

Phil & Jim Year 6
Curriculum Information
2015 – 2016

Welcome to the Year 6 Curriculum information booklet. This booklet has been designed to give you an idea of what your child will be completing at school this year. You might like to keep it to refer to throughout the year. It is divided into 3 sections.

- The first covers the subject areas of the curriculum we will be teaching during the year.
- The second covers the range of things that all members of the class will need.
- The third covers special events.

Section 1 – The Curriculum

Our aim is to provide a broad, balanced and challenging curriculum for children in their last year of primary school. As you may be aware, the new National Curriculum began at the start of the previous academic year. The current year 6 children will be the first cohort to be assessed against this criterion.

English

The curriculum in this subject is divided into the following subheadings:

Reading – word reading:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

Reading – comprehension:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – transcription:

Spelling:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing – composition:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing
- between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

Develop their understanding of the concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand grammatical terminology accurately and appropriately in discussing their writing and reading.

Maths

As in Year 5, the children will be split into two maths groups according to the children's confidence and ability within mathematics. The two groups will follow the same curriculum through the year, but will work at a slightly different pace. Please note that these groups are flexible and children may change groups as the year progresses. Mrs Chapman, Mrs Gaffney, Mrs Wright and Mr Bushell will teach all of the children at various points throughout the year.

Number – Number and Place Value

- 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 zero
- solve number and practical problems that involve all of the above.

Number – addition, subtraction, multiplication and division

- 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
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – fractions (including decimals and percentages)

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- 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, $4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}$]
- divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{2}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- 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.

Ratio and proportion

- solve problems involving the relative sizes of two 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.

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- 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 notation to up to three decimal places
- convert between miles and kilometres
- 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
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Geometry – Properties of Shape

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – Position and Direction

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Science

This year our units in Year 6 Science are:

- Term 1 Animals including humans
- Term 2 Living Things (habitats)
- Term 3 Evolution and Inheritance
- Term 4 Light
- Term 5 Electricity and Energy
- Term 6 Properties of materials and a Secondary Transfer project

The skills we will focus on are: asking questions; formulating own ideas of what might be tested and carrying out a fair test; predicting what might happen in the test and use of prediction to improve the test; using primary and secondary sources to access information; describing objects using all senses; comparing and grouping; using scientific properties; writing reports using graphs and tables.

As well as learning new skills and knowledge, the children will revise key aspects of work covered in previous year groups in order to prepare the children fully before they start secondary school. Although there is no longer a science SAT marked by external examiners, the children will still be assessed on their scientific knowledge and understanding by the school.

Computing

The core of the computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology across the curriculum. Throughout the year the children will also learn about E-Safety.

The computing curriculum will be organised into the following units:

- Term 1: Understanding networks and web based research
- Term 2: Creating an interactive program
- Term 3: Using spreadsheets and PowerPoint
- Term 4: Using Logo
- Term 5: Control and monitoring; creating digital movies
- Term 6: Revision of skills and creation of year 6 yearbook.

History

In History, we will be studying the following objectives:

- Using dates and vocabulary relating to the passing of time
- The lives and achievements of important historical figures
- Events and changes in different periods
- How cause and effect are linked
- The lives of ordinary people at these times

Topic focus:

Term 3: Industrial Revolution

Terms 4: Mayan Civilisation

Term 5 and Term 6: Local History Study

Geography

In Geography, the children in Year 6 are encouraged to think about local, national and global issues. Throughout the year, we will be looking at what is happening in the news in the world around us and continually developing a range of geographical skills.

This year we will be studying the following objectives:

- Knowing where key places are in the world (e.g. countries and their capitals, mountain ranges, oceans and rivers)
- Using atlases, globes and maps
- Drawing maps and plans at a range of scales
- Identifying and describing, using geographical terminology, what places are like (eg. in terms of natural features, jobs etc.)
- Improving the environment

Topic focus:

- Term 1: Land use, climate, human
- Term 2: Countries and continents
- Term 4: The Amazon
- Term 5 and Term 6: Our place

Art

Areas covered:

- Photography/cross hatch painting
- Drawing – still life, movement
- Printing – the arts and craft movement
- Textiles – natural dyes and embroidery
- Technical drawing
- Collage
- Paint

The children will be exploring how visual qualities can be organised and combined for different purposes. They will have the opportunity to investigate lines, shapes, colours and textures to produce pieces of work.

Design Technology

Areas covered:

- Food – cooking and nutrition
- Electrical and mechanical components
- Mouldable materials

P.E.

Areas covered:

- Outdoor and Adventurous activities
- Games
- Gymnastics
- Athletics
- Dance

We will be developing the children's co-ordination, balance, flexibility, endurance, agility, speed and strength throughout the year.

Music

In Music, we will be studying the following objectives:

- Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- Use and understand staff and other musical notations
- Develop an understanding of the history of music

Topic focus:

- Body percussion
- Programmatic Music

- Victorian Music (including Victorian Musical Inventions)
- Mayan Music
- Year 6 Production (including musical notation)

R.E.

Areas covered:

- Exploring worship and community
- Why do people go on pilgrimage and how does it affect them?
- How do religions show their beliefs about growing up, relationships and death?
- What do religions teach about human responsibility to nature and the environment?
- How does belief in God inspire people to work for justice and peace and make a positive difference in society?
- How are inner feelings, beliefs and experiences expressed in religion and in life?

Through these areas we will be focusing on Christianity, Hinduism, Islam and Judaism.

P.S.H.E.

Areas covered:

- New beginnings
- Getting on and falling out
- Say no to bullying
- Going for goals
- Good to be me
- Relationships
- Changes (to include Sex and Relationships Education)

We will be developing the children's confidence and responsibility, citizenship, healthy life styles and good relationships. As well as lessons in school the children will be participating in an Injury Minimisation Programmes (IMPS) at the JR Hospital and attending a Junior Citizenship day where they will be completing real life scenarios, how to deal with emergency situations and learning how to keep themselves safe.

German

Areas covered:

- Cultural awareness – how people in Germany spend their free time
- Different sports
- What's in the news?
- Interviews

Creative Cultural Curriculum, C³

The aims of the Creative Partnership Project:

- to establish partnerships between each year group and a cultural institution so that as the pupils proceed through the school they experience seven unique cultural and creative relationships
- to develop a deeper understanding of the cultural opportunities available in Oxford
- to consider what culture is and its relevance in modern society
- to give pupils the opportunity to apply their learning and skills in "real life" creative problem-solving activities

Year 6 have The Pitt Rivers Museum as our partner. Through this partnership we will develop the children's understanding of a sense of identity. We are hoping to produce a year group DVD that the children can keep as a memento of this project.

Additional Opportunities

C+, the creative curriculum project will also be continuing, with the children participating in a range of curriculum enrichment activities for an hour every other week. We are also looking forward to the popular 'CX week', during which the children will have the opportunity to carry out a sustained project of their choice with staff and children with whom they do not usually work.

Personnel

Lilac Two and Lilac Three are taught as a 'job share', which enables the school to support teachers' rights to work part time if they wish, in line with other professions.

In Lilac Two Mrs Chapman will teach on Monday, Tuesday and Wednesday with Mrs Gaffney teaching on Thursday and Friday. In Lilac Three Mrs Wright will teach on Monday and Tuesday with Mr Bushell teaching on Wednesday, Thursday and Friday.

We are also very fortunate to be supported by several talented LSAs.

As always, our approach to teamwork amongst staff is of the highest priority and we can assure you that a range of strategies are already in place to ensure continuity and effective communication.

Section 2

Homework

Homework for children in Year 6 will be set on Tuesday, to be handed in on Friday, and Friday to be handed in on Tuesday. Spellings are also sent home on a Friday for a test the following Friday. Children will need to organise their homework in a folder. Please let us know how your child is finding the work, particularly if they are having an difficulties.

N.B It has been recommended that children in Year 6 should be doing up to 30 minutes of homework per day, on a variety of tasks including reading at home.

Homework tasks

- Literacy - focussed work
- Mathematics based on the week's learning objectives
- Reading
- Weekly spellings for a test on Friday
- From January 2016, there will be a regular Science revision homework every week.

Reading books

We feel very strongly that children in Year 6 should read widely across both fiction and non-fiction genres. Most reading opportunities are within Literacy sessions and guided reading. Children in Year 6 are expected to have a current reading book at all times, and we are keen to build up our range of fiction books suitable for Year 6. If you have any books that you no longer need, we would be grateful for them to be added to the school library.

Equipment

Children in Year 6 are expected to have the correct stationery in school at all times. This includes: pencils, ruler, rubber, colouring pencils, ink pen and cartridges, highlighter pens and a homework folder.

PE kits in school

PE sessions take place on Tuesday and Wednesday in Lilac Two and Wednesday and Thursday in Lilac Three every week. Their kit should consist of:

Outdoor PE: tracksuit bottoms or shorts (weather depending), t-shirt and trainers

Indoor PE: shorts, t-shirt and plimsolls.

Please note that long hair must be tied back. We recommend that any children with long hair keep a hair tie in their PE bag.

Dress Code

Although there is no specific school uniform, we would ask that pupils do not wear jewellery to school, in line with our health and safety policy. Children must also not wear t-shirts with provocative slogans.

Water bottles

Children are encouraged to have their own labelled water bottle in school.

Indoor Shoes

It is important that children have a pair of 'indoor shoes' to wear when inside the building.

Section 3

Residential Week

A week for Year 6 at the PGL Activity Centre at Beam House, near Bideford in Devon has been reserved. The dates for this are **Monday 11th April to Friday 15th May 2016**. This is a fantastic opportunity for the children to develop a range of skills from the ability to work as part of a team to skills in leadership and independence.

Key Stage 2 SATs

The SATs weeks will take place during the week beginning **Monday 9th May 2016**. These are a series of national tests in English and Maths undertaken by all Year 6 children in England.

The Government have also introduced a Grammar, Punctuation and Spelling test. Children working as a high level 5 in English and Maths will also sit a Level 6 test papers during the same week. No more needs to be said at present, but rest assured, that, as in previous years, your children will be thoroughly prepared!

We will be holding a SAT information evening on **Monday 7th March at 18:30**.

Year 6 Yearbook

As this will be your child's final year in primary school, we will be working on writing a yearbook as a memento of their years at Phil and Jim. The creation of this will take place during Term 6 and pupils will receive their copy on the last day of school.

Parent Consultations

Individual parent consultation appointments will take place during the week beginning Monday 19th October. As in previous years, a signing up list will be placed in the Lilac cloakrooms. There will be a further consultation in February 2016, the week beginning Monday 8th February.

Further dates for the diary

Wednesday 16th December –Lilac Creation Theatre trip

Class Representatives

Each class will be looking for parent volunteers who are willing to act as class representatives. We hope that this is not too onerous a task; however it is extremely helpful for us to have parent reps that are able to send out reminder emails and organise small fundraisers such as cake sales.

End of Primary School celebration

Traditionally it has been great to end the year with a celebratory BBQ for the Year 6 pupils, parents and staff to share. The date for this has been set for **Tuesday 19th July**. Please let the Year 6 teachers know if you would be interested in organising this event. The children will end their time at Phil and Jim through a graduation-style Leaver's Assembly on the afternoon of **Wednesday 20th July**. All parents are welcome to attend.

Post – SATs

In Term 6, we aim to give our students a fun but challenging end to their primary school career. We will therefore undertake various projects, which will include:

- Visits to secondary schools, including a Partnership Sports Day, and Science and Health day at Cherwell.
- Literacy – a transition project which links with Cherwell
- Producing a Yearbook, with contributions from all in Year 6
- Year 6 Leavers Service at St. Margaret's Church on **Wednesday 13th July**.
- Year 6 Production during the afternoon and evening of **Monday 18th July**.
- A 'Service Points' project, which is linked to community service.

We hope that this booklet will give you a flavour of what is in store for your children this year. If you have any further questions, please do not hesitate to contact us.

Mrs Gaffney

Mrs Chapman

Mrs Wright

Mr Bushell