

Welcome to Year 6



Overview of year group curriculum

Curriculum Overview 2021-2022									
Year 6									
Creative Curriculum	The World Wars <i>Letters from the Lighthouse</i>	Planet Earth <i>No one is too small to make a difference – Greta Thunberg</i> <i>This book is not rubbish</i>	The Vikings <i>Viking Boy</i>	The Victorians <i>Street Child</i>	The Human Body <i>Wander</i>				
English	Diary writing Historical narrative	Non-chronological report Discussion text Persuasive letter	Descriptive writing Viking quest	Diary Writing Historical Narrative Balanced argument	Non-chronological report Explanation text				
Maths	Place Value	Four operations	Fractions	Geometry	Decimals and percentages	Algebra	Measurement (including perimeter, area and volume)	Ratio	Properties of a shape
Science	Electricity	Living things and their habitats Evolution		Light	Animals including humans				
Art and Design	World war art	Georgia O'Keeffe Dale Chihuly Art to raise awareness of plastic pollution	Viking patterns Clay figurehead sculptures	Scaled drawings of Queen Victoria Watercolour images William Morris prints	Keith Haring				
Computing	E-safety Coding	Internet communication	Augmented reality	Webpage creation	Spreadsheets				
Design Technology	Designing and making air raid shelters		Designing and making Viking Longships		Healthy Come Dine With Me				
French	Clothing and colours	Clothing adjectives	<u>Clothing</u> , verbs, prepositions, descriptions	Classroom items	Items and Prepositions	Telling the time			
Music	The Music of WWII	Elements of Music timbre, tone, etc	Revisit pitch and rhythm	Music in Victorian Times	Victorian composers				
PSHE	Being Me In My World	Dreams and Goals	Celebrating Difference		Healthy Me Relationships Changing Me				
Religious Education	The Trinity: How is God three – and yet one?	Christmas: What do the Gospels say about the birth of Jesus – and why is it 'Good News'?	Adam, Eve, Christmas, and Easter: What are the connections?	Easter: Did Jesus have to die?	Buddhism – What is the 'Buddhist way of life'?	Islam: How can a Mosque help us to understand Muslim faith? How do the pillars of Islam help Muslims live a good life?			

We have identified areas from year 4, in science that were not covered fully during the 1st lockdown and have planned to teach extra catch up sessions for these areas.

Creative Curriculum

Over the past two and a bit years, we have successfully adopted a more holistic approach to teaching and learning which combines English with the wider curriculum.

Across the year, we will have five main units:

- The World Wars
 - Planet Earth
 - The Vikings
 - The Victorians
- The Human Body

Each week will consist of at least one grammar lesson, one reading and three writing lessons with the remaining lessons being dedicated to skills across the wider curriculum.

We have found that this approach encourages children to make much clearer links in their learning, inspires better quality writing and promotes higher levels of enthusiasm and engagement.

As a school, we feel continuing to teach in this style is the most effective way to support children after such a long time away from the classroom. We will, of course, be mindful of any potential gaps in the children's knowledge and have mapped out a long term plan in which all missed learning will be caught up.

Maths Overview

	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	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions				Geometry: Position and Direction	
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Statistics
Summer	Geometry: Properties of Shape			Consolidation or SATs preparation		Consolidation, Investigations and preparations for KS3						

Interventions

Many children will be involved in different types of groups tailored to their needs over the course of the year.

The main areas covered are

- Reading
- Grammar
- Writing
- Arithmetic
- Handwriting

These take the form of small groups or one to ones and are led by both teachers and LSAs.

If these groups are during school time you will not be notified in advance; however, we are currently working on the logistics of a pre-teach group for maths which will take place before school. Nearer the SATs we will look to provide after school booster groups, but we will notify you of these in due course.

The main aims of these groups are to fill gaps or extend learning. This is especially important this year as the children have spent such a long time out of the classroom.

Homework

As you are aware, your child will be sitting the statutory Year 6 SATs tests in May.

We want to support and prepare your child as much as we can in the lead up to these. With this in mind, over the past three years, we have implemented a new initiative which has proven to be extremely successful.

This year, the majority of homework tasks will be set from the following CGP books so we would like ALL Year 6 children to own these specific SATs work books, as they mirror what we are teaching the children.

From previous years' feedback, Year 6 parents have wanted to support their child and understand the new curriculum and methods taught. Using these SATs work books, we will set homework that will coincide with topics taught in class and will be completed directly into the work books.

These books come at a small cost (last year it was £3.50) and are cheaper to buy in a bulk order through the school as a discount is applied.

We will also offer an optional opportunity for you to buy the revision guides at a discounted price should you wish to. A letter detailing all of this will hopefully come out at the end of this week.

Support from home

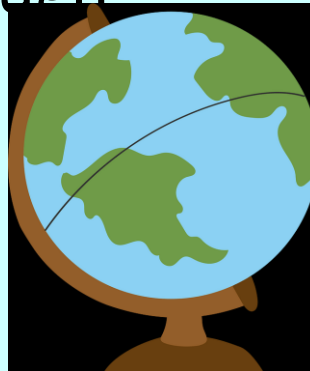
- Be positive
- Encourage your child to complete their homework to the best of their ability
 - Maths homework will be given out on a Monday and is due on a Thursday
 - English/ Grammar will be given out on a Thursday and is due on a Monday
- Sign your child's planner over the weekend ready for Monday morning, if you need to communicate with your child's teacher please write a note in their planner
- Ensure your child reads for a minimum of 15 minutes 5 times per week and also practices their times tables for a minimum of 15 minutes per week
- Encourage your child to ask at school for help if there is anything they don't understand
- Make use of resources, such as revision guides, their planners, the internet (under supervision), the library, other learning materials
- Make sure your child gets plenty of sleep, limited gadget time and comes to school promptly between 8:30- 8:40.

Equipment and Resources

- PE kit should be worn into school on a Tuesday and Friday. Please refer to the planner for the full uniform list. On these days, children should bring in their school shoes with a spare pair of socks in a named bag. Please remember that PE is a compulsory part of the curriculum, if you feel your child is unable to take part, can your child come into school still wearing their PE kit as the lesson can still be adapted for them.
- Children can only use their own equipment and should not share equipment. They have been asked to bring:
 - A small flat pencil case (to fit into their tray)**
 - HB pencils**
 - A rubber**
 - A pencil sharpener**
 - Pritt Stick**
 - Colouring Pencils**
 - A green biro (for editing work)**
 - A ruler (This can be a short ruler to fit inside a pencil case.)**
 - A blue ink handwriting pen, such as Berol Handwriting Pen, Staedtler Handwriting Pen or Swash Kimfigrip Handwriting Pen**
 - (Children's scissors are also very useful in school but not an essential item.)**
- Children do not need to bring in additional items as we are aiming to limit the amount of equipment they bring into school each day.
- We strongly recommend that the children bring in a fruit or vegetable snack.
- Children should have filled, named water bottle every day which they will take with them to the hall for lunch.

Reading challenge- 'Read around the world'

- As part of your child's home learning they are asked to read at home a little every night. If diving into a book every day isn't exciting enough, we have also set up a reading competition called 'Read around the world' where the children can earn points everyday. These points can result in small rewards such as extra play, seeing the rabbit or wearing comfy clothes such as a dressing gown and slippers (over school uniform) to school.
- They will also have a reading passport to fill in when they get enough points to fly to another country.



Our Behaviour Chart

As our school continues on our Restorative Practice journey, we will continue to use our behaviour chart.

The children are aware of our behaviour chart and are clear with the expectations to staying on green and going up to silver and gold as well as the understanding if they're moved down to blue or purple.

	<p>Gold an invitation from Mrs King and Mrs O'Connor for afternoon tea. This is for outstanding behaviour and attitude to learning, going above and beyond.</p>
	<p>Silver (this is similar to our gold from the old behaviour chart) A silver sticker will be placed into the children's planner if they've moved up to silver on that day. This is for excellent behaviour and attitude to learning.</p>
	<p>Green in Year 3 & 4 they will receive a green sticker if they stay on green all week or move up to silver or gold. This is where everyone starts the day, this is the expected behaviour and attitude to learning.</p>
	<p>There is an initial verbal reminder before being moved down to blue. Blue: Think about it! This is the warning to indicate you have been spoken to. There is no consequence to moving on to blue and by making better choices can move back up to green.</p>
	<p>Purple: Make better choices! This is a second warning resulting in a consequence. A restorative conversation is to be had and a compromise of consequence decided.</p>

Events

- Junior Citizen in November
- W/C 9th May 2022 – SATs Week
- Residential 6th -10th June
- There will be dates to follow (such as our Creative Curriculum WOW days) and we will keep you updated as and when they occur.

RSHE

This will be taught weekly during the Summer term, however we thought that this is a good opportunity to share with you what we will be covering with the children.

Session 1 – Puberty 1

We will be covering the main changes the body goes through, how a baby is made and sanitary products. We will be showing a range of sanitary products.

Session 2: Puberty 2

We will discuss key vocabulary linked to puberty and myths and facts about growing up. We will be stressing that there is no 'standard' and that everyone is different.

Session 3: Conception

We introduce different types of relationships, introduce the word conception (the moment a new life begins), how babies are conceived, the fertilisation of the sperm and egg and how the baby grows, develops and enters the world.

Session 4: Boyfriends and girlfriends

We will be talking about growing up and becoming a teenager, how teenagers are represented in the media, the responsibilities as you grow up, having a boyfriend/girlfriend, the dangers of 'sexting' and age of consent.

Post boxes will be left in the classrooms for the duration of this unit for children to post their questions in.

We will only be answering questions on content that is being covered e.g. we will not be discussing contraception as this is taught at secondary school.

**Thank you for joining this meeting and for
your continued support.**

**We are looking forward to, hopefully, a
relatively normal year ahead!**

