

Introduction

This guide is intended to support parents of children at Keighley St Andrew's Church of England Primary School & Nursery. The guide will provide you with an overview of the new national curriculum. We hope that by reading this you will be able to support your child in making the best of their time at the school.

Changes in the curriculum

English, Maths and Science remain the core subjects in education. The National Curriculum sets out in some detail what must be taught in these subjects, and they will take up a significant part of your child's learning week.

Alongside these are the foundation subjects: Art, Computing, Design & Technology, Geography, Languages, History, Music, and Physical Education. For these subjects the objectives are much briefer and the school has flexibility in how these are delivered.

The new curriculum has much higher expectations than in previous years and the content is very demanding. In mathematics there is now emphasis on arithmetic and working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling.

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work, allowing a greater mastery and understanding of concepts and ideas.

Tests your child will take

As part of assessment Keighley St Andrew's tests are used as part of a normal classroom routine, and support teachers' judgements. The National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6 which are often informally known as 'SATs', Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

The new National Curriculum Tests for children in Year 2 and Year 6 will take place each summer from 2016. Children in other year groups may also have tests around the same time.

Where previously these tests – and other teacher assessments – were graded in levels (normally numbering between Level 1 and Level 6 in primary school) at Keighley St Andrews Primary School, we assess children using the descriptors of emerging, developing, secure and mastery.

At all stages of your child's education we will provide you with the information as to how your children is progressing.

Mathematics in Year 6

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra. In May of Year 6, children will take an arithmetic test of thirty minutes, and two broader mathematics tests of forty minutes each. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Number and Place Value

- Work with numbers to up ten million (10,000,000) including negative numbers
- Round any number to any required number of digits or magnitude

Calculations

- Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers
- Use the standard method of long division for calculations of four-digit numbers by two-digit numbers
- Identify common factors, common multiples and prime numbers

- Carry out complex calculations according to the mathematical order of operations
- Solve complex problems using all four operations

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation $4 + 3 \times (6 + 1)$ has a solution of 25, not 43 or 49.

Fractions and decimals

- Use common factors to simplify fractions, or to add fractions with different denominators
- Place any group of fractions into size order
- Multiply pairs of fractions together
- Divide fractions by whole numbers, for example $1/3 \div 2 = 1/6$
- Use division to calculate the decimal equivalent of a fraction
- Know and use common equivalences between fractions, decimals and percentages, such as $1/2 = 0.5 = 50\%$
- Begin to use the % symbol to relate to the 'number of parts per hundred'

Ratio and proportion

- Find percentages of quantities, such as 15% of £360
- Use ratio to explain relationships and solve problems
- Use simple scale factors for drawings, shapes or diagrams

Mathematics in Year 6 - Continued

Ratio is represented using the colon symbol. For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).

Algebra

- Use simple formulae
- Describe sequences of numbers where the increase between values is the same each time
- Solve missing number problems using algebra
- Find possible solutions to problems with two variables, such as $a + b = 10$

Measurements

- Convert between any metric units and smaller or larger units of the same measure
- Convert between miles and kilometres
- Use a given formula to find the area of a triangle or parallelogram

Shape and position

- Draw 2-d shapes using given sizes and angles
- Use knowledge of 2-d shapes to find missing angles in triangles, quadrilaterals and other regular shapes
- Name and label the radius, diameter and circumference of a circle
- Find missing angles in problems where lines meet at a point or on a straight line

- Use a standard grid of coordinates including negative values

Graphs and Data

- Construct and understand pie charts and line graphs
- Calculate the mean average of a set of data

Mean average is calculated by adding up all the values and dividing by the number of items. For example, the mean average of 3, 5, 8, 9 and 10 is 7 ($3 + 5 + 8 + 9 + 10 = 35$, then $35 \div 5 = 7$)

English in Year 6

In upper Key Stage 2, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6.

Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Speaking and Listening

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions

- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

Themes & Conventions

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

English in Year 6- Continued

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing

- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently

Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar.

Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun.
Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Science in Year 6

Again in Year 6, many of the scientific concepts that children meet are more abstract, such as the study of evolution, or the behaviour of light. There are still plenty of opportunities for investigation, and also to find out about the work of some great scientists of today and the past.

There are no statutory tests for students in Science at Key Stage 2, although a very small number of children from any given school may be selected to be part of the bi-annual science sample testing. This involves taking three short tests of about twenty five minutes each. The results of these tests are not shared with parents or schools, but are used to get a sense of the national picture.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 6, some of the skills your child might focus on include:

- Plan a range of scientific investigations and managing the variables effectively
- Take precise measurements, and repeat tests where appropriate to improve the validity of the results
- Present results using tables, scatter graphs, line graphs and other diagrams
- Explain the conclusions drawn from results, including their limitations

Living Things and their Habitats

- Describe how living things are classified into groups, including micro-organisms
- Give reasons for the classification of plants and of animals according to their characteristics

At this age, invertebrate animals can be grouped into categories such as insects, spiders, snails and worms.

Animals including Humans

- Know the functions of the main parts of the circulatory system such as the heart, lungs, blood vessels and blood
- Describe how nutrients and water are transported within animals
- Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function

Evolution and Inheritance

- Recognise that fossils provide information about life on Earth millions of years ago
- Understand that offspring are not normally identical to their parents
- Identify that plants and animals are adapted to their environments, and that this adaptation leads to evolution over long periods of time

Evolution is not a planned process of adaptation, but rather the unintended result of more random changes which led to animals being better-suited to the environments in which they lived.

Light

- Recognise that light appears to travel in straight lines
- Understand that we see things because light is reflected off objects and into the eye
- Explain how shadows are formed

Electricity

- Compare the variation in performance of bulbs and buzzers by changing the number of cells in a circuit
- Use the recognised scientific symbols to draw a simple circuit diagram

The Foundation Subjects

The foundation subjects play a key part in providing a broad and balanced curriculum. Additionally your child will be taught RE using the Bradford RE syllabus.

As a school we have developed progressive key skills for each curriculum area.

Art

An artist in Year 3 should be able to:

- Create a sketch book with ideas, research, annotations, sketches and explain how they use it to inform their work
- Analyse the ideas, methods and approaches used in their own and others' work and evaluate it based on its intended purpose.
- Use software/hardware to create pieces of artwork, including videos
- Paint from observations, using colour, tints, textures, tones and shades to reflect the purpose of their work
- Draw in a variety of ways and media, including technical drawings
- Draw in their own style
- Create increasingly accurate printing blocks and prints inspired by other cultures and history
- Print onto an increasing range of materials, using a range of methods inspired by a designer
- Create visual and tactile collages inspired by designers/history using a variety of media and methods for a given purpose
- Explore modern tapestries, artefacts and hangings
- Create textile works, with visual and tactile elements, using an increasing range of techniques
- Create 3D pieces of art at a range of scales using a variety of materials based on observations from real or natural world

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

A computer user in Year 6 should be able to:

- understand the service of networks.
- Describe the effective use of searches.
- Understand how others can use the internet to access information.
- Describe digital media use appropriate vocabulary.
- Use logical reasoning to explain, detect and correct errors in programs.
- write a debug programs for a given goal.

Design and Technology

Designers in Year 6 should be able to:

- Explain how and use various sources of information to make detailed plans and designs for a range of purposes.
- Choose appropriate methods to communicate ideas.
- Test and evaluate products.
- Explain how different factors can affect the process .e.g. time, budget.
- Create a textile product which includes structural changes e.g. plaiting, weaving to make new products such as rope, belts, bracelets etc.
- Make a food product (1 or more portions) for an identified need (e.g. lunch time) and persuade others to take an interest in the food product.
- Talk about how food is processed into ingredients.
- Talk about how micro-organisms and irreversible changes create food products.
- Create a purposeful product using stiff and flexible sheets using a budget.
- Create a purposeful product using electrical circuit, moving components and house it effectively.

Geography

Geographers in Year 6 should be able to:

- Describe and compare the human and physical features of places accurately using geography words.
- Accurately locate places, landmarks, features on an increasingly complex set of maps and devices.
- Talk about and describe countries around the world in terms of their human and physical geography.
- Compare people's opinions of places and communicate findings.
- Accurately draw detailed maps using 6 figure grid references, scale and symbols.

- Describe the position of places in the world using Equator, Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones (including day and night)
- Describe areas of the world in terms of climate zones, biomes (aquatic, grasslands, deserts, tundra, forest) and vegetation belts and how they affect people and the environment.
- Present work in a range of methods including ICT.

History

Historians in Year 6 should be able to:

- Talk about the main changes in a period of history using precise historical vocabulary
- Use a timeline to talk about changes and developments in culture, technology, religion and society
- Ask historical questions and choose reliable sources of evidence to find answers. Realise that there often is not a single answer.
- Choose how to present information for an audience using a wide range of methods, making sure that they use historical vocabulary and dates
- Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.
- Evaluate evidence and select the most reliable form

Physical Education

A sports person in Year 6 should be able to:

- Analyse and comment on skills and techniques and how they are applied in my own and others' work and use to refine and improve my own performance.
- Select, combine and apply skills, techniques and ideas appropriately and consistency.
- Explain how different parts of my body react during different types of exercise, which warm up/cool down is most suited to the activity.
- Explain why regular, safe exercise is good for my fitness and health.
- Link and adapt actions together into a well-timed gymnastic sequence including balance, shapes, levels and actions.

- Compose and refine dances with style and artistic intention which matches the mood of the accompanying music.
- Use tactics and follow rules, plan an approach to attacking and defending and use a range of shots, strokes and strikes to a ball.
- Use senses to assess risks and plan with others to adapt plans accordingly.
- Adapt athletic skills to different situations and follow event rules.

Music

Musicians in Year 3 should be able to:

- Explain how lyrics reflect cultural context and have social meaning and use this to enhance own compositions.
- Use drones, melodic ostinato and cyclic patterns.
- Sing as part of a group and solo, use harmony and expression for an intended purpose.
- Play a range of instruments, percussion and tuned.
- Compose, record and perform music using standard notation on range of instruments, tuned and percussion.
- Explain meanings and purposes behind music including contemporary and cultural.
- Compose and record own music/songs for performances to convey an idea using a variety of methods (including ICT).

Languages

- In Key Stage Two your child will study French.