



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

BAHRAIN

البحرين

SCHOOL READINESS PACK

Year 5



What will my child do in Year 6?

This is possibly the most crucial year for primary students as it marks the end to their primary school journey and prepares them for secondary school. Students revisit key topics that they have learnt throughout their learning journey in primary, and explore them in greater details, rather than learning any new content. The end of Year 6 assessments are important as the results of these will determine whether your child has met the ‘expected’ level in English and maths.

How can I help my child in Year 6?

1. Help with homework

For parents in Year 6, the most important thing is to continue to help where possible with reading, homework, times tables, and projects whilst encouraging even more independence than in previous years. Your child will possibly learn more during this year than any other that it is their own hard work and effort that matters, not someone else’s.

2. Keep on reading

As ever, it is still important that your child continues to read, both alone and to you, as much as possible. It is never too late to develop a love of reading. Spend time finding the best books for your child – speak to their teacher too, or a librarian.

3. Prepare for End of Year Assessments

You will probably want to support your child in the lead up to Assessments. Working with your child, when needed, will help you see where there are any gaps in their learning and where they need the most support. Be sure to speak to your child’s teacher at various times during the year when you need to. They will be keen to help with any areas of concern you might have.

Below are the UK National Curriculum Standards your child is expected to achieve before entering Year 6:

Number and Place Value	Addition and Subtraction
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. <input type="checkbox"/> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. <input type="checkbox"/> Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. <input type="checkbox"/> Solve number problems and practical problems that involve all of the above. <input type="checkbox"/> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). <input type="checkbox"/> Add and subtract numbers mentally with increasingly large numbers. <input type="checkbox"/> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. <input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Measures	Geometry – Properties of Shapes
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre). ❑ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. ❑ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. ❑ Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. ❑ Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. ❑ Solve problems involving converting between units of time. ❑ Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. ❑ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ❑ Draw given angles, and measure them in degrees (°). ❑ Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line & 1/2 a turn (total 180°) and other multiples of 90°. ❑ Use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Word Reading
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. ❑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. ❑ Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. ❑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Below are some questions/ tasks/ stories your child should be read/ complete before entering into Year 6:

1. Fill in the missing symbols (<, > or =).

15 200	<input type="text"/>	12 976
98 726	<input type="text"/>	980 726
98 7654	<input type="text"/>	1 million
540 000	<input type="text"/>	99 999

Chloe used the thermometer to check the temperature when she got up. What temperature was it?

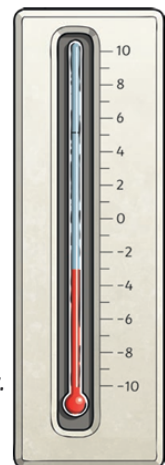
°C

If the temperature dropped by 10 degrees, what would the temperature be now?

°C

Later in the day, it was 5 degrees warmer. What was the temperature?

°C



2. Complete each sequence by writing the missing term in each box. Identify the rule for each sequence.

<input type="text"/>	10 036	20 036	<input type="text"/>	40 036	<input type="text"/>
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Rule: _____

120 797	<input type="text"/>	118 797	<input type="text"/>	<input type="text"/>	115 797
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Rule: _____

Arrange these digit cards to make the lowest value number possible:

<input type="text" value="9"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="9"/>	<input type="text"/>
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Round your number to the nearest:

10	→	<input type="text"/>
100	→	<input type="text"/>
1000	→	<input type="text"/>
10 000	→	<input type="text"/>
100 000	→	<input type="text"/>

Put these distances in order starting with the furthest:

A	702 498km
B	99 764km
C	890 000km
D	Seventy-six thousand three hundred km

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furthest \longrightarrow nearest

Johnny went on a 3 day typing course. On the first day, he typed for 3 hours and typed 7635 words. On the second day, he typed for 3 and a half hours and typed 8462 words. On the final day, he typed for 4 hours and typed 10 206 words. How many words did he type throughout the whole course?



Complete this addition using the column addition method.

	6	4	0	9	5
+	3	7	5	5	6

Complete this subtraction using the column subtraction method.

	2	4	0	9	4	3
-		8	4	7	5	6

The Castle Mystery



We were on the bus on a school trip with Mr Stevens. We were going to visit a castle as part of our History project: Life in the Middle Ages. As usual, Lee had positioned himself at the back of the bus so he could pick on other children out of sight of Mr Stevens. Lee was the school bully. Every time the teachers' backs were turned, Lee would pick on someone. Over the years, we had learned to suffer the pinches, nasty names and chewing gum in our hair. We knew all about Lee's mean ways, but today a new girl called Kelly had joined our class. Watching Lee bullying someone new reminded us just how horrible he was.

Kelly was sitting in front of Lee and he was really trying to upset her. He pulled her hair and called her every nasty name he could think of. However, Kelly completely ignored him. I don't mean eyes down, hope he'll go away soon. I mean it really looked like Kelly didn't know Lee was there. When Lee jabbed his nails into her back, Kelly didn't even blink!

Half an hour later, we were wandering around the castle with a tour guide. Lee had given up trying to bully Kelly. But every time he started on someone else, Kelly strolled over and started talking to whoever it was. Pretty soon we were all ignoring him just like Kelly did, pretending he wasn't there. It really annoyed Lee.



The best bit of the castle tour was, of course, the dungeon. The tour guide drew back the heavy bolt on the door and pushed it open. Inside, the dungeon was dark and eerily cold like a tomb. The stone walls were several metres thick and there were no windows. The door we'd come through was the only way in and out. We all crowded in while the tour guide told us about a famous duke who had been imprisoned in the dungeon for nearly two years. Then we all piled back out into the sunshine, and that was when it happened.

Lee was at the back, as usual. Kelly was just in front of him. But just when she got to the door, she stopped and then bumped backwards into Lee. Lee stumbled back into the dungeon. Kelly, never once looking at Lee, stepped outside, slammed the door shut and bolted it.

We all laughed and cheered. Even Mr Stevens had to work hard to keep a straight face. The tour guide gave Kelly a very stern look. He swiftly unbolted the dungeon door. It was the weirdest thing, though. When he opened the door, the dungeon was completely empty!

I

Look at the first paragraph. Why might the author have used the words 'positioned himself' to describe where Lee has chosen to sit?

2

Look at the first paragraph. Find and copy **one** phrase that describes how the rest of the class coped with Lee's bullying.

3 In your own words, write what is unusual about the way Kelly ignores Lee. Write **two** ideas.

4 Look at the third paragraph. What does the word 'strolled' tell you about the way Kelly moved?

5 Look at the paragraph starting: *The best bit of the castle tour ...* Why do you think the author uses the phrase 'of course' when telling us that the best bit of the castle tour was the dungeon?

6 a) How does the author describe how cold the dungeon was?

b) Why is it a good description?

7 Why is it important for the author to tell us that the door to the dungeon was the only way in or out?

8

Look at the paragraph beginning: *Lee was at the back as usual ...*

a) Where are Lee and Kelly when the children leave the dungeon?

b) Why is being at the back a bad decision for Lee?

9

Look at the paragraph beginning: *We all laughed and cheered.*

Why does the author say: Even Mr Stevens ...?

10

How can you tell that the tour guide is cross with Kelly?

12

Look back over the whole story. Decide whether the following statements are true or false. Tick **one** box for each statement.

	True	False
The other children didn't mind Lee's bullying.	<input type="checkbox"/>	<input type="checkbox"/>
A famous duke died in the dungeon long ago.	<input type="checkbox"/>	<input type="checkbox"/>
The only exit from the dungeon was the door.	<input type="checkbox"/>	<input type="checkbox"/>
Lee was not in the dungeon when the tour guide opened the door the second time.	<input type="checkbox"/>	<input type="checkbox"/>

13

Look back over the whole story. Decide whether the following statements are fact or opinion. Tick **one** box for each statement.

	Fact	Opinion
Mr Stevens is the best teacher at the school.	<input type="checkbox"/>	<input type="checkbox"/>
Lee was mean to the other children.	<input type="checkbox"/>	<input type="checkbox"/>
Lee deserves what happens to him.	<input type="checkbox"/>	<input type="checkbox"/>
Lee is annoyed when people ignore him.	<input type="checkbox"/>	<input type="checkbox"/>

14

Put the following statements in the correct order. Write the numbers 1–4 showing the correct order.

Everyone crowded into the dungeon.

The other children pretended Lee wasn't there.

Lee tormented Kelly on the bus.

When the tour guide opened the door the second time, Lee wasn't there.

Year 6 Baseline Spelling

Assessment Checklist



	Word	✓		Word	✓
1	foreign		21	mischievous	
2	correspond		22	adorable	
3	disastrous		23	controversy	
4	explanation		24	special	
5	silence		25	individual	
6	minimum		26	sensibly	
7	persuade		27	hesitancy	
8	essential		28	mould	
9	beneficial		29	cemetery	
10	interrupt		30	neither	
11	likeable		31	shoulder	
12	hindrance		32	signature	
13	attached		33	benefit	
14	variety		34	desperate	
15	apparent		35	co-author	
16	responsible		36	daylight	
17	interest		37	nuisance	
18	possibly		38	December	
19	committee		39	intercept	
20	conscience		40	practise	



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	

1. Draw a line to match each word to a suffix to make a verb.

Word	Suffix
class	ate
assassin	ise
personal	ify

2. The prefix dis- can be added to the word approve to make the word disapprove.

What does the word 'disapprove' mean?

- Tick ONE
- to feel that something is right
 - to feel that something is bad or wrong
 - to agree with something
 - to like something

3. Which sentence contains a relative clause?

- Tick ONE
- The girl in the park was very friendly.
 - The girl in the park made friends with me.
 - The girl, who was the same age as me, was very friendly.
 - I met a really friendly girl in the park today.

4. Circle the adverb in the sentence below.

Perhaps I should have told the truth at the beginning.

5. What is the word class of the underlined word in the sentence below?

She must be at least 90 years old.

Tick ONE

determiner

modal verb

adjective

6. Underline the adverbial of time in the sentence below.

After a short while, the dust began to settle.

7. Insert a pair of brackets in the correct place in the sentence below.

Paws a black and white dog had great fun playing in the garden with the children.

8. Insert a pair of commas to punctuate the parenthesis in the sentence below.

The witch an evil creature with bright green skin flew through the night sky on her broomstick.

9. Insert a comma in the correct place in the sentence below to avoid ambiguity.

Whilst the chicken was cooking the carrots were being prepared.

10. Underline the relative pronouns in the sentences below.

The girl who won the race was called Sunita.

The lady whose cat you found is really happy.

The top which you lent me was really comfortable to wear.

11. Tick one box to show where the dash should go.

He realised that it was the one thing that he was afraid of spiders.

12. Which sentence is punctuated correctly?

Tick ONE

Theo whispered, "the thief is hiding behind that bush."

Theo whispered "The thief is hiding behind that bush"

Theo whispered, "The thief is hiding behind that bush".

Theo whispered, "The thief is hiding behind that bush."

13. In the sentence below, add prefixes to change the underlined words so that their meaning becomes the opposite.

Andrew understood the instructions and activated the important machine.

14. Rewrite the sentence below using the passive voice.

The detective discovered the vital clues.
