

# Curriculum Workshop for Parents

September 2024





# Welcome to Year 6

- Our weekly timetable:
  - Daily morning work
  - Guided reading
  - English
  - Maths
  - Spellings; Handwriting
  - PSHE; French
  - Afternoons – foundation subjects – broad and balanced curriculum



# Year 6 Expectations

- Independence with belongings
- Independence and responsibility with letters especially sport ones
- 8:50-9:05 daily morning work
- Excellence in behaviour linked to school values and leading by example
- Remembering belongings – reading book etc
- Focus on handwriting and presentation



# Focus on reading

- Reading – help us give our children “super powers”
  - Impact on vocabulary
  - Impact on knowledge
  - Developing the whole child
  - Impact on writing
  - Expectations – reading challenges; reading at home; Y6 books with correct level of vocab; recommended books
- Focus on wide selection of books
- Reading for sustained periods of time
- Reading aloud with expression and fluency
- Daily guided reading – inference; analysis of author’s choice of words etc; comprehension





# English

- Handwriting and Presentation
- Focus on spelling
- Grammar terms and knowledge
- I Am a Clever Writer
  - Structure
  - Success Criteria
  - Progressive each term to help prevent cognitive overload
  - Range of types of writing
  - Links grammar with writing
  - Star Write
  - Basics must be correct – high priority





# Maths – mastering number

- White Rose Scheme – small steps; concrete – pictorial – abstract
- Teaching input matches children’s work
- Work becomes progressively harder and applies knowledge to problem solving
- Next day builds on previous small step
- Flashback
  - Multiplication tables
  - Weekly homework
  - LBQ
  - End of year expectations

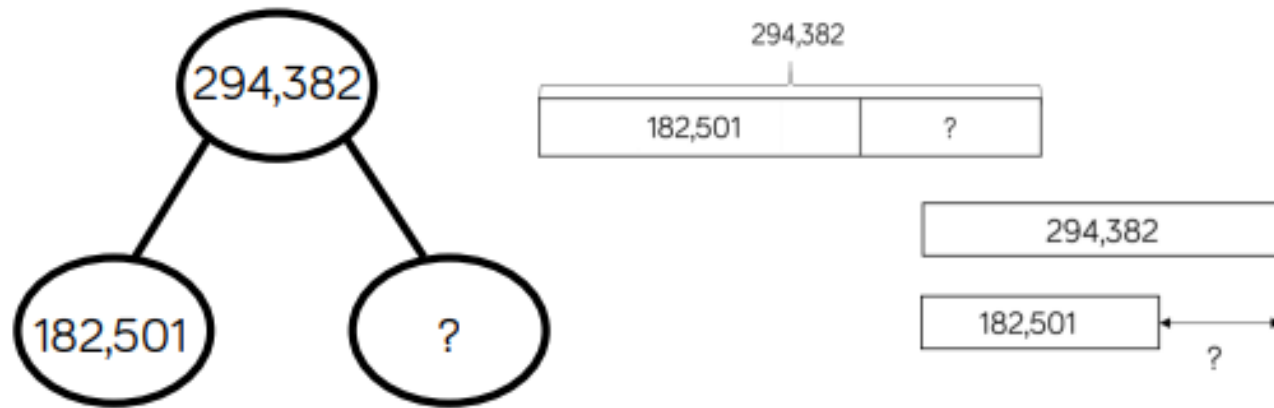


# Methods

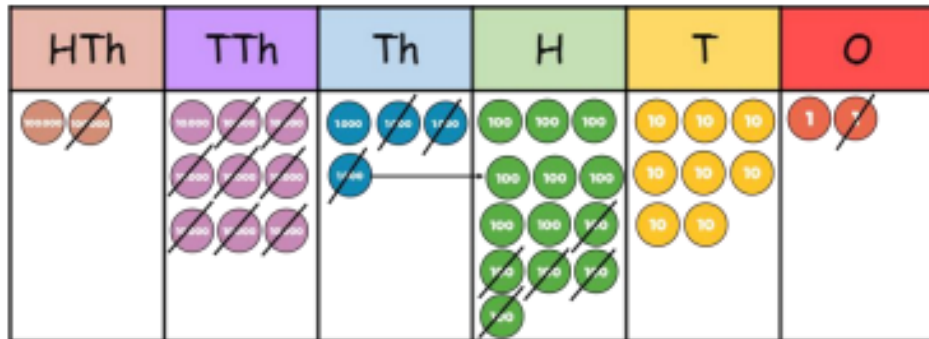
Skill: Add numbers with more than 4 digits	Year: 5/6																																										
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b><math>104,328 + 61,731 = 166,059</math></b> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 45%;"> <tr style="background-color: #f4cccc; color: black;"> <th style="padding: 5px;">HTh</th> <th style="background-color: #e6e6fa; color: black;">TTh</th> <th style="background-color: #d9e1f2; color: black;">Th</th> <th style="background-color: #d9ead3; color: black;">H</th> <th style="background-color: #fff2cc; color: black;">T</th> <th style="background-color: #f4cccc; color: black;">O</th> </tr> <tr> <td style="padding: 5px;">100,000</td> <td></td> <td style="padding: 5px;">1,000 1,000 1,000 1,000</td> <td style="padding: 5px;">100 100 100</td> <td style="padding: 5px;">10 10</td> <td style="padding: 5px;">1 1 1 1 1 1 1 1</td> </tr> <tr style="border-top: 1px solid black;"> <td></td> <td style="padding: 5px;">10,000 10,000 10,000 10,000 10,000 10,000</td> <td style="padding: 5px;">1,000</td> <td style="padding: 5px;">100 100 100 100 100 100 100</td> <td style="padding: 5px;">10 10 10</td> <td style="padding: 5px;">1</td> </tr> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 45%;"> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">8</td> </tr> <tr> <td style="padding: 5px;">+</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">1</td> </tr> <tr style="border-top: 1px solid black;"> <td style="padding: 5px;">1</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">9</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="padding: 5px;">1</td> </tr> </table> </div>	HTh	TTh	Th	H	T	O	100,000		1,000 1,000 1,000 1,000	100 100 100	10 10	1 1 1 1 1 1 1 1		10,000 10,000 10,000 10,000 10,000 10,000	1,000	100 100 100 100 100 100 100	10 10 10	1	1	0	4	3	2	8	+	6	1	7	3	1	1	6	6	0	5	9						1	<p>Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.</p> <p>At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.</p>
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**Skill: Subtract numbers with more than 4 digits**

**Year: 5/6**



$$294,382 - 182,501 = 111,881$$



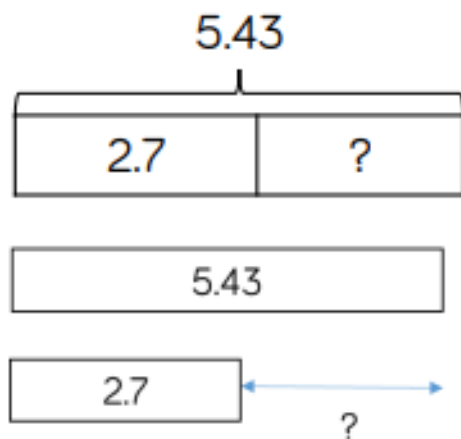
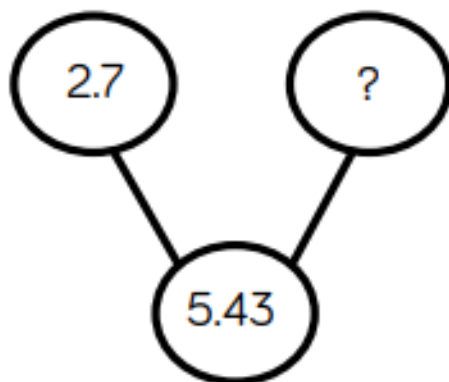
	2	9	<del>3</del>	<sup>1</sup> 3	8	2
-	1	8	2	5	0	1
	1	1	1	8	8	1

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.

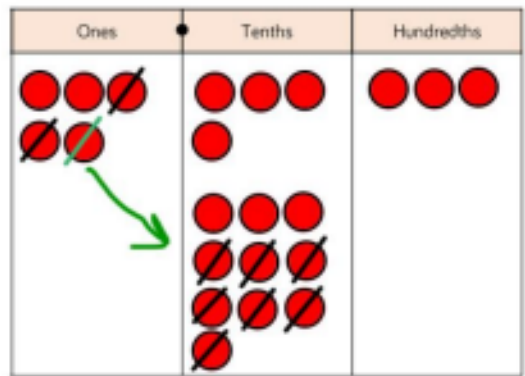
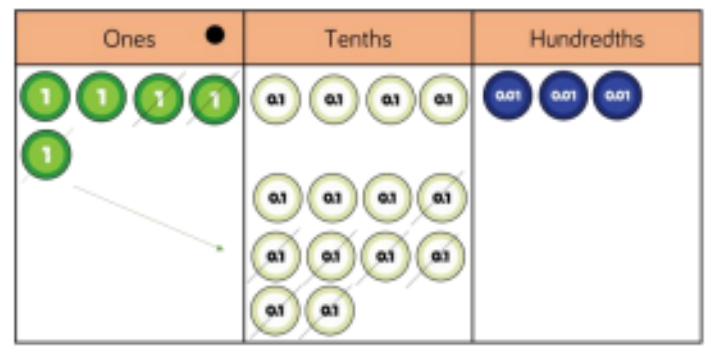
## Skill: Subtract with up to 3 decimal places

Year: 5/6



$$\begin{array}{r} 4 \quad 1 \\ 5.43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$



Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places.

Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.

**Skill: Multiply 4-digit numbers by 2-digit numbers**

**Year: 5/6**

TTh	Th	H	T	O
	2	7	3	9
×			2	8
2	1	9	1	2
<small>2</small>	<small>5</small>	<small>3</small>	<small>7</small>	
5	4	7	8	0
<small>1</small>		<small>1</small>		
7	6	6	9	2

1

$$2,739 \times 28 = 76,692$$

When multiplying 4-digits by 2-digits, children should be confident in using the formal written method.

If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method.

Consider where exchanged digits are placed and make sure this is consistent.

Skill: Divide multi digits by 2-digits (short division)

		0	3	6
	12	4	<sup>4</sup> 3	<sup>7</sup> 2

$$432 \div 12 = 36$$

Skill: Divide multi digits by 2-digits (long division)

Year: 6

$$372 \div 15 = 24 \text{ r}12$$

			2	4	r	1	2
1	5	3	7	2			
	-	3	0	0			
			7	2			
	-		6	0			
			1	2			

- $1 \times 15 = 15$
- $2 \times 15 = 30$
- $3 \times 15 = 45$
- $4 \times 15 = 60$
- $5 \times 15 = 75$
- $10 \times 15 = 150$

When a remainder is left at the end of a calculation, children can either leave it as a remainder or convert it to a fraction. This will depend on the context of the question.

			2	4	$\frac{4}{5}$
1	5	3	7	2	
	-	3	0	0	
			7	2	
	-		6	0	
			1	2	

$$372 \div 15 = 24 \frac{4}{5}$$

Children can also answer questions where the quotient needs to be rounded according to the context.



# Homework in Diamond Class

- Daily reading
- Spellings – Monday test
- Multiplication tables
- Homework – 3 elements: Mathletics; Grammar; Spelling revision -  
Due Monday
- Creative work
- Y6 increase towards SATS



# Ways to support parents

- Online Safety – guide and how we teach it in school
- SATS meeting early Spring Term for Y6
- Written calculation policy and small steps for maths on website
- Recommended reads



# Working together with parents

- Email – [head@richarddurnings.lancs.sch.uk](mailto:head@richarddurnings.lancs.sch.uk)
- Daily contact
- Sooner rather than later!
- Parents Evening
- Family morning/afternoon each term – see the books and activities
- Class page on website curriculum content etc
- Y6 SATS meeting early Spring Term
- Thorough handover with Mrs Whitfield

Any questions?

Thank you so much for coming today.