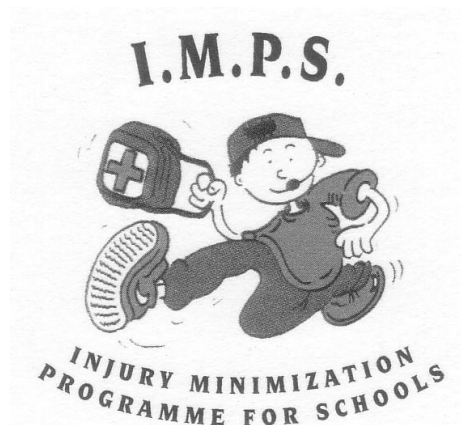


Class 6

Curriculum Overview

Autumn Term 2019



I hope you all had an enjoyable summer break. Already Year 6 has settled in well and started the new academic year very positively.

English this year will be split into four distinct areas: grammar, spelling, reading and composition.

Grammar Throughout Year 6, a key focus will be one of decision making, understanding the impact that different grammatical structures may have on the writing enabling the children to decide when and where they are best applied. We will build on the detailed work in Year 5, exploring how different elements can be modified and punctuated correctly, especially those that develop a sentence in much more detail: prepositional phrases, subordinate clauses and noun clauses.

Spellings will be taught each week as often as possible and will begin looking at some tricky words and some nice routines to remember them. From here we will step towards the compulsory word list for Year 6 and start to look at some deeper spelling rules, especially those that rely on root words to explain the correct suffix.

Composition work will start on a much broader scale by focussing on what gives individual authors their particular styles. We will employ their skills of 'Point, Evidence, Explain' as a mechanism to create compositions but will look more closely at different techniques for expanding ideas, keeping the reader engaged and maintaining flow. This will lead us into planning which will become far more detailed and therefore more meaningful.

Alongside this, there will be plenty of opportunities for 'free writing' which is a low stakes opportunity to develop writing stamina and to practise targets more consistently.

Maths will be divided into three elements: arithmetic, number concept and problem solving

Arithmetic will rely heavily on the application of times tables and the effective application of a deep knowledge of place value. We have already done a lot of work in class to identify tables knowledge that needs to be developed and have looked at some techniques such as the 'triangle method' which are an excellent way to deepen established tables facts. Alongside this we will look closely at addition, subtraction, multiplication and division calculations and explore techniques to calculate mentally with increasingly large numbers more accurately.

We will ensure that established and new concepts can be calculated with an increasing emphasis on accuracy. While accepting that we all learn from mistakes, we will quickly draw a distinction between errors made due to a lack of care and focus, and those that show that the work is close to the boundaries of ability ensuring that time spent in class correcting work is focussed on learning.

Number concept

We will cover a variety of concepts over the next two terms but the focus will be on the links between them all. At no point will I announce that we are finished with one concept and are now moving on to the next. Instead, we will constantly evolve each concept into the next, as each skill is seen to be useful or tested in a new situation.

Problem solving is the way in which the mathematical fluency is applied effectively to a range of situations. This is something we will be looking into in great depth using a range of questioning strategies. The first is to 'use what you know'. This is the method by which

information is extracted from a word problem and set out using mathematical formulae, reducing words to numbers if you like. From here we set this information against the question and begin to ask the key questions, 'What is it? and 'What is it not? What could it be? and 'What can't it be?'. The next step is to try to represent this information using a drawing which will ultimately become a more refined and effective diagram such as a bar-model. This will allow us to establish a strategy that could then be applied to the question leading to the first opportunity to solve the problem. From here the potential solution is seen as just that, a potential solution. This will be questioned and tested by asking the question, 'Can you prove it?'

Our first topic in **science** is the human body. We will take a close look at the circulation system to understand its various components and how they interact before using this knowledge to explain the principles behind a healthy life style.

In **ICT** this year we will use several APPs which enable us to create e-books. The first one is a planning tool that ties in well with the work we are doing in English while the second allows text and illustrations to mixed together to create a very professional looking finish. To begin with though we will look closely at data bases and how they can be used to organise maths and science data.

The **history** topic this year will be WW1 although we will begin to touch on some elements of WWII. In it, we will study life in the trenches, the rapid development of technology and transport, and how the war transformed British society. This provides a great opportunity to look at some artists from the time, particularly focussing on Paul Nash alongside others such as Nevins and Bomberg.

PSHCE (Personal, Social, Health & Citizenship Education). Lessons will be developing speaking and listening skills through discussion, reflection and appreciation of other people's point of view. Later in the term, we will be visiting Henley Accident and Emergency unit as part of IMPs (Injury Minimisation Programme) - an excellent opportunity for the children to learn or refresh life-saving skills. The date is still to be confirmed.

PE will take place on Tuesday during PPA and on Thursday afternoon. For as long as the weather holds we will go outside so please ensure that the children have suitable clothing.

Expectations:

The work outlined above is both detailed and difficult and as such requires high levels of focus and application. It is for these reasons that my expectations of conduct in class are very high. This message will be unrelenting throughout the year which is something some may find initially quite hard to acclimatise to. However, I strongly maintain that to achieve what we must this year, the class has to be focused and increasingly independent at all times.

Homework:

As a general rule, I will send homework out on a Friday to be completed by the following Friday. However, I would stress at this early stage that if homework is left to the last minute and completed in a hurry, any potential benefits are largely negated. Instead, I will encourage an ongoing system whereby children come to see me regularly throughout the

week to give me updates on their progress and seek help whenever they need it. This is far more beneficial to me as a teacher and the child as an independent learner.

I am a realist. For some families homework will cause problems. When it does, please contact me as soon as possible and I'll help any way I can. In a similar vein, some families are willing and able to cope with more quantities of homework than others. Please stay in contact with me and I will make adjustments accordingly.

Reading: The value of regular reading in the primary years cannot be stressed enough and although it can be very hard to find the time, we really would encourage you to make every effort to do so where possible. It doesn't have to be a story book, any reading is good reading as long as the quality of the text is high.

If you are unable to sit with your child while they read, asking questions afterwards is an excellent practice. Reading with the intent to respond is a different skill to reading for pleasure alone and needs plenty of time to develop. **I have some key questions available for you to use at home if that would be of interest. Please just ask me for a copy at any time.**

The children have homework books already. **Please use these books to write any comments in if you wish, especially if your child is unable to complete any work for whatever reason or has encountered problems.** Homework is not expected to be onerous or too time consuming. Please remember it is the effort that is important.

If I haven't met you already, I look forward to speaking to you very soon about how your child has settled into their final year at primary school. For others, welcome back.

Mr Andy Silvester