



Victoria Dock Primary School

A curriculum guide
for parents

Year 6

Working together for your children

Welcome to Year 6

In Year 6 we adopt a creative and enthusiastic approach to our curriculum. We encourage independence and a love of learning.

- This year your child's teacher will be Mr Hague and Mrs Juggins
- Your child's classroom is on the ground floor within Key Stage 2.
- SATs will take place in w/c 11th May 2020

Year 6 will be the final year of primary school. The children will be given lots of opportunities to extend their learning and apply their skills in a range of contexts. We expect great things from our Year 6 pupils and we look forward to seeing what they are capable of achieving. Children will be assessed in Reading, Writing, Grammar, Punctuation and Spelling and Maths. For the most part, these are part of a normal classroom routine, and support teachers' assessment. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 6.

A typical day in Year 6

Everyday consists of Guided Reading, English and Maths. All other subjects are taught throughout the week as well as through our core subjects.

PE will take place twice a week with an indoor and an outdoor session.

P.E. Kits to be worn on P.E. Days

Indoor: (Wednesday) Plain white t-shirt, plain black shorts and sandshoes. ***These will need to be in a named bag and kept in school for the half-term.***

Outdoor: (Monday) Jogging bottoms, t-shirt, sweatshirt and trainers. ***These can be brought into school on the day of the outdoor P.E. session and taken home the same day.***

English Writing Curriculum

In upper Key Stage 2, your child will have opportunities to write in a wide range of styles. It is important that your child applies skills learned within writing sessions are applied across the whole curriculum. We will develop and extend their understanding of grammar so that they can enhance the meaning of what they are writing and communicate their ideas accurately, using standard English. Children will build upon the skills achieved in lower key stage two and develop writing stamina over extended pieces of writing.

At the end of Year 6, teachers will assess their ability to write across a range of forms and subjects. They will also sit an externally marked test to assess their spelling skills and grammatical understanding.

Assessment framework from the Department for Education

By the end of Key Stage 2 children can:

The pupil can write for a range of purposes and audiences:

Creating atmosphere, and integrating dialogue to convey character and advance the action

Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly

Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs

Using passive and modal verbs mostly appropriately

Using a wide range of clause structures, sometimes varying their position within the sentence

Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens

Spelling most words correctly, including common exception words* (years 5 and 6)

Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

English Reading Curriculum

In upper Key Stage 2, your child will increasingly meet a wider range of texts and be encouraged to use their skills in a broader range of contexts.

They should be taking greater responsibility for independent reading and research at home and for their homework. It is still really important for children to be reading at home on a regular basis. We actively encourage parents' to take the time to read and share stories with their child. At the end of Year 6, children will sit a reading test, which will be marked externally.

Assessment framework from the Department for Education

By the end of Key Stage 2 children can:

Read age-appropriate books with confidence and fluency (including whole novels)

Read aloud with intonation that shows understanding

Work out the meaning of words from the context

Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence

Predict what might happen from details stated and implied

Retrieve information from non-fiction

Summarise main ideas, identifying key details and using quotations for illustration

Evaluate how authors use language, including figurative language, considering the impact on the reader

Make comparisons within and across books

Maths Curriculum

By the end of Year 6, your child is expected to be confident with the use of the standard written method for all four operations (addition, subtraction, multiplication and division) and to have secured the key number facts. We will be extending children's understanding of fractions, ratio, proportion as well as introducing them to algebra. Keep testing them on their times tables so they are confident with using these up to 12×12 .

At the end of Year 6, your child will sit a series of tests, including an arithmetic test and a reasoning test, which will be externally marked.

Assessment framework from the Department for Education

By the end of Key Stage 2 children can:

The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9/?$; $28.13 = 28 + \underline{\quad} + 0.03$).

The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation

The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll)

The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).

The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70).

The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).

The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).

The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Science Curriculum

In Year 6, many of the scientific concepts that children meet are more abstract, such as the study of evolution, or the behaviour of light. There are still plenty of opportunities for investigation, and also to find out about the work of some great scientists of today and the past.

Assessment framework from the Department for Education

By the end of Key Stage 2 children can:

Working scientifically:

The pupil can describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.

The pupil can ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.

The pupil can use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.

The pupil can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

The pupil can present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.

The pupil can use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content:

The pupil can name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.

The pupil can describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.

The pupil can name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.

The pupil can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.

The pupil can construct and interpret food chains.

The pupil can explain how environmental changes may have an impact on living things.

The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.

The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.

The pupil can describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.

The pupil can identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.

The pupil can identify, with reasons, whether changes in materials are reversible or not.

The pupil can use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.

The pupil can use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.

The pupil can describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.

The pupil can describe the effects of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity).

The pupil can identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.

The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.

The pupil can describe the shapes and relative movements of the sun, moon, earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth's rotation and that this results in day and night.

Exploring Year 6 Topics

Foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, all schools are required to include Religious Education in their broader curriculum. In our school, foundation subjects are taught through exciting and engaging topics.

Topic – The Great Exhibition

The children in Year 6 start with the topic, 'The Great Exhibition', which will focus on the big question: Can one person change the world? Considering the work of famous explorers, inventors and pioneers, children will focus on significant changes made by inspirational individuals throughout history. Year 6 pupils will have the chance to explore a variety of art styles and mediums, developing their own personal style and preference, carefully producing their own final piece of artwork, representing their chosen pioneer and their contribution to society to be finally unveiled at a public exhibition.

Topic – The Mysterious Mayans

During the spring term, children in Year 6 will study the ancient Mayan civilisation and how their people still exist today, despite numerous attempts to wipe them out over the course of history. We will study the classical Mayan period which stretches from approximately 250-950 AD. Children will enjoy looking at the contributions a whole civilization can make to humanity, such as Mayan contributions to astronomy, sculpture, architecture, medicine and the number system. Of course, whilst studying a people from Central America, it would be a great shame to not enjoy a whole host of lessons inspired by chocolate and the journey which cocoa takes from where it is grown, to our shops. Eventually, we will investigate possible reasons for the end of the classical Mayan period—something which experts are still unsure of.

Topic – The Great Outdoors

Throughout the summer term, and our Year 6 children's final term at Victoria Dock Primary School, they will study the wider world and our place within it. We will investigate the rich tapestry of faiths and beliefs from around the globe, discussing similarities and differences. In science lessons, children will have the opportunity to become familiar with all manner of creatures and plants, classifying them based on characteristics ranging from country of origin to observable characteristics. We will delve deeper into understanding how characteristics are passed down through generations and the role of inheritance and genetics in what makes us unique. During the latter half of the year, Year 6 children take part in a range of activities, visits and workshops which are designed to ensure their independence in the wider world. This is part of our preparation for secondary school and life as a young adult.

Behaviour

We have high expectations of behaviour at Victoria Dock.

- We have a traffic light system to signal children's behaviour (green—expected behaviour, amber—warning regarding behaviour, red - unacceptable behaviour)
- Children in amber may miss minutes from their breaktime.
- Children in red will miss their breaktimes for the following day.
- Rewards and praise is offered to those doing the right thing.
- Visits to the Head Teacher are encouraged.
- Good work assembly shows the best of their work and behaviour from the week.

Reading

Reading is key skill:

- Children will continue to follow the school colour banded reading scheme.
- The correct colour band is a small sticker with TTS written on.
- Children can change their books regularly but are encouraged to read them thoroughly.
- Stages although on the books, are out of date and not relevant.
- Teachers will decide to move a child up a band based on their work in class. Reading books taken home are designed for fluency, enjoyment and developing a love of reading.

Handwriting

- Handwriting is practised throughout the week.
- Cursive handwriting is expected
- Extra support is put in place for those finding handwriting a little hard.
- Pencil grips and Stabilo pencils are available for those who find holding a pencil correctly difficult.
- Extra handwriting at home is always beneficial to all pupils.

Holidays in Term-Time

Outstanding attendance is expected at Victoria Dock Primary School and holidays in school time are discouraged.

Work will not be set for children going on holiday during term time.

Permission for Trips

Letters to inform you of trips will go out in advance. Please ensure prompt return of permission slips and payment (if required) to ensure the children are able to attend.

Pupil Details

Please ensure up to date medical information is shared with the school.

Addresses and telephone numbers should also be kept up to date in the case of an emergency.

Lunch and Breaktime

- Breaktime is at 10:45
- Lunch is 12:00—13:00
- Bands are issued for children having lunches. Lunches must be booked via the school website by Thursday of the previous week.
- Children can bring a packed lunch or stay home dinners.

Key Events in the year

- A class assembly or showcase and class workshop will be held so you can celebrate your child's achievements.
- Parent's Evening will be held twice a year with an optional third evening in the summer.
- Year 6 SATs will take place w/c 11th May 2020.
- A Summer Show will take place in July 2020.

All events are on the school's website.

School Start and Finish Times

The school doors open at 08:40 daily and children should be in school, in the classroom by 08:50. Children access maths and reading tasks on entering the classroom. If they are late then they miss out on extra provision.

School finishes at 15:10 and children should be picked up on time. Children who are late will be taken to the office.

Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Victoria Dock Primary - Safeguarding Team	
Designated Safeguarding Lead	Mrs Juggins
Safeguarding Lead Support	Mrs Stephens
E-Safety Lead	Mr Hague
Designated Governor for Child Protection and Safeguarding	Mr Comfort

If you have any safeguarding concerns, please contact the school immediately.

Please see the school's Safeguarding and Child Protection Policy

E-Safety

We take E-Safety very seriously in school. Children are taught from a young age about staying safe online.

- Children are taught about what to look for and what to do if they see something they think they shouldn't.
- Incidents are reported to Mr. M. Hague and investigated. These can also be reported by yourselves through the school office.
- Children can log incidents themselves through an online form.
- E-Safety updates will be sent home should a concern or new 'craze' become relevant and/or a concern for our pupils.
- Sites, where possible, are screened by teachers to reduce the risk of incidents.

Homework

Homework is given out every Thursday and will be based on what your child has been doing in class to reinforce their learning.

- Homework books will be provided.
- Homework will be uploaded on to the school's website.
- Paper copies are available if required.
- Homework should be returned to school by Wednesday.
- Tasks will be relevant to the topic each term.
- Children are encouraged to complete their homework.

Any questions...?

- If you have any concerns or questions then please ask your child's class teacher.
- Mr Hague is the Upper School Leader and can also be contacted via the school office.
- Alternatively you can contact the admin office who will try to help you with your query.
- Mrs Saunders (Head Teacher) and Mrs Juggins (Deputy Head) are available should you require further assistance.
- Mrs Taylor is our SEN leader and available should you have any concerns regarding progress and attainment.