

**YEAR 6
CURRICULUM
CHAT**

THE YEAR 6 DAY

- This year, children will be taking part in Maths and English activities every morning. Each session lasts roughly an hour.
- In the afternoon sessions we have timetabled in a mixture of PE, Art, Philosophy, ICT, Science, Topic and Spanish.
- As we move towards organising the play and rehearsing, our afternoon timetable will change to reflect those preparations.
- Sets will remain in the morning.

Day/time	Monday	Tuesday	Wednesday	Thursday	Friday
9.05-10.00	Maths	Maths	Literacy	Literacy	Literacy
10.15 – 10.35	Assembly	Singing Assembly	Assembly	Spellings	Class Assembly
10.40 – 10.55	P l a y t i m e				
10.55 – 12.00	Literacy	Literacy	Maths	Maths	Maths
12.00 – 1.00	L u n c h				
1.00 – 2.00	PE	Reading Carousel 1.00 – 1.30	PSHE/ Philosophy	Reading Carousel 1.00 – 1.30 Topic	Quiet Reading PE
2.00– 3.00	PE	Science 1.30 – 3.00	Spanish	Topic / Clubs	Golden Time
3.00-3.15	Home Learning	Story Time	Story Time	Home Learning	Story Time

Curriculum Coverage

Our topics this year are:

- What a wonderful World
- World War 2
- They see the World like this
- Roman Empire

Our Science topics this year are:

- Forces
- All living things
- Evolution & Inheritance
- Electricity
- Light
- Changing Materials

	Topic	Science	RE	PHSE	PE
Autumn 1	What a Wonderful World (Geo)	All living things	What qualities are important to present day religious leaders? (Multi-faith)	Citizenship (Me & my community) Our World of Feelings and Relationships	Gym Unit X Matching & Mirroring Invasion Games Implement and Kicking (Football and Hockey)
Autumn 2	Play What a Wonderful World (Geo)	Evolution and inheritance	What similarities and differences do religions share? (Multi-faith)	Getting On & Falling Out / Say No to Bullying) Our World of Risk / Our Cyber world	Dance Unit 1 Net/Wall Games (Volleyball and Tennis)
Spring 1	Time Tunnel WW2	Electricity	What are the sources of the story about what happened on the first Easter Sunday? (Christianity)	Looking Forward (Going for Goals) Economic Wellbeing Our World of Money	Gym Unit Y Synchronisation & Canon Striking/Field Games (Rounders)
Spring 2	Time Tunnel WW2	Light	How do people express their faith through the arts in all religions? (Multi-faith)	My Friends and Family (Relationships) Sex & Relationships Education	Dance Unit 2 Invasion Games (Netball, Basketball, Rugby)
Summer 1	They See the World Like This (Artists focus) 3D Designers	Animals including humans	What happens to us after we are gone? (Multi-faith)	Ready, Steady, Go (Changes) Resilience / Preparing for Change	Games Unit 2 Net / Wall Games Athletics
Summer 2	The Great the Bold & the Brave (Hist – Roman Empire)	Changing Materials	What does it mean to move on? How do different people celebrate changes? (Multi-faith)	Healthy Bodies, Healthy Minds Healthy Lifestyles / Drug Education	Games Unit 3 Striking and Fielding Games Athletics

MATHS AND ENGLISH

- *Our focus in Maths and English can change from week to week. The best way to keep up with our learning goals for each week and support learning at home is to look at the weekly overview.*
- *This can be found on our school website and is updated each week. If you have questions regarding the overview or how to support your child's learning, you are welcome to arrange a time to meet with us.*

OUR EXPECTATIONS

- *In May of next year, the children will sit a series of standardized assessments.*
- *The children will be tested in Mathematics, Reading comprehension, Spelling and Grammar. We might also be in a selected group for a Science assessment.*
- *These SATS will be marked externally and the results will be reported to us all in late June/ early July.*



OUR EXPECTATIONS

- The National Curriculum levels which have been a feature of your child's education so far are now no longer being used to report your child's attainment.
- Instead children will be given a scaled score from 0 – 140 for each of the areas they are tested for.
- In each of these assessments, the expected score for a Year 6 child will be 100.
- Level 6



HOW THE CHILDREN ARE GROUPED



- *In Maths and English the children are in sets according to their learning needs. We assess these groupings on a regular basis and want to keep this as a fluid process to make adjustments where we think they will be beneficial.*
- *These changes are considered in great detail and are made with the long term progress of children's learning at their heart.*

As a year group, we follow the same learning objectives but the pace varies according to the set.

OUR STYLES OF LEARNING AND RECORDING

- *We favour an approach to learning which offers children a broad range of learning opportunities.*
- *Children will work in a range of groups sizes and independently (where appropriate) throughout the year.*
- *We believe in discussion and enquiry as fundamental learning tools. Children learn when they active participants in their own education and are able to share their ideas and discoveries with each other.*
- *Children will record in text books, laptops, posters, sugar paper, whiteboards and books they make themselves. Their work in their text books will be assessed and commented on by teachers.*

MARKING

	Persuasive Persuive Advert	Thursive advert	
A good use of rhetorical questions in your opening paragraph.	Are you bored of the cold weather? Do you want to take a break from work and be free? Are you tired of not seeing your family enough?		A great piece of persuasive writing. You organised your writing into paragraphs and included many of the key features of persuasive writing.
A good use of imperatives.	Then you need to come to beautiful Barbados and enjoy the sun, sea, sand and surf! Be free and relax and sunbath while your kids will be having the time of their lives swimming with dolphins, and if you are brave enough then come and do your tree top hi adventure course. Build sand castles and see the sun set while having the softest sand under your feet.		Remember to use commas when writing a list. eg. Be free, relax and sunbathe. Re-write the sentence that is highlighted. Go to the beach, mountains, and the jungle
Good superlatives	Discover sea life and feel the best breeze across your face! You will have a hot and happy week in the best , beautiful, brilliant, Barbados!		beautiful beautiful beautiful with with with bored bored bored tired tired tired
	Go for a stroll along the amazing beaches while the warm at sea splashing on your feet while the romantic scenery is swaying making it even more of a romantic evening! It's half price for kids!		
	So come and jump on a plane today and we'll meet you and your family there at beautiful Barbados while the best beaches. You will not regret it!		

ASSESSMENT

We assess the children's ability in every lesson and make notes on how they manage an activity and whether or not they have met the learning objective.

These notes then feed into an individual assessment profile which is completed and updated every half term.

Throughout the year teachers will complete the profile and will be able to inform you of any areas that your child may need to practice.

The information collected on the assessment profiles will feed into a database (Target Tracker) which will give each child a score according to the expectations for the end of the year.

You will be informed as to your child's achievement and progress - relative to national expectation - at the end of each year.

[Maths Assessment](#)

BOOSTER GROUPS AND SUPPORT

- Throughout the year we will be identifying ways to support children's learning outside of their regular scheduled lessons but still during the school day. Some of these groups have already begun and there will be more timetabled as we move forward through the year.
- In the final months before SATS, we will be scheduling booster groups to run before or after school to support areas of children's learning that will benefit them when they are assessed in May but also to aid their preparation for secondary school.



THE PLAY!

- *Talks about the play have started and we are currently in the process of writing the play.*
- *The play can not happen without parental support. We will let you know as possible and we can meet and discuss support wanted and needed!!*



Behaviour

- Core values
- *There are 5 central and core values which underpin our behaviours policy and how we expect children to behave at school. We will teach, provide meaningful opportunities and expect our children to be:*
 - Reflective
 - Respectful
 - Resilient
 - Caring and Considerate
 - Aspiring



Behaviour

- Rewards
- Golden book
- Marbles

Sanctions

Sanctions for unacceptable behaviour will be set according to this chart which is on the website and in every classroom.

Stage	Unacceptable Behaviours	Consequence
Stage 1	<ul style="list-style-type: none"> • Calling or shouting out • Swinging on chairs • Shouting inside both in classroom and in the corridor • Not following simple instructions • Continuing to talk after countdown • Consistently interrupting others while they are talking • Not joining in an activity during learning time • Not tidying up • Running inside • Talking in assembly 	<p>Child to receive a reminder.</p> <p>If children are caught running inside they will be asked to go back and walk.</p>
Stage 2	<p>Persistent stage 1 behaviour</p> <ul style="list-style-type: none"> • Answering back or arguing with an adult • Disrupting the learning of others • Throwing things in the class room • Name calling • Leaving the room without permission • Refusing to follow instructions • Being deliberately unkind to others • Cheating or disrupting other children's playground games • Swearing 	<p>(After 3rd reminder)</p> <p>Banish with by SLT Member:</p> <p>Child to be sent to their year group leader or a different room for minimum of 10 minutes (this time to then be made up at break or lunch time).</p> <p>Visits to Year Group leader will be recorded in a behaviour book.</p> <p>If caught Chaffing 3 times outside in a game, child to receive one week ban from participation in playground games. Teachers or TA on duty need to report to child's class teacher.</p>
Stage 3	<p>Persistent level 2 behaviour</p> <ul style="list-style-type: none"> • Persistent swearing • Physical retaliation • Persistent refusal to participate • Challenging an adult • Physical violence • Running or walking away from a teacher • Being abusive or threatening to others • Damage to school property or falling environment 	<p>Escalated to SLT</p> <p>Child sent to see SLT member.</p> <p>Teacher informs parents of incidents via phone conversation.</p> <p>Child misses lunch and/or play. Details will be reported to all SLT and year group leader in brief e-mail, details to be logged in a behaviour folder. Child can lose privileges such as representing the school.</p>
Stage 4	<p>Persistent level 3 behaviour</p> <ul style="list-style-type: none"> • Bully or attempts that results about the race, culture, religion, gender or sexuality of others. • Verbal abuse to adult • Taking a chair without permission • Bullying others • Serious verbal or resulting in physical injury 	<p>Sent to members of SLT</p> <p>SLT either call home or arrange meeting with parents.</p> <p>Where necessary, child to spend a morning or an afternoon out of class.</p>

Persistent or extremely serious stage 4 behaviour will lead to either a fixed term or permanent exclusion from the school

PROBLEMS OR CONCERNS

- *As a staff we are always open to meeting parents to discuss any issues you have. Please arrange a time with your class or sets teacher.*
- *From 8:40 through till 3:15 our focus is the children and managing the learning environment. We are unable to discuss matters in these times which you would not categorise as urgent or integral to your child's day. Conversations about general attainment or social issues are best had at an appointed time.*

Other information

- **Punctuality**
- **Snacks**
- **PE kits**
- **School grounds before
and after school**