

Parental Guide to Year 6 Learning



We hope you and your child find this simplified summary guide useful. We have taken some examples of learning that we would typically expect a child in **Year 6** to demonstrate if they are achieving at an age appropriate level by the end of the year.

This guide is not a complete summary or test of all learning in any area and it should be expected that every child is an individual and learns at varying rates at different times with individual challenges and strengths in all areas of learning. This guide should help you as parents understand what a child in **Year 6** will typically read, write and calculate independently. If your child seems confident in these areas, or you would like to know how to support your child, please do speak to your child's teacher.

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Reading

Accelerated reader uses ZPD's (Zone of Proximal Development) to give a difficulty range of books that your child can pick from. They are tested each term to give them a new ZPD and the following are expected ranges that your child should be in for their year group:

| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| Suggested ZPD | 0.5 - 3.0 | 2.0 - 4.0 | 2.5 - 5.0 | 3.0 - 5.0 | 3.0 - 6.0 |

Below are a few sentences that **Year 6** children should be able to read by the end of the year independently:

Taken from: The last wild by Piers Torday

'Good afternoon, ahm, boys and, er, girls. Welcome to S-Spectrum, ah, Hall. You have been sent here because your parents want to, ahm, f-f-forget about you. Your, ah, schools can no longer t-t-tolerate you, so they have asked us to help. Because we are a special institution, dealing with special c-c-cases like yours. And I'll tell you now how it's going to, ahm, work.' His amplified words bounced off the walls. 'Look behind you at the sea. It is the filthiest and most p-p-polluted sea in the world, we're told.'

Taken from: The diary of a young girl by Anne Frank

On Friday, 12 June, I was awake at six o'clock, which isn't surprising, since it was my birthday. But I'm not allowed to get up at that hour, so I had to control my curiosity until quarter to seven. When I couldn't wait any longer, I went to the dining-room, where Moortje (the cat) welcomed me by rubbing against my legs.

By the end of the year, a **Year 6** child should be answering this sort of question about what they have read:

Explain:

Do you think it was right for April to feed the bear?

I think April should have fed the bear because, in the text it says that Bear is a wild and injured animal, ~~because~~ because of this evidence I think that Bear is struggling and needs help.

Predict:

Predict what you think will happen in this book and why?

I think the book is based in the 1940's/50's because I see a train track and that reminds me of the railway children. I think that the little child is brown haired brown eyed and jewish and I think he's escaped a concentration camp made by hitler and thats why theres a jewish star of david symbol.

Vocabulary:

What is your understanding of the following words?

| Word | Have you heard the word before? | What does it mean? | Synonyms | Antonyms |
|----------|---------------------------------|--------------------------------------|------------|----------|
| Copse | No | a piece of woodland. | condensed | clear |
| Venture | yes | it is when you adventure. | explore | still |
| Prophesy | yes | it is a prediction about your future | prediction | unseen |

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Writing

Below are some examples of age expected **Year 6** writing from our children. You can see how their handwriting, spelling and sentence structure is developing:

Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Umm... Oh," she cried, "I always tried to forget about that!" Her mother, now weeping, placed it gently in Anabeth's cold peach hands.

"It's ok," she said sighing, "you don't have to open it." Ana's mother stroked her daughter on the back.

"No," Ana murmured, while letting her tears fall like raindrops. "I'll open it."

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

At the very, very end Gary told us how to remember all the things we learnt about: sailors, farmers, raiders, settlers, traders and crofters - and that was the end of the day.

Below are just some of the words that **Year 6** children would usually be able to spell correctly and independently if learning at an age expected level:

| | | | |
|-------------|-------------|-------------|---------------|
| prejudice | controversy | guarantee | rhyme |
| convenience | superior | tenaciously | circumference |

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Mathematics

Year 6 children study a wide range of topics in Maths but the examples show just some of the understanding we would like to see a Year 6 child able to demonstrate by the end of the year:

1. Show your work beneath your ticket. Take care to answer all parts.

a) Find the factors of these numbers.
6 8 9

b) Find the factors of these numbers.
3 5 7

c) What is the same and what is different about your answers to part a) and part b)?

d) What do you notice about all the numbers in part b)? Complete the sentence.
All the numbers in part b) are _____ numbers.

ch 2

1. $424850 + 5236 = 430086$

2. $80954 - 15423 = 65531$

3. $71615 - 1890 = 69725$

4. 3715
 1890
 1825

a) 6: 1, 2, 3, 6
8: 1, 2, 4, 8
9: 1, 3, 9

b) 3: 1, 3
5: 1, 5
7: 1, 7

c) a) are normal factors and they all have at least one factor in common and b) are all prime numbers; 18 is even.

d) All the numbers are prime on b).

1. 5195
 5195
 19

2. $89994 + 7643 = 97637$

3. $435 + 30 = 405$

4. 44916

5. $879 + 3 = 882$

1. a) The difference in value between the start and end point is 10,000,000. There are 5 equal intervals.

1 = 500,000
2 = 5,500,000

4. Ron and Rosie are practising penalties.

Ron scores 7 out of 10
Rosie scores 23 out of 30

Ron: I did not miss as many as you, so I should take the penalties.

Rosie: I scored more than you, so I should take penalties for the school team.

Compare fractions to explain who should take penalties for the school team.

$\frac{7}{10} < \frac{23}{30}$

Rosie should take penalties for the school team.

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Lifeskills

Children spend every day learning across a broad range of curriculum subjects, more information of which you can find on our websites, in our weekly briefings or by asking to speak to a member of staff.

The Lightyear Federation, believe there are also key **Life Skills** that play an equally important role in child development and we have prioritised these for the children of **Greatstone Primary School** and **Repton Manor Primary School** as part of their school experience.

Some of the areas below are taught explicitly, but also many are taught by yourselves as families or through day-to-day school life. It may be that children learn these skills through school experiences, friendships, life events or from their communities. We recognise the importance of these areas on a child's overall development and we know that they can often be as crucial as learning to read, write and use numbers.

The areas we consider in our Life Skills Curriculum are:

- Emotional and Social (Mental Wealth, Social Skills & Relationships)
- Personal Care
- Understanding the World
- Personal Safety

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Personal Safety

- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.
- I can explain how I am developing a reputation (online and offline) which will allow other people to form an opinion of me.
- I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).
- I recognise there is always risk and how to manage it.

Social and Emotional Skills

- I notice when I am feeling anxious or stressed and know how to deal with these feelings.
- I know how to 'read the room' and act appropriately in different environments.
- I can identify when someone else needs space or time to reflect and I allow this person the time.
- I understand the concepts of justice and injustice and the need for rules and laws.

Personal Care

- I can self-direct my time independently (knowing when to complete homework/go to bed).
- I can ensure my uniform is presented well. (Tie a tie in preparation for secondary school and polish shoes)
- I am aware of my own mental health and can self-direct time for relaxation if needed.
- I am aware that hormones might play a part in my mood and I try to regulate it.

Understanding the World

- I understand the importance of looking after your own money and the concept of a bank account.
- I know that in order to live in a house you must pay rent/ a mortgage
- I understand the concept of debt.
- I understand different types of careers. I have ideas as to what I would like to become and how to do that.
- I have an understanding of the dangers of drugs/alcohol.