

Year 6 Curriculum Meeting



September 2023



Safeguarding at Garswood

At Garswood we want above all to ensure that our children feel safe and happy. Cultural and social influences can make some children vulnerable.

For example, time spent online and influences from the online world has increased the risks open to our children.

Our children's education is designed to ensure children feel safe and comfortable and have the knowledge to tackle any potential issues.

Safeguarding risks that can affect children include...

- Online grooming
- Domestic abuse
- Drug/alcohol misuse
- Sexual exploitation
- Gang involvement
- Child abuse

All staff at Garswood are aware that any disclosures from children will be reported in the appropriate manner. Mrs Potter (safeguarding lead) will ensure the correct course of action is followed.

If you, as a parent, ever have any concerns or questions please consult our parent support worker Mrs Helen Evans or Mr Yearsley (Deputy safeguarding lead) and we will attempt to assist as best we can.

At Garswood we want above all to ensure that our children feel safe and happy.

Expectations & Attendance

- Children have had standards and expectations explained to them clearly and have constant reminders on a daily basis:
- Listening to instructions
- Engaging during lessons

Our school ethos:

- Being kind 'No out-siders'
- Being ambitious – what can we take from this year?
- Respectful towards ourselves and each-other
- Ensuring presentation standards are followed (including joining handwriting, underling dates and titles etc)
- During lessons, children are reminded of 'sticky knowledge' that is important for them to retain. This knowledge is revisited throughout topics each half term.
- Aim for 97% attendance – this is a 5 day challenge. Your child should have no more than 5 days absence as a maximum.
- 90% attendance would mean your child has missed 4 weeks of schooling across the year. This is a huge amount of missed learning
- Below 90% is considered a persistent absentee and you must work with the EWS to create a parenting agreement





Teaching Methods

In Maths, we follow the White Rose curriculum.
Balancing fluency with automaticity.

Resilience is key - they have to think about and work hard to find the answers.

In English we teach through a quality text. The new elements of Grammar for the SPAG test will be taught through English lessons – Nowhere Emporium, The Landlady, The Arrival, When Hitler Stole Pink Rabbit

The bespoke curriculum is used to deliver Science and other foundation subjects, where possible-links will be made across subjects incorporating English and Maths.

Reading

► Reading is of paramount importance throughout the school.

► Children will be reading a range of quality texts during English lessons as well as studying a sub text often relating to a non-fiction subject or genre e.g. information texts and biographies.

► 'Go Read':

► Children will record their reading progress using the in class reading log. This will be checked regularly by staff to ensure appropriate levels of access. Children will be given opportunities to write reviews and feed back on the texts covered to consolidate their understanding.





Yearly Overview

Year 6 Curriculum Map

2017-18

Term 1		Term 2	
1 st half	2 nd half	1 st half	2 nd half
Science What would a journey around your body look like <i>Scientific investigation links</i> Experiments into heart rates after exercise Comparison of data showing heart rates and the impact of lifestyle on these <i>Heart start workshop in school</i>	Could Spiderman really exist? <i>Scientific investigation links</i> Classification survey Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.	Have we always looked like this? Evolution and inheritance <i>Scientific investigation links</i> Identifying scientific evidence that has been used to support or refute ideas or arguments	How can you light up life? <i>Scientific investigation links</i> Set up investigations to or disprove theories of light travels, refraction reflection
NC Aims Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood recognise the impact of diet, exercise drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals including human	Describe how living things are classified into broad groups according to common observable characteristics and based in similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics	Living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago Recognise that living things produce offspring of the same kind but normally offspring vary are not identical to their parents Identify how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution	Recognise that light travels in straight lines Explain that we see things because light travels from and reflects from objects in eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
History <i>tudors</i>	WW2	Darwin – who was he? Why were his ideas challenged?	Viking raids and invasion Resistance by Alfred Great and Athelstan king of England Further invasions of <i>Dane</i> <i>Anglo Saxon laws</i>

Term 1		Term 2		Term 3	
1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Geog Where was the War of the Roses – counties in England out of here • use the 8 points of a compass, 4 and 6 figure grid references symbols and key to build knowledge of United Kingdom <i>trip to Delamere</i> arguments over land borders	Biomes How would we survive in other parts of the world – links with evolution	Where did the Vikings hail from? Why did they move to England? Weather conditions and contrasting localities of Northumberland and Scandinavia rainfall etc.	Tropics of cancer and Capricorn. Where did the Mayans live?	EU – trade links referendum	
NC Aims • Human geography including economic activity including trade links and the distribution of natural sources	• Use fieldwork to observe measure record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs	• Human and physical geography – describe and understand key aspects of physical geography biomes and vegetation belts	• Human geography including economic activity including trade links and the distribution of natural sources and the distribution of natural resources including energy, food, minerals and water	• understand geographical similarities and differences through the study of human and physical geography of a region of South America	
RE What are the Five Pillars of Islam?	Why is Diwali celebrated by both Hindus and Sikhs?	What can we learn from religious texts? Sikh/ Buddhist	How do different religions celebrate marriage?	What do people believe happens after death?	What do people believe happens after death?
NC Aims • I can learn about the importance of prayer in the different religions, compare and contrast them, surrounding prayer (eg call to prayer in Islam)	• I can explain the significance of Diwali to different people	• I can identify different places of religious art, and use them to explain the significance of the art	• I can name the different religions and their beliefs		

English Curriculum Map: - Garswood Primary School

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	When Hitler stole pink rabbit – Judith Kerr	The Nowhere Emporium – Ross McKenzie	The Wolves of Willoughby Chase – Joan Aiken	Journey to Jo'berg – Beverley Naidoo	The Viewer – Gary Crew	Hidden Figures – Margot Lee Shetterly
Other Text	Rose Blanche – Ian McEwan	The Mysterious World of Microorganisms – Isabel Thomas	Non-fiction text on the war.	Town is by the Sea – Joanne Schwartz	The Landlady – Roald Dahl	The Arrival – Shaun Tan
Poetry	The Eagle – Alfred Lord Tennyson	Invictus – Henley	Tyger Tyger – Blake	Still I Rise/Caged Bird – Maya Angelou	The Lady of Shallot – Alfred Lord Tennyson	If – Rudyard Kipling

What does our week look like?

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-8.55	Morning activities (<u>Maths</u> fluency/Reading Comp)	Morning activities (<u>Maths</u> fluency/Reading Comp)	Morning activities (<u>Maths</u> fluency/Reading Comp)	Morning activities (<u>Maths</u> fluency/Reading Comp)	Morning activities (<u>Maths</u> fluency/Reading Comp)
9.00-9.30	SPAG	SPAG	SPAG	SPAG	Spelling/ Arithmetic test
9.30-10.45	Maths/Music	Maths/PE (Indoor)	Maths	Maths	Maths/Computing
10.45-11.00	Break time				
11.00-11.45	English through text	English through text	English through text	English through text	English through text
11.45 - 12.45	Lunch - Buddies				
12.45 - 1.45	Computing	Science	History/ Geography	Reading Comprehension	Maths/MFL
1.45 - 3.00	PSHE	Science	PE (Outdoor)	Computing	Art/DT
3.00-3.15	<u>PofD</u>	<u>PofD</u>	<u>PofD</u>	Singing	Music



What will the SATS be like?

► A one hour reading paper much the same as in previous years. A selection of texts that are progressively more challenging with a set of questions on each text.

A spelling and grammar paper that will test the children's knowledge of grammar through short answers – tick a box, circle a word, etc
A spelling test of 20 words.

Maths will continue to be assessed through three papers
a 30 minute arithmetic test
two 40 minute reasoning papers



How the tests will be reported?

Scaled score will be used.

Raw score based on how many questions they answer correctly,

converted to a scaled score where 100 is the national standard. There will be a lower end point on the scale for children who do not achieve the national standard and an upper end point for children who perform exceptionally well on the tests.

We won't know what the scale will be until the children have completed the tests and they have all been marked.

Children will get a raw score, a scaled score and whether or not they have reached the national standard

Retrieval questions

Explanations

25

Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor Summerlee.

Lord John.

Malone.

Professor Challenger.

1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

28

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

1 mark

Sample questions

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

3

$6.1 + 0.3 =$

☐

1 mark

Mental or written?

9

$5 \times 4 \times 7 =$

☐

1 mark

Making connections

25

1 3 3 0 1 6

Show
your
method☐

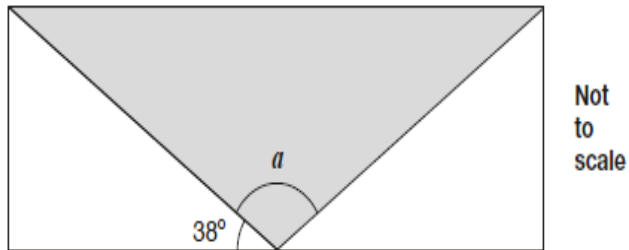
2 marks

Traditional methods

Reasoning, using and applying

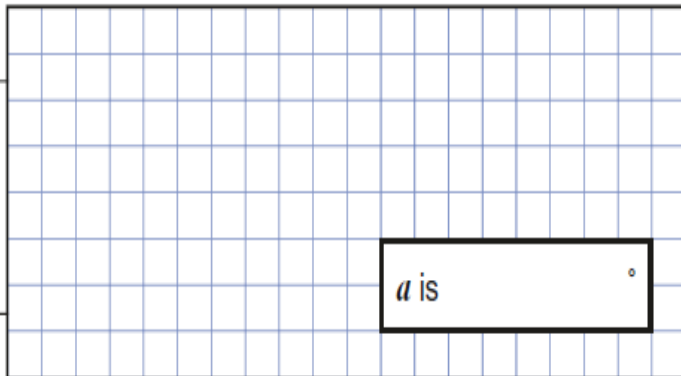
15

A shaded isosceles triangle is drawn inside a rectangle.



Calculate the size of angle a .

Show
your
method



2 marks

Grammar and Spelling

Grammar and spelling is a large part of the Year 6 Curriculum

Abstract Noun	Colon	Homophone	Prefix
Active Voice	Command	Hyphen	Preposition
Adjectives	Commas	Inverted Commas	Present/Past Tense
Adjectival Phrase	Common Noun	Main Clause	Pronoun
Adverb	Conjunction	Object	Proper Noun
Adverbial Phrase	Connective	Omission	Reporting Clause
Ambiguity	Contraction	Parenthesis	Semantic Cohesion
Antonym	Determiner	Passive Voice	Semi Colon
Apostrophe	Ellipsis	Phrase	Singular
Brackets	Embedded Clause	Plural	Subject
Clause	Grammatical Cohesion	Possession	Subordinate Clause
Collective Noun	Homograph	Predicate	Synonym



SATs

Preparation

- ▶ Booster classes will be provided from February onwards (9 weeks prior to SATs) Most staff contribute so groups are smaller.
- ▶ Parent classes happy to set up if you are interested
- ▶ Revision guides are used to support the children's learning.
- ▶ Timed activities so prepare children for expectations of tests
- ▶ Revision websites such as KS2 bite-size
- ▶ Practice SATs – use of past papers to help us to track the children's progress, to help the children become familiar with the format, review questions and completing tests within a given time.



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Writing
framework
used to
decide if a
child has or
has not
reached the
standard for
Year 6.



London and Harry Potter Studios



What can I do as a parent?

- ▶ Websites to access from home
- ▶ BBC bitesize
- ▶ Online resources/learning: Lexia
- ▶ Century Tech
- ▶ Encourage children's reading
- ▶ Practise spellings
- ▶ Encourage independent completion of homework activities
- ▶ Ask if there are extra materials you would like

Thankyou...

- ▶ Keep up to date with all our adventures
- ▶ on 'X' @garswoodprimary and the
- ▶ School Spider Garswood Website.

