







Welcome to Year 6



Overview of year group curriculum

Year 6	Curriculum Overview 2022-2023 The table below shows our creative curriculum.				
Units of work	The World Wars	Planet Earth	The Vikings	The Victorians	The Human Body
Text					
Reading	<p>Can I use evidence from the text to justify opinions?</p> <p>Can I explain implied meanings referring to the text?</p> <p>Can I interpret how characters are feeling and suggest what they should do next?</p> <p>Can I create a character profile from evidence in the text?</p> <p>Can I use retrieval skills to respond to increasingly abstract questions?</p> <p>Can I summarise the main ideas drawn from a lengthier text?</p>	<p>Draw inferences from a text to understand a character, setting and different period of time.</p> <p>Interpret the language used in a text, a different time, and to aid description.</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions.</p> <p>Make comparisons between fiction and real-life events (Darwin and HMS Beagle).</p> <p>Discuss ethical questions about events in a different time (1835).</p>	<p>Interpret – make observations, predictions and ask questions about the front cover.</p> <p>Interpret layers of meaning about a character in a text.</p> <p>Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader.</p> <p>Retrieve unknown vocabulary to create a Viking dictionary.</p> <p>Retrieve information about the god's house to use in their own writing.</p>	<p>Make observations, predictions and pose questions based on the front cover of a book.</p> <p>Skim and scan for information from historical texts.</p> <p>Compare two texts which deal with the same theme.</p> <p>Retrieve evidence from a text to inform what life in a Victorian school room would be like.</p>	<p>Draw inferences from a text to understand a character.</p> <p>Interpret the language used in a text</p> <p>Provide reasoned justifications for viewpoints.</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions.</p>
Writing	<p>Christmas Truce narrative</p> <p>World War II narrative</p>	<p>Non-chronological report</p> <p>Information booklet</p> <p>Narrative</p>	<p>Descriptive writing</p> <p>Viking quest</p>	<p>Diary writing</p> <p>Persuasive letter</p>	<p>Non-chronological report</p> <p>Explanation texts</p>
Science Also see below		<p>Living things and their habitats</p>			<p>Animals including humans</p>
Art and Design	<p>Georgia O'Keefe</p> <p>Blitz art</p> <p>Soldier portraits</p>	<p>Dale Chihuly</p> <p>Sustainable art</p>	<p>Clay figure head sculptures</p> <p>Viking patterns and knots</p>	<p>William Morris prints</p> <p>Scaled water coloured portraits of Queen Victoria</p> <p>Chuck Close</p>	<p>Keith Haring</p>
Design Technology	<p>Design and make air raid shelters</p>		<p>Design and make Viking long ships</p>		<p>Healthy Come Dine With Me</p>
History	<p>WW1</p> <p>Recognise primary and secondary sources and evaluate their usefulness.</p> <p>Events that led to the outbreak of war.</p> <p>Life in the trenches.</p> <p>An account of the Christmas Truce.</p> <p>WW2</p>	<p>Know how people's lives have shaped this nation - Charles Darwin and HMS Beagle.</p> <p>Develop a chronologically secure knowledge – timeline of life on Earth from the creation of the universe to the present day.</p>	<p>The Vikings</p> <p>Viking raids and invasion.</p> <p>Viking kings and Danelaw.</p> <p>Viking gods and Viking beliefs.</p>	<p>The Victorians</p> <p>Queen Victoria, British Empire, A Victorian School Day, the workhouse, Lord Shaftesbury, The Industrial Revolution.</p> <p>A local history study:</p>	

Unit overview

Year 6	Creative Curriculum Unit of Work Overview 2022-2023 The table below shows the learning covered during our World Wars unit of work.	
Memorable Experiences	Rural Life Museum Visit- Thursday 29 th September	
Text		
Reading	Can I use evidence from the text to justify opinions? Can I explain implied meanings referring to the text? Can I interpret how characters are feeling and suggest what they should do next? Can I create a character profile from evidence in the text? Can I use retrieval skills to respond to increasingly abstract questions? Can I summarise the main ideas drawn from a lengthier text?	
Writing	World War 1 Narrative – The Christmas Truce Powerful vocabulary, expanded noun phrases, show not tell description, plan writing, edit writing	World War 2 Narrative Parenthesis, speech, character development, plan writing, edit writing
Science	Electricity Identify symbols of electrical components Draw circuits and associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit	
Design and Technology	Designing and making air raid shelters Research and develop design criteria Select and use a wider range of tools and equipment Select and use a wider range of materials and components Evaluate their ideas and product against design criteria Apply understanding of hot to strengthen, stiffen and reinforce more complex structures	
History	Knowledge WW1 Events that led to the outbreak of war Life in the trenches An account of the Christmas Truce WW2 The Road to War The Home Front: evacuation, rationing, women in the war, make do and mend Hitler and The Blitz	Skills Can I bring knowledge gathered from a range of sources together into a fluent account? Can I use relevant dates and terms? Can I order up to 10 events? Can I select and organise information to produce structured work, making appropriate use of dates? Can I understand how people's lives were shaped by the war? Can I provide and justify an account of a historical event based upon more than one source? Can I suggest accurate and plausible reasons as to how / why aspects of the past have been represented and interpreted in different ways? Can I communicate and organise ideas using detailed discussion, writing genres and debates? Can I offer explanations about why people in the past acted the way that they did? Can I provide explanations as to why there may be different accounts of history?

Creative Curriculum

Over the past three 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

Year 6	Maths Overview 2022-2023 The table below shows our maths curriculum.											
	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	<u>Number and Place Value</u> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across 0. Solve number and practical problems that involve all of the above. 		<u>Addition, Subtraction, Multiplication and Division</u> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the 4 operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 				<u>Fractions</u> <ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. <ul style="list-style-type: none"> Compare and order fractions, including fractions >1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]. Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 				<u>Converting units</u> <ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal places. Convert between miles and kilometres. 	
	<u>Decimals</u> <ul style="list-style-type: none"> Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction. 		<u>Percentages</u> <ul style="list-style-type: none"> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<u>Measurement: Perimeter, Area and Volume</u> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. <ul style="list-style-type: none"> Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. 	<u>Ratio</u> <ul style="list-style-type: none"> Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<u>Algebra</u> <ul style="list-style-type: none"> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with 2 unknowns. Enumerate possibilities of combinations of 2 variables. 	<u>Statistics</u> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. 					
Spring												

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 and spelling
- 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 shortly.

ADD IN INFORMATION ABOUT SPELLING SHED & TT ROCKSTARS

Support from home

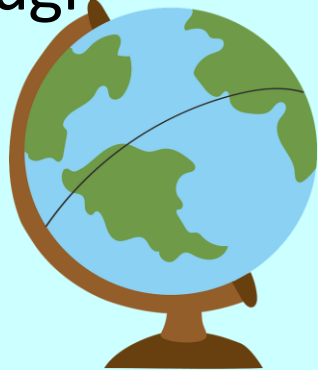
- Be positive
- Encourage your child to complete their homework to the best of their ability
 - Maths homework will be given out on a Monday and is due on a Thursday
 - English/ Grammar will be given out on a Thursday and is due on a Monday
 - Encourage them to use Spelling Shed and TT Rockstars
- Sign your child's planner over the weekend ready for it to be countersigned by staff on 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 uses EdShed and TTRockstars for 15 minutes 3 times 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 **but not past SATs papers**
- Make sure your child gets plenty of sleep, limited gadget time and comes to school promptly between 8:30- 8:40. Registers are taken promptly at 8.50 and children arriving after this time will be marked as late.

Equipment and Resources

- PE kit should be worn into school on a Monday 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 of a standard size 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

- Rural Life trip – Thursday 29th September
- Junior Citizen – 11th November
- SATs Week -W/C 8th May 2022
- Residential 21st -24th May
- 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

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 2: Babies – conception to birth

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 3: 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 a fabulous year
ahead!**

