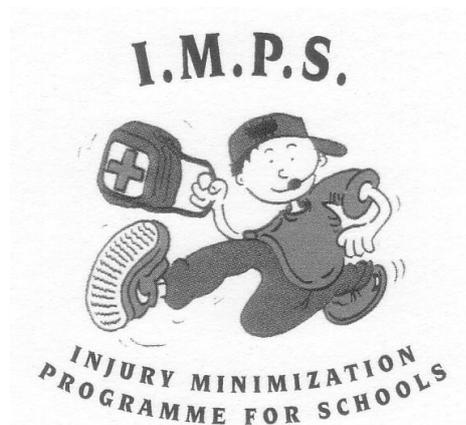


# Class 6

## Curriculum Overview

Autumn Term  
2020



**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, in particular understanding the impact that different grammatical structures may have on a composition, 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 by 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.

There will be many links to the history and science topics this term which will place the writing skills in a meaningful context.

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 will identify tables knowledge that needs to be developed and will look at some techniques such as the 'triangle method' which are an excellent way to deepen established tables facts while rehearsing an efficient multiplication strategy. 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.

The **history** topic this term will be WW1 although we will begin to touch on some elements of WWII. We will study life in the trenches, the rapid development of technology and transport, and how the war transformed British society.

**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.

We would usually visit 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. This year of course is different but we are trying to arrange a scaled back version that can be brought into schools. I will give you more details of this as it becomes clearer.

**PE** will take place on Wednesday and Friday afternoon. For as long as the weather holds we will go outside so please ensure that the children have suitable clothing.

### **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 will have homework books. **Please use these 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 note:** Homework is a reality of secondary school and my job is to prepare your children for Year 7. Homework needs to be driven by the children, not completed for my benefit. It is a chance to develop self-organisation, manage time effectively and seek help from staff at school independently whenever necessary. It should be taken seriously. I will provide you with as much information as I can to help you to manage this at home.

### **Closing Notes:**

I try to make myself as available as I can throughout the year to talk to you about your child. This year we will have to rely very heavily on Zoom chats. I think we should see this as a positive since it gives us the opportunity to include all interested family members, not just those who can get in to school.

If you have any issues throughout the terms please do not let them snowball. Contact me early. For me, the more often we talk, the smoother and more effective Year 6 will be.

Mr Andy Silvester