

Reading

We expect children to read 5 times a week at home and have their reading record signed by a parent. Historically, we know that children who meet this expectation make accelerated progress. As well as fiction books, it is also important that children read non-fiction books and articles as well. When reading with your children, please encourage them to ask what words might mean that they are not sure of and use a dictionary to find out the meaning. As well as reading with you children, it is also important to ask them about the plot, characters, settings and language used in the text. In class, children will be focusing largely on comprehension skills. They will be learning how to retrieve information in specific details from a variety of texts in order to answer questions. They will also be encouraged to work on dictionary and thesaurus use more frequently in order to widen their vocabulary. To help us monitor the progress of children's reading, we use Star Maths: this programme asks the children a set number of questions based on small chunks of texts provided and focuses on key skills such as inference, deduction, meaning of vocabulary and prediction. In Year 6 our core books are Middle of Nowhere, Wonder, Anne Frank by Josephine Poole, Harry Potter and the Philosopher's Stone, Private Peaceful, The Rabbit Problem, The Highway Man by Alfred Noyes, You Wait Til I'm Older Than you! By Michel Rosen.

Writing

Our children will be learning to write through our ROAD TO WRITING approach. Literacy lessons will fully involve the children in their journey to becoming writers, by allowing them to 'see' the steps that they have to work through, to learn about different types of writing and to write independently in that style appropriate for their audience and the purpose of the text. It is an exciting and engaging way to learn about writing and has a strong focus on audience and purpose, which will help the children to understand why a piece of writing is constructed and presented in a certain way. Shared writing is also a huge part of the ROAD TO WRITING so that children can see well-constructed, modelled writing providing them with the skills they need to progress. This assessment period, there will be a big focus on the age related expectations for Year 6 writing. Children will be covering a range of genres: diary writing, non-chronological reports, recount, information text, explanation texts, instructions, newspapers among others. They will be focussing on up-levering their vocabulary, using higher level punctuation confidently such as colons and semi-colons as well as focussing on the use of clause structure to manipulate sentences, sentence demarcation, direct speech punctuation and paragraphing.

Mathematics

The children will be learning through more practical and 'hands on' maths using the 'White Rose' Maths Scheme. This assessment period they will learn about...

- Decimals, Fractions & Percentages
- Algebra
- Converting Units
- Perimeter, Area & Volume
- Ratio (Bar Modelling)

Knowledge of times tables is **absolutely crucial** and your child must practise their times tables every day. Any work that your child can do at home on this will be incredibly beneficial, especially as their SATs are fast approaching. They can also use the websites <http://www.amathsdictionaryforkids.com/dictionary.html> <http://www.coolmath4kids.com/> to revise learning and www.numbergym.co.uk to help with number facts and times tables.

Science

The children are going to be learning about electricity. We will discuss the dangers of electricity; circuit designs and repairs; the role wires & cells play in circuits and the difference between series and parallel circuits. They will then be moving on to looking at light specifically on how light travels in lines, the formation of shadows, how light plays a part in how we see, reflection and refraction, colours and rainbow and light investigations.

Art/DT

The children will be learning how to apply oil paints onto canvas for the first part of the assessment period. Children are using a famous painting from WW1 (linked to History) called 'Over The Top' by John Nash as inspiration. During the second half of the assessment period, children will be learning about propaganda posters from WW2 (linked to History) and designing their own based on the current topic of recycling and sea pollution.

Geography/History

The children will learn about the reasons behind the instigation of WW1 and WW2. Children will look at the roles of men and women during both of these world defining historical events.

During Geography, children will be focussing on water. In particular, the water cycle, rivers around the world and the importance of water in our society and the wider world. Children will also become familiar with the skills required for effective map reading.

Computing

We are following the 'Purple Mash' computing scheme which the children are familiar with. 2Code is used within this unit. The unit introduces text-based adventures and children have the chance to edit an existing text adventure; if children competently complete this, they will have the opportunity to design their own adventure based upon it. For the remaining lessons, children will be using a variety of Purple Mash tools to create quizzes on different topics and for different audiences and will have the opportunity to share them with others.

Music

We will be following a music scheme of work called Charanga. Year 6 will be focussing on the music of Benjamin Britten. Children will listen, appraise and compare songs before singing themselves. They will be focussing on rhythm, pulse and harmonies.

Languages

During assessment period 2, Children will be continuing their work on French conversation with particular emphasis on the weather. Children will learn what the phrases are for weather and incorporate these into short conversations with each other.



The Learning Pit

The Learning Pit or (Learning Challenge) is a seven-step process, which helps children, understand how their learning can develop. In effect, it challenges us to be stuck in our learning and to seek ways to climb out of the pit – utilising skills such as our Learning Dispositions.



Trips and Visits

We will be taking opportunities to take our learning outside in our local area whenever possible.

Physical Education

PE Days are Monday and Thursday. Children will be focussing on Squash and Handball skills. Your child needs a full PE Kit labelled in a PE bag to keep at school on their peg. Please can you make sure children have P.E kit for outside lessons as well as inside. We like to utilise our playground and field weather permitting.

Religious Education

We will be following the Essex RE syllabus, with a specific focus on Christianity. Children will be looking at key events in the life of Jesus with a particular emphasis on Palm Sunday. They will be comparing beliefs and practices with other religions and learning about the experiences had from being a Christian.

UNICEF RIGHTS RESPECTING ARTICLES THIS TERM:

ARTICLE 28: EVERY CHILD HAS THE RIGHT TO AN EDUCATION. PRIMARY EDUCATION MUST BE FREE. DISCIPLINE IN SCHOOLS MUST RESPECT CHILDREN'S DIGNITY. **ARTICLE 29:** EDUCATION MUST DEVELOP EVERY CHILD'S PERSONALITY, TALENTS AND ABILITIES TO THE FULL. IT MUST ENCOURAGE THE CHILD'S RESPECT FOR HUMAN RIGHTS, AS WELL AS RESPECT FOR THEIR PARENTS, THEIR OWN AND OTHER CULTURES, AND THE ENVIRONMENT. **ARTICLE 3:** ADULTS SHOULD DO THEIR BEST FOR CHILDREN. **ARTICLE 6:** THE RIGHT TO LIVE AND GROW. **ARTICLE 17:** THE RIGHT TO INFORMATION.

Personal, Social, Health and Emotional Education

We will be following a scheme of work called Jigsaw throughout the school. As a school community we will all follow the same topic pattern during the year. For the first half term our unit will be Dreams and Goals and children will have a focus on several targets:

- To enjoy new things and take opportunities wherever possible;
- To understand the benefits of effort and commitment;
- To tune out most distractions;
- To push oneself in areas that are so enjoyable;
- To ask lots of questions;
- To identify areas for improvements;
- To change behaviours to suit different situations;
- To show a determination to keep going despite failures or setbacks.

Practice at Home

To support the learning your child does in school, practising key skills would be hugely beneficial. Children are sent home with weekly spellings which are linked to the Year 5/6 spellings and are tested on these weekly. Reading every day with an adult giving specific focus on a comprehension of the text through questioning will support children greatly. Also, regular practise of times tables and division facts will support your child with more challenging mathematical understanding in class.

We will be out on the playground at the beginning and end of the school day. If you would like a longer discussion with us, please make an appointment at the school office. There are regular Open Mornings and Open School Afternoons for you to experience parts of the school

Year Curriculum Leaflet

Assessment Period 2

BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?

(CONCEPTS; DEMOCRACY, EDUCATION, ASPIRATIONS, RESPONSIBILITY)

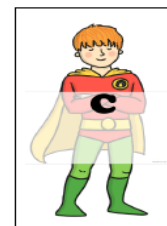
St John's Green Primary School



Learn to Live, Live to Learn

Teachers: Miss Salmon/Mrs Smith

Learning Support Assistants: Mrs Simmons (HLTA)/Ms Mishra/Mrs Hasanally



Collaborating Carlos

Work well together;
support each other.



Making Links Mollie

Make connections across all
areas of your learning.



Motivating Melinda

Be keen to succeed; try
your best.



Resilience Rex

Keep going even
when it's hard; never
give up.



Reflecting Roxy

Learn from experience; build
on your learning.

Learning Dispositions