

Reading

Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.

Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.

A reading teaching and learning cycle will include:

- the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)
- exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)
- understanding the themes and conventions of a text and understanding its purpose
- applying learnt strategies to multi-skills lessons

Writing

Text Structure, Sentence,

Useful Vocabulary, Word Classes, Punctuation

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions... Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

Year 6 Summer 2

Spelling list

Word list – years 5 and 6

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

Maths

Unit journey



Addition and Subtraction: Overview

Concepts: Number bonds, Understanding additive relationships, Calculation strategies, Solving problems

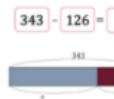
For further guidance see our [Progressions in Calculations](#)



First there were four passengers.
Then ___ joined the carriage.
Now there are ___ passengers.



"I will partition 36 into 30 and 6. I will partition 23 into 20 and 3. I will use my number bonds to help me."



	3	4	3
-	1	2	6
	2	2	3

Year 2

- Recall and use number bonds within 20 fluently, and derive and use related facts up to 100
- Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers
- Solve problems with addition and subtraction including numbers, quantities and measures

Year 3

- Estimate the answer to a calculation and use inverse operations to check answers
- Add and subtract mentally including adding 1s, 10s and 100s to a three-digit number
- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

3	1	3	5	1	
4	1	3	0	2	
-	3	2	2	4	3
	9	1	1	9	

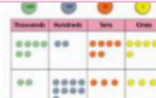


$$5,380 + 2,950 = ?$$

$$+ 2,000$$

5,380

7



	6	2	5	6
+	2	9	3	3

Year 6

- Use their knowledge of the order of operations to carry out calculations involving the 4 operations
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Perform mental calculations, including with mixed operations and large numbers
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Solve problems involving all four operations

Year 5

- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Year 4

- Estimate and use inverse operations to check answers to a calculation
- Apply mental strategies including using known facts to numbers within 10000.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why



Multiplication and Division: Overview

Concepts: Understanding multiplicative relationships, Multiplication and division facts, Calculation strategies, Solving problems

For further guidance see our [Progressions in Calculations](#)



"What can you see, how do you see it?"



"I can see 2 equal groups of 3!"

"The array shows five equal parts. Each part has a value of two."



"The array shows two equal parts. Each part has a value of five."



x	10	3
3		
	30	9

Year 2

- Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division and write them using the x, + and = signs
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Year 3

- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Multiply and divide two-digit numbers by one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division

$$\begin{array}{r} 81 \\ 8 \overline{) 654} \end{array}$$

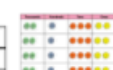
"I partition both factors. Next, we multiply the first factor by the ones. Then, we multiply the first factor by the tens. Finally, we both add the partial products."

	H	T	O
x	4	2	
	2	3	
	1	2	6
	8	4	0
	9	6	6

$$(42 \times 3)$$

$$(42 \times 20)$$

	2	1	3	2
4	8	5	2	8



	2	1	3
x			3
	6	3	9



Year 6

- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the 4 operations
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit number using the formal written methods of short division or long division as appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Solve problems involving four operations

Year 5

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally, drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and decimals by 10, 100 and 1,000
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving four operations and problems that involve scaling by simple fractions or involving simple rates

Year 4

- Count in multiples of 6, 7, 9, 25 and 1000
- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems

Mathematics Mastery vocabulary list

Year 6	Definition	Example
Arc	A portion of the circumference of a circle	
Brackets	The symbols () used to separate parts of a multi-step calculation.	$(10 - 2) \times 3 = 21$
Centre	In a circle, the centre refers to one point that is equidistant to all points around the circumference of the circle.	To draw a circle, I place the point of my pair of compasses at the centre .
Circumference	The perimeter/boundary of a circle.	
Compasses	A tool for creating curved lines, arcs and circles.	I can use a pair of compasses to draw a circle with a radius of 4 cm.
Common fraction	A fraction written with a numerator and denominator separated by a vinculum.	One quarter can be written as a common fraction,
Degree of accuracy	A description of how accurately a value is communicated.	The degree of accuracy needed for the answer is one decimal place.
Diameter	A line from one point of the circumference of a circle to another on the opposite side, which must pass through the centre of the circle.	The circumference of a circle is the diameter multiplied by pi.
Metric unit	A standard unit of measure used in the UK and Europe. Includes centimetres, litres and kilograms.	Litres are a metric unit used to measure volume.
Mile	An imperial unit of measure of length.	Five miles is equivalent to eight kilometres.
Net	A group of 2-D shapes which, when folded and connected, forms a 3-D polyhedron.	The net of a cube is comprised of six connected squares.
Order of operations	The internationally agreed order to complete operations in a multi-step equation with multiple operations.	$(3 + 4) \times 2 = \square$ The order of operations dictates that the operation within the brackets is completed first.
Origin	The point at which axes in a <u>coordinates grid</u> cross; the point (0,0).	The origin is indicated by the blue dot.

Timetables

This half term, year 6 are learning mixed timestables and division facts.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	1 & 2	9	Mixed times and divide	Primes
Autumn 2	5 & 10	7		Square
Spring 1	3	(9) 12		Cubes
Spring 2	6	11		Mixed
Summer 1	4	Mixed		
Summer 2	8			