



# Kingsland CE Primary School



## Summer Home Learning Y6

Parents will be rightly concerned about the time that the children were not in school during the lockdown period. The work that the teachers have set over the lockdown period has been critical in ensuring that the children have been able to continue their learning at home. It has been wonderful to see and hear about how the children have embraced this home learning work during the difficult circumstances. Please be assured that if the children have fully engaged with this home learning work, they will be in an excellent position to resume their learning after the summer holidays. The home learning work will remain on the school website over the summer holidays (<https://www.kingslandceprimary.com/curriculum/>), so we would encourage all children and parents to engage fully with the work set so the children are in the best possible position for the upcoming academic year.

In addition to this, we are keen to encourage ALL children to return to school having certain basic knowledge and understanding fully embedded in their long-term memory. We suggest that, if ALL children return to school with this learning firmly embedded, the teachers will be able to rapidly build upon this on their return, ensuring that any learning that has been missed during lockdown is minimised.

The [Oak National Academy](#) can still be accessed throughout the summer holidays, and beyond.

We would like, therefore, to suggest that children return to school being **fully fluent** with the following knowledge:

### Maths – KIRFS (Key Instant Recall Facts)

The full KIRFs document can be found on the school website [here](#)

The children should be fluent in:

Kingsland CE Primary School Progression of KIRFs and Place Value						
Y	Counting and Place Value	Multiplication Tables	Number Bonds	Doubling and Halving	Addition and Subtraction	Measures
	<p>Counting is essential in developing a deep understanding of the number system, number line and place value of numbers.</p> <p>Children need lots of practice at crossing boundaries, understanding the value of each digit in the place value columns.</p> <p>Children should become fluent in counting from any given number, in steps of any size.</p> <p>Children should be as fluent counting backwards as they are counting forwards.</p> <p>Counting links into understanding about number sequences.</p> <p>Children should become proficient in visualising a number line when counting.</p>	<p>Having a good knowledge and understanding of multiplication tables will allow the children easier access to written methods, multiplication, division, fractions, decimals, percentages, ratio and proportion</p> <p>There are different stages to learning multiplication tables:</p> <ul style="list-style-type: none"> <li>Counting up</li> <li>Counting back</li> <li>Chanting</li> <li>Recalling multiplication facts</li> <li>Recalling division facts</li> <li>Recalling x10 greater and x10 smaller facts</li> <li>Recalling x100 greater and x100 smaller facts</li> <li>Extending into negative numbers</li> <li>Recalling related fraction facts</li> <li>Writing number sentences in different ways</li> <li>Understanding balancing number sentences</li> </ul>	<p>A good understanding of number bonds will allow the children to use this knowledge when solving problems.</p> <p>Children who are unable to rely on these key facts will ultimately be doing harder maths.</p> <p>Using number bonds in context is essential:</p> <ul style="list-style-type: none"> <li>Money</li> <li>Measures</li> </ul> <p>Links should be made to how basic number bonds to 10 can be used with other number bonds.</p> <p>Children should have a deep understanding of the power of the = sign, having experience of number sentences being written in many different ways, particularly with balancing calculations e.g.</p> <ul style="list-style-type: none"> <li><math>6 + 4 = 10</math></li> <li><math>10 - 6 = 4</math></li> <li><math>4 = 10 - 6</math></li> <li><math>4 + 6 = 7 + 3</math></li> </ul> <p>Links should be made to addition and subtraction facts within number bonds.</p>	<p>It is essential that children understand the opposite relationship of doubling and halving.</p> <p>Children should become proficient in partitioning, and partitioning in different ways, in order to double and halve successfully e.g.</p> <ul style="list-style-type: none"> <li><math>75 = 70 + 5</math></li> <li><math>75 = 60 + 15</math></li> </ul> <p>Children should develop a deep understanding of how simple doubling and halving can be used to double and halve larger numbers, comprehending the links and relationships e.g.</p> <ul style="list-style-type: none"> <li>Double 6 = 12</li> <li>Double 60 = 120</li> </ul>	<p>Children should become flexible when adding and subtracting mentally, using a range of different strategies:</p> <ul style="list-style-type: none"> <li>Counting on</li> <li>Counting back</li> <li>Visualising a number line</li> <li>Use of fingers and other representations</li> <li>Partitioning</li> <li>Finding and using number bonds to aid easier calculations</li> </ul> <p>Children should have a deep understanding of:</p> <ul style="list-style-type: none"> <li>the = sign in balancing equations</li> <li>the &lt; and &gt; signs</li> <li>missing number calculations</li> </ul> <p>...and should regularly use and recognise these types of number sentences.</p>	<p>In order for the children to be able to apply knowledge and understanding of different measures, they need to rapidly recall key measures facts.</p>
6	<p>Count forwards and backwards from any given number, in any steps, crossing boundaries and into negative numbers</p> <p>Know the decimal and percentage equivalents of the fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, tenths and fifths</p> <p>Calculate mentally using brackets</p> <p>Understand the value of M,H,Th,TTh,Th,H,T&amp;U</p>	<p>Continue to rehearse all multiplication tables up to 12 x 12</p> <p>Know and apply the tests of divisibility: x4, x6, x8</p> <p>Know all square numbers to 12 x 12</p> <p>Know all square roots to 10 x 10 Know the square roots to 15 x 15</p> <p>Know all prime numbers within 50 Know the prime numbers within 100</p>	<p>Understand the = sign in balancing equations</p> <p>Use and understand &lt; and &gt; signs</p> <p>Know the addition and subtraction facts for two place decimal complements of 1</p> <p>Find patterns within number bonds to 1 (two DP) Link two decimal place number bonds to 1, to number bonds to 100</p> <p>Know the addition and subtraction facts for three place decimal complements of 1</p> <p>Find patterns within number bonds to 1 (three DP) Link three decimal place number bonds to 1, to number bonds to 100</p>	<p>Know doubles and halves of one digit decimals</p> <p>Know doubles and halves of two digit decimals</p> <p>Know the doubles and halves of all multiples of 10 to 10,000</p> <p>Know the doubles and halves of all multiples of 1000 to 100,000</p>	<p>Perform mental calculations, including with mixed operations and large numbers</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>Angles on a straight line</li> </ul> <p>Illustrate and name parts of a circle, including radius, diameter and circumference and know that the diameter is twice the radius</p>

Resources to support these targets include:

- 'Hit the Button' link: <https://www.topmarks.co.uk/maths-games/hit-the-button>
- 24 game app for iPad that can be downloaded from the App store
- 'Clear the Pack' card activity
- COTD (Calculation of the Day) practice as done in class daily (the children know how this works)
- **Education City** focusing on the Y6 objectives to ensure a solid foundation on which to build upon in Y7  
<https://www.educationcity.com/>
- Times Tables Rock Stars: <https://ttrockstars.com/>
- **BBC Bitesize** learning (Y6 maths): <https://www.bbc.co.uk/bitesize/subjects/z826n39>

## Reading

Children should read to an adult every day.

An adult should read to the children every day.

Please make use of the [Inference and question stem resources](#) to ensure understanding as well as fluency.

Recommended reading books can be found [here](#)

## Spellings and Writing

Children should practice writing and spelling the words in the **Y5/6 spelling list** (below).

Please take opportunities to **write for a purpose** throughout the summer e.g. postcards, letters to family/friends, thank you letters, diary entries, creating a story writing journal ..., focusing on a joined and fluent handwriting style, sentences that make sense and accurate punctuation.

Y5/6 spellings can also be practiced on **Education City**: <https://www.educationcity.com/>

Children may like to look at the **BBC 500 words** examples and lessons / activities and be inspired to write their own mini story to share or just for pleasure. Find out about it [here](#).

Can the children spell all of these High Frequency Words?

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Can the children spell all of these Medium Frequency Words?

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

Can the children spell all of these words from the Y3/4 National Curriculum list?

## Word list – years 3 and 4

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

Can the children spell all of these words from the Y5/6 National Curriculum list?

## Word list – years 5 and 6

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