

Year Six Parents' Information

Each Year 6 child needs a dictionary.

➤ Homework

Each night, except Friday, your child receives spellings, reading (set over the week) and usually a written homework.

Spellings

At this stage, children need to become aware of patterns in spellings and the connection with other words. A 'linguistic' approach is being undertaken to teach pupils how to read and spell words. This is based more on the sounds of individual letters/letter combinations and there is more emphasis on correct pronunciation. Spellings each night shall follow the same phonics patterns that have been covered that day. Please discuss unfamiliar words with your child whether in reading, spelling or general conversation. If the spelling is asterisked I will want the children to write its meaning in their homework diary as well as writing the word out twice more.

Tables

Go over these with your child regularly, e.g. both $8 \times 7 = 56$ and $56 \div 7 = 8$, etc.

Also extended tables e.g. $8 \times 70 = 560$ and conversion tables, i.e. How many mm in 7 cm?

How many g in 10 kg?

Written Homework

Always try to check this and sign. **DON'T DO IT!**

Help with spellings etc.

UNTIDY WORK WILL NOT BE ACCEPTED.

Generally work will not be completed on a photocopied sheet, but please return these for future use.

Should the need arise, class work will be sent home to finish so that a child does not miss out on any work covered.

PLEASE MAKE SURE YOUR CHILD BRINGS HOMEWORK IN PROMPTLY.

Forgotten homeworks mean 2 points removed from the reward chart. This is a chart where children are rewarded for academic work, behaviour, homework, being helpful, etc. When they have 10 points they get a homework pass.

➤ Literacy

Reading

Each child shall have a short reading homework on various nights.

- This should take no more than 10 minutes approximately. Please try and listen to your child reading as often as possible and ask questions about the text and story.
- Associated work is completed in class so it is important that your child has read their book during the week.
- Please sign your child's reading diary on each occasion. A pin will be removed from the reward chart if the diary is not signed.
- Year 6 children should also be reading novels / non fiction at home whether it be their school library book and or own personal reading material.

Independent Writing

This form of writing will generally be completed in class. However, if it needs to be finished at home, please help your child with spelling, but do not write the story for them.

Grammar/Punctuation

Weekly lessons shall focus on a wide range of aspects of written literacy with emphasis on inclusion in independent writing.

➤ Numeracy

A subject which covers many areas of study including:

Processes

- Select the materials required for the task.
- Use maths appropriate to current work.
- Understand and use language of maths, e.g. parallel to, denominator, etc.
- Discuss their work and compare ideas.
- Collect and record results appropriate.
- Check their results and consider whether they are reasonable.

Number

- Read, write and order whole numbers, initially to 100 and progressing to using any whole number, understanding that the position of a digit signifies its value. E.g. know that eight hundred and two is written 802 and that 8 stands for 8 hundreds, 0 stands for 0 tens and 2 stands for 2 units.
- Extend place value to include decimals, up to 1 decimal place.
- Estimate and approximate calculations to gain a feeling for the size of a solution to a problem, e.g. 32×9 is approximately 30×10 , etc.
- Understand and use in context, vulgar fractions, decimal fractions and percentages; understand equivalent fractions and explore the relationships between fractions and percentages, e.g. half price is the same as 50% off.
- Explore and predict patterns and sequences of any whole numbers, e.g. predicting numbers in a sequence, etc. 2, 4, 6, 8, ?, ?
- Explore and understand multiples and factors.
- Have quick recall and be able to use addition and subtraction facts to 20: use this knowledge to calculate quickly facts that they cannot recall, e.g. add mentally two 2-digit numbers up to 100.
- Understand and use conventional ways of recording money; use the 4 operations to solve problems, e.g. $\begin{array}{r} \pounds 2.40 \\ + \pounds 3.15 \\ \hline \end{array}$ $\begin{array}{r} \pounds 5.90 \\ \times \quad 9 \\ \hline \end{array}$
- Carry out calculations involving multiplication/division of money using practical methods and calculator.

Measures

- Develop skills in estimating length, 'weight', volume /capacity, time, area and temperature through practical activities, using metric units where appropriate, e.g. estimate a period of time, etc.
- Develop the language related to a wide range of metric units and be confident with the terms metre, gram, litre and their relevant prefixes of kilo, centi and milli.
- Choose and use appropriate metric units and measuring instruments in a variety of situations, e.g. measure perimeter of the playground to the nearest metre using a trundle wheel.

- Introduce kilometre and appreciate relationship between km and m e.g. 1 km 350 cm = 1350 cm.
- Find area of irregular shapes in cm^2 counting whole and half squares.
- Investigate ways of finding areas of rectangles.
- Through practical activities appreciate am and pm.
- Appreciate different ways of writing dates.
- Begin to use 24 hour clock.

Shape and Space –

- Develop appreciation of terms acute/obtuse/right angle.
- Explore co-ordinates in first quadrant.
- Use 4 compass directions, N, S, E, W
- Explore nets of 3D shapes.
- Investigate properties of 2-D shapes.
- Draw lines of symmetry on 2-D shapes.
- Use pentominoes to build open boxes.

Handling Data –

- Use ICT software to represent data in different ways.
- Record data in tables with given intervals.
- Design and use decision trees.
- Sort and search computer databases.

➤ ICT

In the Revised ICT Accreditation Scheme, children will complete various activities in five strands to prepare them for assessment in Year 7. These strands are: Explore, Express, Exchange, Evaluate, and Exhibit. The various tasks shall be completed in the context of topic/curricular work and some shall involve the use of emerging internet technology.

➤ The World Around Us

History, Geography and Science will be taught through topics. We hope to study –

- | | |
|---------------------|----------------------------|
| 1. The Human Body | 4. Irish Myths and Legends |
| 2. The Egyptians | 5. The Blue Planet (Water) |
| 3. Transport/Flight | 6. China |

➤ PDMU (Personal Development and Mutual Understanding)

This subject will develop the children's personal, emotional, social and health needs and prepare them to contribute to their communities in ways that make a positive and lasting impact. This can be taught through other areas of the curriculum as well as discrete lessons such as 'Circle Time'.

Topics will be chosen from:

- | | |
|----------------------------|------------------------------|
| - Myself and My Attributes | - Making Good Choices |
| - I Have Feelings | - Learning More about Others |
| - Stay Safe and Healthy | - Valuing Self and Others |
| - Ups and Downs | |

➤ The Arts (music, drama, art)

These subjects will be taught through our topics. The children will also receive extra music and drama as an afternoon activity.

➤ **R.E.**

R.E. is now a compulsory subject and the Programmes of Study have been devised by all the main churches and it has to be taught in all schools. Lessons are based around the teachings of the Bible and also morality.

➤ **P.E.**

Children MUST bring a change of clothes for P.E./Games which will be every Thursday and Friday. This should be the school PE kit and gym shoes or non-marking trainers. No jewellery should be worn. Exercise and its positive promotion are very important during primary school years. Throughout the year children will engage in many areas of P.E. – athletics, dance, games, gymnastics and swimming.

➤ **Thinking Skills and Personal Capabilities**

As part of the Revised Curriculum, there is more emphasis on skills based learning and this is reflected across all subject areas. We encourage pupil development in the following ‘strands’:

- 1) Managing Information, i.e. Asking (focused questions), Accessing, Selecting (information), Recording, Integrating and Communicating.
- 2) Being Creative, i.e. Imagining, Generating, Inventing and Taking Risks for Learning.
- 3) Self Management, i.e. Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self.
- 4) Working with Others, i.e. Being Collaborative, Being Sensitive to Others’ Feelings, Being Fair and Responsible.
- 5) Thinking, Problem Solving and Decision Making, i.e. Searching for meaning, Deepening Understanding and Coping with Challenges.

➤ **Clubs**

A range of extra-curricular activities are provided for children before school starts and also at the end of the school day. They shall change throughout the year and you shall be informed as appropriate.

➤ **Attendance**

Pink absence slips were sent home at the start of term. More are available in school if you require them. One of these is required on a child’s return to school after an absence. Each day has two sessions (morning and afternoon). Your child will be marked on their attendance for each session.

➤ **Meeting Class Teacher**

If you wish to speak to me about your child, it would be greatly appreciated if you would make an appointment through Mrs Watson, our school secretary.

Thank-you for taking the time to read this information because remember SCHOOL is a three – way partnership – PARENT – CHILD – TEACHER.