Home Learning for the next two school weeks – Yellow Class

SATs practice

Children will be expected to complete SATS practice papers in: Reading; Grammar and Punctuation; Arithmetic and Reasoning and Problem Solving. **SATs strategy advice is enclosed** to help to remind children how to approach the papers.

The first set of papers (set A) comprises of:

1 reading test – one hour
1 Grammar and Punctuation test – 45 minutes
1 arithmetic paper – 30 minutes
2 reasoning and problem solving papers – 40 minutes each.
Total time: 2 hours and 55 minutes.

Your child has also been given a second set of papers (Set B) to complete.

Your co-operation in ensuring that this homework is completed in test-like, timed conditions is greatly appreciated and these tests should be spread across the two-week period to ensure optimum conditions to achieve success.

Reading

Please ensure that children continue to read daily for at least 20 minutes each day. Remind them to explore words that they don't understand, to widen their vocabulary and to record these in their reading records.

If your child belongs to one of the class book clubs, could they please aim to read as much of this book as possible, with a view to both books being at least half-completed by the end of the Easter break.

Reading task – please could children complete the three enclosed reading comprehension tasks. Please remind them to apply all the strategies that they have been taught in class.

Maths Task

Please find enclosed Ratio and Fractions Powerpoint tiles to aid understanding and accompanying worksheets. Children are aware of whether they usually work on sheet D, E or GD, but they are welcome to attempt more difficult sheets, if they feel like a challenge.

Please also find attached Calculating Ratio Powerpoint tiles and accompanying worksheets for completion by your child.

Additionally, please could children practise their times tables on TT Rockstars.

Project

As part of our Crime and Punishment unit, we will be exploring the crime of witchcraft in the 16th Century. For children's home learning, I would like for them to find out as much as they can about how those who were suspected of being a witch were punished during this period in history and to explore local cases. Please see the following, for a starting point. It is up to children how they present their findings, for example, they could produce a powerpoint, a poem, an information booklet, or a piece of art; it is completely their choice. I look forward to seeing their completed high-quality projects.

Tuesday's Market Place, King's Lynn

For many years during the 16th century, the market place in King's Lynn was the scene of public executions of alleged witches. The most famous execution was of Margaret Read, who was found guilty of witchcraft in 1590 and burned alive. Legend has it that whilst being consumed by flames, Margaret's heart jumped from her body and hit the wall opposite, leaving a permanent burn on the brick, which is still marked today.

Websites

In addition to the above, **please find attached a list of useful websites**, to aid children's learning.

Expectation

Please ensure that this home learning is completed to the very best of each child's ability. It is imperative that all of these tasks are completed to cover missed learning and as a basis for future class-based study. Your continued co-operation is very much appreciated.

Past and future learning

I have also attached a copy of the Curriculum Overview for Year 6 to enable your child to review previous learning and to start to look at future learning, upon completion of the above.

On returning to school, please could children bring all completed learning with them as this will need to be marked and assessed.

Kind regards

Mrs Summers ☺

Test Advice

Information for children during SATs

Every test. Do the first 5 to get started and then go back and do them again.

Read questions carefully and do jottings and labels to help you to be really sure of what you're being asked. Re-read if you are unsure. Put your hand up to ask for lots of questions to be read. You will be asked 'are you happy?' If you are not sure, ask for it to be re-read. Do not stay on a question that you are stuck on, move on.

Grammar and Punctuation

- Circle one (make sure that it's only one)
- Read questions carefully and check for if the question is asking for one or more to be identified. If it is asking for adverbs, there will be more than one (label to help you)
- Read carefully if the question is asking for the conjunction or clause. model
- Read if the question is asking for answers to be underlined, circled or lines drawn
- If the question says punctuate your sentence properly, you won't get the mark unless you have. **Don't forget to include a capital letter and a full stop/question mark**
- Full stops and commas need to sit on the line – not be flying.
- If you forget how to form a punctuation mark, look through your paper as there's likely to be one in there
- **Re-read anything that you have written.** Check that it makes sense and that you've **carefully copied words** that you have been given
- When given a root word, you must spell any related words correctly
- Exclamations start with 'what' or 'how'
- Take care with formation of punctuation and make sure that it is the correct size in your sentence
- Take care with the size of letters in the middle of sentences. Make sure that you haven't added a word to the middle of a sentence that starts with or looks like it starts with a capital letter.
- When rewriting into passive/active voice don't change the singular/plural noun. Model
- Don't forget commas before co-ordinating conjunctions. Model
- Don't join below contractions. Model

    Let me remind you:
    Noun – name/thing
    Verb – doing word – can be is or was
    Adverb – normally ends 'ly'. Describes the verb. Can be 'again' or 'soon'
    Adjectives – describes the noun
    Perfect – look for the word has/had/have
    Progressive – look for 'ing'
    Past – has happened
    Present – is happening
    Subjunctive – look for 'that' eg. I demand that or if I were.
    Passive – object verb subject

Spelling

- Do not join
- Make sure letters don't look like capitals when they shouldn't eg. capital 'c' or 's'
- Check all letters are formed correctly and that they are clear. Be careful with q and j that they don't look like capitals
- Tummies of letters need to be on the line and tall guys need to be tall
- Think about spelling rules that you know. Eg a rootword ending in y, changes to i when the suffix is added. A word ending in er, loses the e when ous is added. You often lose the 'e' when you add a suffix
- If you go wrong, scribble the whole word out and re-write so it is clear

Maths Arithmetic

- Circle the operation
- Use estimating to check
- Form digits clearly
- Use mental methods where most appropriate
- Line up decimals carefully when adding and subtracting
- When multiplying by decimals, estimate first
- Use estimating and sense (eg. when dividing your answer will be smaller and when multiplying it will be bigger)
- For long division create a box of knowledge
- Show your working out for long multiplication and division and make sure that you include the operation that you are using
- Make sure that the denominators are the same when adding and subtracting fractions
- When finding out percentages, find out 10 percent first, by dividing by 10, 1 percent by dividing by 100
- Re-do the first 10 questions if you have time; this is where silly mistakes are most likely to occur
- Make sure that decimal points, commas and digits are clearly formed
- Don't use commas in your answers
- Only put one answer in the answer box
- Don't forget to include the whole when adding fractions

Here are some reminders:
More than and less than sign
Squared
Percentage
Adding decimals
Equivalent for decimals/fractions
Writing numbers in words – don't forget the hyphen and the comma

Maths Problem solving

- Think about what the equals sign means
- Underline and label key parts in a question to help you to think about what is being asked
- Draw problems (use bars) to help you to think about what's going on
- Don't put more than one answer
- Form digits clearly
- Use jotting to label things in the question
- For missing number boxes re-read it after to make sure that it makes sense
- Use scripts that we have practised eg. …. Is correct because… show the calculation and then explain.

Reading

- Find and copy (this must be with exact spelling and punctuation and capitals/lower case)
- Take care with handwriting. It needs to be clear
- Remember to explain answers fully
- Use PEE I know because it says this means. PEE twice. Leave 3 mark questions till last.
- Circle and label question openers to think about what your answer will be
- Highlight the key words in the question and then find in the text (this is where your answer will be)
- Think carefully about time. (5 minutes reading, 15 minutes to answer)
- Read questions carefully; if it asks for a word, only include one word/if it asks for a group of words
- Think about what the word 'impression' means. It gives you a feeling.
- Mark answers that you are less sure on with a star so that you can go back and check at the end of the test
- Remember that questions at the start tend to have answers at the start of the text
- Use the words from the text where you can to answer questions, eg. There was debris – you don't need to say – there was rubbish.
- Always read back your answer to check that it is clear
- If you are being asked to explain two words, explain both eg. vividly clear.

Reading

Nanny, Rolling.

"You'd laugh if my hair was on fire," my dad said to me once. He was probably right! You can't help it when you're young, can you? Any mishap that someone has is amusing and you just can't stop laughing about it. The story I'm about to tell you is true, and even now, thirty years later, it still makes me smile. If I'm honest, it makes me giggle a little bit.

Our Nan was tiny. She was literally about the size of a Year 6 girl - and a short one at that! She had wiry grey, curly hair, a hooked nose and wore thick -lensed glasses that were way too big for her face compared to the size of her head. All of this made her look like a small witch. Despite all of this, we loved her dearly and she had a great sense of humour.

She always came round to our house on a Wednesday evening to help our mum out – there were five of us after all. Around ten o'clock mum would take her home, even though our dad would always suggest that she flew home on her broomstick!

Well, that summer's evening, I stood at the bottom of the driveway balancing on the small wall that separated our drive from the neighbour's drive. The wall was needed because our house was about a metre and a half higher than next-door's. Their drive was flat but ours was about four metres long but rose by about a metre up to the house. The rest of the height difference was made up by three steps of varying heights. These unevenly spaced steps were, ultimately, Nan's downfall.

I remember looking up at the front door as nan and mum appeared. They were talking about something and nan clearly wasn't paying attention. She missed the first step completely, making her legs appear to 'dance' down to the next step. Sadly, neither leg was expecting this, so it looked like one leg was waiting for the other leg to react. Neither did she until she started to fall. Then both legs reacted, trying to find somewhere to land safely. Whilst this was happening, nan dropped her handbag and flailed her hands around trying to find something to hold onto. Mum tried to grab her to stop her falling but only ended up giving her an extra 'shove' that she didn't need. All in all, it was very funny to watch (especially when you're fourteen), but the best bit was yet to come!

Nan was now completely out of control and was travelling like some kind of badly prepared gymnast. I'm sure she would have been glad of a broomstick at this point, it may have saved her. She seemed to travel like she was in a slow-motion clip from an action film. Nan twisted awkwardly through the air, hit the floor, bounced a couple of times, then landed flat on her side. She then started to roll down the drive, just like children do on a grassy hill. What made it all the funnier was that the contents of her handbag that were capable of rolling, did so after her. They looked almost magnetically frantic. Not wanting to be left behind, they criss-crossed each other's path as if racing to see which could get back to her the quickest. Could you imagine such a sight?

As she rolled, she seemed to pick up speed, faster and faster until she ploughed into the wall on which I was standing. She just lay there looking up at me, her glasses at a very strange angle indeed. In fact, I'm sure one of the arms of her glasses was actually up her nose! One by one, her personal possessions came to rest behind her, bumping into her. The last thing to stop was her hairbrush that ironically positioned itself perfectly under one of her large curls almost like it knew it was now needed.

To say that my brothers and sister and I laughed would be an understatement! We howled and tears rolled down our faces. Mum came racing down the drive to help her mother and scolded us appropriately. We all slinked off to hide our shame, still giggling as we went.

As for poor old nan, she went to A and E and had an X-Ray. She'd broken her hip and ended up spending weeks in hospital!

We all felt really bad for laughing... but we just couldn't help ourselves.

So, what's an X-Ray?

X-Rays were first discovered in 1895 by Wilhelm Conrad Röentgen, a professor at Würzburg University in Germany. During an experiment he noticed this 'unknown energy' so called it 'X-radiation'. For this discovery, Röentgen was awarded the very first **Nobel Prize** in Physics, in 1901.

An **X-Ray** is a form of **electromagnetic** radiation with a small **wavelength**; so small that it can't be seen by the human eye. Due to this small wavelength, X-Rays can pass through some solid objects but <u>not all</u>, it depends how dense the object is.

Why does the X-Ray photograph only show bones?

The human body is made up of bones, skin, tissue and muscles. All of these have varying densities but bones are the most **dense**.

When you pass an x-ray through a body, the bones are the only part through which the x-rays are not able to pass. If you place photographic paper on the other side of your body, only those rays which have passed through the body will turn the paper dark.

This is why bones show up as white spaces on an x-ray and how doctors can tell if you have an injury to your **skeletal** structure.

This image has been coloured red to show where the break in the bone is.

Why can't you wear metal when having an X-Ray?

Metal is very dense so it stops the X-rays getting through and blocks the view of anything behind. This can be very useful when looking at other objects.

This is a **scanner** in an airport. Look at how some objects show up more than others. The material of the bag is less dense so it's image is lighter. The knife is hidden in the bag, but not hidden from the X-Ray!

An extract from 'The Boy on the bike'.

"Hey, Dad!" yelled Zach as he rushed over to see him, hugging him tightly to show his affection and in an attempt to slow his progress.

"Hey," said his Dad, "You ok?"

"Yeah, I'm good," Zach replied.

"Why aren't you with Chloe?" his mum asked sternly, "I asked you to look after her while I got your dad!"

"I know," said Zach, "But she's been asleep most of the time... and then she woke up and wanted some water so I had to get the nurse 'cos there wasn't any left... and then she went to the loo so I had to get the nurse again." Zach felt sure that they knew he was making things up because he'd given too many ridiculous reasons.

"Well we'd better get up there then," replied his mother, who was clearly not happy with what she'd heard.

"It's ok for a minute, you know how long she takes sometimes... and we could get some snacks from the machine..." Zach suggested, "I'm sure she'd like..." he continued as he headed to the vending machines.

"Zach, we've got snacks in our bag already, now come on." Said his Mum. She looked at him as mothers do, so he had to think quickly.

The boy on the bike had finally reached the park by Zach and Chloe's house so he knew that he only had a short journey to the hospital. Being on a bike also meant that he could use alleyways and shortcuts to get there more quickly, but he could feel Chloe's grip starting to weaken so he couldn't risk speeding up anymore. He just had to keep going and have faith that Zach would do his best to give him as much time as he could to get Chloe back.

Zach followed his parents through the waiting area of A and E, which was busy as usual. He saw a trolley that was in an advantageous position and he headed towards it.

"Ow!" he cried, falling to the floor and gripping his ankle, making it look like he was in the most excruciating pain that he'd ever felt. "I think I've broken my ankle," he shouted, "Mum, Dad, get a nurse or a doctor!"

His parents rushed over to him and tried to help him up. He screamed out in pain. "No, don't," he cried, "It hurts too much. I can't move."

"Oh, for heaven's sake," moaned his mother, "There's nothing wrong with him. Right, you stay with Zach and I'll go and check on Chloe." She said to his Dad. "He doesn't need both of us."

"Good idea," said Zach's Dad. "We'll catch up in a bit."

The boy on the bike entered the hospital car park. He had nearly done it. He just needed to get her up to her room. Luckily it was dark now. There was less chance of being seen.

Zach's Mum stood outside the lift and pressed the button several times. She didn't know why as it didn't make the lift arrive any quicker, but it made her feel that she was doing something about it. Finally, she was in. Now she hoped that the lift didn't stop on every floor as usual!

As she pushed open Chloe's door she felt a sudden rush of cold air. The window was wide open and Chloe was slumped beneath it. "Chloe!" she called. She rushed over to her and carefully picked her up, "Are you OK? What are you doing by the window? Why is it open so much?"

"I... was saying... goodbye... to the boy... on... the... bike" gasped Chloe, then her head fell backwards.

These questions are about Nanny, Rolling.

Circle the correct answer.

How did the author's father suggest that Nan could get home?

Walk	In a taxi	On her broomstick	Drive herself

(1)

In the second paragraph, what does the author compare the height of his nan to?　(1)

_____

_____

Tick true or false

	T	F
The story took place in the Summertime		
Nan often visited on Wednesdays.		
Nan arrived on a broomstick.		
Nan was a large woman.		
Nan had a good sense of humour.		

(2)

The author describes his house as being higher than that of his neighbour's house. How much higher does he say it is?　(1)

_____

These questions are about Nanny, Rolling.

In paragraph 2, how does the author describe his Nan?   (2)

_____

_____

_____

The author's mother tried to help Nan as she fell, but what did she actually end up doing instead?   (1)

_____

_____

Number these statements to put them in the correct order.

Nan and mom were talking as they left the house.	1
Nan landed on her side and rolled down the drive.	
Nan's belongings bumped into her.	
Nan lost her footing on the step.	
Mom accidentally pushed Nan down the steps	

(1)

'I'm sure she would have been glad of a broomstick at this point...'

_____

_____

These questions are about Nanny, Rolling.

The author writes, 'Mum came racing down the drive to help her mother and **scolded** us appropriately'.

What do you think is the closest meaning to the word 'scolded'?

Burn with hot water

Trying not to laugh.

Chastise someone.

Asking for help in an emergency.

(1)

What two words or phrases are used to describe how the contents of Nan's handbag appeared to move? (2)

Why does the author use the word 'ironic' to describe the final resting place of Nan's hairbrush? (2)

These questions are about 'So, what's an X-Ray?'

Tick true or false

	T	F
X-Rays can be seen by the human eye.		
X-Rays were first discovered by a German professor.		
X-Rays can't go through metal very well.		
X-Rays show where broken bones are by automatically colouring them red.		

(2)

When were X-Rays first discovered by Professor Röentgen?   (1)

Draw lines to match the statements.

X-Rays are a form of   small wavelengths.

Bones show up   electromagnetic radiation.

X-Rays have   white on a X-Ray.

X-Ray scanners are   used in airports.

(2)

These questions are about 'So, what's an X-Ray?'

In what year was Professor Röentgen awarded the Nobel Prize?   (1)

_____

In which scientific area did he get this award?   (1)

_____

Professor Röentgen discovered X-Rays by accident. What phrase is used to show you this?   (1)

_____

What do X-Rays do to photographic paper?   (1)

_____

Give three examples of the features of non-fiction texts that are used in this extract.   (3)

_____

_____

_____

These questions are about 'So, what's an X-Ray?'

Why are some of the words in **bold** type? (1)

_____

_____

Explain why are X-Ray scanners useful in airports?

Give an example from the text. (2)

| |
|

_____

_____

Look at the image from the airport scanner.

Use the information from the text to explain how and why some objects can be seen better than others. (3)

| |
|

_____

_____

_____

Why are you asked to remove all metal objects before having an X-Ray? (1)

_____

_____

These questions are about the extract from 'The Boy on the bike'.

Circle the correct answer.

Where is most of this extract set?

| The hospital car park. | A and E | The hospital lift | Chloe's room |

(1)

In this extract, Zach had two jobs to do.
What were they? (2)

_____

_____

_____

_____

At the start of this extract, what three reasons does Zach give for not being with his sister, Chloe? (3)

_____

_____

_____

_____

_____

These questions are about the extract from 'The Boy on the bike'.

What does the Boy on the Bike use to help him get to the hospital more quickly? (1)

_____

_____

Tick true or false

	T	F
Zach lied to his parents to try and slow them down.		
Zach pretended to hurt himself on a trolley.		
Chloe was holding on very tight.		
Zach's mum thought that he'd really hurt himself on the hospital trolley.		
Chloe shouldn't have been out of the hospital.		

(2)

Why does the author use the word 'advantageous' when describing the position of the trolley in the A and E department? (1)

_____

_____

_____

These questions are about the extract from 'The Boy on the bike'.

Number these statements to put them in the correct order.

Zach headed over to the vending machine.

Zach's mum wants to know why he's not with Chloe.

Zach greets his dad first.

Zach's mum gets in the lift.

Zach trips on a trolley.

1

(2)

In the paragraph starting 'The boy on the bike entered the hospital car park', what device does the author use increase the tension?   (1)

_____

_____

Chloe is seriously ill.

Find evidence from the text to support how you know this.   (3)

_____

_____

_____

_____

_____

_____

Maths

Slide 1:

Year 6 – Spring Block 6 – Ratio – Ratio and Fractions

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Reasoning and Problem Solving resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

Mathematics Year 6: (6R1) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Mathematics Year 6: (6R4) Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

More Year 6 Ratio resources.

Did you like this resource? Don't forget to review it on our website.

Slide 2:

Year 6 – Spring Block 6 – Ratio

Step 2: Ratio and Fractions

Slide 3:

Introduction

Complete the sentence to describe the objects below.

There are _____ for every _____ .

Slide 4:

Introduction

Complete the sentence to describe the objects below.

There are 4 lightning bolts for every 3 squares.

Varied Fluency 1

Match the fraction of circles to the correct set of objects.

$$\frac{2}{5}$$

$$\frac{2}{8}$$

$$\frac{3}{6}$$

Varied Fluency 1

Match the fraction of circles to the correct set of objects.

$$\frac{2}{5}$$

$$\frac{2}{8}$$

$$\frac{3}{6}$$

Varied Fluency 2

True or false?

If there are 3 bananas for every 5 peaches, $\frac{3}{8}$ of the fruit are peaches.

Varied Fluency 2

True or false?

If there are 3 bananas for every 5 peaches, $\frac{3}{8}$ of the fruit are peaches.

False, $\frac{3}{8}$ of the fruit are bananas.

Varied Fluency 3

Complete the sentence below if $\frac{4}{9}$ are squares and $\frac{3}{9}$ are circles.

There are _____ squares for every _____ circles.

Varied Fluency 4

Use the statement below to complete the bar model.

There are 6 squares for every 2 circles.

	2

Write a fraction showing each quantity.

🟥 = ▢/▢   🟢 = ▢/▢

Problem Solving 1

Gemma is making a bracelet using orange and blue beads.

Each bracelet contains 18 beads in total.

Write 5 pairs of fractions to show the possible ratio blue to orange beads.

Problem Solving 1

Gemma is making a bracelet using orange and blue beads.

Each bracelet contains 18 beads in total.

Write 5 pairs of fractions to show the possible ratio blue to orange beads.

Various answers, for example:

$\frac{11}{18}$ blue beads and $\frac{7}{18}$ orange beads

Reasoning 1

Which of the following statements match the image?

A. $\frac{1}{6}$ of the vegetables are pumpkins.

B. There are 3 chillies for every 4 peppers.

C. There are 8 items in total.

Explain how you know.

Reasoning 1

Which of the following statements match the image?

A. $\frac{1}{6}$ of the vegetables are pumpkins.

B. There are 3 chillies for every 4 peppers.

C. There are 8 items in total.

Explain how you know.

Statement C because...

Reasoning 1

Which of the following statements match the image?

A. $\frac{1}{6}$ of the vegetables are pumpkins.

B. There are 3 chillies for every 4 peppers.

C. There are 8 items in total.

Explain how you know.

Statement C because there are four chillies, one pumpkin and three peppers, which makes 8 in total.

Reasoning 2

Emma has a bag of 1p and 2p coins.

$\frac{9}{13}$ of the coins are 1p coins.

Emma says,

There are more 2p coins than 1p coins.

Nick says,

There are four 2p coins.

Who is correct? Explain how you know.

Reasoning 2

Emma has a bag of 1p and 2p coins.

$\frac{9}{13}$ of the coins are 1p coins.

Emma says,

There are more 2p coins than 1p coins.

Nick says,

There are four 2p coins.

Who is correct? Explain how you know.

Nick is correct because...

Reasoning 2

Emma has a bag of 1p and 2p coins.

$\frac{9}{13}$ of the coins are 1p coins.

Emma says,

There are more 2p coins than 1p coins.

Nick says,

There are four 2p coins.

Who is correct? Explain how you know.

Nick is correct because there are 13 coins in total and if there are nine 1p coins, there must be four 2p coins.

Ratio And Fractions

1a. Match the fraction of squares to the correct set of objects.

$\frac{4}{6}$ A. ◆ ◆ ⬠ ⬠ ⬠

$\frac{3}{6}$ B. ◆ ◆ ◆ ◆ ⬠ ⬠

$\frac{2}{5}$ C. ⬠ ⬠ ⬠ ◆ ◆ ◆

VF

2a. True or false? If there are 2 oranges for every 4 apples, $\frac{4}{6}$ of the fruit are apples.

🍎 🍎 🍎 🍎 🍊 🍊

VF

3a. Complete the sentence below if $\frac{3}{5}$ are pentagons and $\frac{2}{5}$ are circles.

There are _____ pentagons for every _____ circles.

⬠ ⬠ ⬠ ⬤ ⬤

VF

4a. Use the statement below to complete the bar model.

There are 4 squares for every 3 circles.
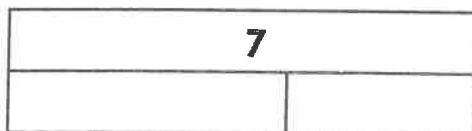
7

Write a fraction showing each quantity.

🟦 = $\frac{}{7}$ 🟣 = $\frac{}{7}$

VF

Ratio And Fractions

1b. Match the fraction of pentagons to the correct set of objects.

$\frac{2}{5}$ A. ⬠ ⬠ ⬠ ⬠ ◆ ◆

$\frac{4}{6}$ B. ◆ ◆ ◆ ⬠

$\frac{1}{4}$ C. ⬠ ⬠ ◆ ◆ ◆

VF

2b. True or false? If there are 3 pears for every 2 grapes, $\frac{3}{5}$ of the fruit are grapes.

🍐 🍐 🍐 🍇 🍇

VF

3b. Complete the sentence below if $\frac{4}{6}$ are circles and $\frac{2}{6}$ are squares.

There are _____ circles for every _____ squares.

⬤ ⬤ ⬤ ⬤ ◆ ◆

VF

4b. Use the statement below to complete the bar model.

There are 6 circles for every 3 squares.
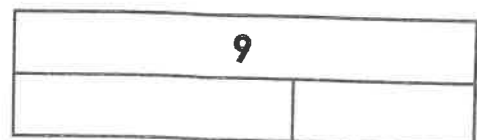
9

Write a fraction showing each quantity.

🟣 = $\frac{}{9}$ 🟦 = $\frac{}{9}$

VF

Varied Fluency – Ratio And Fractions – Year 6 Developing

Ratio And Fractions

5a. Match the fraction of triangles to the correct set of objects.

$\dfrac{3}{7}$ A.

$\dfrac{7}{10}$ B.

$\dfrac{2}{6}$ C.

VF

Ratio And Fractions

5b. Match the fraction of circles to the correct set of objects.

$\dfrac{3}{8}$ A.

$\dfrac{4}{7}$ B.

$\dfrac{2}{5}$ C.

VF

6a. True or false?

If there are 2 oranges for every 3 apples, $\dfrac{3}{5}$ of the fruit are oranges.

VF

6b. True or false?

If there are 4 bananas for every 2 grapes, $\dfrac{2}{5}$ of the fruit are grapes.

VF

7a. Complete the sentence below if $\dfrac{2}{7}$ are pentagons and $\dfrac{4}{7}$ are squares.

There are _____ squares for every _____ pentagons.

VF

7b. Complete the sentence below if $\dfrac{3}{8}$ are circles and $\dfrac{2}{8}$ are pentagons.
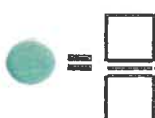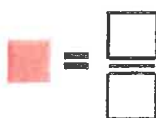
There are _____ circles for every _____ pentagons.

VF

8a. Use the statement below to complete the bar model.
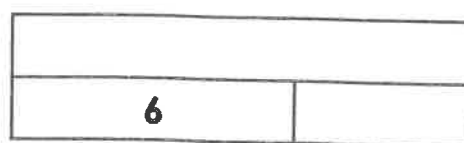
There are 3 squares for every 5 circles.

	3

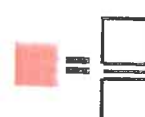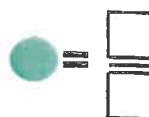Write a fraction showing each quantity.

VF

8b. Use the statement below to complete the bar model.

There are 4 circles for every 6 squares.

6	

Write a fraction showing each quantity.

VF

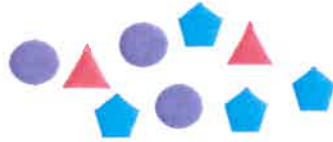classroomsecrets.co.uk

Varied Fluency – Ratio And Fractions – Year 6 Expected

Ratio And Fractions

9a. Match the fraction of circles to the correct set of objects.

$\frac{2}{3}$ A.

$\frac{1}{3}$ B.

$\frac{1}{4}$ C.

VF

9b. Match the fraction of triangles to the correct set of objects.

$\frac{1}{2}$ A.

$\frac{1}{3}$ B.

$\frac{2}{3}$ C.

VF

10a. True or false?

If there are 6 pears and 4 apples for every 5 lemons, $\frac{2}{5}$ of the fruit are pears.

VF

10b. True or false?

If there are 10 oranges and 6 melons for every 2 plums, $\frac{1}{3}$ of the fruit are plums.

VF

11a. Complete the sentence below if $\frac{2}{11}$ are pentagons, $\frac{\square}{\square}$ are squares and $\frac{3}{11}$ are circles.

There are _____ pentagons and _____ circles for every _____ squares.

VF

11b. Complete the sentence below if $\frac{4}{13}$ are circles, $\frac{\square}{\square}$ are pentagons and $\frac{4}{13}$ are triangles.

There are _____ triangles and _____ circles for every _____ pentagons.

VF

12a. Use the statement below to complete the bar model.

There are 6 squares and 4 triangles for every 2 circles.
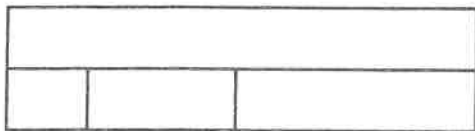
Show each fraction in its simplest form.

■ = $\frac{\square}{\square}$ ▲ = $\frac{\square}{\square}$ ● = $\frac{\square}{\square}$

VF

12b. Use the statement below to complete the bar model.

There are 8 circles for every 5 squares and 7 triangles.

Show each fraction in its simplest form.

● = $\frac{\square}{\square}$ ■ = $\frac{\square}{\square}$ ▲ = $\frac{\square}{\square}$

VF

Ratio And Fractions

Ratio And Fractions

1a. James is making a keyring using red and green beads.

Each keyring contains 20 beads in total.

Write 3 pairs of fractions to show the possible ratio of red to green beads.
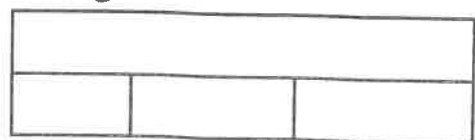
⭐D   PS

1b. Tara is making a keyring using blue and purple beads.

Each keyring contains 15 beads in total.

Write 3 pairs of fractions to show the possible ratio of blue to purple beads.

⭐D   PS

2a. Which of the following statements match the image?

A. $\frac{4}{9}$ of the fruit are satsumas.

B. There are nine fruits in total.

C. There are five lemons for every five satsumas.

Explain how you know.

⭐D   R

2b. Which of the following statements match the image?

A. There are five vegetables in total.

B. $\frac{2}{6}$ of the vegetables are onions.

C. There are two cabbages for every four onions.

Explain how you know.

⭐D   R

3a. Sam has a bag of 5p and 10p coins.

Sam says, $\frac{3}{8}$ of the coins are 10p coins.

Bella says, There are five 5p coins for every eight 10p coins.

Who is correct? Explain how you know.

⭐D   R

3b. Amy has a bag of 1p and 2p coins.

Amy says, There are four 2p coins for every five 1p coins.

Bobby says, $\frac{4}{9}$ of the coins are 1p coins.

Who is correct? Explain how you know.

⭐D   R

Ratio And Fractions

4a. Pippa is making a bracelet using purple and green jewels.

Each bracelet contains 30 jewels in total.

Write 5 pairs of fractions to show the possible ratio of green to purple jewels.

PS

4b. Carol is making a necklace using red and blue jewels.

Each necklace contains 45 jewels in total.

Write 5 pairs of fractions to show the possible ratio of red to blue jewels.

PS

5a. Which of the following statements match the image?

A. $\frac{3}{9}$ of the fruit are lemons.

B. There are eleven items in total.

C. There are three satsumas for every four strawberries.

Explain how you know.

R

5b. Which of the following statements match the image?

A. There are nine items in total.

B. $\frac{4}{10}$ of the items are carrots.

C. There is one tomato for every onion.

Explain how you know.

R

6a. Millie has a bag of 5p and 10p coins.

$\frac{2}{9}$ of the coins are 10p coins.

Millie says,

There are seven 5p coins for every two 10p coins.

Jaxon says,

There are 9 coins in total.

Who is correct? Explain how you know.

R

6b. Stan has a bag of 1p and 2p coins.

$\frac{9}{15}$ of the coins are 2p coins.

Susie says,

There are 24 coins in total.

Stan says,

There are six 1p coins for every nine 2p coins.

Who is correct? Explain how you know.

R

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Reasoning and Problem Solving – Ratio And Fractions – Year 6 Expected

Ratio And Fractions

7a. Janet is baking a cake using butter, sugar and flour.

The ingredients weigh 1,000g in total.

Write 5 sets of fractions to show the possible ratio of butter to sugar to flour.

Show the fractions in their simplest form.

PS

Ratio And Fractions

7b. Spencer is baking biscuits using oats, sugar and butter.

The ingredients weigh 1,200g in total.

Write 5 pairs of fractions to show the possible ratio of oats to sugar to butter.

Show the fractions in their simplest form.

PS

8a. Which of the following statements match the image?

A. $\frac{1}{3}$ of the fruits are cherries.

B. Plums make up $\frac{1}{2}$ the fruit.

C. There are half as many cherries as plums.

Explain how you know.

R

8b. Which of the following statements match the image?

A. $\frac{1}{5}$ of the salad is lettuce.

B. $\frac{1}{2}$ of the salad is tomatoes.

C. There are 3 carrots for every lettuce.

Explain how you know.

R

9a. Benji has a bag of 20p, 5p and 10p coins. The total value is £1.

Benji says,

> $\frac{1}{2}$ of the total is made of 20p coins.

Gail says,

> Benji has four 10p coins and four 5p coins for every two 20p coins.
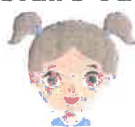
Who is correct? Explain how you know.

R

9b. Jack has a bag of 2p, 5p and 10p coins. The total value is 85p.

Claire says,

> Jack has 5 of each different coin.

Jack says,

> $\frac{1}{2}$ of the total value is from 2p coins.

Who is correct? Explain how you know.

R

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LIFE/work balance

CLASSROOM
Secrets
#LIFEworkbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the survey on our website and share it with your colleagues!

Year 6 – Spring Block 6 – Ratio – Calculating Ratio

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Reasoning and Problem Solving resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

Mathematics Year 6: (6R1) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Mathematics Year 6: (6R3) Solve problems involving similar shapes where the scale factor is known or can be found
Mathematics Year 6: (6R4) Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

More Year 6 Ratio resources.

Did you like this resource? Don't forget to review it on our website.

Year 6 – Spring Block 6 – Ratio

Step 4: Calculating Ratio

Introduction

Complete the sentences using the images below.

For every _____ sprouts there are _____ carrots.

☐/☐ of the vegetables are sprouts, ☐/☐ of the vegetables are carrots.

☐ : ☐

Introduction

Complete the sentences using the images below.

For every __3__ sprouts there are __4__ carrots.

$\dfrac{3}{7}$ of the vegetables are sprouts. $\dfrac{4}{7}$ of the vegetables are carrots.

| 3 | : | 4 |

Varied Fluency 1

Use the image below to complete the ratio statements.

For every ____ teacher, there are ____ pupils.

If there are 12 teachers, how many pupils will there be?

Varied Fluency 1

Use the image below to complete the ratio statements.

For every __1__ teacher, there are __10__ pupils.

If there are 12 teachers, how many pupils will there be?

120

Varied Fluency 2

There are 35 animals on a farm. For every 5 cows there are 2 pigs.
Use the bar model to help you calculate:

How many cows altogether? [   ]

How many pigs altogether? [   ]

Varied Fluency 2

There are 35 animals on a farm. For every 5 cows there are 2 pigs. Use the bar model to help you calculate:

How many cows altogether? **25**

How many pigs altogether? **10**

Varied Fluency 3

What is the ratio of suns to rainclouds?

☐ : ☐

Use the ratio to calculate how many symbols there will be altogether if there are 20 suns.

20 suns

☐ rainclouds

☐ symbols altogether

Varied Fluency 3

What is the ratio of suns to rainclouds?

5 : **3**

Use the ratio to calculate how many symbols there will be altogether if there are 20 suns.

20 suns

12 rainclouds

32 symbols altogether

Problem Solving 1

Mary is making buns for her birthday party but has limited ingredients.

For every 3 chocolate buns, she makes 2 vanilla buns.

There are 66 people at the party and $\frac{1}{3}$ of the people want a vanilla bun.

How many chocolate buns will Mary make?

How many people will not receive a bun?

Problem Solving 1

Mary is making buns for her birthday party but has limited ingredients.

For every 3 chocolate buns, she makes 2 vanilla buns.

There are 66 people at the party and $\frac{1}{3}$ of the people want a vanilla bun.

How many chocolate buns will Mary make?
33
How many people will not receive a bun?
11

Reasoning 1

A cashier is sorting the money in the till.
He works out the ratio of £5 notes to £10 notes is 2:1

Have the notes been sorted correctly?

Explain your answer.

Reasoning 1

A cashier is sorting the money in the till.
He works out the ratio of £5 notes to £10 notes is 2:1

Have the notes been sorted correctly?

Explain your answer.
No because...

Reasoning 1

A cashier is sorting the money in the till.
He works out the ratio of £5 notes to £10 notes is 2:1

Have the notes been sorted correctly?

Explain your answer.
No because there are 1 too many £10 notes (or there needs to be 2 more £5 notes).

Problem Solving 2

For every blue front door on the row of terraces, there are 2 red doors. There are 12 blue doors altogether.

One third of the red doors are repainted blue.

What is the new ratio of blue doors to red doors?

How many red doors are there altogether?

Problem Solving 2

For every blue front door on the row of terraces, there are 2 red doors. There are 12 blue doors altogether.

One third of the red doors are repainted blue.

What is the new ratio of blue doors to red doors?
20:16 (accept 5:4)

How many red doors are there altogether?
16

Calculating Ratio

1a. Use the image below to complete the ratio statements.

For every ___ oranges, there are ___ pears.

☐ : ☐

If there are 8 oranges, how many pears will there be?

⭐ D   VF

1b. Use the image below to complete the ratio statements.

For every ___ rubbers, there is ___ pencil sharpener.

☐ : ☐

If there are 4 rubbers, how many pencil sharpeners will there be?

⭐ D   VF

2a. There are 40 pencils and pens in a box. For every 1 pencil, there are 3 pens. Use the bar model to help you calculate:

How many pencils altogether? ☐
How many pens altogether? ☐

⭐ D   VF

2b. There are 60 balls in a bag. For every 2 footballs, there are 4 tennis balls. Use the bar model to help you calculate:

How many footballs altogether? ☐
How many tennis balls altogether? ☐

⭐ D   VF

3a. What is the ratio of white stripes to black stripes?

☐ : ☐
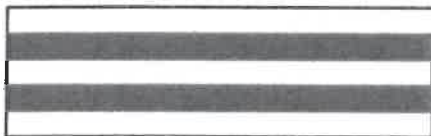
Use the ratio to calculate how many stripes there will be altogether if there are 6 white stripes.

6	white stripes
☐	black stripes
☐	stripes altogether

⭐ D   VF

3b. What is the ratio of lions to tigers?

☐ : ☐

Use the ratio to calculate how many animals there will be altogether if there are 30 lions.

30	lions
☐	tigers
☐	animals altogether

⭐ D   VF

Calculating Ratio

4a. Use the image below to complete the ratio statements.

For every ___ apples, there are ___ bananas.

▢ : ▢

If there are 12 apples, how many bananas will there be?

⭐ E   VF

5a. There are 28 pieces of fruit on a plate. For every 4 strawberries, there are 3 raspberries. Use the bar model to help you calculate:

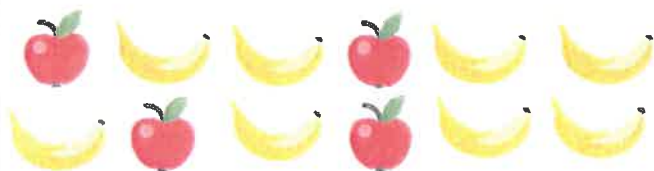How many strawberries altogether?   ▢
How many raspberries altogether?   ▢

⭐ E   VF

6a. What is the ratio of horses to giraffes?

▢ : ▢
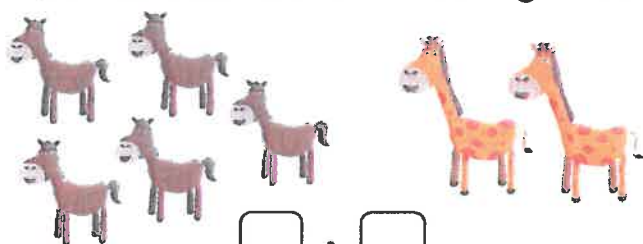
Use the ratio to calculate how many animals there will be altogether if there are 20 horses.

[20] horses
[   ] giraffes
[   ] animals altogether

⭐ E   VF

Calculating Ratio

4b. Use the image below to complete the ratio statements.

For every ___ pairs of scissors, there are ___ glue pots.

▢ : ▢

If there are 18 pairs of scissors, how many glue pots will there be?

⭐ E   VF

5b. There are 30 vehicles in a traffic jam. For every 3 cars, there are 2 vans. Use the bar model to help you calculate:

How many cars altogether?   ▢
How many vans altogether?   ▢

⭐ E   VF

6b. What is the ratio of golf balls to golf clubs?

▢ : ▢

Use the ratio to calculate how many items there will be altogether if there are 24 golf balls.

[24] golf balls
[   ] golf clubs
[   ] items altogether

⭐ E   VF

Calculating Ratio

7a. Use the image below to complete the sentence and simplify the ratio statement.

For every ___ strawberry buns, there are ___ cherry buns and ___ raspberry buns.

☐ : ☐ : ☐

If there are 12 strawberry buns, how many cherry and raspberry buns will there be?

VF

Calculating Ratio

7b. Use the image below to complete the sentence and simplify the ratio statement.

For every ___ paint pallets, there are ___ paintbrushes and ___ water pots.

☐ : ☐ : ☐

If there are 16 paint pallets, how many paintbrushes and water pots will there be?

VF

8a. There are 24 goals scored during a match. For every 3 goals scored by the home team, there is 1 goal scored by the away team. Use the bar model to help you calculate:

How many home goals altogether? ☐

How many away goals altogether? ☐

VF

8b. There are 36 marbles in a bag. For every 2 large marbles, there are 4 small marbles. Use the bar model to help you calculate:

How many large marbles altogether? ☐

How many small marbles altogether? ☐

VF

9a. What is the simplified ratio of crisps to chocolate to sweets?

There are 4 bags of crisps for every 8 chocolates and 2 sweets.

☐ : ☐ : ☐

Use the ratio to calculate how many treats there will be altogether if there are 12 bags of crisps.

☐ chocolates

☐ sweets

☐ treats altogether

VF

9b. What is the simplified ratio of red to white to blue bricks?

There are 6 red bricks for every 36 white and 18 blue bricks.

☐ : ☐ : ☐

Use the ratio to calculate how many bricks there will be altogether if there are 18 red bricks.

☐ blue bricks

☐ white bricks

☐ bricks altogether

VF

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classroomsecrets.co.uk

Calculating Ratio

Calculating Ratio

1a. Jackie is decorating the house with balloons using this ratio:

B : Y Y Y

There are 20 balloons altogether. Sixteen children come to the party, $\frac{1}{4}$ of them choose a blue balloon.

How many children get a blue balloon? How many children get a yellow balloon? How many spare blue and yellow balloons are there?

PS

1b. Katie is giving her party guests party hats using this ratio:

There are 30 party hats altogether. Eighteen children come to the party, $\frac{1}{2}$ of them choose a stripy hat.

How many children get a stripy hat? How many children get a spotty hat? How many spare stripy and spotty hats are there?

PS

2a. A gardener is planting vegetables. She wants them to grow in a pattern of 1 carrot and 3 onions.
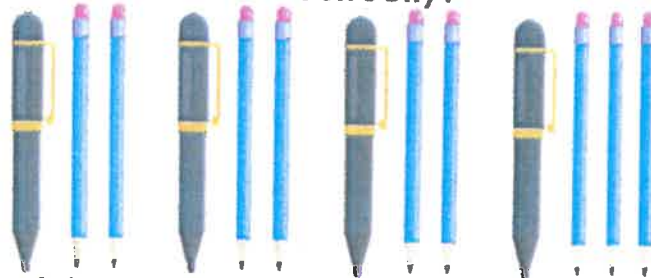
Have they been planted correctly?

Explain your answer.

R

2b. Martin is sorting out his pencil case. He wants to have 2 pencils for every 1 pen.

Has he sorted it out correctly?

Explain your answer.

R

3a. For every 4 bottles of water, there are 2 cups of tea. There are 20 cups of tea altogether.

How many bottles of water are there?

If $\frac{1}{4}$ of the water is taken away, what is the new ratio of water to tea?

PS

3b. For every 4 footballs, there are 8 football boots. There are 16 football boots altogether.
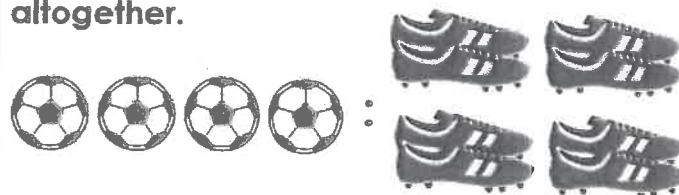
How many footballs are there?

If a pair of football boots goes missing, what is the new ratio of footballs to boots?

PS

classroomsecrets.co.uk
Reasoning and Problem Solving – Calculating Ratio – Year 6 Developing

Calculating Ratio

Calculating Ratio

4a. Fred is catering for a large party.

For every 2 cheese pizzas, he makes 3 ham pizzas.

There are 60 people in the party, $\frac{1}{3}$ of the people want a cheese pizza.

How many pizzas does Fred need to make altogether?

How many ham pizzas will he make?

PS

4b. Will is providing drinks for a school disco.

For every 4 bottles of pop, he takes 1 bottle of water.

There are 45 people going to the disco, $\frac{1}{3}$ of them want water.

How many bottles does Will take altogether?

How many bottles of water does he take?

PS

5a. A florist is arranging flowers. She wants to arrange the flowers using the ratio 3 yellow flowers to every 1 red flower.

Have the flowers been arranged correctly?

Explain your answer.

R

5b. Caleb is sorting jam flavours. He wants to arrange the flavours using the ratio 2 marmalade to every 3 strawberry jam.

Have the flavours been arranged correctly?

Explain your answer.

R

6a. For every 4 boys in the class, there are 3 girls. There are 16 boys altogether.

Half of the boys are out of the classroom one afternoon.

What is the new ratio of boys to girls?

What is the new total number of pupils?

PS

6b. For every 2 cats in the kennel, there are 6 dogs. There are 24 dogs altogether.

One third of the dogs are out on their walk.

What is the new ratio of cats to dogs?

What is the new total number of animals?

PS

classroomsecrets.co.uk

Reasoning and Problem Solving – Calculating Ratio – Year 6 Expected

7a. Manjit is organising his work clothes. For every 2 ties, there are 8 shirts and 4 suits.

What is the simplified ratio of ties to shirts to suits?

He has 28 items in his work wardrobe, but decides to get rid of half of his shirts.

How many shirts does he now have? How many ties and suits could he get rid of to keep the ratio the same?

PS

7b. Amaya is making drinks. For every 4 coffees, she makes 8 teas and 6 orange juices.

What is the simplified ratio of coffee, tea and orange juice?

She has 36 drinks to make in total, but one quarter of the coffee orders are cancelled.
How many coffee orders does she have now? How many orange juice orders does she have?

PS

8a. A shopkeeper is organising the drinks shelf. She wants the drinks to follow the ratio 3 cherry to every 2 cola and 1 soda.

Have the drinks been arranged correctly?

Explain your answer.

R

8b. Luca chooses three colours for a stripy scarf and decides he wants to use the ratio 1 red for every 4 blue and 3 green.

Has the scarf been knitted correctly?

Explain your answer.

R

9a. For every 12 geese on a farm, there are 6 sheep and 4 goats. There are 44 animals on the farm altogether.

One third of the geese go missing one morning.

What is the new simplified ratio of geese to sheep and goats?

What is the new total number of animals?

PS

9b. For every 2 three year old boys at nursery, there are 4 two year old boys and 2 four year old boys. There are 24 boys altogether.

The number of two year old boys increases by half.

What is the new simplified ratio of 3, 2 and 4 year old boys?

What is the new total number of boys?

PS

List of useful websites

Useful websites/links

SATs

https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents

https://www.theschoolrun.com/sats/sats-year-6

Maths

https://nrich.maths.org/primary

http://www.bbc.co.uk/bitesize/ks2/maths/

http://www.topmarks.co.uk/maths-games/7-11-years/times-tables

http://www.teachingtime.co.uk/

English

http://www.bbc.co.uk/bitesize/ks2/english/

http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar

Reading

https://www.booksfortopics.com/year-6

https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/

Geography/News

http://www.bbc.co.uk/newsround

http://ngkids.co.uk/

https://live.firstnews.co.uk/

www.kids-world-travel-guide.com

History

http://www.bbc.co.uk/cbbc/shows/horrible-histories

http://www.bbc.co.uk/schools/primaryhistory/

Various topics

http://www.primaryhomeworkhelp.co.uk/

www.ducksters.com

Computing

https://scratch.mit.edu/

There are lots of apps available too for tablets and Ipads.

TT Rockstars and Spelling Shed are two that we have recently purchased as a school.

Other apps that we will use in class frequently are: Book Creator, I-movie and Strip Design.

Please share any websites that you find particularly useful. We will keep you updated too.

Copy of the Year 6 Curriculum Overview

School Curriculum Overview

Year 6 2019-2020

Beaupré Community Primary School

Year 6	Autumn A 04.09.19 – 18.10.19	Autumn B 28.10.19 – 18.12.19	Spring A 06.01.20 – 14.02.20	Spring B 24.02.20 - 01.04.20	Summer A 20.04.20 – 22.05.20	Summer B 01.06.20 – 21.07.20
Topic	Russia	World War I	World War 2	Crime and Punishment	Africa	The Middle East/Islam
Curriculum Enrichment opportunities	Russian Guest speaker Optician Guest speaker	1920's Gangsters and Molls day/celebrating the end of the war	Guest speaker – Children from the war	Police Officer to visit Prison Officer to visit Collaborative learning opportunities with Year 5 – court room re-enactment	Arrange for African drummers to visit Visit to Africa Alive Visit to PGL – writing opportunities	Trip to the mosque in Peterborough Visit from Religious leader
English	Genres (2 week units): GPS Narrative Explanation Text Texts: Daniel X, Stormbreaker, Bond, Northern Lights, Russia (non-fiction)	Genres (2 week units): Poetry Letter Writing Texts: Say where you are and then leave, Private Peaceful, War Horse, Archie's War	Genres (2 week units): Non-chronological reports Diary entries Persuasive writing (1 week unit) Texts: Hitler's Canary, The Boy in Stripped pyjamas, Once, The Diary of Anne Frank, Goodnight Mr Tom	Genres (2 week units): Newspaper writing Narrative (descriptions) Texts: Oliver Twist and other Dickens novels	Genres (2 week units): Persuasive writing/argument Non-chronological reports Diary entry/recount Texts: Nelson Mandela's autobiography Those related to racism	Genres (2 week units): Instructions – How to behave in a mosque/in Saudi Argument Playscripts Texts: Those related to synagogues, those related to 'Islamaphobia'
Practice papers Testing in Week 4	Practice Papers 2016	Practice Papers 2017	Practice Papers 2018	Practice Papers 2019	SATs	
Mathematics	See White Rose Hub planning	See White Rose Hub planning	See White Rose Hub planning	See White Rose Hub planning	See White Rose Hub planning	See White Rose Hub planning
Science	Light. Lasers, mirror mazes, periscopes Genres (2 week units): GPS Narrative Explanation Text	The Human Body Nutrients and drugs Genres (writing opportunities at the end of each 2 week block): Letter writing Poetry Change to non-chronological reports Genres (2 week units):	Evolution and Inheritance Genres (2 week units): Non-chronological reports Diary entries Persuasive writing (1 week unit)	Electricity Link to the use of the Electric chair Genres (2 week units): Newspaper writing Narrative (descriptions)	Animals including Humans Blood, infectious diseases (AIDS, Malaria) Genre (2 week units): Persuasive writing/argument Non-chronological reports Diary entry/recount	Living Things and Their Habitats Genres (2 week units): Instructions Argument Playscripts

Beaupré COMMUNITY PRIMARY SCHOOL

COMMUNICATION · OWNERSHIP · SUCCESS · QUALITY

School Curriculum Overview

Year 6 2019-2020

	Poetry / Letter Writing					
Art	Architecture St. Basil's Cathedral, Exploring architects and sketching	Art competition – Journey to Peace Link to the end of WW2. Explore others' work with a similar purpose			Painting props/backdrops for production	
Design and Technology		Exploring, recreating and designing recipes based on war time frugality	Creating guillotines/weapons using pulleys	African masks		
Computing	E-safety – link to PSHE use of chat rooms, giving personal data etc. (Link to conflict Resolution) Genres (2 week units): GPS Narrative Explanation Text	Logical reasoning – precise method of solving a problem – link to DT cooking recipe	Sequence and selection – link to science	Using Office programmes Access, Excel (link to topic recording and displaying criminal data)	Use search technologies - link to English topic Genre (2 week units): Persuasive writing/argument Non-chronological reports Diary entry/recount	Design, write and debug a program (scratch, python, education city) – link to science animals and habitats)
Geography	Genres (2 week units): GPS Narrative Explanation Text	Link to WW2 evacuations. Genres (2 week units): Non-chronological reports Diary entries Persuasive writing (1 week unit)			Genre (2 week units): Persuasive writing/argument Non-chronological reports Diary entry/recount	Arabic countries/Saudi Genres (2 week units): Instructions Argument Playscripts

School Curriculum Overview

Year 6 2019-2020

Subject						
English / Genres	Genres (2 week units): Poetry; Letter Writing	Genres (2 week units): Non-chronological reports; Diary entries; Persuasive writing (1 week unit)	Genres (2 week units): Newspaper writing; Narrative (descriptions)	Genre (2 week units): Persuasive writing/argument; Non-chronological reports; Diary entry/recount	Genres (2 week units): Instructions; Argument; Playscripts	Genres (2 week units): Instructions; Argument; Playscripts
English / Writing opportunities	Genres (2 week units): GPS; Narrative; Explanation Text	Genres (writing opportunities at the end of each 2 week block): Diary entries; Instructions; Non-chronological	Genres (writing opportunities at the end of each 2 week block): Newspaper writing; Persuasive/argument; Narrative (descriptions)	Genres (writing opportunities at the end of each 2 week block): Poetry; Biographies; Diary entry/recount	Genres (2 week units): Poetry; Letter Writing; Poetry; Narrative	
History						
Languages	Our School		Then and Now		Creating and café	
Music	No music lessons this half-term due to swimming	1920's Charleston music Bugsy Malone	Exploring WW2 songs and their purpose	Songs that have originated from incarceration, for example, rap	African music/drumming	Music linked to the performance
Physical Education						Swimming (in the last term)
Religious Education	See separate planning	See separate planning	See separate planning	See separate planning	See separate planning	See separate planning
PSHE	Conflict Resolution	Healthy and Safer Lifestyles; Exploring drugs 23	Citizenship 10 Diversity and Communities	Citizenship 11 Rights, Rules and Responsibilities	Sex and Relationships Education Including a visit from the School Nursing Team	Managing change
SEAL	Topics covered with assemblies					