



Year 6 November Class Tests Revision List

English	Maths	Science
<p><u>Year 6 English Revision</u> <u>Paper One: Reading Comprehension</u> (45 Minutes)</p> <p>This is a test of comprehension skills. Pupils might be asked to read a range of texts and answers different types of questions. For example: questions worth one mark might ask pupils to fill in a table; match words or phrases; circle the correct answer; write true or false etc. Questions worth 2 marks may require a sentence answer. Longer answers worth three marks will have a number of lines and should be answered in full sentences.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • look carefully at the marks on offer for each question as well space provided to guide them. • spend 8 - 10 minutes reading • spend 35-37 minutes answering the questions <p style="text-align: right;">Total 34 marks</p>	<p>Revise <u>place value</u> up to 1,000,000 and multiplication/division by 10, 100, etc</p> <p>Revise/learn mental and written methods for <u>addition and subtraction</u></p> <p>Revise <u>multiplication tables</u> up to 12x</p> <p>Revise/learn mental and written <u>multiplication</u> (including long multiplication)</p> <p>Revise/learn mental and written <u>division</u> (short and long division)</p> <p><u>Lines and angles</u> (Identify <i>perpendicular, horizontal, vertical, parallel, acute/right/obtuse</i>)</p> <p><u>Using a protractor</u> to measure and draw angles accurately, using 3 letter labeling of angles</p> <p><u>Triangles</u> and their properties</p> <p><u>Quadrilaterals</u> and their properties :<i>Key words: square, rectangle, kite, rhombus, parallelogram, trapezium,</i></p> <p><u>Polygons</u> Key words: <i>pentagon, hexagon, heptagon, octagon,</i></p>	<p><i>LIVING THINGS</i></p> <p>What do these words describing life processes mean?: Nutrition, movement, growth, reproduction, excretion.</p> <p>Plants</p> <p>What is the function of: a leaf, roots, a stem, flowers? Can you label each part of a flower? Which bit makes the pollen? How is pollen transferred to another flower? Do flowers look different depending on how they transfer pollen? What is difference between pollination and fertilisation? What happens to the ovary after fertilisation? Can you explain seed dispersal? What different ways are there? What do plants need to germinate? How does that differ from what they need to grow healthily? What happens to plants that grow in the dark? Can you describe the life cycle of a plant? What is photosynthesis? Can you spell it? What materials are taken in and what materials are produced? Why does the plant need sunlight? What is chlorophyll?</p>

<p>Paper Two:</p> <p>Longer Writing (45 Minutes)</p> <p>This examination will be based upon and marked as a SATs style longer writing activity. SATs marking looks at four broad criteria:</p> <ul style="list-style-type: none"> • Sentence Construction & Punctuation – for example, a variety of structures and punctuation used for effect 8 marks • Text Structure and Organisation – for example, planned, organised and finished to match the task 8 marks • Composition & Effect - for example, writing on the task; correct style and form; choice of vocabulary and appreciation of audience. 12 marks • Handwriting 3 marks <p>Total 31 marks</p> <p>Pupils should spend:</p> <ul style="list-style-type: none"> • 7 - 10 minutes Planning • 30 - 35 minutes to write an answer • 2-3 minutes checking their work, especially the beginning and ending of their work. 	<p><i>nonagon, decagon, etc, regular and irregular shapes, lines of symmetry</i></p> <p><u>Plot and read off coordinates in all 4 quadrants</u></p> <p><u>Place value</u> - understand the value of each digit in a given number (including decimals)</p> <p><u>Ordering decimals</u></p> <p><u>Adding/subtracting decimals</u></p> <p><u>Prime numbers, factors, product of prime factors, multiples , square numbers, cube numbers,</u></p> <p><u>Divisibility tests</u> for 2,5,10,3, 4, (and 6, 8, 9, 25)</p> <p><u>Number sequences</u> - extend sequences, describe a rule</p> <p><u>Solids and their properties</u> <i>Key words: vertex, edge, face,</i></p> <p><u>Nets</u> – identify and draw nets of common 3D shapes</p> <p><u>12h and 24 h clock, time intervals</u></p> <p><u>Units of time</u></p> <p><u>Time problems</u></p>	<p><u>DEFINITIONS</u></p> <p>You need to be able to explain the meaning of these scientific words: stigma style o</p> <p><u>Adaptations</u></p> <p>Can you explain how animals and plants have features to help them survive in their environment?</p> <p><u>Keys</u></p> <p>Can you use a branching and a number key to identify an organism?</p> <p><u>Classification</u></p> <p>What characteristics identify living organisms into their groups?</p> <p><u>Food Chains</u></p> <p>What is at the beginning of every food chain? What do the arrows mean? What is a primary consumer</p>
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