



**CLARE COMMUNITY**  
— PRIMARY SCHOOL —

# Welcome to Oak Class!



# Year 6 Oak Class Timetable – Autumn #1 2022

	8.45-9am	9-9.30	9.30-10.25	10.25-10.40	10.40-10.55	11-12	12-1	1-3.00		3-3.10
<b>Mon</b> <b>Maths</b> <b>Homework</b>	<b>Mental Maths L#1 R#2</b>	<b>Accelerated Reading</b> Independent reading (Teacher / TA + Target readers)	LITERACY- Grammar Focus (Mrs Stocker)	<b>Assembly</b> <u>Mon: KS2 + RL, Tues: singing?</u> Weds: KS2 + Teacher, Thurs: class assembly, Friday: Celebration	<b>BREAK</b>	MATHS (Mrs Stocker)	<b>LUNCH BREAK</b>	PSHE (Miss Anderson)	P.E. (Dellar: Hayden).	<i>Class book</i>
<b>Tues</b>	<b>Bedrock Mental Maths L#2 R#1</b>		LITERACY- Comprehension focus (Mrs Stocker & Mr Barrable)			MATHS (Mrs Stocker & Mr Barrable)		SCIENCE	ART	<i>Class book</i>
<b>Wed</b> (PPA cover) <b>Spelling</b> <b>Homework</b>			LITERACY – Spelling Rules + Handwriting focus (Mrs Brown)			MATHS - S,S&M (Mrs Brown)		High Freq Spellings / Handwriting	TOPIC - France (Geography)	<i>Class book</i>
<b>Thurs</b>	<b>TTRock Stars Mental Maths L#3 R#4</b>		MATHS (Mrs Stocker)			LITERACY – Spelling Focus <i>(apply this week's Phase spellings)</i> (Mrs Stocker)		SCIENCE	P.E.	<i>Class book</i>
<b>Fri</b> <b>Writing / Topic</b> <b>Homework</b>	<b>Mental Maths L#4 R#3</b>		LITERACY - Big Write (Mrs Stocker & Mr Barrable)			MATHS (Mrs Stocker & Mr Barrable)		High Freq Spellings / Handwriting	KS2 Rotation French / Computing (R.E. / Music)	<i>Class book</i>

**English**  
**Lion Boy**

**P.E.**  
**Le football!**  
**Le tennis!**

**Music**  
**French**  
**songs / film**  
**music**

**French**  
**Notre école**

**Trips**  
**Fitzwilliam**  
**/ Zoology**

**Science**  
**Classification**  
**/ Evolution**

*Vive la*  
*France*



**Geography**  
**France:**  
**Physical / Human**  
**Geography**

**History**  
**La**  
**Révolution!**

**Art**  
**Impressionism**



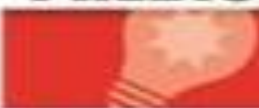
**Accelerated  
Reader®**





# READING STRATEGIES

## PREDICT



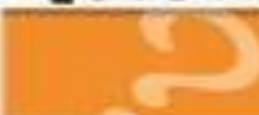
Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

## VISUALIZE



Create mental images of the characters, settings, and events in the text.

## QUESTION



Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

## CONNECT



Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

## IDENTIFY



Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

## INFER



Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

## EVALUATE



Think about the text as a whole and form opinions about what you read.



Patterns

i

Easy letters

lit

Easy words

k

Harder letters

box

Harder words

B!s

More letters

bea

Magic words



Extra resources

W

Worksheet generator

Choose a word to watch

yell

eye

jaw

jay

gag

going

quay

queen

bap

kept

apple

back

vans

stars

rest

eves

fox

zoo

oxen

fuzzy



Print

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
<b>Week 1</b> <b>Spelling Test on</b> <b>Wednesday 14<sup>th</sup> Sept</b>	<b>Week 2</b> <b>Spelling Test on</b> <b>Wednesday 21<sup>st</sup> Sept</b>	<b>Week 3</b> <b>Spelling Test on</b> <b>Wednesday 28<sup>th</sup> Sept</b>	<b>Week 4</b> <b>Spelling Test on</b> <b>Wednesday 5<sup>th</sup> October</b>	<b>Week 5</b> <b>Spelling Test on</b> <b>Wednesday 12<sup>th</sup> Oct</b>	<b>Week 6</b> <b>Spelling Test on</b> <b>Wednesday 19<sup>th</sup> Oct</b>
<b>Rule:</b> Double 's', 'f', 'l', 'z' and 'k' spelt 'ck'  'f', 'l', 's', 'z' and 'k' sounds are usually spelt 'ff', 'll', 'ss', 'zz' and 'ck' if they are straight after a <u>single vowel</u> in a one beat (monosyllabic) word.  <b>NOTE:</b> Some high frequency words like 'yes', 'if' and 'us' do not follow this rule.	<b>Rule:</b> Syllable division  Splitting words into <u>syllables</u> can help us spell them. Each <u>syllable</u> contains <u>one vowel sound</u> .  There is often more than one way to divide a word. E.g. rep - res - en - ted <b>or</b> re - pre - sent - ed	<b>Rule:</b> 'ch' or 'tch'  The 'ch' sound at the end of a word is usually spelt 'tch' if it is after a <u>single vowel</u> and 'ch' if it is after a <u>consonant</u> or two vowels. 'ch' chases lonely vowels - the 't' protects them!  <b>NOTE:</b> Some high frequency words like 'which' and 'much' do not follow this rule.	<b>Rule:</b> Plural: 's' and 'es' (also includes 3 <sup>rd</sup> person singular of verbs)  To make most words <u>plural</u> we just add 's'.  Some words are too hard to say like this: foxs, pushes, buss  When we say these words, you can hear an 'is' sound at the end. It is spelt 'es'.	<b>Rule:</b> Split Digraph  Make sure you know the sounds the vowels make - a, e, l, o, u.  The 'e' can jump over one consonant to make one vowel say its name - <i>not-note tap-tape cub-cube</i>  How do we say words like <i>give</i> and <i>have</i> ?	<b>Rule:</b> 'ee' sound spelt 'y'  What sound does the 'y' make at the end? <i>happy / frosty / sleepy / muddy</i> The 'y' acts like an 'e'! It can jump over <u>one consonant</u> to make <u>one vowel</u> say its name! Double the <u>consonant</u> to protect a <u>lonely vowel</u> ! <i>grubby / fluffy</i> The 'y' cannot jump over <u>two consonants</u> - the vowel is <i>already safe</i> ! <i>pushy / tricky / grumpy</i>
1. Stress  2. Staff  3. Shall  4. Frizz  5. Pick  6. Track  7. Shelf  8. Wail  9. Blitz  10. Blank  <b>EXCEPTIONS</b> bus, us, is, as, this, gas, plus, yes, nil, pal, if, of	1. Fright  2. Slipped  3. Thought  4. Replace  5. Gripping  6. Market  7. Determine  8. Desperate  9. Respectable  10. Establishment	1. Watch  2. Stitch  3. Sketch  4. Batch  5. Twitch  6. Speech  7. Teach  8. Inch  9. Hunch  10. Quench  <b>EXCEPTIONS</b> which, such, much, rich	1. Books  2. Clouds  3. Cupboards  4. Lakes  5. Bottles  6. Classes  7. Glasses  8. Churches  9. Sketches  10. Wishes  <b>EXCEPTIONS</b> You add 'es' to some words ending in 'o'. E.g. tomatoes, volcanoes For others you just add 's'. E.g. kilos, photos, radios Words that end in one 'f' often change to 'ves'. E.g. leaf > leaves wife > wives loaf > loaves (Exceptions include: roofs, chiefs, chefs)	1. At / ate  2. Can / cane  3. Mad / made  4. Cap / cape  5. Hid / hide  6. Fin / fine  7. Rip / ripe  8. Hop / hope  9. Not / note  10. Them / theme  <b>EXCEPTIONS</b> Words ending in 've' where the vowel does not say its name (e.g. have)  Words with 'u_e' making the 'oo' sound (e.g. rude)  Words with 'o_e' making the short 'u' sound (e.g. glove)	1. Stroppey  2. Fussy  3. Muddy  4. Funny  5. Smoky  6. Dreamy  7. Sticky  8. Greedy  9. Weary  10. Oily  <b>EXCEPTIONS</b> Some words have a 'y' after a single vowel and single consonant even though the vowel <u>does not</u> say its name E.g. body, copy Some words end in the 'ee' sound spelt 'ey', E.g. monkey, money, valley, turkey, journey Some words end in 'y' making the 'i' sound E.g. cry, apply

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition, subtraction, multiplication &amp; division

VIEW

Number

Fractions

VIEW

Geometry  
Position & direction

VIEW

Spring term

Number

Decimals

VIEW

Number

Percentages

VIEW

Number

Algebra

VIEW

Measurement  
Converting units

VIEW

Measurement

Perimeter,  
area &  
volume

VIEW

Number

Ratio

VIEW

Consolidation

Summer term

Statistics

VIEW

Geometry

Properties of shape

VIEW

Consolidation &amp; themed projects

VIEW



# Maths



Focus on:

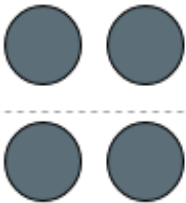
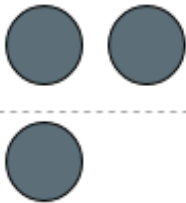

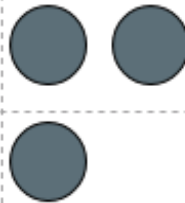

- \***Fluency** - children's ability to recall and apply knowledge rapidly and accurately.
- \***Problem Solve** - apply their knowledge, break down problems and persevere to solve problems.
- \***Reasoning** - follow a line of enquiry, make generalisations, justify or prove something.

What number is shown in the place value chart?

406,320

Have a think



Thousands			Ones		
H	T	O	H	T	O
					

What will the number be if you add three counters to the ten-thousands column?

436,320

Annie is thinking of a number.

1,000 more than my number is 4,700



Annie

**PROBLEM SOLVING  
& REASONING  
CHALLENGE**

What number is 1,000 times the size of Annie's number?

Tommy is thinking of a number.

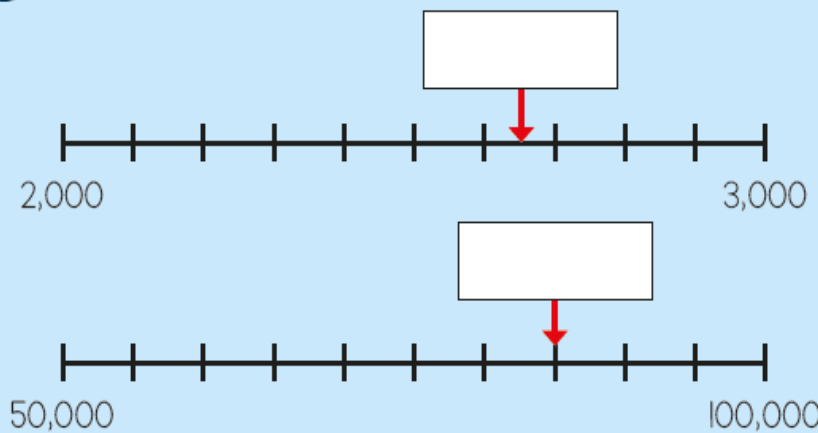


Tommy

The number one-hundredth the size of my number is 38,746

What number is 100 less than Tommy's number?

1 What numbers are the arrows pointing to?



**HOMework**

2 Here are some digit cards.

4


7

6

3

Tommy uses 3 of the cards to make a 3-digit number.

My number is the largest even number you can make with these digit cards.



What is Tommy's number?



# Year 6 SATs 2023



From 8-11th May 2023, Year 6 pupils will sit the following tests (please DO NOT book holiday!)

- **Spelling, Punctuation and Grammar** - emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation. Pupils will sit a 45 minute test.  
Spelling test- 20 unseen words- read in context.
- **Reading** - a single paper with questions for the pupils to complete. There will be a variety of texts with between 1500-2300 words in total. 1 hour test in total, including reading time, to complete the test.
- **Mathematics** - Arithmetic test 40 marks in 30mins ; 2 x Reasoning papers 40mins each





**KEEP  
CALM  
AND  
ENJOY  
LEARNING**