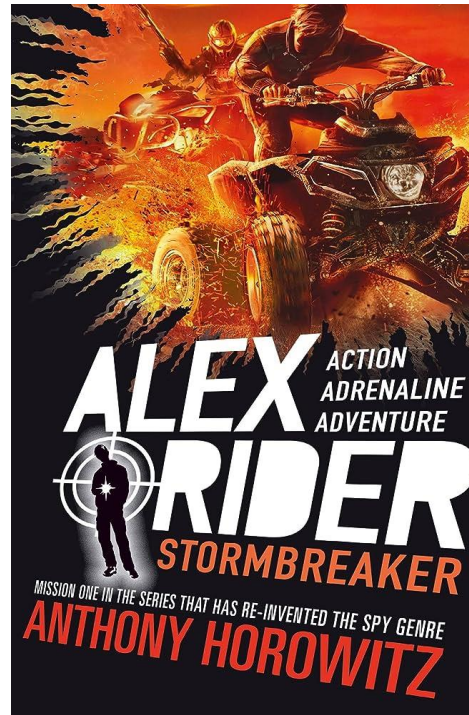
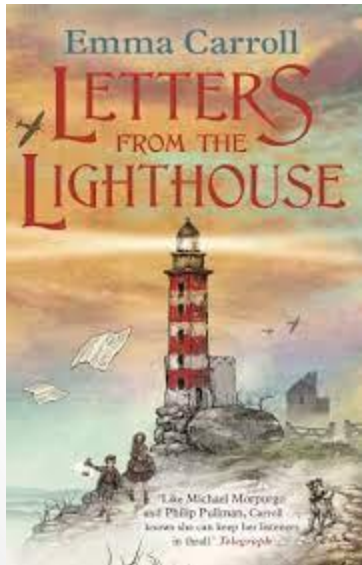
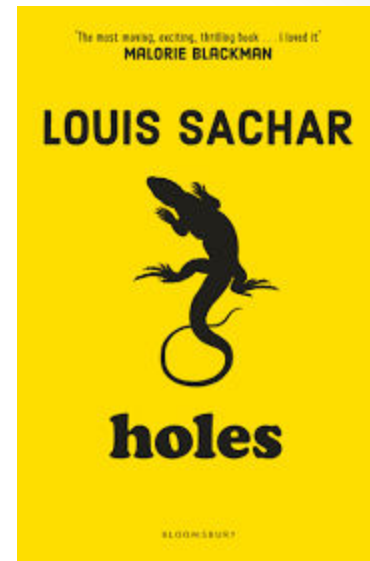
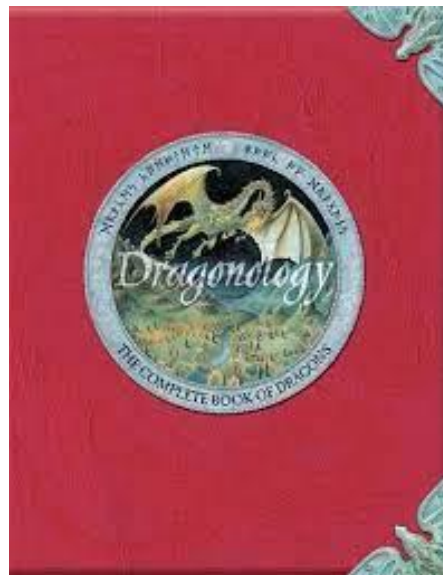
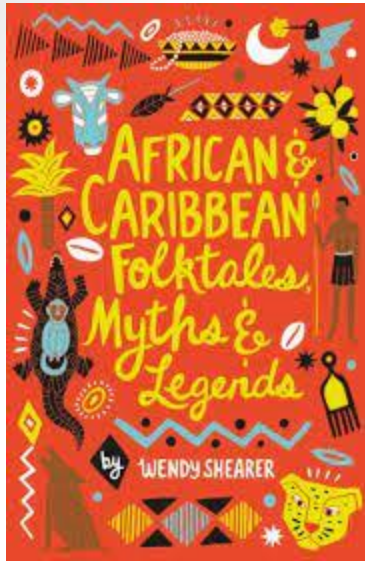
- confident and competent readers
- increase their vocabulary

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

All reading should be recorded in their Reading Record.



# Reading Vipers

**V**ocabulary

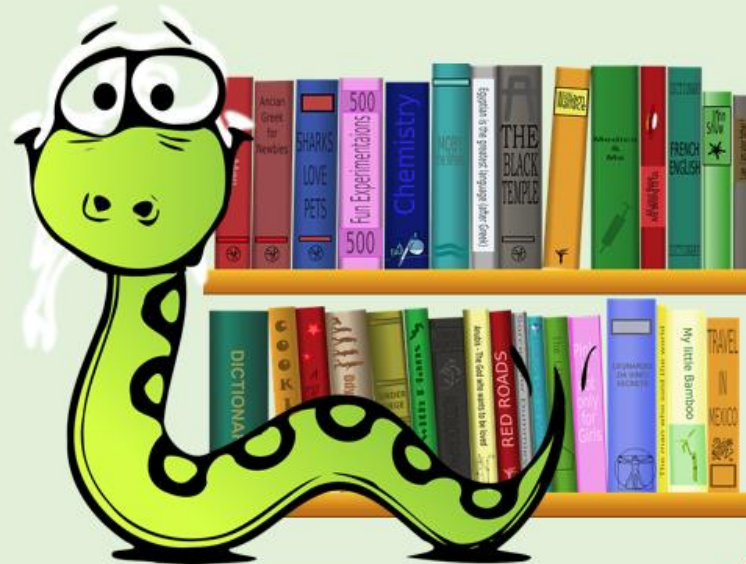
**I**nfer

**P**redict

**E**xplain

**R**etrieve

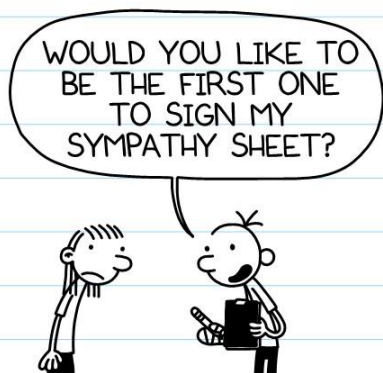
**S**equence or Summarise



# 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?**

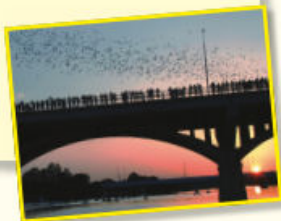
**A** It's actually very appropriate that you call it a 'hotspot'. The gaps underneath the bridge are a perfect place for mother bats to raise their young. Baby bats are born hairless and have only a few months to develop before travelling south in autumn. They need somewhere warm and safe and the gaps 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 uninvited 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?

\_\_\_\_\_

14 Look at the first two paragraphs.

Why is Bat Fest held in the summer?

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

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?

\_\_\_\_\_

1 mark

1 mark

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.

# 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 for support)
- 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?

Basic Skill Activities.

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

## Related Facts

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



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'!

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

# FOUR RULES OF NUMBER



### +


## Addition

Column Addition

$19.01 + 3.65 + 0.7 =$

	7	5	4	9		1	9	.	0	1
+	6	8	5	3			3	.	6	5
1 4 4 0 2					+	0 . 7 0				
	1	1	1			2	3	.	3	6
						1	1			
	£	1	2	.	8	5				
+	£		8	.	7	6				
£ 2 1 . 6 1										
		1	1	.	1					

← Place holder 0



‘Exchange’

### -


## Subtraction

Column subtraction

$43762 - 9354 =$        $225.7 - 82.34 =$

	4	3	7	6	2		2	2	.	7
-							-			
3 4 4 0 8						1 7 3 . 3 6				

← Place holder 0



‘Exchange’

### ×

## Multiplication

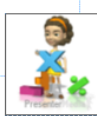
Short Multiplication      Long Multiplication

	5	4	6	3
×				9
4 9 1 6 7				
	4	5	2	

	2	4	7
×		2	3
7 4 1			
+	4	9	4 0
5 6 8 1			
	1		

← x10 then x2  
Place holder 0



‘Lots of’

### ÷

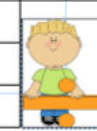
## Division

Short division by 1 digit      Short division by 2 digits

1	4	4	5	÷	4
4	1	14	24	5	
or	3	6	1	.	2 5
or	3	6	1		1/4

4	5	5	0	÷	1 4
1	4	4	45	35	70
Multiples of 14:					
1	4	2	8	4	2, 5 6,
7	0	8	4		



‘Groups of’

# 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.

← 10 TIMES BIGGER

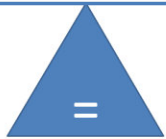
Whole Numbers							Part Numbers			
Millions		Thousands			Units		$\frac{1}{10}$ 0.1	$\frac{1}{100}$ 0.01	$\frac{1}{1000}$ 0.001	
TM	M	HTh	TTh	Th	H	T	O	t	h	th

→ 10 TIMES SMALLER

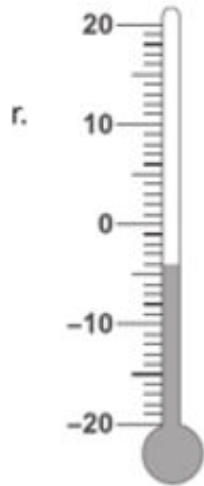
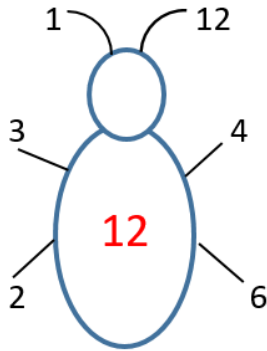
The decimal point is the most boring thing in Maths – it never moves!

## Balance Model

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



'same as'

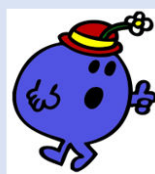


Nearest 1,000:

↓

Bossy Number says,  
"Round up!"

3739 ≈ 4000



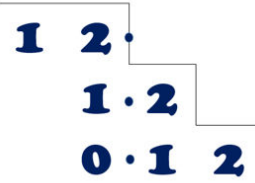
$$3.45 \times 100$$

'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?



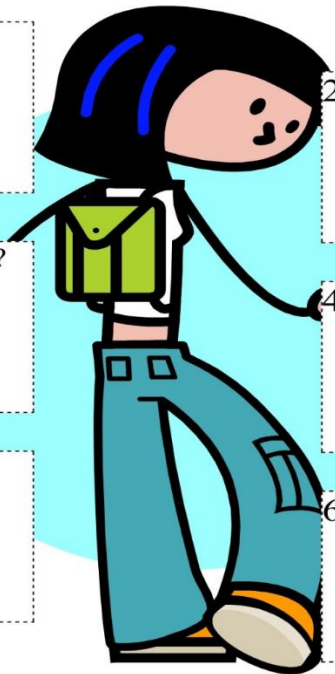
4) Solve



5) Answer



6) Check



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

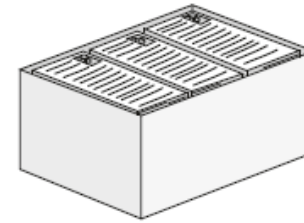
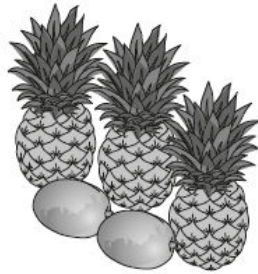
Does the question need 1, 2 or 3 steps of working out?

# The Reasoning Papers contain problems that require interpretation and performing more than one operation.

14

3 pineapples cost the same as 2 mangoes.

One mango costs £1.35



How much does one pineapple cost?

Show your method

£

There are 2,400 leaflets in a box.

William and Ally take 450 leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

2 marks

2 marks

A square number and a prime number have a total of 22

What are the two numbers?

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 22$$

square number

prime number

The numbers in this sequence increase by the same amount each time.

Write the missing numbers.

$$\boxed{\phantom{00}} \quad \boxed{1} \quad \boxed{1\frac{5}{8}} \quad \boxed{2\frac{1}{4}} \quad \boxed{\phantom{00}}$$

1 mark

1 mark

R  
U  
C  
S  
A  
C

# 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

6RR – Mr Ricketts

6BA - Mr Agnew

6KW – Mrs Wright

6CWi – Miss Wilkes

- 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)