

Maryland Primary School

Parent E-Booklet



End of Year Expectations for Year 6

This booklet provides information for parents and carers about curriculum coverage and end of year expectations for children in Maryland Primary School based on the National Curriculum. The National Curriculum outlines these expectations as being the minimum requirements that your child should meet to ensure that they make continued progress. Meeting these expectations each year across the primary phase will help to prepare the children to tackle secondary education when they leave Maryland in Year 6. All the objectives will be worked on throughout the year and will be the focus of the teaching and learning which takes place in the classroom. We understand that all children learn differently and so teachers when needed will differentiate learning tasks to ensure all pupils access the curriculum and make progress towards these expectations.

Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this e-booklet or want support in knowing how best to help your child, please talk to your child's teacher or a member of the Senior Leadership Team.

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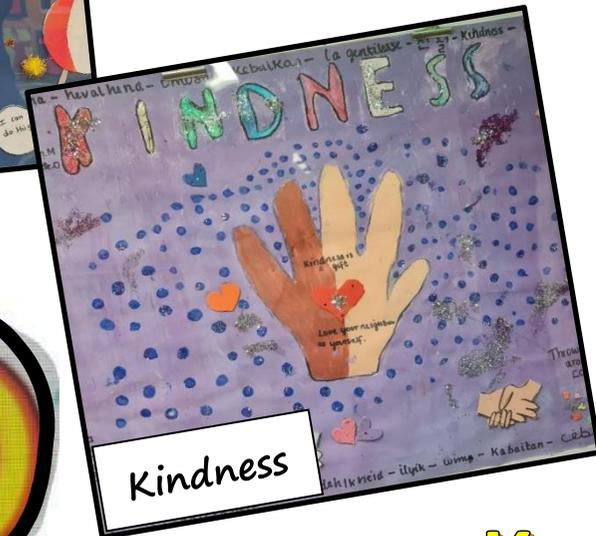
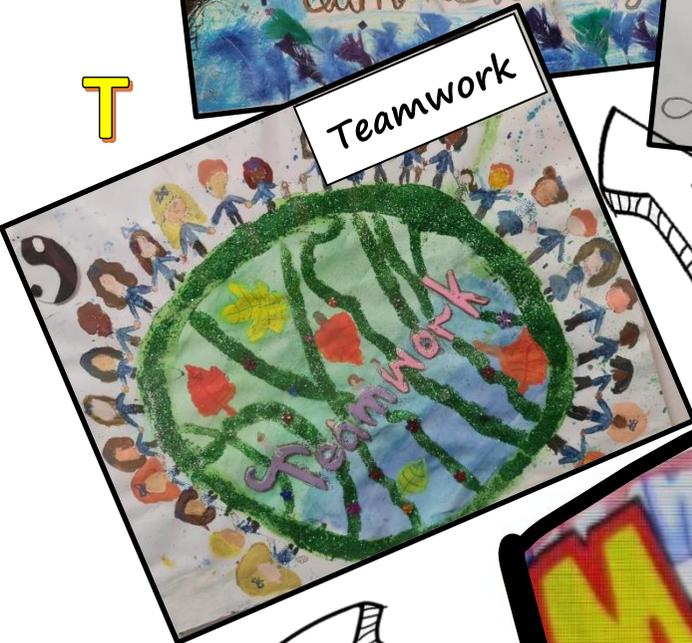
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MARYLAND PRIMARY SCHOOL



K

YEAR 6 AUTUMN

English

The Unforgotten Coat by Frank Cottrell Boyce

Diary entries, explanation texts, dialogues, non-chronological reports, narratives

The Arrival by Shaun Tan

Letters, poetry, character descriptions, diaries, playscripts and narratives.

The Promise by Nicola Davies and Laura Davies

Figurative language, report writing, narratives

Etymology - origin of words

Can We Save the Tiger? by Martin Jenkins and Vicky White

Persuasive writing, explanation texts, letters and discussion texts

Religious education

Similarities and differences between religions.

Design Technology

Designing and making a fitness tracker using Micro:bits

Computing

Programming - sensing
Programming - variables

Science

Animals including humans
Light

French

Family and friends

Maths

- Place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Decimals
- Percentages

C.P.S.H.E.

Mental health
Online relationships

P.E.

- Dance
- Invasion games - football
- Gymnastics - matching, mirroring and contrasting
- Net, court and wall games

Art

People in action - sculpture and movement
Key artists: Keith Haring and Alberto Giacometti

History

How has crime and punishment changed over time?

Educational visits

Tower of London - Crime and Punishment

Fairplay House - residential

Music

Listening to and appraising pop music
Learn and perform 'Happy' by Pharrell Williams

YEAR 6 SPRING

Religious Education
Beliefs about life after death

- P.E.**
- Dance
 - Football
 - Athletics
 - Tactical team games

- Music**
- Carole King - You've Got A Friend



- Science**
- Electricity
 - Earth and space

Computing
Spreadsheets
Using Python

C.P.S.H.E.
Healthy me

- Maths**
- Position and direction
 - Algebra
 - Measure: converting units
 - Measure: area and perimeter
 - Ratio
 - Properties of shapes

French
Our school

History
Second World War: How is life in Britain shaped by the events of WW2?

Design Technology
Food technology: designing and making a dish using WW2 rationing.

Art
Street art
Key artist: Banksy

English
Suffragette: The Battle for Equality by David Roberts
Balanced arguments, speech writing, formal letters, news reports, persuasive writing and diary entries.

The Boy In The Tower by Polly Ho-Yen
Journalistic writing, formal letters, non-chronological reports, and narratives.

Pupils will also read a range of short extracts to develop their reading comprehension skills.

YEAR 6 SUMMER

Maths

Statistics
Revision of topics taught
Investigations and problem solving

Religious Education

Art in Christianity

Music

Music and Me
Theme: Inspirational Women
Using Quickbeats to compose
and perform their own music

C.P.S.H.E.

Changing Me

Self image
Real self and ideal self
The year ahead

French

Time

Computing

'We are publishers'

Creating a yearbook and
creating videos

Art

Express Yourself - Mixed media self
portraits

Key artist: Frida Kahlo

Design Technology

Textiles

Measure, mark and cut
patterns for a Tote bag using
recyclable materials

Geography

Climate change

How are we damaging our world?
Drama workshop - Environmental
Alert!

Fair trade

Does fair trade create a better world
for us?

P.E.

Badminton
Athletics

Science

Living things and their habitats
Evolution and Inheritance

English

Grimm Tales for young and old by Philip Pullman

Re-telling from a particular viewpoint,
character studies, character
comparisons

The Windrush

Letters expressing viewpoints

Some Places More Than Others by Renee Watson

Diaries, information leaflets
The Caged Bird by
Maya Angelou

Year 6 Writing Standards

Child's Name: _____

Spelling

∟	Spell most words correctly (years 3 and 4) and some words from the year 5 and 6 spelling list
△	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Punctuation

∟	Use mostly accurately	Capital Letters
		Full Stops
		Question marks
		Exclamation marks
		Commas for lists
		Apostrophes for contraction
△	Use mostly correctly	Inverted commas
		Commas for clarity
		Punctuation for parenthesis
		Semi-colons
		Dashes
		Colons
▲	Use mostly correctly	Hyphens
		Semi-colons to mark the boundary between independent clauses
		Colons to mark the boundary between independent clauses
		Dashes
Use the full range of punctuation taught at KS2 mostly correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity		

Handwriting

∟	Write legibly
△	Maintain legibility in joined handwriting when writing at speed
▲	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Grammar

△	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Use verb tenses consistently and correctly throughout their writing
	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Composition and Effect

∟	Write for a range of purposes
	Describe settings and characters in narratives
	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
△	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
	Integrate dialogue in narratives to convey character and advance the action
	In narratives, describe settings, characters and atmosphere
▲	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
	Distinguish between the language of speech and writing and choose the appropriate register
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Is the meaning of: The writing clear? Make sense? Purpose? Edit? Word choice?

Key Stage 2 handwriting

Children practise cursive two and three letter joins and then move on to whole words when they are ready to do so.

Diagonal joins to letters without ascenders	ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue
Horizontal joins to letters without ascenders	ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, ot, ov, ow, oa
Diagonal joins to letters with ascenders	ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br
Horizontal joins to letters with ascenders	ol, wh, ot
Diagonal joins to letters with descenders	ff, ph, qu, igh, ing, ng, squ, fe, ge, pe
Horizontal joins to letters with descenders	op, oy

advice

observant

advise

observance

device

expectant

devise

expectancy

licence

hesitant

license

hesitancy

practice

tolerant

practise

tolerance

prophecy

relevant

prophesy

relevance

Year 5 and 6 spelling list

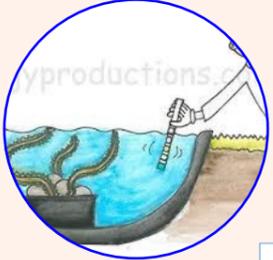
Children are expected to learn these spellings by the end of Year 6. Please spend some time practising them.

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

Name
Class
Year 6 Non-Negotiables
1. Read, write and order numbers up to 10, 000, 000 and determine the value of each digit. Explain value of digits to 3 decimal places
2. Round any whole number to a required degree of accuracy
3. Use negative numbers in context, and calculate intervals across zero.
4. Order a mixed set of numbers to 3 decimal places
5. Multiply one digit numbers with up to two decimal places by whole numbers e.g. 4.35×6
6. Calculate percentages of numbers e.g. 35% of 700
7. Add and subtract decimals to 3 decimal places
8. Multiply and divide decimals and whole numbers by 10 and 100 and 1000.
9. Compare and order fractions including fractions > 1
10. Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
11. Multiply simple pairs of proper fractions, writing the answers in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
12. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers.
13. Establish whether a number up to 100 is prime and recall prime numbers to 19.
14. Recognise and use square numbers and cube numbers.
15. + and - of fractions with different denominators, inc. mixed numbers
16. Add and subtract numbers with up to 5 digits using the formal column method
17. ThHTO \times TO (using formal written method)
18. ThHTO \div TO (using formal written method)
Apply calculations to: 19. Missing number sentences
20. Balance sentences with more than 1 equals sign



50 things Maryland pupils should do before they leave



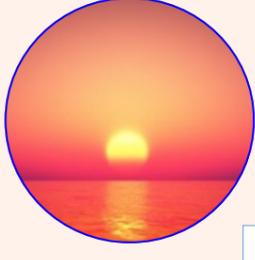
1. Pond dip



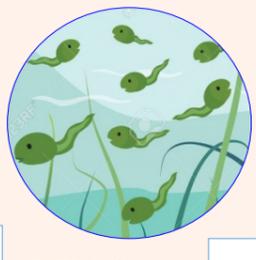
2. Observe and study a dragonfly



3. Interview someone



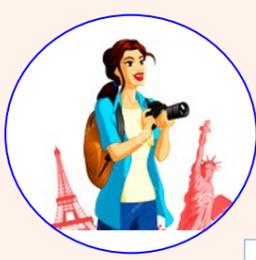
4. See the sunset



5. Fish for tadpoles



6. See the sunrise



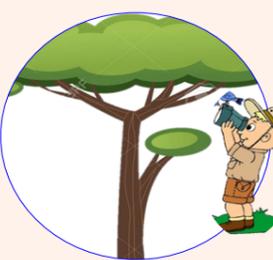
7. Visit a new city



8. Visit a new city



9. Collect elderflowers, to make elderflower cordial



10. Gaze under the canopy of a tree, looking up at the birds and animals that live there



11. Make a dessert from fruit you pick. Enjoy the fruit from Nature's Garden



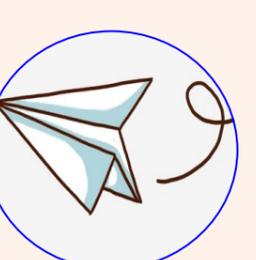
12. Collect freshly laid, warm eggs



13. Identify different cloud types



14. Watch the chickens to observe their different characters



15. Make paper aeroplanes



16. Build a den



17. Find out about the history of the area.. Can you go beyond 100



18. Use an OS map



19. Grow seeds from scratch



20. Learn a poem by heart



21. Harvest the produce you grow and make into a picnic



22. Sell some eggs and herbs to parents



23. Make lavender bags for your friends and family



24. Learn to swim



25. Make a bug hotel



26. Ride a bike



27. Teach a lesson at school



28. Visit the Queen Elizabeth Park



29. Watch a play



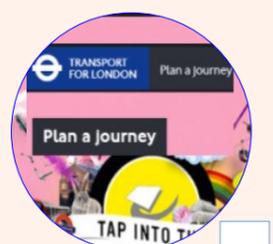
30. Spot the first swift and swallow of the year (first sign of summer)



31. Carry out a bug hunt, finding as many different insect species as possible



32. Play guess the object with a digital microscope



33. Plan a journey into London, using TFL.



34. Learn something new about the local area



35. Visit a museum



36. Look at lichen or moss to find out how clean our air is



37. Fly a kite



38. Join a local library.



39. Visit an art gallery.



40. Draw a self-portrait



41. Write a play



42. Listen to the dawn chorus.



43. Make a daisy chain



44. Watch and listen to a storm, from inside.



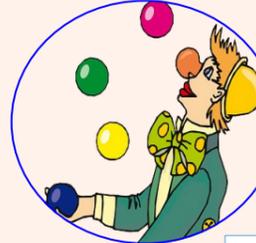
45. Make papier mache planets



46. Go to the beach and swim in the sea.



47. Visit the zoo/farm



48. Learn a circus skill



49. Bake a cake or pizza



50. Have a midnight feast