

**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.*

# Curriculum Coverage

Our topics this year are:

- Mythology
- Stage and Screen
- World War 2
- Looking back, looking forwards.

Our Science topics this year are:

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

# 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.*
- *Children are in sets for Maths and English according to their current learning needs. There are 4 sets which each of the Year Six teachers will take and there will be two parents evenings in Autumn and Spring term to discuss your child's progress. But feel free to contact your child's set teacher before or in-between these evenings should you have any concerns.*

**Maths Workshop – 12<sup>th</sup> October**

**Grammar and Reading workshop – 19<sup>th</sup> October**

# 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

- We are now entering into our third year with a new assessment system for reporting attainment in year 6.
- For Maths, Reading and Spelling and Grammar children will be given a scaled score from 80 – 120 according to how they do in the SATS tests.
- In each of these assessments, the expected score for a Year 6 child will be 100.
- Level 6 no longer exists. All children will be faced with questions which would have belonged in that strata of assessments.
- A child scoring 110 or more is considered the equivalent of achieving a level 6.



## End of Key Stage 2 Statutory Assessment – Working at the Expected Standard

|  |                             |  |  |  |  |  |  |  |
|--|-----------------------------|--|--|--|--|--|--|--|
| Name:  |                             |  |  |  |  |  |  |  |
| The pupil can write for a range of purposes and audiences (including writing a short story)  |                             |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Creating atmosphere, and integrating dialogue to convey character and advance the action</li> <li>• Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>• Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</li> <li>• Using passive and modal verbs mostly appropriately</li> <li>• Using a wide range of clause structures, sometimes varying their position within the sentence</li> <li>• Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>• Using mostly correctly</li> <li>• Making some correct use of</li> </ul> | inverted commas             |  |  |  |  |  |  |  |
|  | commas for clarity          |  |  |  |  |  |  |  |
|  | punctuation for parentheses |  |  |  |  |  |  |  |
|  | semi-colons                 |  |  |  |  |  |  |  |
|  | dashes                      |  |  |  |  |  |  |  |
|  | colons                      |  |  |  |  |  |  |  |
|  | hyphens                     |  |  |  |  |  |  |  |

# OUR STYLES OF LEARNING AND RECORDING

- *We favour an approach to learning which offer 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

To make the marking process more meaningful for children we have slightly altered how we assess written work. Children will have self-assessment boxes to fill out as well as having a selection of errors pointed out for correction by them.

Positive comments will also be made to highlight what they have done well, and where appropriate, 'challenges' or tasks will be set for them to complete in lesson.

|  |  |
|--|--|
| Start a sentence using a verb.               |  |
| Use a comma to punctuate a complex sentence. |  |
| Use at least two exciting adverbs of manner. |  |

## 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 Christmas production 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 soon as possible and we can meet and discuss support wanted and needed!!
- The Play is a challenge for children. Please support your child through the possible highs and lows that can come with great expectations.



# Behaviour

- Core values
- *There are 5 central and core values which underpin our behaviors policy. 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  |
|---|---|--|
| <b>Stage 1</b>  | <ul style="list-style-type: none"> <li>• Calling or shouting out</li> <li>• Swinging on chairs</li> <li>• Shouting inside both in classroom and in the corridor</li> <li>• Not following simple instructions</li> <li>• Continuing to talk after countdown</li> <li>• Consistently interrupting others while they are talking</li> <li>• Not joining in an activity during learning time</li> <li>• Not tidying up</li> <li>• Running inside</li> <li>• Talking in assembly</li> </ul>    | <p>Child to receive a reminder.</p> <p>If children are caught running inside they will be asked to go back and walk.</p>   |
| <b>Stage 2</b>  | <p><b>Persistent stage 1 behaviour</b></p> <ul style="list-style-type: none"> <li>• Answering back or arguing with an adult</li> <li>• Disrupting the learning of others</li> <li>• Throwing things in the class room</li> <li>• Name calling</li> <li>• Leaving the room without permission</li> <li>• Refusing to follow instructions</li> <li>• Being deliberately unkind to others</li> <li>• Cheating or disrupting other children's playground games</li> <li>• Swearing</li> </ul> | <p><b>(After 3rd reminder)</b><br/>Discussed with by LT Member</p> <p>Child to be sent to their year group leader or a different room for minimum of 10 minutes (this time is then to 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 cheating 3 times outside in a game, child to receive one week ban from participation in playground games. <b>Teachers or TA on duty need to report to child's class teacher.</b></p> |
| <b>Stage 3</b>  | <p><b>Persistent level 2 behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent swearing</li> <li>• Physical retaliation</li> <li>• Persistent refusal to participate</li> <li>• Challenging an adult</li> <li>• Physical violence</li> <li>• Running or walking away from a teacher</li> <li>• Being abusive or threatening to others</li> <li>• Damage to school property including environment</li> </ul>   | <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.</p> <p>Child can lose privileges such as representing the school.</p>  |
| <b>Stage 4</b>  | <p><b>Persistent level 3 behaviour</b></p> <ul style="list-style-type: none"> <li>• Abuse or disrespectful remarks about the race, culture, religion, gender or sexuality of others.</li> <li>• Verbal abuse to adult</li> <li>• Leaving school without permission</li> <li>• Bullying others</li> <li>• Serious violence resulting in physical injury</li> </ul>   | <p>Sent to members of SLT</p> <p>SLT either call home or arrange meeting with parents.</p> <p>Permanent exclusion. Child to spend a morning or an afternoon out of class.</p>  |
| <p><b>Persistent or extremely serious stage 4 behaviour will lead to either a fixed term or permanent exclusion from the school</b></p> |   |  |

## **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 on-going social issues are best had at an appointed time.*

# Other information

- **Punctuality**
- **Snacks**
- **PE kits**
- **Water**
- **PGL and Secondary transfer evening – 3<sup>RD</sup> October 7pm**