

Year 6
Mr. Kennedy
and Mrs.
Dunwoody



General Information For Year 6

Swimming begins on Monday 22nd September (Swimsuit, towel, swim hat and goggles, long hair must be tied up).

Tin whistle tuition is on a Thursday.

PE on a Wednesday

Optimal use of school grounds during the school day.
Please ensure your child brings a coat to school every day.

School stationery will be provided for each child. Reading books will go home on a weekly basis and should be returned in good condition. Lost books should be replaced.

Healthy snack/lunch- water, no chocolate or crisps.

If your child is absent from school, please email the school office to notify the class teacher as soon as possible.
info@stmichaels.belfast.ni.sch.uk

High expectations of behaviour and work both in school and at home.

Numeracy

We promote Numeracy as a life skill and encourage children to think positively about the subject. Through Mental Maths, written calculation and problem solving, pupils can:

- Consolidate concepts and reflect on their strategies and work.
- Discuss the **processes** involved in finding a solution or presenting work.
- Incorporate ICT and practical resources.
- **Number work** – Place value, working towards writing and reading numbers up to and including millions. Fractions, decimals and percentages. Recognising numbers to 2 decimal places. Rounding of numbers. Ratio and proportion.
- **Shape and Space** – to know the properties of all 3D and 2D shapes. Recognise nets of shapes. Plot and read coordinates. Symmetry, line and rotational.
- **Handling Data** – develop skills reading and drawing a range of graphs.
- **Weights and Measures** – Converting units of length, mass, volume and time. Reading analogue and digital time, reading timetables and calculating duration of events.

Language and literacy

In Year 6 we continue to expand on previous skills by providing opportunities for pupils to:

- Speak confidently for a variety of purposes.
- Analyse and respond to text at an appropriate level.
- Develop skills in conveying ideas and information for a range of purposes.
- Encourage planning, drafting and evaluating their work.
- Encourage use of Accelerated Reader-badges, certificates.
- **Reading**
 - Reading Guided – book in school every day
 - Class novel
 - Talking about what they have read- inferential skills
 - Vocabulary
- **Writing**
 - Use of joined writing
 - Use of paragraphs
 - Use of correct spelling , proofreading
 - Genre – instructional, biographies, factual reports, persuasive writing, creative writing, letter writing
- **Grammar/ Punctuation**

Topics

Movement- Vikings, refugees, movement of our bodies, energy and movement.

Down Under – People and culture, climate, landscapes, art and music. Compare with Irish myths and legends, traditional food and sport.

Extreme Weather- Hurricanes, tornadoes, drought, flooding and global warming.

Food Production – Field to fork, Harry Ferguson, environmental issues, the farming year and conservation of bees. Growing our own vegetables.

How will my child be assessed?

Assessment For Learning, shared learning Intentions and Success Criteria Board, Self/Peer Evaluation

Maths tracking of core concepts

Weekly Spelling/Mental Maths Test on a Friday

Star Reading Test for AR (twice a year)

Maths/English Monthly assessment (Term 1 beginning in October & continuing in Term 2)

Maths/English Weekly assessment (Term 3)

SEAG Test- please notify the class teacher via email if your child is not entering it. All information regarding SEAG and the related registration details can be found here:

<https://seagni.co.uk/>

Read the whole passage carefully, then answer the questions that follow.

The Enchanted Castle

1. "Well, don't let's spoil the show with any silly old not believing," said Gerald with decision.
2. "I'm going to believe in magic as hard as I can. This is an enchanted garden, and that's an enchanted castle, and I'm jolly well going to explore. The dauntless knight then led the way, leaving his ignorant squires to follow or not, just as they jolly well chose." He rolled off the balustrade and strode firmly down towards the lawn, his boots making, as they went, a clatter full of determination.
3. The others followed. There never was such a garden—out of a picture or a fairy tale. They passed quite close by the deer, who only raised their pretty heads to look, and did not seem startled at all. And after a long stretch of turf they passed under the heaped-up heavy masses of lime-trees and came into a rose-garden, bordered with thick, close-cut yew hedges, and lying red and pink and green and white in the sun, like a giant's many-coloured, highly-scented pocket-handkerchief.
4. "I know we shall meet a gardener in a minute, and he'll ask what we're doing here. And then what will you say?" Kathleen asked with her nose in a rose.
5. "I shall say we've lost our way, and it will be quite true," said Gerald.
6. But they did not meet a gardener or anybody else, and the feeling of magic got thicker and thicker, till they were almost afraid of the sound of their feet in the great silent place. Beyond the rose garden was a yew hedge with an arch cut in it, and it was the beginning of a maze like the one in Hampton Court.
7. "Now," said Gerald, "you mark my words. In the middle of this maze we shall find the secret enchantment. Draw your swords, my merry men all, and hark forward tallyho in the utmost silence."
8. Which they did.
9. It was very hot in the maze, between the close yew hedges, and the way to the maze's heart was hidden well. Again and again they found themselves at the black yew arch that opened on the rose garden, and they were all glad that they had brought large, clean pocket handkerchiefs with them.

28. It was when they found themselves there for the fourth time that Jimmy suddenly cried.
29. "Oh, I wish——" and then stopped short very suddenly. "Oh!" he added in quite a different voice, "where's the dinner?" And then in a stricken silence they all remembered that the basket with the dinner had been left at the entrance of the cave. Their thoughts dwelt fondly on the slices of cold mutton, the six tomatoes, the bread and butter, the screwed-up paper of salt, the apple turnovers, and the little thick glass that one drank the gingerbeer out of.
30. "Let's go back," said Jimmy, "now this minute, and get our things and have our dinner."
31. "Let's have one more try at the maze. I hate giving things up," said Gerald. "I am so hungry!" said Jimmy.
32. "Why didn't you say so before?" asked Gerald bitterly.
33. "I wasn't before."
34. "Then you can't be now. You don't get hungry all in a minute. What's that?"
35. "That" was a gleam of red that lay at the foot of the yew hedge—a thin little line, that you would hardly have noticed unless you had been staring in a fixed and angry way at the roots of the hedge.
36. It was a thread of cotton. Gerald picked it up. One end of it was tied to a thimble with holes in it, and the other——
37. "There is no other end," said Gerald, with firm triumph. "It's a clue—that's what it is. What price cold mutton now? I've always felt something magic would happen some day, and now it has."
38. "I expect the gardener put it there," said Jimmy.
39. "With a Princess's silver thimble on it? Look! there's a crown on the thimble." There was.
40. "Come," said Gerald in low, urgent tones, "if you are adventurers be adventurers; and anyhow, I expect some one has gone along the road and bagged the mutton hours ago."
41. He walked forward, winding the red thread round his fingers as he went. And it was a clue, and it led them right into the middle of the maze. And in the very middle of the maze they came upon the wonder.
42. The red clue led them up two stone steps to a round grass plot. There was a sun-dial in the middle, and all round against the yew hedge a low, wide marble seat.

56. The red clue ran straight across the grass and by the sun-dial, and ended in a small brown hand with jewelled rings on every finger. The hand was, naturally, attached to an arm, and that had many bracelets on it, sparkling with red and blue and green stones.
57. The arm wore a sleeve of pink and gold brocaded silk, faded a little here and there but still extremely imposing, and the sleeve was part of a dress, which was worn by a lady who lay on the stone seat asleep in the sun. The rosy gold dress fell open over an embroidered petticoat of a soft green colour. There was old yellow lace the colour of scalded cream, and a thin white veil spangled with silver stars covered the face.
58. "It's the enchanted Princess," said Gerald, now really impressed. "I told you so."

Please answer these questions. (Look at the passage again if you need to.) You should choose the best answer and mark its letter on your answer sheet.

16 What does this story start with?

- A a question
- B description
- C direct speech
- D action
- E historical event

17 'The dauntless knight then led the way, leaving his ignorant squires to follow or not' (lines 3-4) What does this suggest about Gerald's character?

- A He is fearful.
- B He is resolute.
- C He is complacent.
- D He is agreeable.
- E He is cooperative.

18 Look at lines 24-27. Why were the children glad they had handkerchiefs with them?

- A To help them find the way.
- B To stop the hedges from hurting them.
- C To mop their brows.
- D To blow their noses.
- E To fan themselves with.

Digital Homework

Homework will be scheduled at the beginning of the week in 2 posts (Monday and Wednesday)

Daily Homework Content usually includes:

Spelling Activity: Complete in spelling activity booklet

Daily Mental Arithmetic/Doodle Maths/ Nessy

Numeracy and Literacy exercises: Written answers in homework book provided. Please encourage neat handwriting and presentation.

Reading books and novels will be given for use at home. They should only be returned to school on a date specified by the teacher in order to complete related activities in class.

Parents, please check and sign all homework. If your child has an issue with completing homework, please do NOT post this on the Google classroom as this is visible to all members of staff, make a note in your child's homework book and we will address it.

Lots of our pupils have extra-curricular activities and tuition. It is important that pupils manage their workload and have homework submitted on time. Homework is reinforcing concepts and important skills that are essential for preparation for Transfer and levels of attainment.

Wednesday 7th October

Population

When the weather is nice, I play in the garden. ✓

"When will we be finished?" She asked.

For Lia's birthday, Megan had bought a clock, a bracelet and a board game.

Lia's grandma stormed in and demanded, "Who has moved my book?"

2 happier, happiest
more interesting, most interesting

fonder, funniest, fun

crazier, craziest.

calmer, calmest.

Subtraction.

MA 9c

| | | |
|---------|---------|---------|
| 1. 5787 | 2. 6836 | 3. 7938 |
| -3531 | -3656 | -4252 |
| ✓ 2256 | ✓ 3180 | ✓ 3686 |

1. 400 ✓

2. 76 ✓

3. 29 ✓

4. 84 ✓

5. 17 ✓

6. 64 ✓

7. 2 ✓

8. £310 ✓

9. Tuna: 440g ✓

Tomatoes: 2700g ✓

10. a. 2 b. 1 c. X ✓

11. 45 ✓

12. 1 hour 20mins ✓

| | | |
|--------|--------|--------|
| 4528 | 58784 | 69215 |
| -4726 | -7978 | -6463 |
| ✓ 0555 | ✓ 0306 | ✓ 2152 |
| 78933 | 89433 | 96752 |
| -8216 | -7748 | -4955 |
| ✓ 0877 | ✓ 1885 | ✓ 2397 |

| |
|-----------|
| 10. 91674 |
| -5978 |
| ✓ 3686 |

super adding

great MA

Monday 10th May 2023

The Royal Mint

1. Hundreds of years ago coins were made in Britain, London and Canterbury. ✓
2. The one Royal Mint after 1810 was in Tower Hill, London. ✓
3. The Mint made in 1968 ^{was} (s) located in Llantrisant, South Wales. ✓
4. Britain's currency was discovered in 1971. ✓
5. How Metal ingots are made into coinage-bars. First they are melted then its put into moulds to form coinage-bars to make them thicker. ✓
6. The coinage-bars are put through rollers to make sure there're the right size. ✓
7. The bars are put through discs to make them softer. ✓
8. The finished coins are counted by machines. ✓
9. Cupro-Nickel is used in place of the decimal coins. ✓
10. In a bag of 5p coins there are 2000 coins. ✓

66
Excellent answers!
11/5/21
😊

Final Note:

We appreciate Y6 is a very busy and important year, but we also want to highlight the importance of developing the child as a whole.

Please encourage your child to trial for school teams, join new extra curricular groups and develop their non-academic skills. The Transfer is not the be all and end all!

If any issues arise throughout the year, please feel free to contact us and together we will sort out any problems.