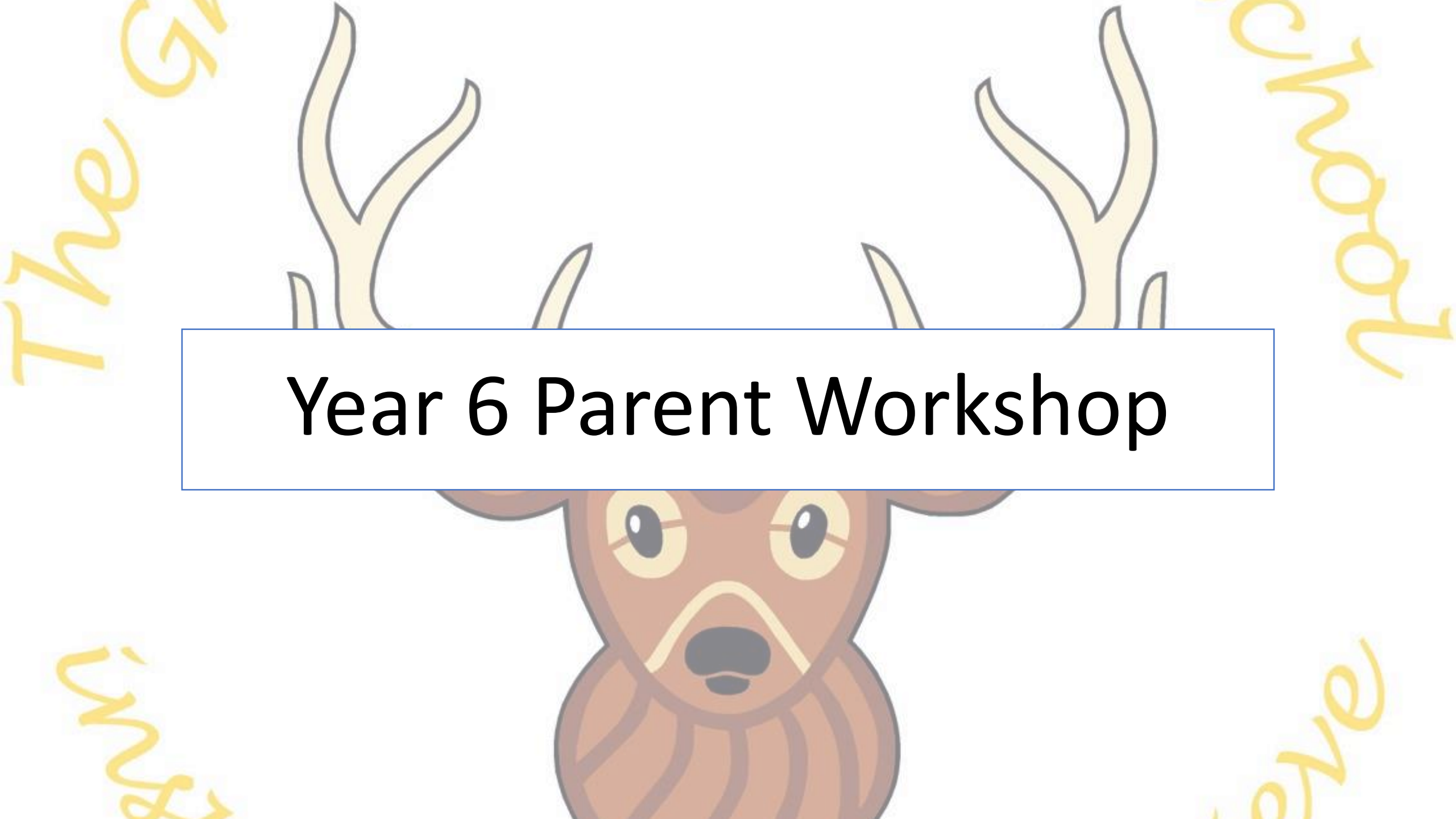




Year 6 Parent Workshop

In this session:

- Briefly go through Accelerated Reader
- Year 6 reads
- Examples of comprehension questions
- Grammar terminology
- Examples of GPS questions
- Spelling lists
- Maths: modelling strategies taught



Accelerated Reader

What is Accelerated Reader?

- Begins with Star Assessments - An adaptive assessment programme that determines the level your child is reading at.
- These assessments happen 4-5 times a year.
- AR allows us to track children's understanding of what they have read.
- It tracks reading fluency, reading age and provides us with lots of fun data!
- It gives the children suggestions for next books based on how they are reading.



Book level, interest levels and points

- **Book Level**

- Difficulty of text (range: 0.2 – 13.5)

- **Interest Level**

- Relates to content and appropriateness

LY - Lower Years ages 5-8

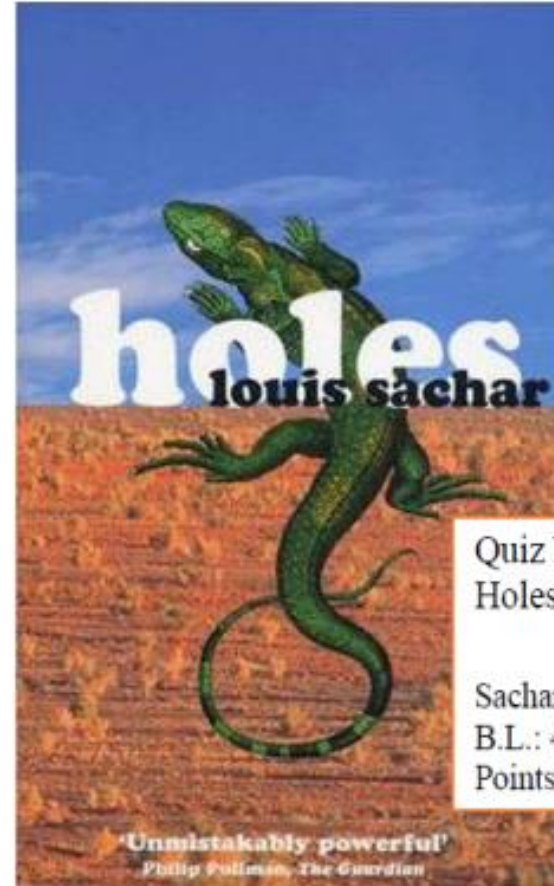
MY - Middle Years ages 9-13

MY+ - Middle Years Plus ages 12-13

UY - Upper Years ages 14+

- **Points**

- Text length (points range from: 0.5 – 118)

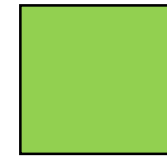


Quiz No 203031
Holes

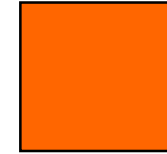
Sachar, Louis
B.L.: 4.6
Points: 7.0

UY

Our Book Bands



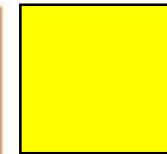
ZPD
0-1.9



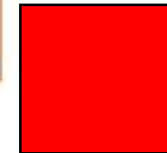
2-2.9



3-3.9



4-4.9



5-5.9



6+

Accelerated reader and Reading for Pleasure

- It is important that children read at their book level, but equally, we want them to read books that they enjoy and want to read.
- The children may choose a reading for pleasure book as well as a book that will support the development of their reading.
- Please do discuss books and ask questions even if they are very capable readers as this supports their comprehension and build a love of reading.

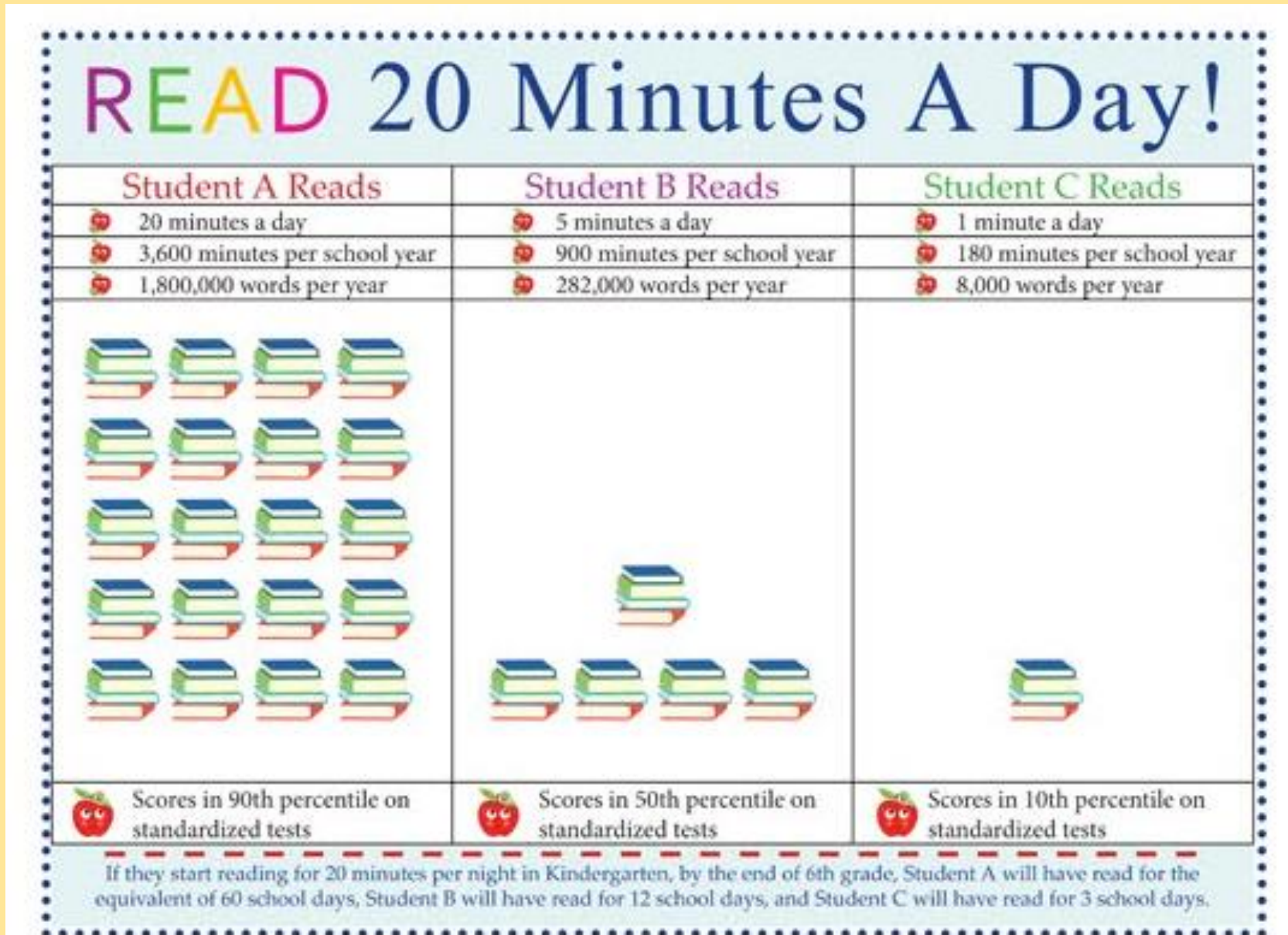


Year 6 Recommended Reads



This is displayed on the Year 6 notice board

Reading per day and impact on learning



A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

- balanced ☐
- squatted ☐
- trembled ☐
- pounced ☐

Give and explain
the meaning of
words in context

Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.

Find and **copy two** different words from the sentence above that show how tired Matthew Webb was.

- 1. _____
- 2. _____

Give and explain
the meaning of
words in context

In the paragraph beginning: *Mind made up...* Gaby says to the cat, 'You're out of luck...'

In what way does Gaby think the cat is out of luck?

Make inferences from the text /
explain and justify inferences with
evidence from the text.

Look at the paragraph beginning: *Well, she'd just have to not fall...*

The cat was too shiny. Too chubby.

What conclusion does Gaby draw from this?

Retrieve and record information /
identify key details from fiction and
non-fiction.

...like a toy sitting on a glass table.

What does this description suggest about the boat?

Identify / explain how meaning is enhanced
through choice of words and phrases.

Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.

Retrieve and record information /
identify key details from fiction and
non-fiction.

	True	False
Matthew Webb's first attempt to swim the English Channel was not successful.		
The first successful swim of the English Channel was in 1872.		
J.B. Thompson and Matthew Webb swam the English Channel in 1875.		
Matthew Webb took twenty hours to swim the English Channel.		

Which of the following would be the most suitable summary of the whole text?

Tick **one**.

The Life of David Walliams ☐

A Sporting Challenge ☐

Sailing the Channel ☐

Training for Survival ☐

Summarise main ideas
from more than one
paragraph.

Identify / explain how
information / narrative
content is related and
contributes to meaning as
a whole.

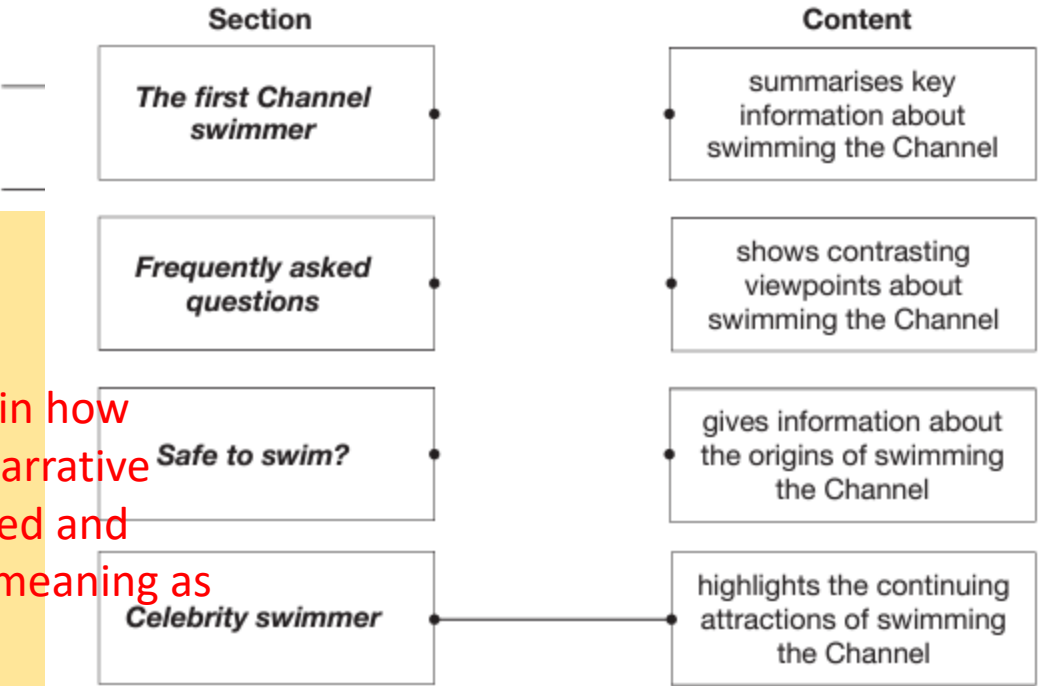
Look at page 9.

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

Make inferences from the text /
explain and justify inferences with
evidence from the text.

Draw lines to match each section to its main content.
One has been done for you.



Questions to ask during the reading

- What do you think will happen next?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- What do we learn about _____'s character from this section of the story?
- Can you put what you've just read in your own words?
- Identify a word and ask what it means in the context.
- Can you find me a word in the paragraph that means _____?

Questions to ask after reading

- In your opinion, was it a good title for this book? Why or why not?
- What happened because of the problem?
- What is the most important point the author is trying to make in their writing?
- What was your favourite part of the story?
- If you could change one thing in the story, what would it be?
- If you were _____, how would you have felt?
- What is the most interesting situation in the story?

SATs Papers

- We will be using the 2018, 2019, 2022 and 2023 papers for assessments this year. Please don't do these papers at home as we will not be able to accurately assess the children.
- There is no expectation to practice papers at home, but we are aware that some parents choose to or have tutors. CGP papers can be bought if you would like to but this there is absolutely no expectation that you do

Grammar Terminology

Conjunctions	Conjunctions (to express time and cause)	Present Perfect	Past Tense	Present Progressive
when, if, because, although	after, before, once, whenever, because, since, as	I have walked to my friend's house.	I walked to my friend's house.	I am walking to my friend's house.
Inverted Commas	Pronouns	Adverbs (to express time and cause)	Fronted Adverbial	Past Progressive
"Hello little kitten," I shouted. I asked, "Are you sleeping?"	I, you, they, we, me, him, her, they	always, daily, often, repeatedly, now, soon	The day after tomorrow, I'm visiting my uncle. Excitedly, the kittens played.	I was walking to my friend's house.
Possessive Apostrophes	Present Tense	Prepositions (to express time)	Determiners	
The kitten's toys (singular, one kitten) The kittens' toys (plural, more than one kitten)	I walk to my friend's house.	tomorrow, on, in, at, next, last	the, a few, all, another, any, both, each, either, enough	

Modal Verbs (indicating possibility)	Active Voice	Passive Voice	Simple Past	Simple Present	Past Progressive	Future Perfect
could, should, would, can, may, might, must, shall, ought, will	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Lily licked the lolly.	Paul kicks the ball.	Paul was kicking the ball. Eva was licking the lolly.	Paul will have kicked the ball.
Present Progressive	Past Perfect	Subjunctive	Adverbs (indicating possibility)	Present Perfect	Punctuating Bullet Points	Simple Future
Paul is kicking the ball. Eva is licking the lolly.	Paul had kicked the ball past the goalkeeper.	If Paul were a better footballer, he could kick the ball straight.	never, always, often, rarely, maybe, perhaps, probably	Paul has kicked the football. I have eaten the lolly.	Eva is hoping to: • make lollies • play football with Paul	• Paul will kick the ball. • Lily is going to lick the lolly.
Relative Clause	Expanded Noun Phrase	Commas (to clarify meaning)	Colons	Colons (to introduce a list)	The plan for this lesson is: • We will learn more about SPaG. • The class will have fun.	
Paul, who enjoyed football, played every week.	The dark haired girl with a taste for frozen lollies.	Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!?' Eva likes fruit, pasta and a drink for lunch.	Paul likes two things: football and reading.	The children will need several items: lollies, footballs and books.		
Hyphens (to avoid ambiguity)	Brackets, Dashes and Commas (for parenthesis)	Dashes	Semi-Colons	Relative Pronouns used at the beginning of a relative clause		Future Progressive
a man eating snake a man-eating snake	• Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.	Eva and Paul are friends - they have known each other for years.	Eva loves lollies; strawberry-flavoured ones are her favourite.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.		Paul will be kicking the ball.

Tick the sentence that must end with a **question mark**.

Tick **one**.

Why he went there was a mystery ☐

What he thinks about the problem is anyone's guess ☐

When are your cousins expected to arrive ☐

How they would get to the match was unclear ☐

Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

When the bell rang, we dashed into the playground and

☐☐

we started a game of football.

☐

Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction ☐

adverb ☐

verb ☐

determiner ☐

Insert **full stops** and **capital letters** in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals he has read many books about exotic creatures jellyfish interest him the most and he would like to study them when he is older

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

Tick one box to show the correct place for a **colon** in the sentence below.

Tom needed to think carefully about his homework it

☐☐☐

looked very difficult.

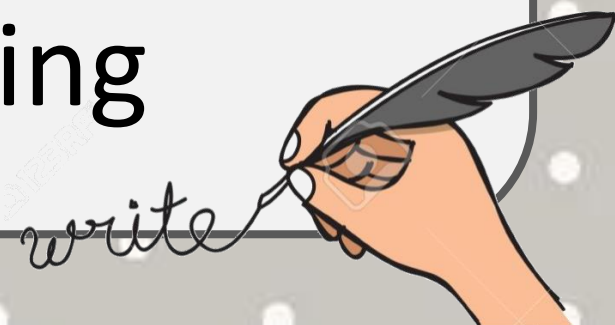
☐



Writing at The Greville



Supporting your child in writing





READING
is breathing in

WRITING
is breathing out

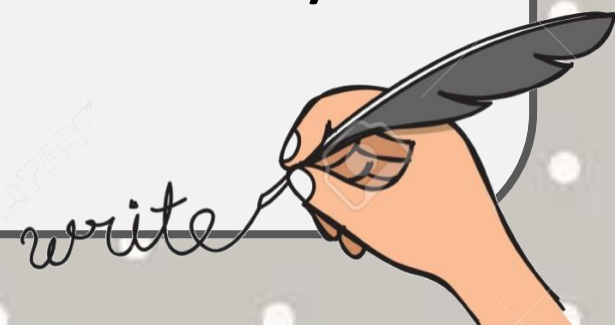


Reading widely and
often is one of the best
things you can do to
support your child with
writing

imagination

vocabulary

structure





The Greville Writing Process

1: Immersion

2: Generating
Ideas

Understanding the audience and purpose of writing.

Writing inspired by a wide range of high quality texts (books, visual clips etc).

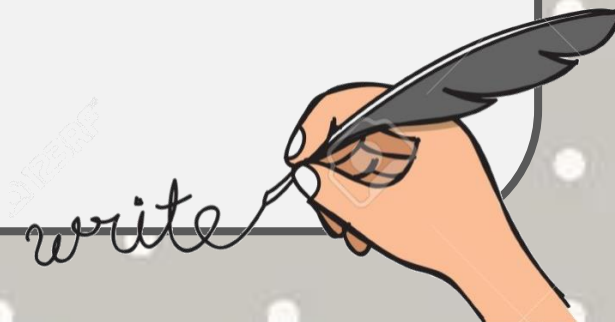
3: Rehearsal

4: Initial Write

Focus on rehearsing the skills needed for writing.

5: Review and
Revise

6: Publish and
Share



YEAR 6 WRITING CHECKLIST

KS2 Framework

Working Towards the Expected Standard

Write for a range of purposes

Use paragraphs to organise ideas

Describe settings and characters

Use simple devices to structure writing and help the reader (e.g. headings, bullet points)

Use capital letters, full stops and question marks mostly correctly

Use commas in lists and apostrophes for contraction mostly correctly

Spell most Year 3/4 words correctly

Spell some Year 5/6 words correctly

Write legibly

Working At the Expected Standard

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Select vocabulary and grammatical structures mostly appropriately

Use a range of devices to build cohesion within and across paragraphs

Use verb tenses consistently and correctly throughout writing

Basic sentence punctuation accurate (full stops, capital letters, question and exclamation marks)

Commas accurate in lists, to mark clauses and avoid ambiguity

Accurate speech punctuation

Advanced punctuation mostly accurate (semi colons, parenthesis etc)

Year 6 writing assessment framework

Spell most Year 5/6 words accurately and use a dictionary for uncommon or more ambitious words

Maintain legibility in joined handwriting when writing at speed

Working at Greater Depth

Select the appropriate form and draw independently on what they have read as a model for own writing

Distinguish between the language of speech and writing and choose the appropriate register

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

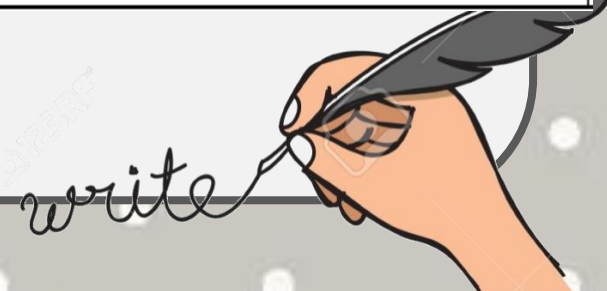


A Focus on Sentence Structure

Year 6

Sentence Type	Example
De: De - Description: Detail	The vampire is a dreadful creature: it kills by sucking the blood from its victims. Snails are slow: they take hours to cross the shortest of distances. I was exhausted: I hadn't slept for two days.
If, if, if, then	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed. If I hadn't found that watch, if the timer hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today.
3 bad - (dash) question?	Greedy, jealous, hateful - which of these was John Brown's worst trait? Incompetent, arrogant, stupid - which of these was Custer's fatal flaw.
Some; others	Some people love football; others just can't stand it. Some days are full of enjoyment; others begin and end terribly.

Imagine 3 examples:	Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other; this is the story of that time. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies; in the Andromeda 5 system, there is such a planet.
Getting worse, getting better	We knew Tim was naughty , and his brother was uncontrollable , but their cousin Damien was evil . Steam engines were good , combustion engines were even better , but hydrogen-powered engines are set to change the world .
With a(n) action, more action	With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With an air of absolute confidence, Winston Churchill approached the microphone.



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



Spelling

Year 5 and 6 Statutory Spellings

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





Handwriting and Writing Fluency



Nelson Handwriting

Nelson Handwriting Pupil Book 2 **UNIT 24**

ly 

He walked quickly and happily
down the stairs.

Focus

A Copy this pattern.

ly ly ly ly ly

B Copy these letters.

ily ily ily ily ily
ely ely ely ely ely
kly kly kly kly kly



Remember, the letter y is a descender. Its tail goes below the line.

Practising correct height and size of letters

Extra

Copy these words.

happily merrily cheerily
slowly quickly quietly

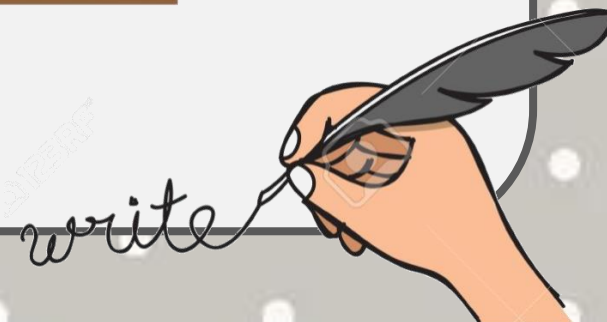
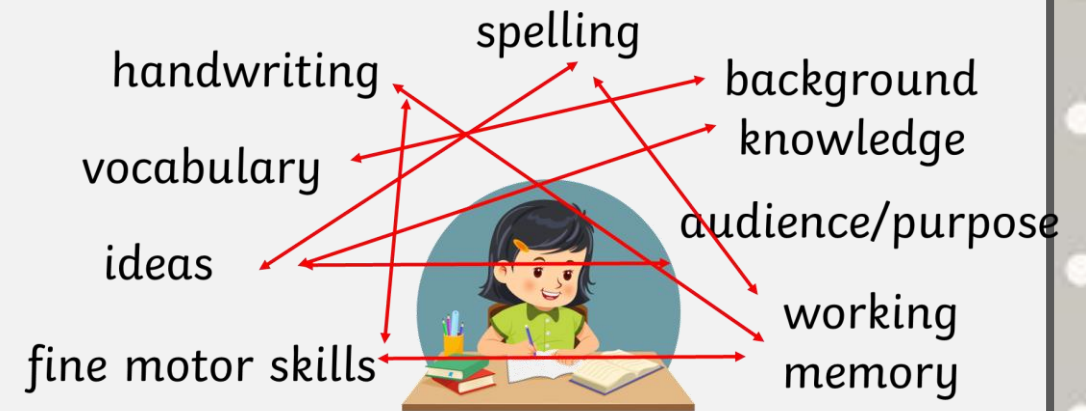
Extension

Copy and complete these sentences. Change the adjective to an adverb.

1 **slow** Tom walked _____ through the house.
2 **heavy** The rain fell _____ from the sky.
3 **quiet** The mouse ran _____ past the cat.
4 **happy** We _____ ate ice-cream in the rain.
5 **quick** Mum won the race because she ran _____.

Remember, when a word ends in y, delete y and add ily.

Writing involves so many skills and facets. By developing children's handwriting and fluency, children can focus more on the other aspects of writing.





Some ideas for helping your child at home

**READ
READ
READ**



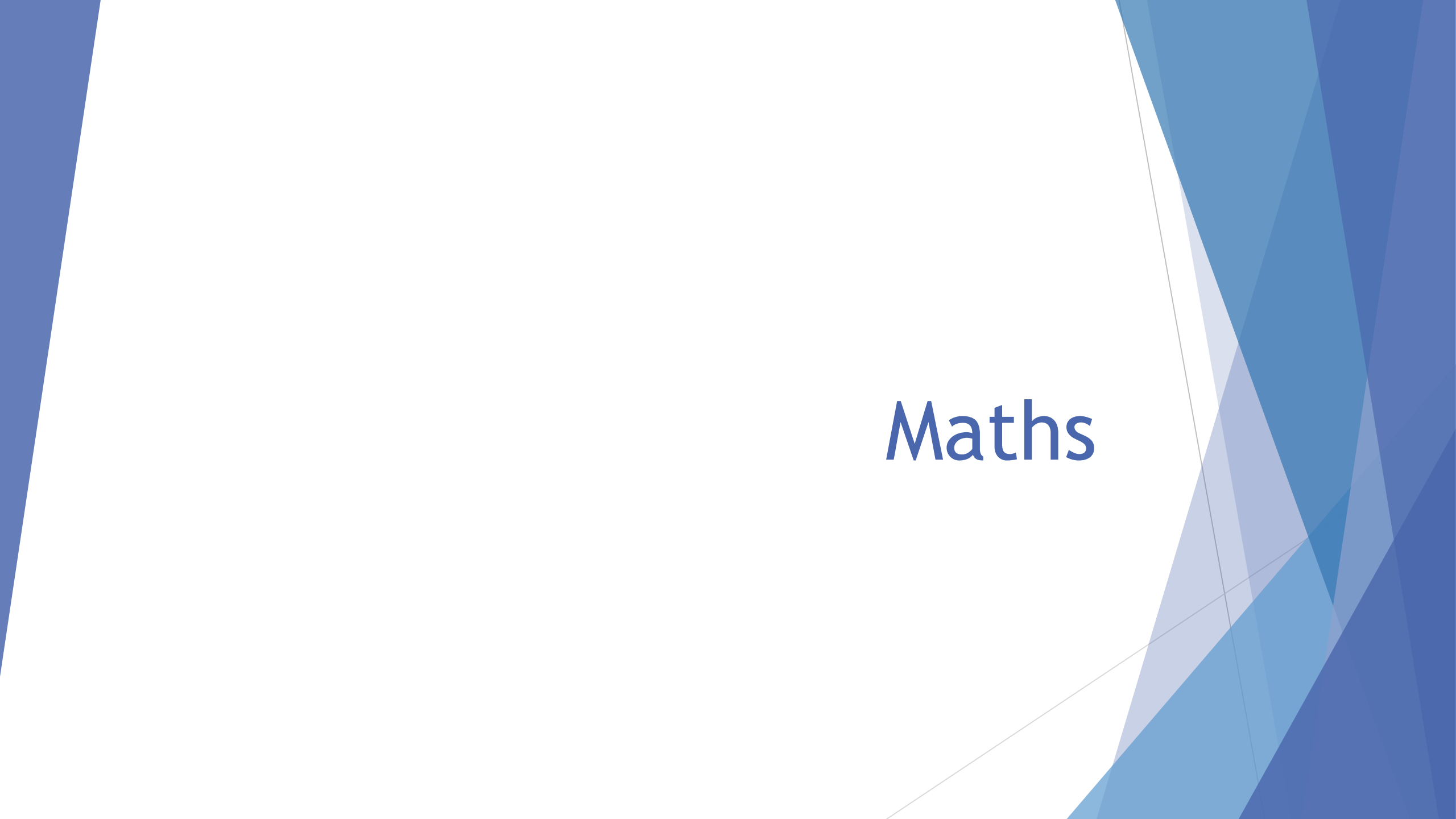
- 1 Honey
- 2 Lemon
- 3 Chicken
- 4 Batter
- 5 green peas
- 6 red pepper
- 7 black pepper
- 8 popcorn



Here are just some of things you can write together:

Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.



The background features a series of overlapping triangles in various shades of blue, ranging from light to dark. These triangles are arranged in a way that creates a sense of depth and movement, particularly on the right side of the image. The left side is mostly white, with a few blue triangles extending from the left edge.

Maths

Maths Lessons

In maths, the focus is on understanding the concept and not learning procedures by rote, so that as they progress through their education at primary and secondary school, they are set up to succeed and they have strong foundations to their mathematical understanding.

Today, the focus is going to be on modelling some of the concepts we teach in Year 6, so I hope you are already to join in and have a go! Whiteboards ready!

Maths Vocabulary

There is a lot of mathematical vocabulary that the children learn and use to explain their thinking (reasoning)

addend + addend = sum or total

minuend - subtrahend = difference

factor x factor = product

dividend ÷ divisor = quotient

$$\begin{array}{r}
 738 \div 18 \\
 \underline{18} \\
 738 \\
 \underline{72} \\
 18 \\
 \underline{18} \\
 0
 \end{array}$$

The quotient is 041. The red arrow indicates the next step in the division process.

	10	8	18
1	10	8	18
2	20	16	36
3	30	24	54
4	40	32	72
5	50	40	90
6	60	48	108
7	70	56	126
8	80	64	144
9	90	72	162
10	100	80	180

LONG DIVISION

$$\begin{array}{r}
 2016 \div 18 \\
 \underline{18} \\
 20 \\
 \underline{18} \\
 21 \\
 \underline{18} \\
 36 \\
 \underline{36} \\
 0
 \end{array}$$

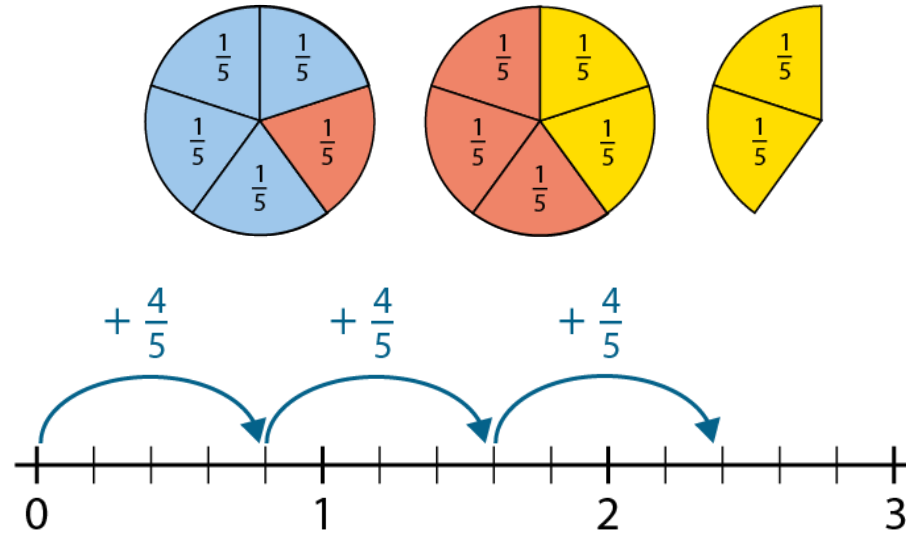
The long division process for 2016 ÷ 18 is shown. The quotient is 112. Red annotations show the steps: 18 goes into 20 one time (1), leaving a remainder of 2. Bring down the next digit (1) to get 21. 18 goes into 21 one time (1), leaving a remainder of 3. Bring down the next digit (6) to get 36. 18 goes into 36 two times (2), leaving a remainder of 0.

	10	8	18
1	10	8	18
2	20	16	36
3	30	24	54
4	40	32	72
5	50	40	90
6	60	48	108
7	70	56	126
8	80	64	144
9	90	72	162
10	100	80	180

LONG DIVISION

MULTIPLYING FRACTIONS BY AN INTEGER

$$3 \times \frac{4}{5} = \frac{4}{5} + \frac{4}{5} + \frac{4}{5}$$



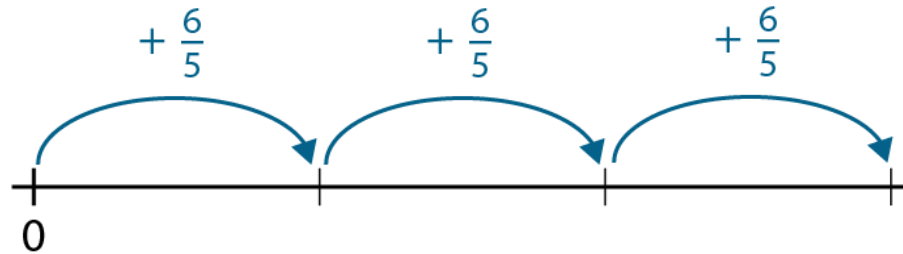
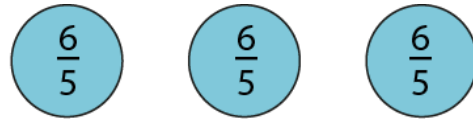
$$3 \times \frac{4}{5} = \frac{12}{5} = 2\frac{2}{5}$$

_____ fifths $\times$ ____ is the same as ____ fifths.

The ____ represents the number of groups, and the ____ represents the size of each group.

MULTIPLYING FRACTIONS BY AN INTEGER

$$3 \times \frac{6}{5} = 3 \text{ lots of } \frac{6}{5} = \frac{6}{5} + \frac{6}{5} + \frac{6}{5} = \frac{18}{5}$$



_____ fifths $\times$ _____ equals _____ fifths.

The _____ represents the number of groups, and the _____ represents the size of each group.

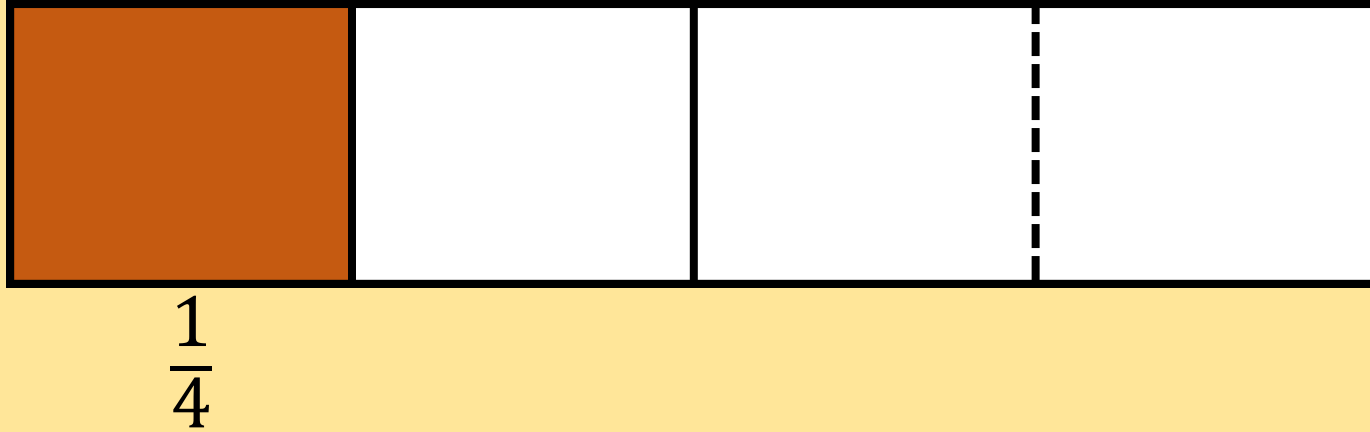
MULTIPLYING FRACTIONS BY AN INTEGER

When multiplying a fraction by an integer, we multiply the numerator by the integer, but the denominator remains the same.

$$\frac{3}{4} \times 7 =$$

$$\frac{2}{8} \times 9 =$$

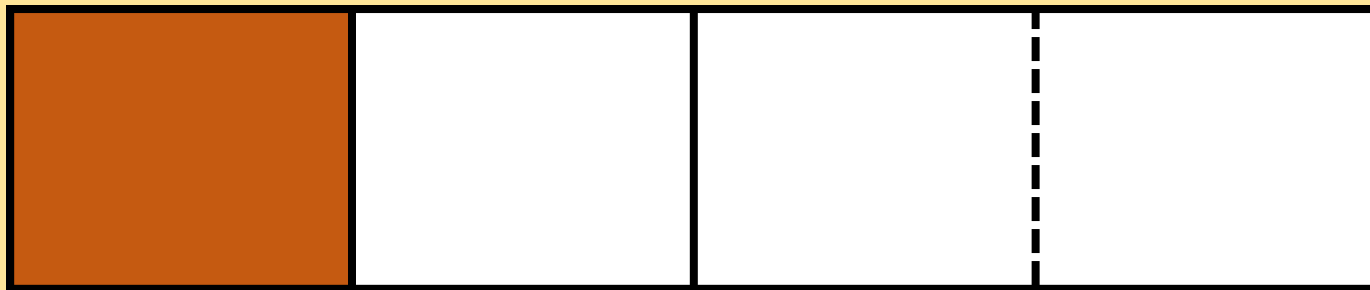
$$\frac{3}{5} \times 7 =$$



Sally eats $\frac{1}{2}$ of the chocolate bar.

She then eats $\frac{1}{2}$ of what is left.

As a fraction, how much of the chocolate bar
is left?



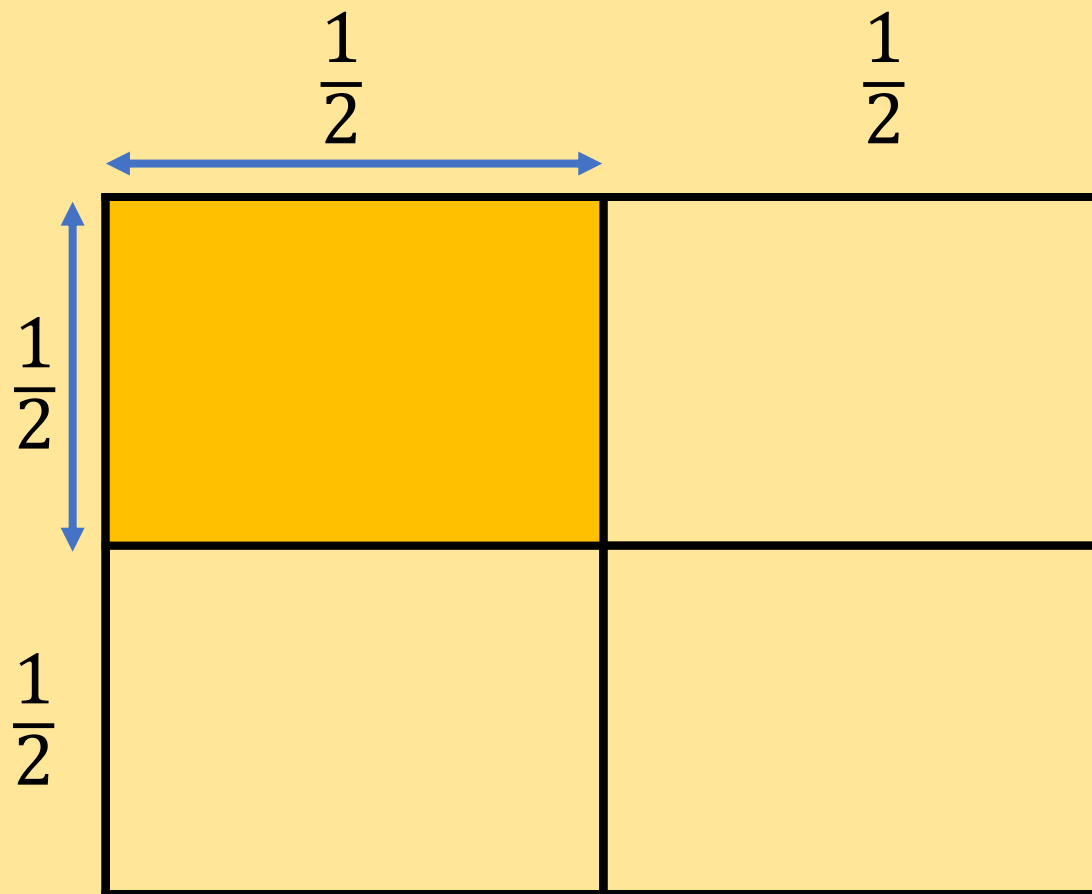
$$\frac{1}{2} \times 1 = \frac{1}{2}$$

$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

$$\text{Half of } 1 = \frac{1}{2}$$

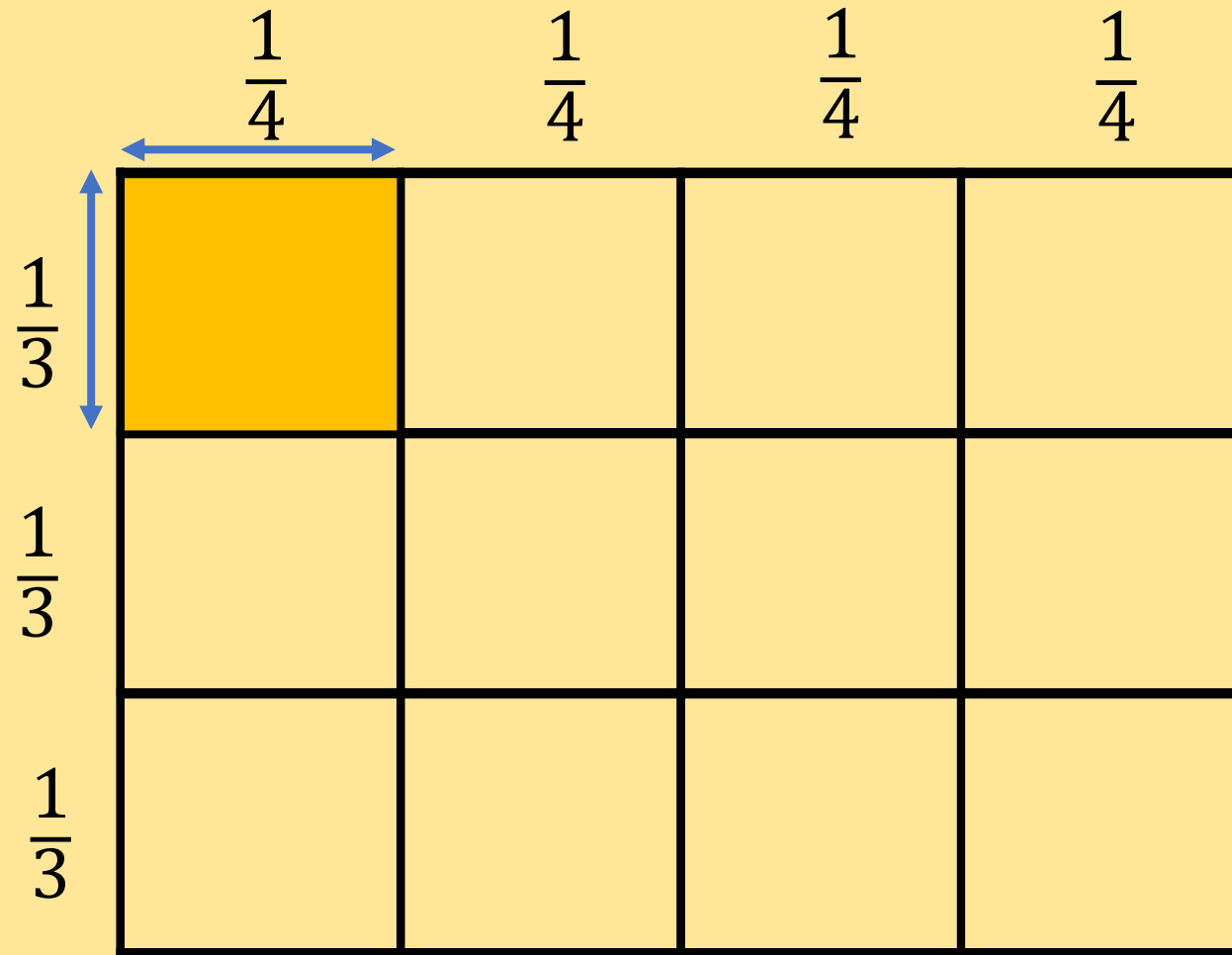
$$\text{Half of a half} = \frac{1}{4}$$

$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

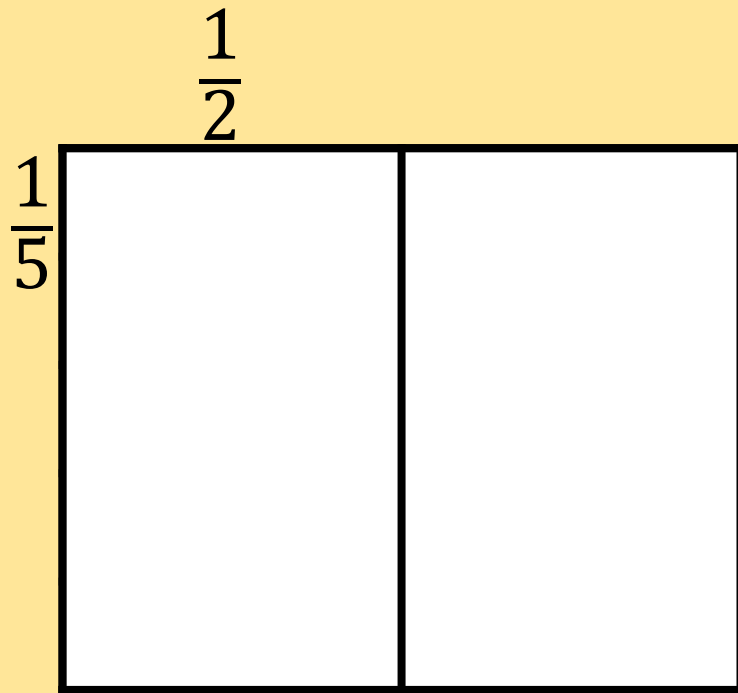


MULTIPLYING PAIRS OF FRACTIONS

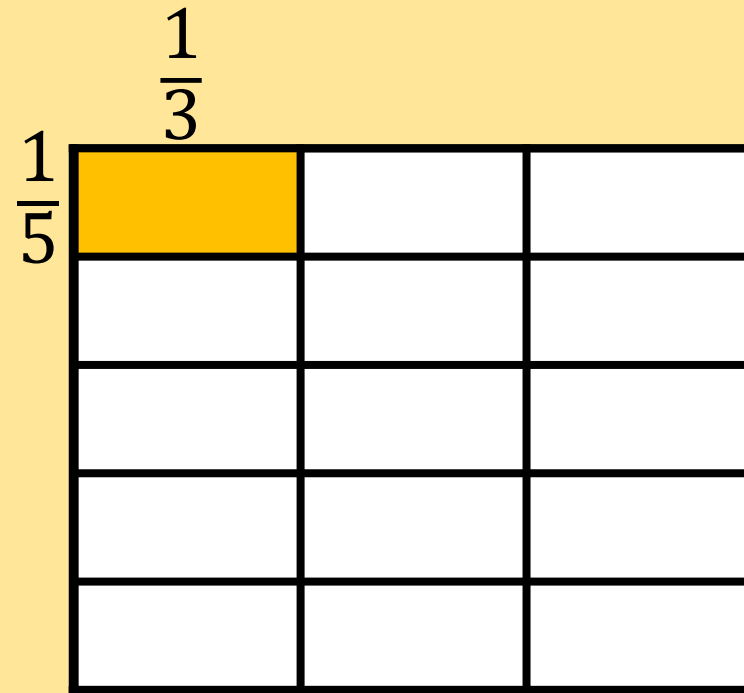
$$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$$



MULTIPLYING PAIRS OF FRACTIONS

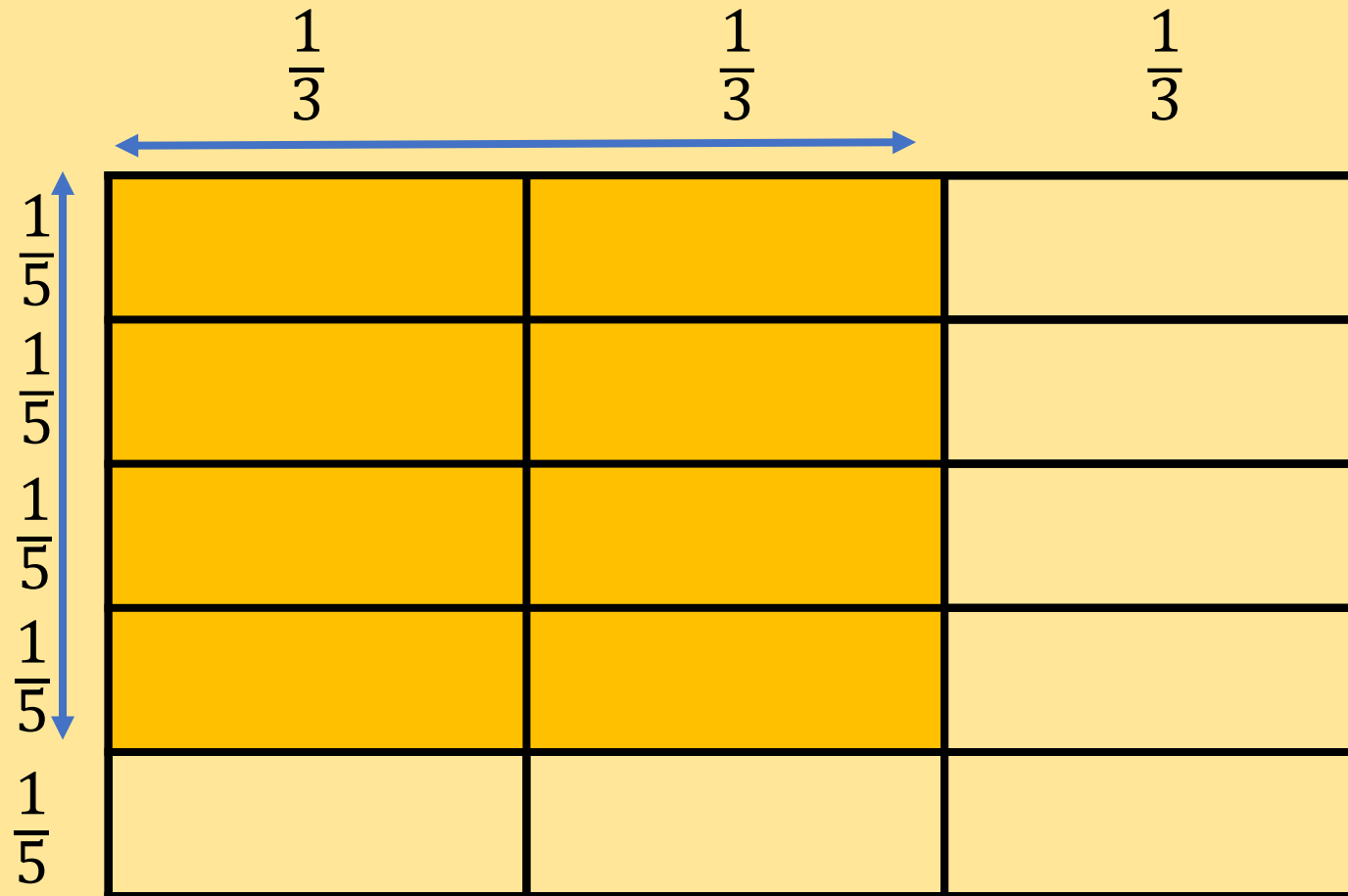


$$\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$$



$$\frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$$

$$\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$$



MULTIPLYING PAIRS OF FRACTIONS

MULTIPLYING PAIRS OF FRACTIONS

$$\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$$

What do you notice?

$$\frac{2}{7} \times \frac{4}{5} = \frac{8}{35}$$

$$\frac{3}{8} \times \frac{2}{5} = \frac{6}{40} = \frac{3}{20}$$

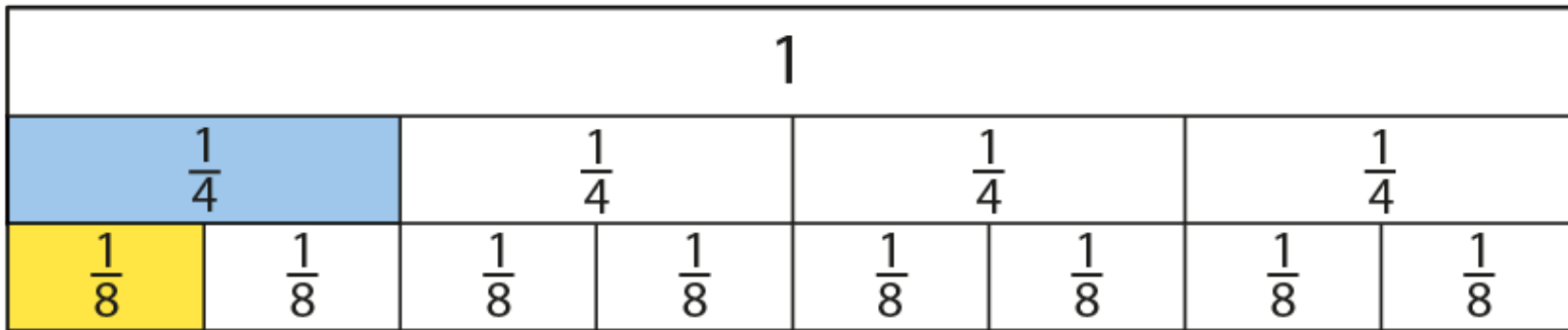
Generalisation

When multiplying a pair of fractions, I need to multiply the numerators and the denominators

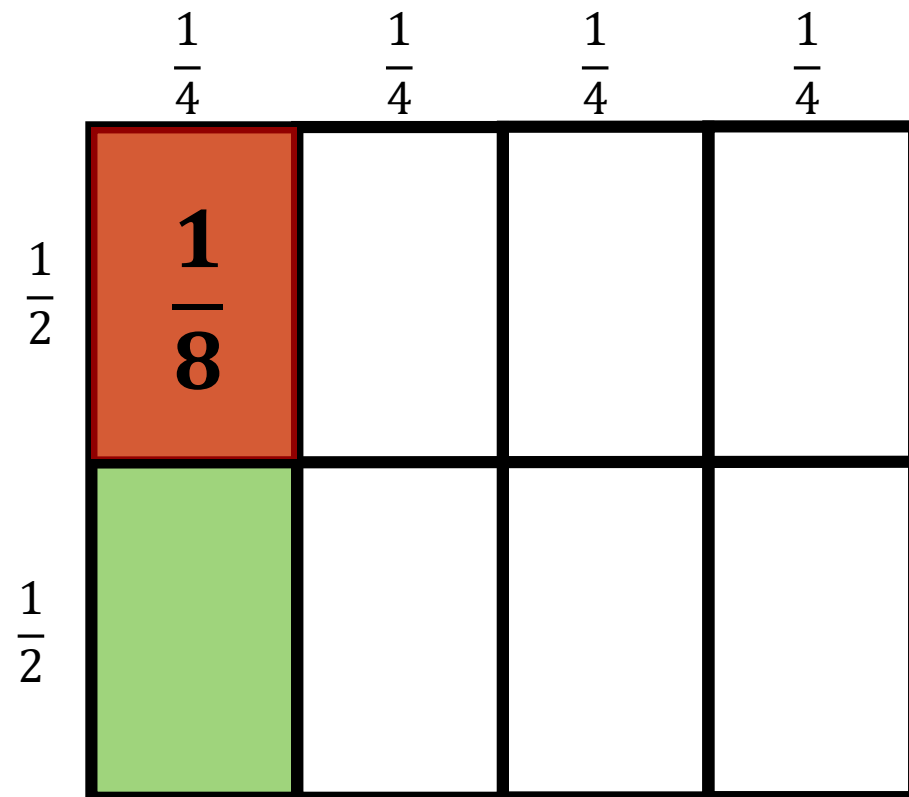
- Rudi drank $\frac{3}{4}$ of a $\frac{1}{3}$ litre bottle of juice. What fraction of a litre did Rudi drink?

1											
$\frac{1}{3}$				$\frac{1}{3}$				$\frac{1}{3}$			
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$		

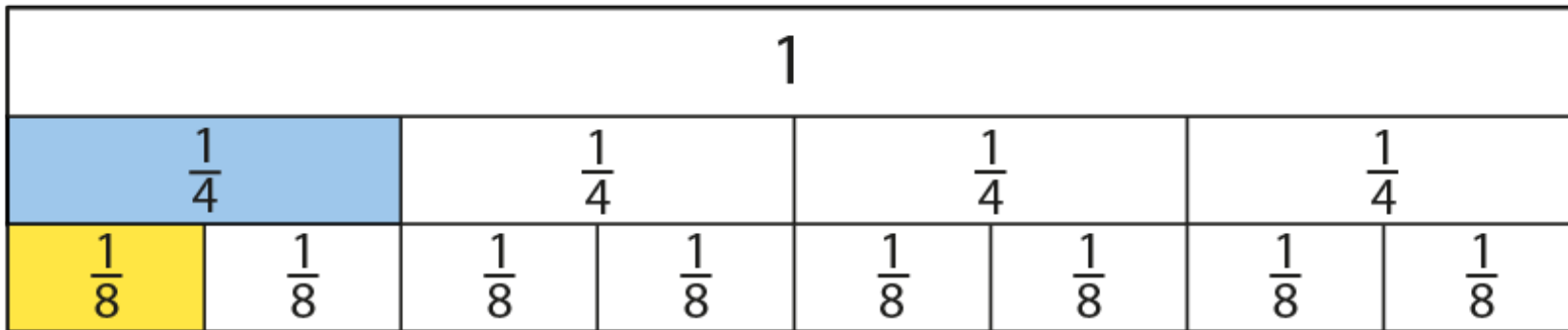
$$\frac{3}{4} \times \frac{1}{3} = \frac{3}{12} = \frac{1}{4}$$



$$\frac{1}{4} \times \frac{1}{2}$$

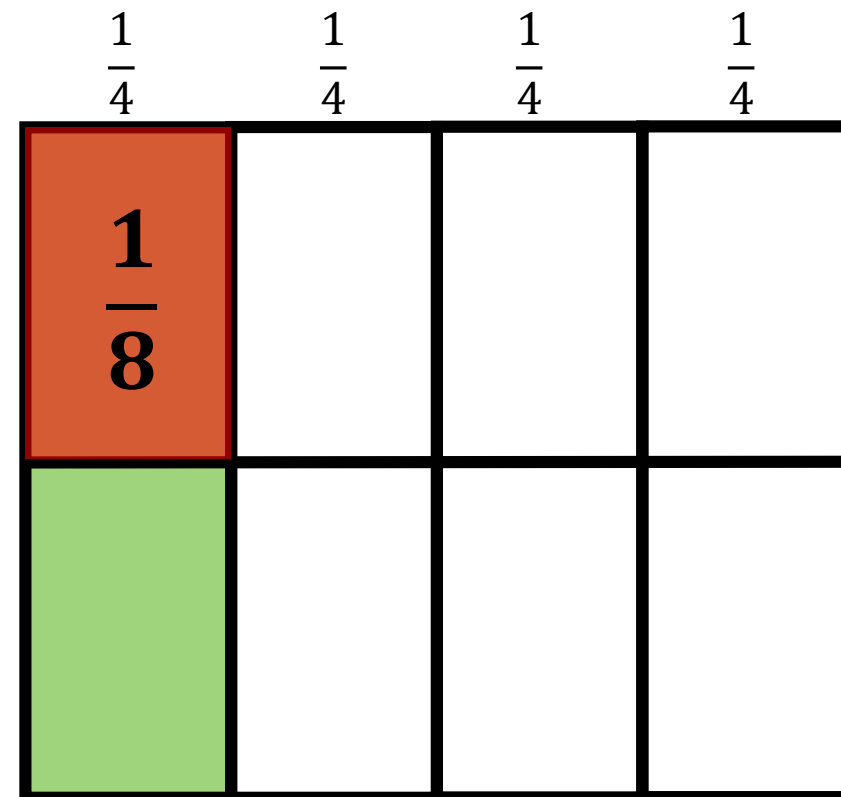


DIVIDING FRACTIONS BY AN INTEGER



$$\frac{1}{4} \div 2$$

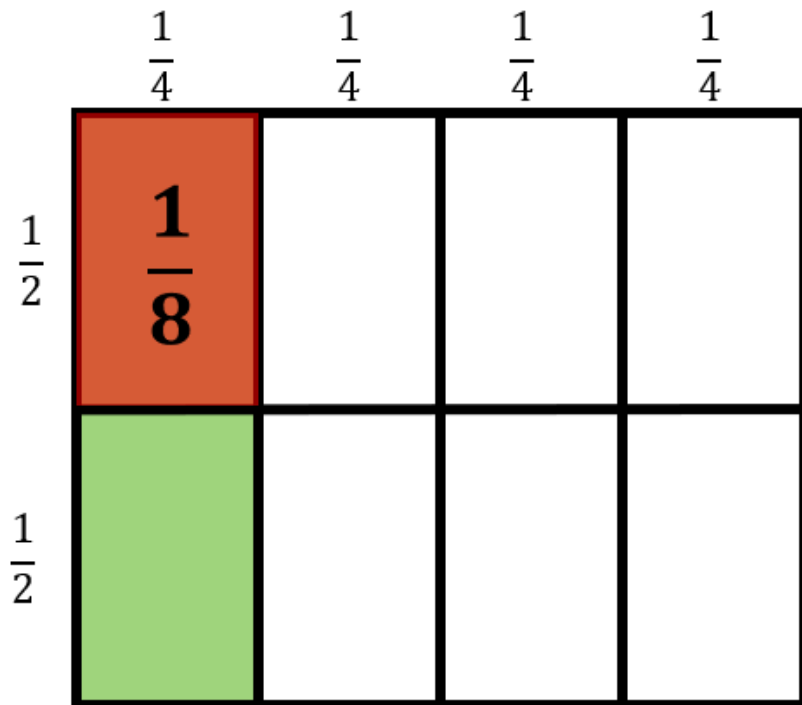
Split into 2



DIVIDING FRACTIONS BY AN INTEGER

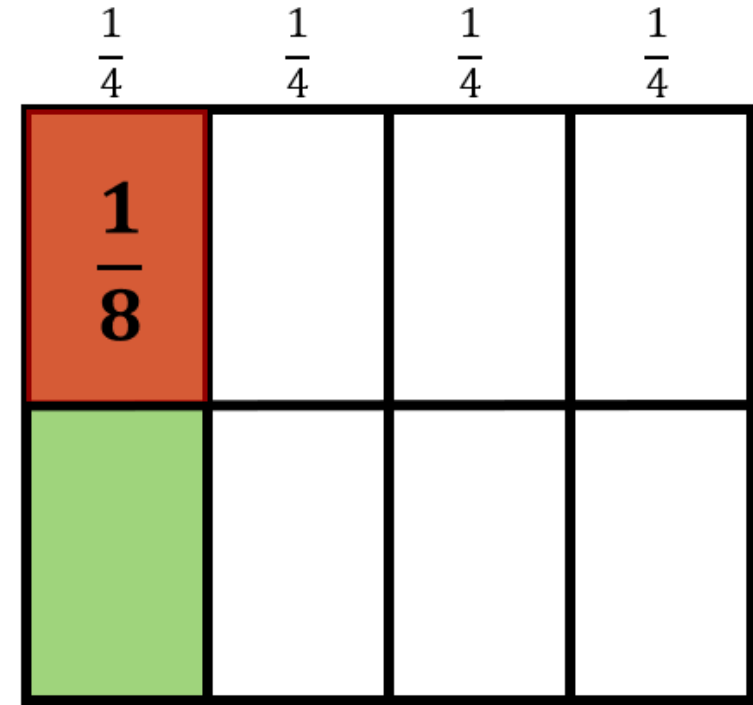
What is the same? What is different?

Both of these equations express exactly the same thing: a halving or dividing by 2 of the number $\frac{1}{4}$.



$$\frac{1}{4} \times \frac{1}{2} \quad \frac{1}{4} \div 2$$

Split into 2



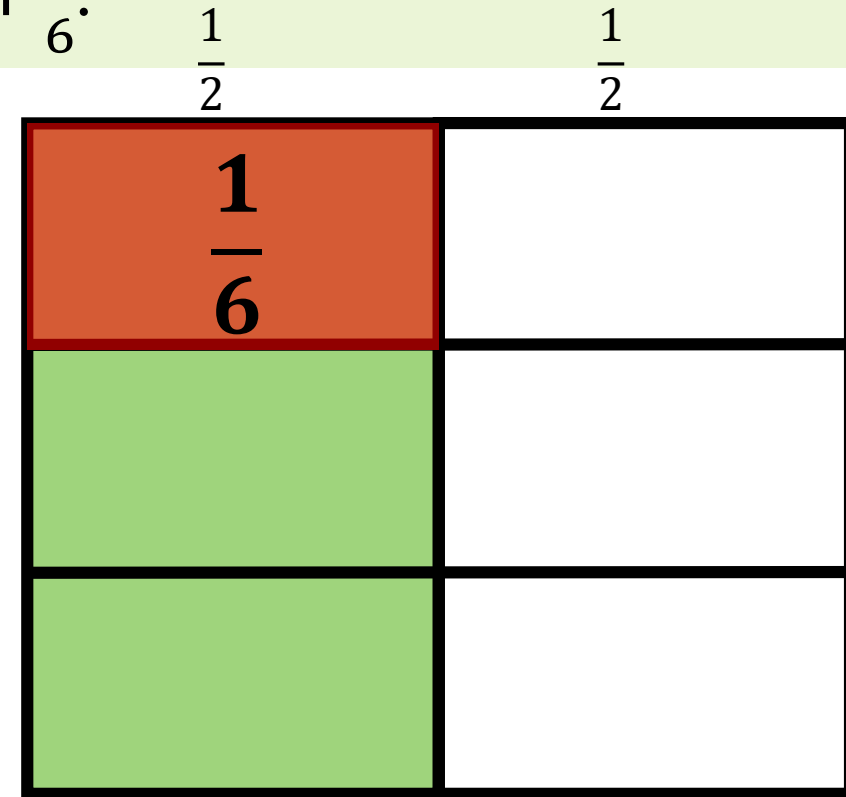
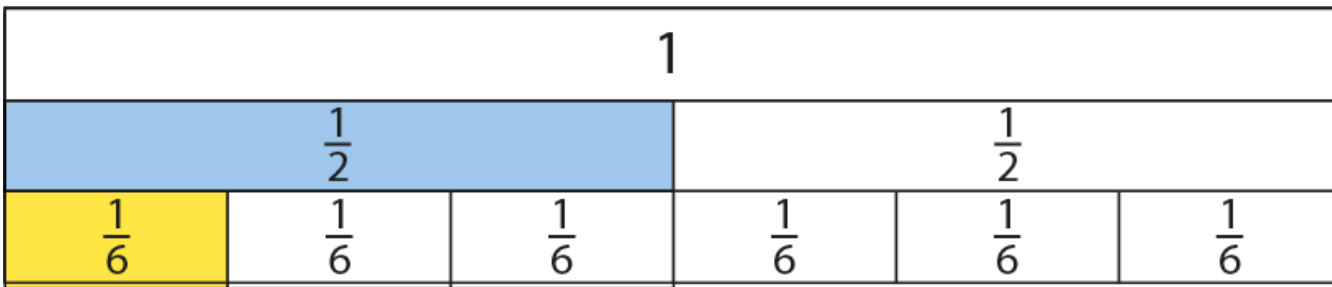
DIVIDING FRACTIONS BY
AN INTEGER

$\frac{1}{4}$ halved = $\frac{1}{4}$ divided by 2.

What equation could we write to represent this bar model?

What is the same? What is different?

Both of these equations express exactly the same thing: finding a third or dividing by 3 of the number $\frac{1}{2}$.



$$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6} \quad \frac{1}{2} \div 3 = \frac{1}{6}$$

DIVIDING FRACTIONS BY
AN INTEGER

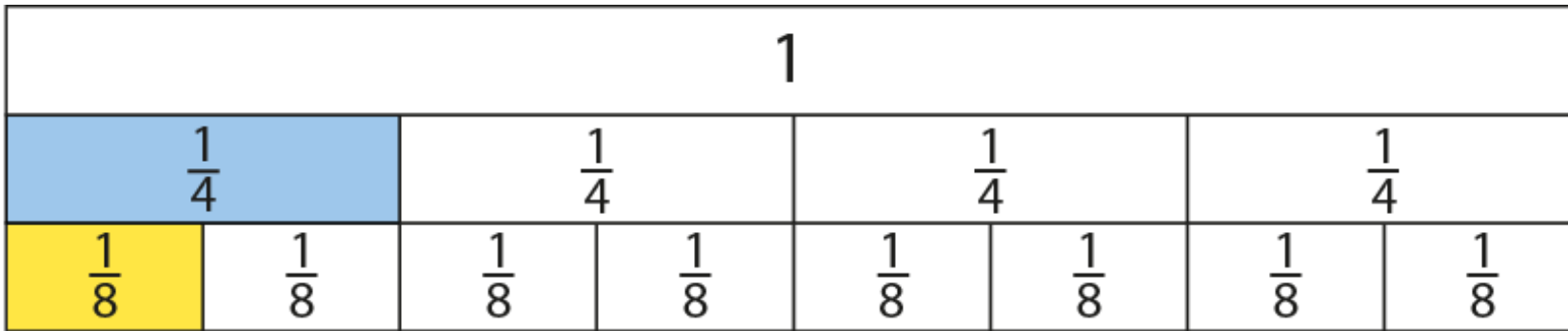
$\frac{1}{6}$ 'thirling' = $\frac{1}{4}$ divided by 3

Generalisation

To divide a fraction by a whole number, we can change it to an equivalent multiplication.

Dividing by two is the same as multiplying by $\frac{1}{2}$.

$$\frac{1}{4} \div 2 = \frac{1}{8} \rightarrow \frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$$

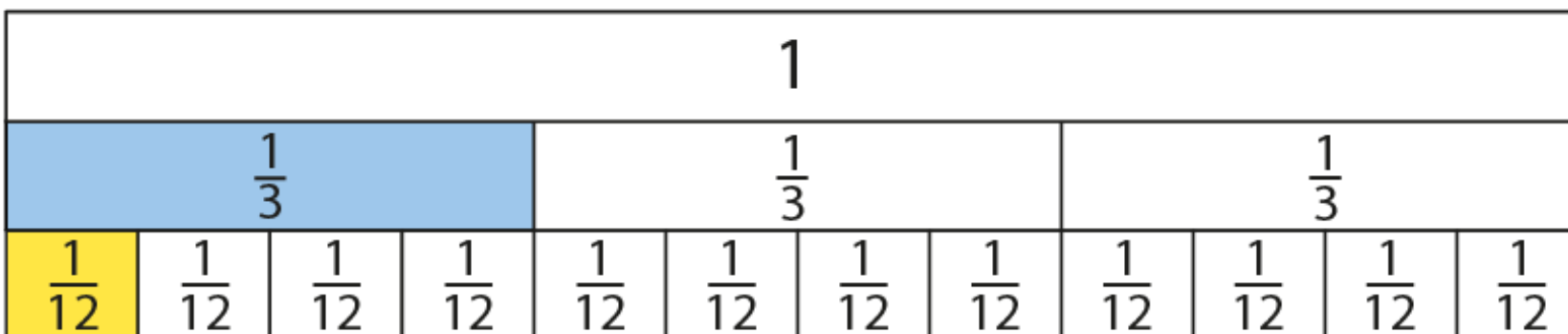


To divide a fraction by a whole number, we can change it to an equivalent multiplication. To divide by ____, we can multiply by ____.

DIVIDING FRACTIONS BY
AN INTEGER

Can you convert this division into an equivalent multiplication?

$$\frac{1}{3} \div 4$$



To divide a fraction by a whole number, we can change it to an equivalent multiplication. To divide by ____, we can multiply by ____.

DIVIDING FRACTIONS BY
AN INTEGER

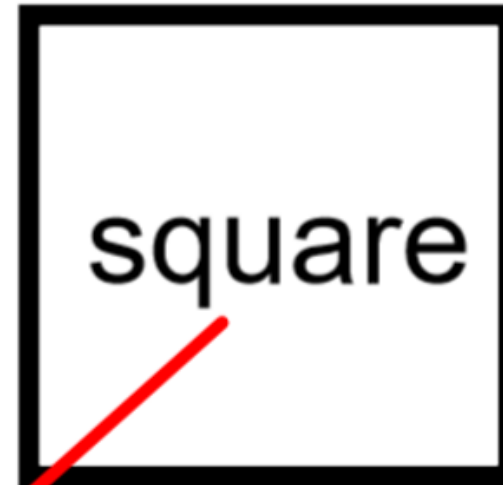
Telling The Time

- ▶ **Year 1-** tell the time to the hour or half hour
- ▶ **Year 2-** tell the time in 5 minute intervals and know quarter to and quarter past
- ▶ **Year 3-** Tell and write the time for an analogue clock and 24 hour clocks
- ▶ **Year 3-** number of seconds in a minute and number of days in each month, year and leap year
- ▶ **Year 3-** Compare duration of events
- ▶ **Year 4-** Read, write and convert time between analogue and digital 12- and 24- hour clocks
- ▶ **Year 4-** Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- ▶ **Year 5-** Solve problems involving converting between units of time

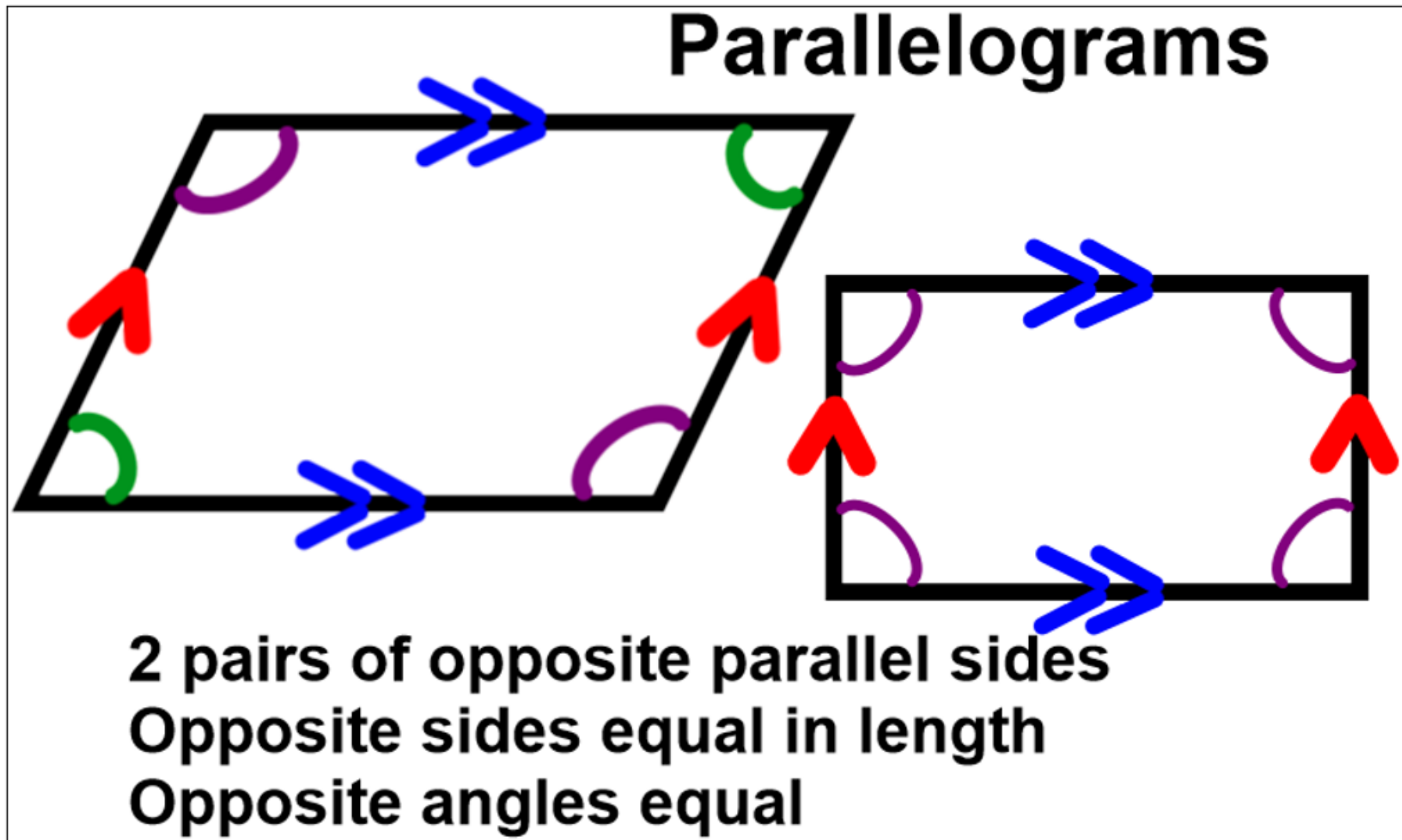
Rectangles

4 right angles

Opposite sides equal in length and parallel

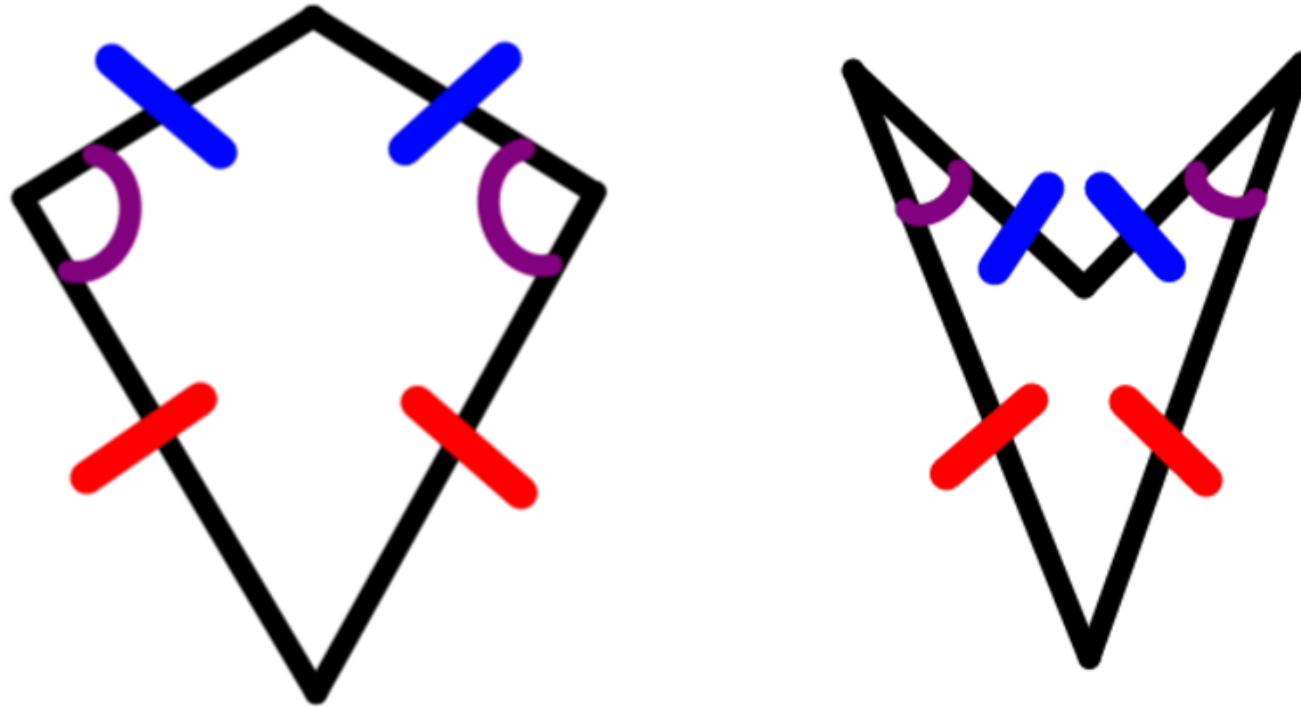


**Special type of rectangle:
All sides are the same length**



Geometry

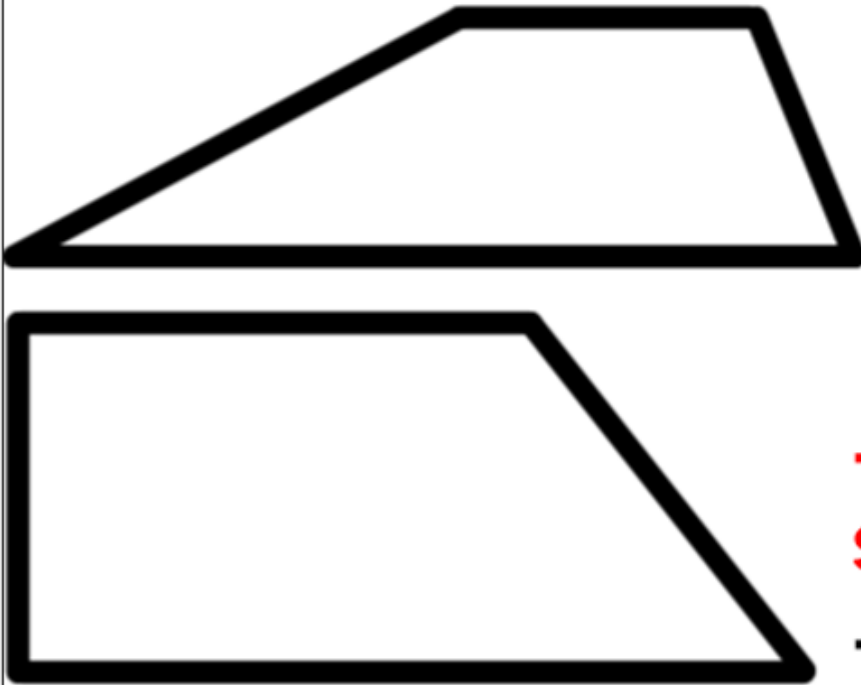
Kite and inverted kite (arrowhead)



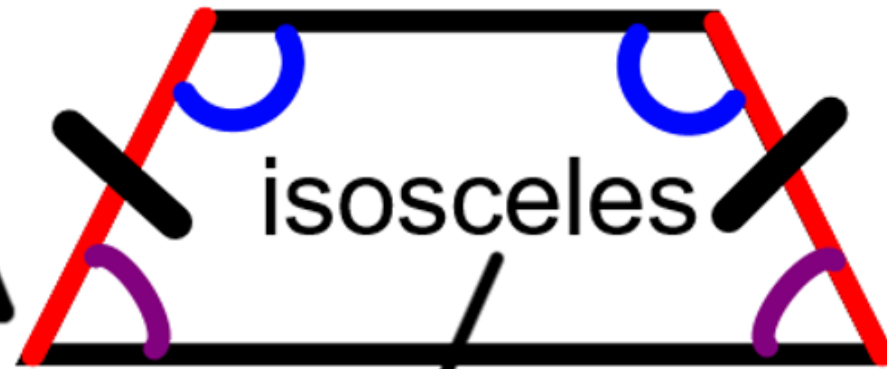
2 pairs of adjacent sides equal in length
1 pair of opposite angles equal

Geometry

1 pair of parallel sides
All sides different in length
All angles different



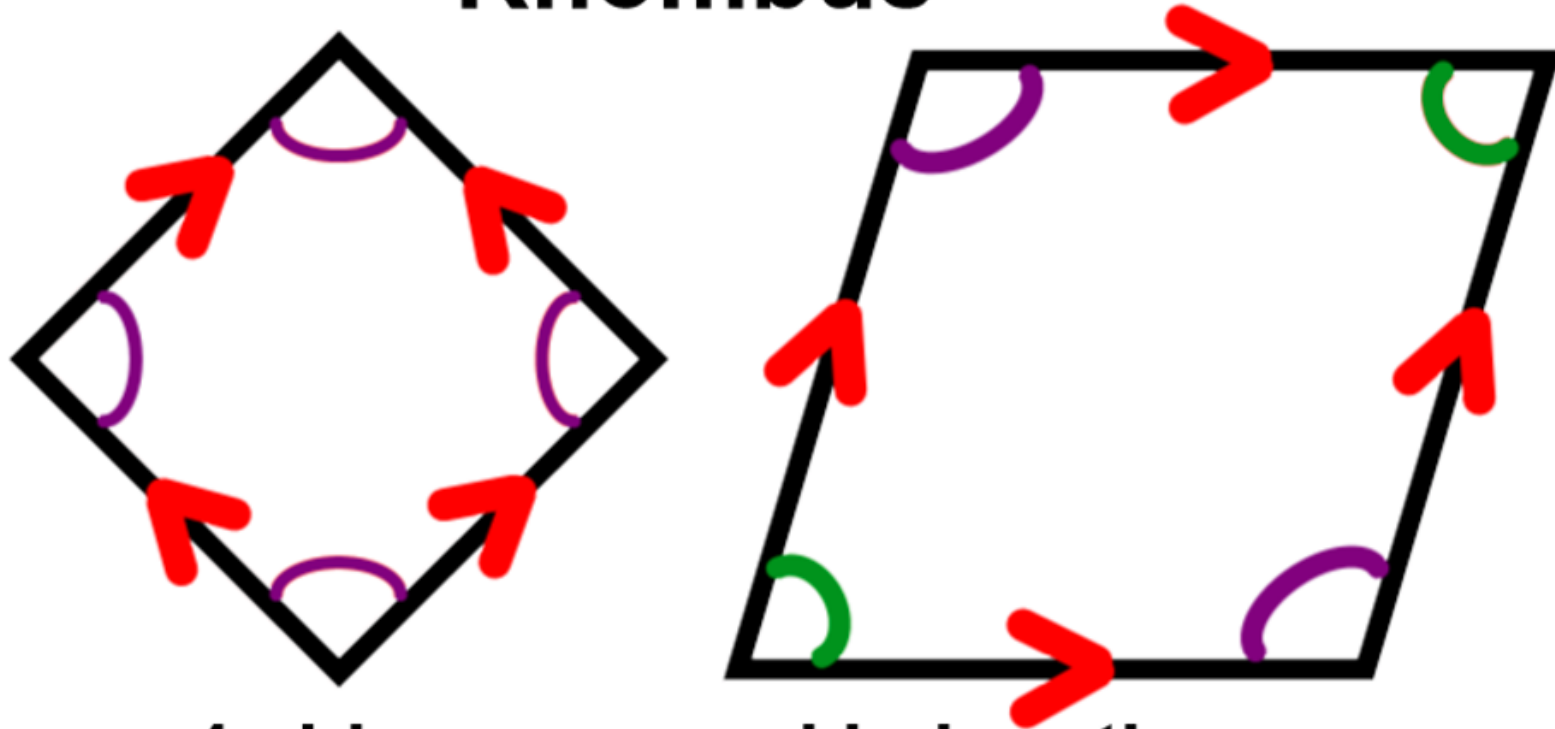
Trapezium



isosceles

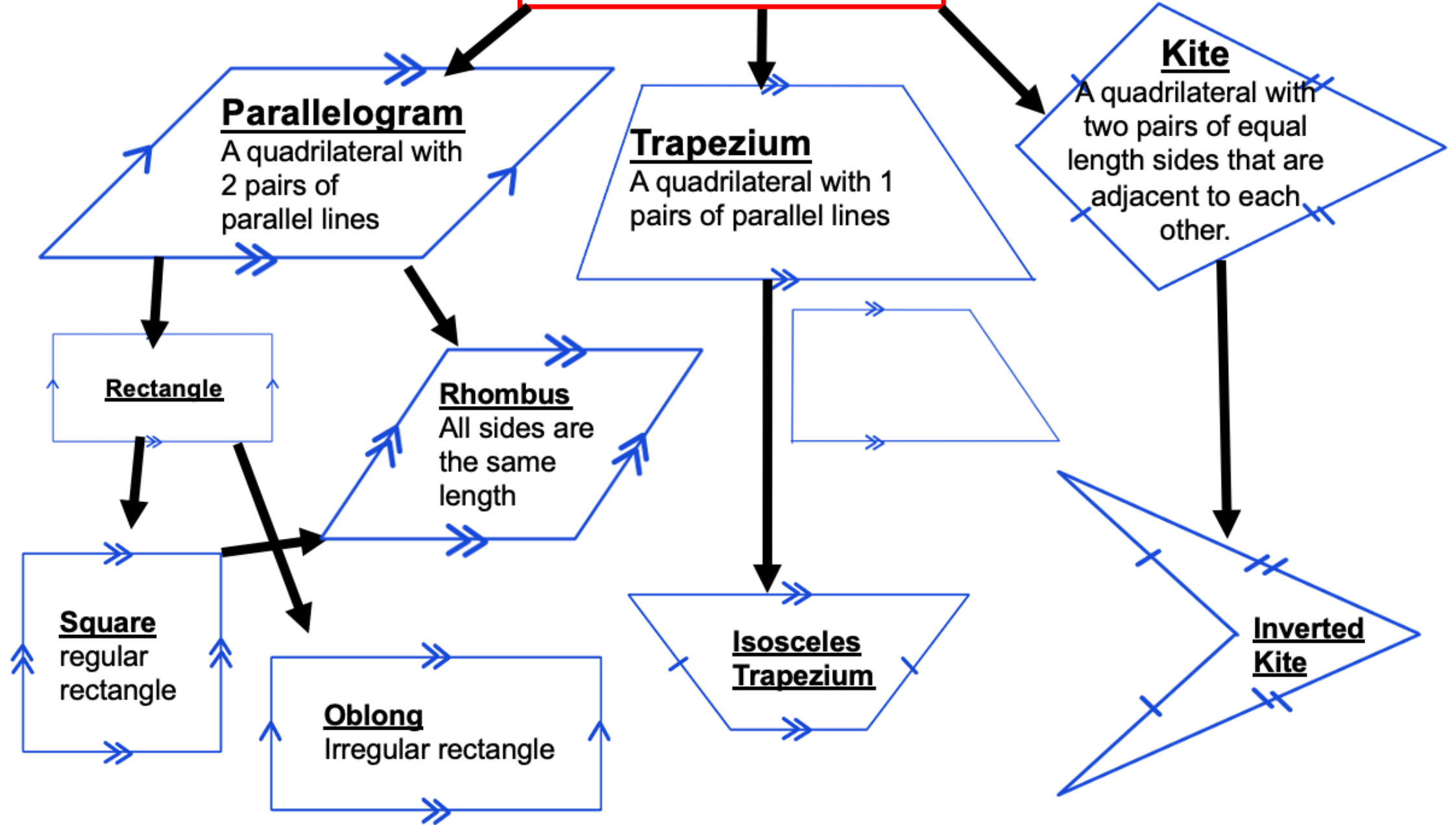
- 1 pair of opposite sides equal in length
- 2 adjacent angles the same

Rhombus



**4 sides are equal in length
opposite sides are parallel
opposite angles equal**

Quadrilaterals



LO: To understand and apply the order of operations to calculations.

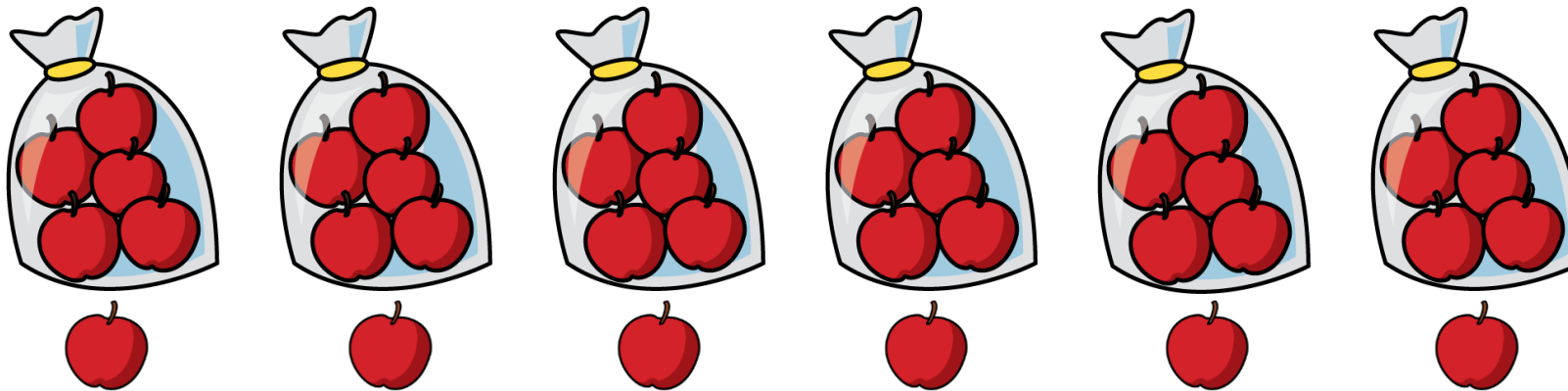
Dexter has 6 bags and each bag has 5 apples in.

He adds 1 more apple to each bag.



How many apples does Dexter have in total?

How can we represent this problem?



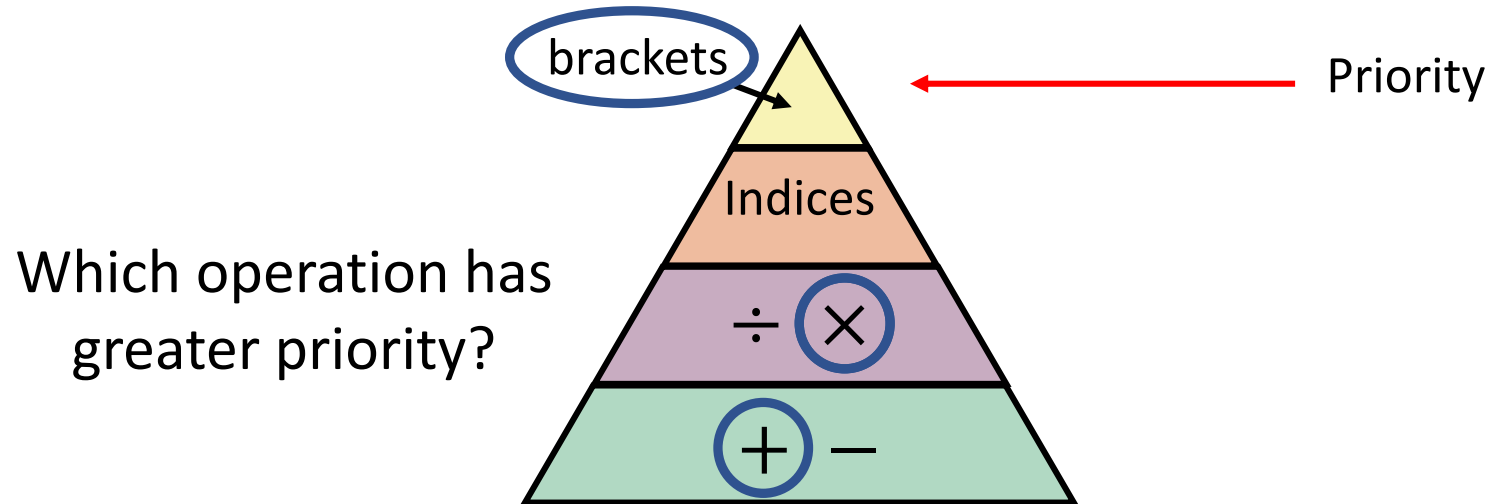
Let's take a look at the order of operations!

$$6 \times (5 + 1) = 36$$

The book has made a sum for you to calculate at part of the
Does this calculation represent the problem?
How can we show this on the calculation?

LO: To understand and apply the order of operations to calculations.

In mixed order calculations, calculations are not always carried out from left to right.



$$6 \times (5 + 1) = 36$$

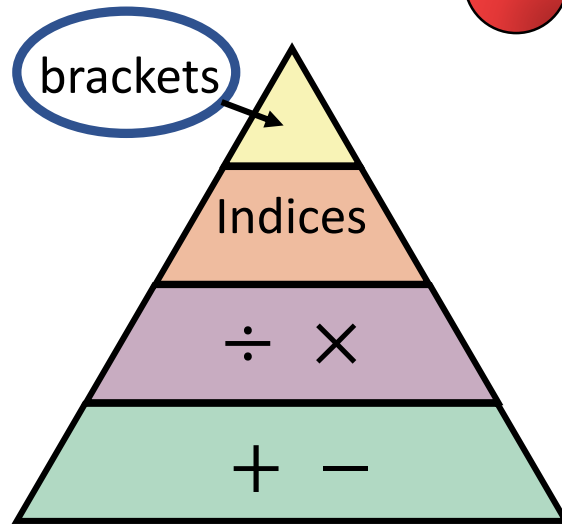
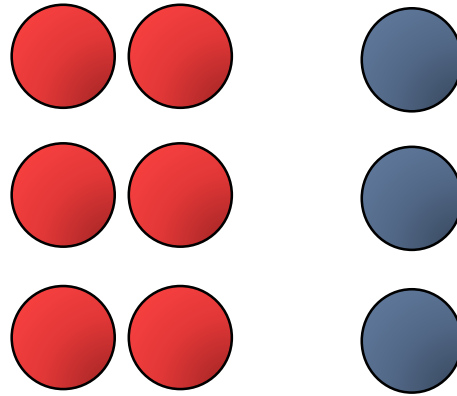
$$6 \times 5 + 1 = 31$$

First we _____ because...then...

B
I
D
M
A
S

LO: To understand and apply the order of operations to calculations.

$$3 \times (2 + 1) = 9$$

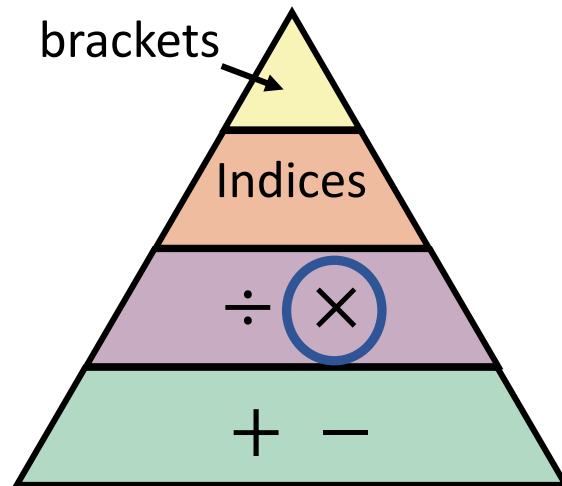
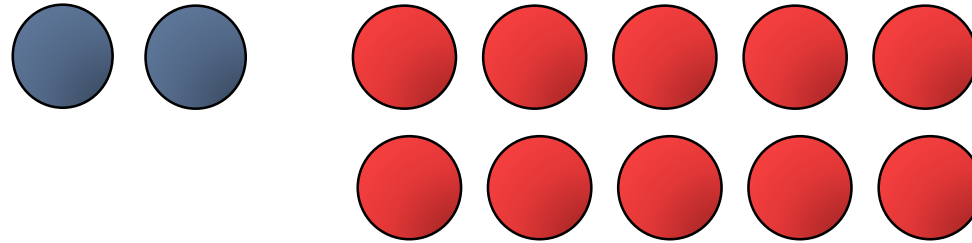


First we _____ because...

B
I
D
M
A
S

LO: To understand and apply the order of operations to calculations.

$$2 + 5 \overset{10}{\times} 2 = 12$$



First we _____ because...

B
I
D
M
A
S

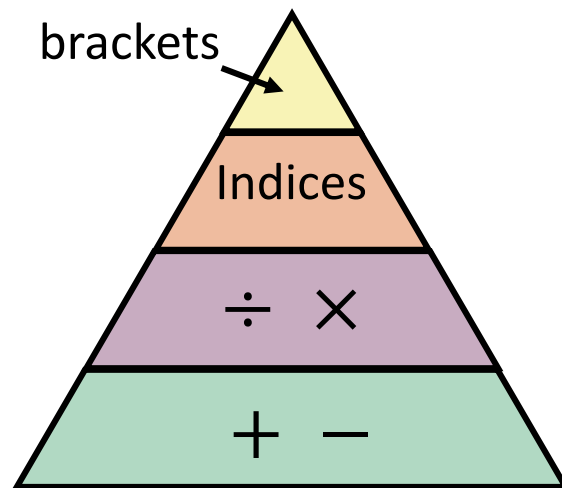
LO: To understand and apply the order of operations to calculations.

$$8 - 2 \times 3$$

$$(8 - 2) \times 3$$

What's the same?

What's different?

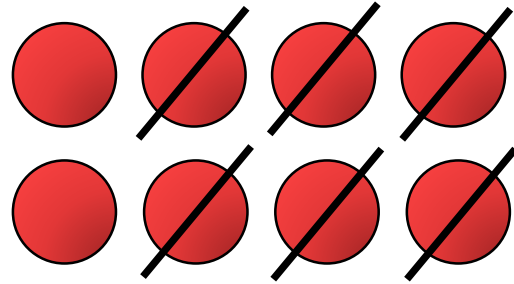


First we _____ because...

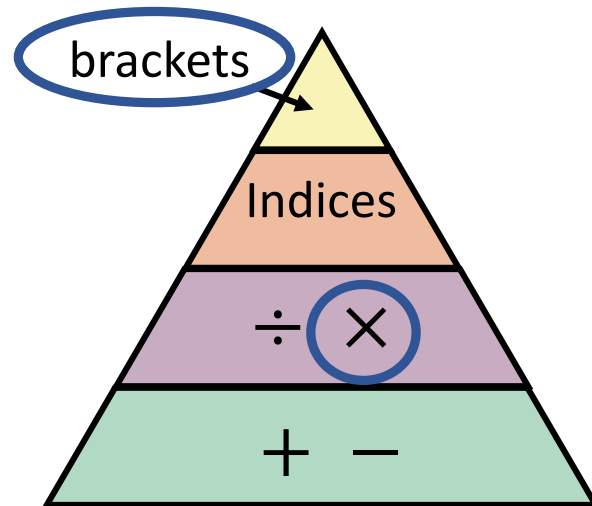
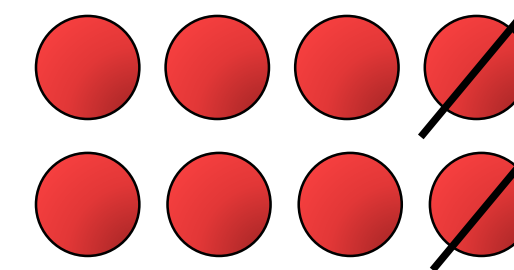
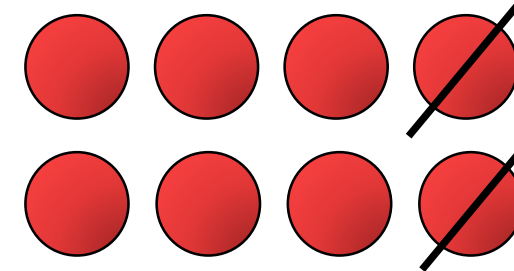
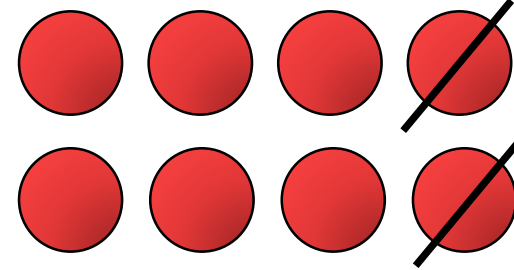
B
I
D
M
A
S

LO: To understand and apply the order of operations to calculations.

$$8 - 2 \overset{6}{\times} 3 = 2$$



$$(8 - 2) \overset{6}{\times} 3 = 18$$

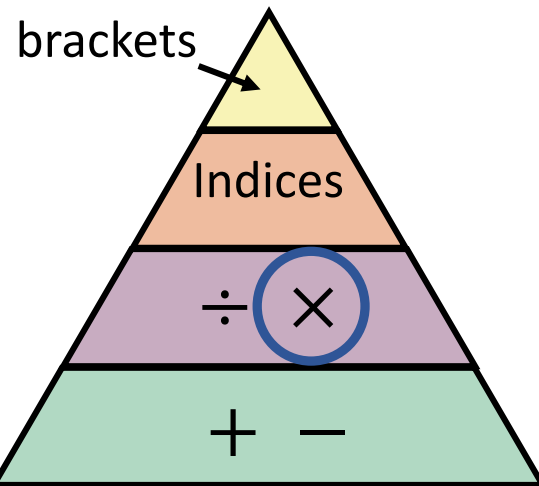
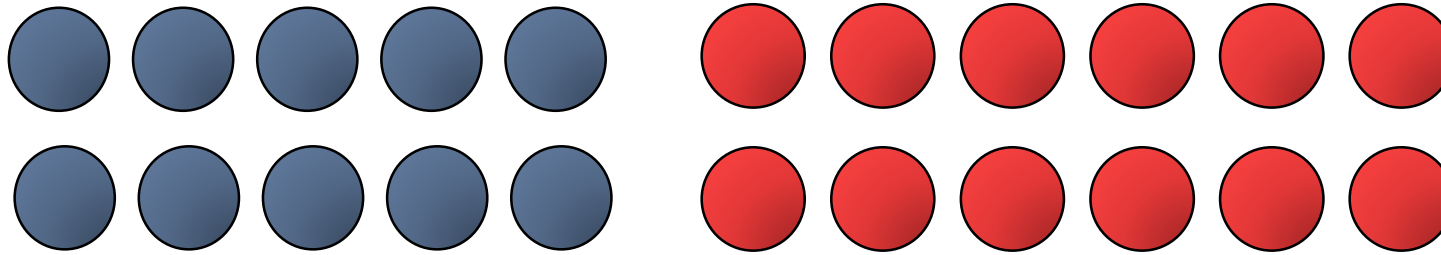
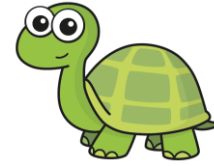


First we _____ because...

B
I
D
M
A
S

LO: To understand and apply the order of operations to calculations.

$$10 + 6 \times 2 = 32$$



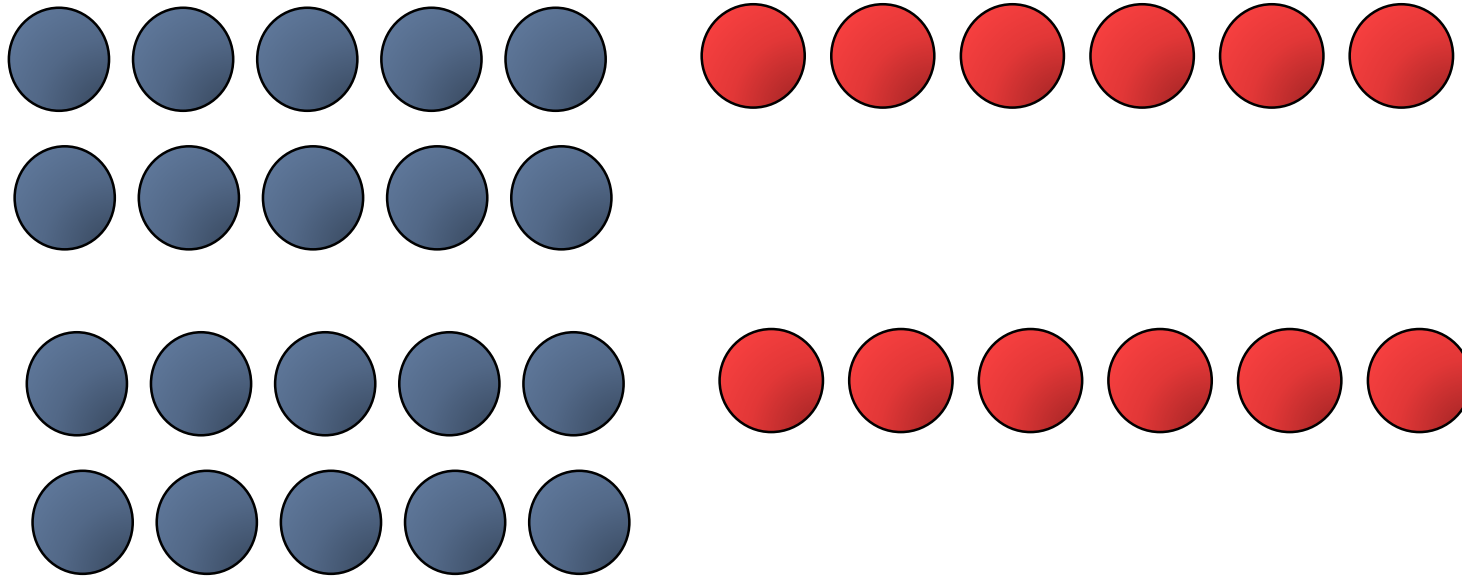
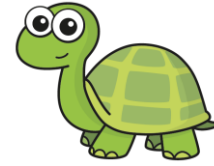
Do you agree with Tiny?

First we _____ because...

B
I
D
M
A
S

LO: To understand and apply the order of operations to calculations.

$$(10 + 6) \times 2 = 32$$



How can you make Tiny's calculation correct?

First we _____ because...

B
I
D
M
A
S



TTRS are a way that children can practice these essential number facts at home. They work there way up through levels and can achieve certificated for their progress. We also have regular tournaments within the school.

The children's login details can be found in their planners.



Questions

