



Year 6 Information Evening

A guide to this year



Introduction

Class	Teacher	TA	
6S	Miss Baughan	Mrs Foulsham	
6P	Mrs Khan	Mrs Brown	Mrs Nandula
6J	Miss Powell	Mrs Poulton	Mrs Ali



Long term plan

Year 6 Curriculum Overview Stanley Park Junior School

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	Kenalee's Kingdom <i>Michael Morpurgo</i>		Wonder <i>R.J. Palacio</i>		Macbeth <i>William Shakespeare</i>	
Class Poetry	The Menace <i>BBC poetry</i>		Windrush child <i>John Agard</i>		Song of the Witches <i>William Shakespeare</i>	
Writing Focus	Diary	Newspaper	Setting description	Recipe	Balanced argument	Production scripts and song words
	Autobiography	Character description	Narrative	Instructions	Complaint letter	
	Biography	Non-chronological report - Japan		Letter		
Maths	Place Value Addition, subtraction, multiplication and division	Fractions Geometry - position and direction	Decimals Percentages Algebra	Converting units of measure Perimeter, Area and Volume Ratio	Geometry - properties of shape Problem solving Statistics	Investigations
Science	Living things	Evolution and natural selection	Light	Sex education	Electricity	Animals & humans
Computing	Internet safety	Programming - variables in games	Spreadsheets	Programming - sensing	3D modelling	Computer systems - communication
PSHCE	Being me in my world	Dreams and goals	Healthy me	Celebrating differences	Relationships	Changing me
Geography	Active planet			500	Wild about London	
History	The Victorians		WW2			
Art	Arts and Crafts lettering Artist study - William Morris	Water colour washes Artist study - Hakusa		Perspective drawing Artist study - Julian Beaver	Optical illusions art Artist study - Aitch Kappor	
DT			Cultural cooking		Fairground rides	
PE	Gymnastics - apparatus	Gymnastics - floor work	Dance - Charleston	Dance - WW2	Circuit training	Swimming top-up
Games	Indoor athletics (outside)	Netball	Tag rugby	Athletics	Tennis	Rounders
RE						
French						

LITERACY

- Diary
- Biography/Autobiography
- Setting description
- Character description
- Dialogue
- Newspaper article

PISCHE & SEAL

- Being me in my world
- Celebrating differences
- Harvest festival
- Value of the month
- Anti-bullying week - 14th November
- Road Safety week - 21st November
- Zones of regulation

ART/DT

- Artist studies- William Morris and Fiona Howard
- Reproduce certain elements of William Morris's or Fiona Howard's designs with a focus on leaves.
- Final piece - illuminated initial in style of William Morris or Fiona Howard

Autumn Term

SCIENCE

- Microorganisms
- Study of Carl Linnaeus
- Classification of living things.
- Study of Charles Darwin
- Evolution and natural selection.

CROSS CURRICULAR MATHS

- Victorian money
- Rate learning and mental arithmetic

COMPUTING

- E-safety
- Variables in gaming

Half term homework projects (optional)

Term 1: The Victorians
Term 2: Evolution

Year 6

Trips / activity days

- Sutton Life Centre TBA
- Natural History Museum TBA

PHYSICAL EDUCATION

- Athletics
- Gymnastics
- Netball

Discrete learning in:

- Maths
- Literacy
- Science
- PE/Games
- Computing
- RE

MUSIC

- Exploring elements of music and composition using glockenspiels for the song Happy.
- Composers in Victorian times
- Christmas songs

HISTORY

- Victorians on a timeline
- Impact of railways
- Changes in society
- Changes in technology
- Victorian hierarchy
- Black history - Henry 'Box' Brown/ Mary Seacole

GEOGRAPHY

- Natural disasters: Volcanic eruptions; earthquakes; avalanches; hurricanes; tornadoes
- Country study of Japan.

Year 6 SPJS Curriculum Headlines
Week Beginning: 13th September 2021

English	Writing: Having started our diary accounts on the topic of treasure, we will finish our pieces and then edit them for spelling, punctuation and ensuring we have used a variety of writing skills. Reading: While we continue with our general skills using our focused texts, we will also complete our initial reading assessment for all children.
Spelling + Word of the Week	Each week we will focus on a spelling rule that the children are expected to know by the end of year 6. Our spelling rule this week will be further words ending in 'ous' and 'ous'. Words of the Week Single chills: drawy Double chills: indolentous
Maths	We will revise the topic of rounding to the nearest whole number, ten, hundreds and more, as well as less usual amounts such as the nearest 50 or 20. We will also complete our initial assessments for arithmetic and reasoning. A useful site to look at for extra knowledge is: http://www.tlwg.co.uk/Primary/Classics/Arithmetic/Articles/Arithmetic
Science	We will continue with classification of various organisms in a variety of ways. Many students are surprised that fungi are neither plants nor animals. We will also begin to look at micro-organisms and how they are classified.
Foundation Subjects	Art: We will begin using our close observation skills to draw leaves and vines for our Christmas card designs. This gives us a chance to work on improving our sense of depth and drawing things in front of and behind others. PSHCE: All students have a Well-being Booklet that is due on Wednesday. Do please encourage your child to fill in the relevant pages and think carefully about what they write.
Health and Fitness	PE: We will proceed to try our hand at vertical jumping, starting with seeing how high students can jump and then showing them techniques to improve the height.
Reminders	Please remember that children will need come to school in their outdoor P.E. kit at Wednesdays including appropriate footwear and easy track/suit bottoms, as given in the school policy. Their other PE kit for this term is taken up with swimming on Monday evenings. Sing for Peace Day: Come and hear us sing in the playground - Y4/6 at 3.10pm, Y3/5 at 3.35pm. Homework - this week the children have their Journals to complete and their Sing for Peace song to learn. Formal homework will begin on 20.9.21

Staying the same with differences



- * Merit points;
- * Sunshine points;
- * Home-school book expectations;
- * Daily reading;
- * Projects;
- * Contact;
- * Clubs and after-school activities;
- * Assessments - SATS-style and ongoing.
- * Enrichment Days- Sutton Life Centre, Victorian Workshop, Imperial War Museum

Weekly Homework



Monday	Tuesday	Wednesday	Thursday	Friday
English	Written maths	Mymaths	Written task	
Reading and DoodleMaths	Reading and DoodleMaths	Reading and DoodleMaths	Reading and DoodleMaths	Reading and DoodleMaths

- Optional project hand - in dates can be found in the HSB.
- Homework task = about 25 minutes
- 2 nights for completion of all homework.
- If the homework is taking too long, then a note in the HSB can be brought in and the homework will be explained by the class teacher.
- Failure to hand in homework without a note:
 - *Discussion with class teacher*
 - *May be completed during lunch time*
 - *After 3 late pieces, a formal detention will be given*



Mathematics

- * Four maths classes - AK, LP, NB and JB with ongoing assessments;
- * One greater-depth group;
- * End-of-year-3 objective: to tell analogue time
- * End-of-year-4 objective: to know all times tables up to 12×12 ;
- * End-of-year-4 objective: to convert between analogue and digital time.



Helping your child in maths

* Many ways to support your child in their mathematics:

- * Cooking;
- * Handling money;
- * Games;
- * Telling the time and asking, "How long until...";
- * Putting facts on show e.g. bedroom wall, fridge
- * Times tables practise (audio)
- * Lots and lots of repetition
- * Avoiding the 'fear'

TT Rockstars
DoodleMaths
Mymaths

English - end of year expectations



- * Writing - on-going assessment document in English book.

Dear Darcy,

I can't believe it! My only daughter has disobeyed my wishes. She has gone and become a girl friend to a Montague, that scrawny Romeo. Juliet doesn't want to get married to Count Paris. I feel distraught over this, how could she do this to me? If only I could change her mind.

I want her to get married to Paris because he is noble ^{and} a fine gentleman! He runs his own business, not like that dishcloth of a man Romeo. I think Romeo is a waste of time - a disgusting Montague ^{and} repulsive. Why does Juliet want to marry Romeo after he killed Tybalt?



English- end of year expectations

Y6	Target	Example
Punctuation	1	Commas to clarify meaning <i>Let's eat, Grandma/Let's eat Grandma.</i>
	2	Brackets, dashes and commas to indicate parenthesis (<i>evidence needed of only one</i>) <i>My group was called the Montagues (which was Romeo's family name). So furious that he charged - once again - into battle. If only he had, as promised, passed on the vital information.</i>
	3	Punctuation to indicate direct speech <i>"Lauren, I have just received a phone call from work," explained mum.</i>
	4	Colon to introduce a list <i>Amazing but true: when there was a flood, an actor had to row across the orchestra pit; there are trap doors above and below the stage at the globe.</i>
	5	Semi-colons for items in a list <i>Amazing but true: when there was a flood, an actor had to row across the orchestra pit; there are trap doors above and below the stage at the globe.</i>
	6	Semi-colons, colons or dashes to mark boundaries between independent clauses <i>As his heart raced he stared into the darkness; he could hear the fridge urging him on. The search party believe that she was collecting shells and the sudden change of weather came quickly: she didn't have enough time to get away. Last Friday, I had an interesting day learning new things about William Shakespeare and the Globe Theatre - which is where Shakespeare's plays are shown.</i>
	7	Hyphens to avoid ambiguity <i>Man eating shark/ Man-eating shark</i>



English- end of year expectations

Composition	8	Varied and appropriate vocabulary, reflecting level of formality required	<i>Synonyms in the Thesaurus</i>
	9	Description of settings, characters and atmospheres	<i>Keeping your reader hooked</i>
	10	Integration of dialogue to convey characters and advance the action	<i>Make sure speech gives clues about what is happening in the story</i>
	11	Paragraphs to organise information and ideas around a theme	<i>Change of time, place, topic or person</i>
	12	A range of devices to build cohesion within and between paragraphs, eg, adverbials, pronouns, prepositional phrases, linking sentences	link last sentence of one paragraph to the first sentence of the next: <i>...it poured and poured → After the rain had finally passed...</i> link sentences within a paragraph: <i>Then, after, although, meanwhile, firstly</i>
	13	The passive voice	<i>Active Voice: I will clean the house every Saturday.</i> <i>Passive Voice: The house will be cleaned by me every Saturday.</i>
	14	Modal verbs to indicate degrees of possibility	<i>might, could, should, will, must</i>
	15	Nouns and noun phrases improved by using prepositions	<i>Jack/He Jill/Her The Children/They</i>
	16	Coordinating and subordinating conjunctions	<i>Police and guards are still searching for Romeo <u>but</u> they have not seen him</i> <i>I want her to get married to Paris <u>because</u> he is a noble and fine gentleman.</i>
	17	Adverbs and adverbials including time, place and number	<i>perhaps, surely, subsequently, later, secondly, some time later</i>
	18	Multi-clause sentences formed with fronted adverbials, conjunctions and relative clauses	<i><u>As the sun rose</u>, the creature leapt from its ivy covered bed.</i> <i>Simon took two tentative steps towards the door <u>although</u> he was shaking like jelly.</i> <i>The bitter, old man, <u>who</u> lived at the end of the street, was always complaining.</i>
	19	Some of the features appropriate to the text (TAP)	<i>Text = letter/story/report</i> <i>Audience = children/adults/head teacher</i> <i>Purpose = To recount/to inform/to explain/to persuade/to instruct/to entertain.</i>
	20	Planning, drafting and editing	<i>Purple Pen/Dictionary</i>
	21	Proof reading for spelling and punctuation	<i>Purple Pen/Dictionary</i>



English- end of year expectations

Spelling	22	The spelling rules and patterns	Spelling lessons and spelling lists
	23	The words that are often misspelt	Spelling lessons and spelling lists
	24	The full range of spelling rules and patterns from previous years	Spelling lessons and spelling lists
Handwriting	25	Increasingly legible, fluent and joined handwriting with increasing speed.	<i>Can you read this?</i>



English- end of year expectations

accommodate	correspond	identity	queue
accompany	criticise	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

English- expected standard of writing



"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed Mum as she put some winter clothing in a suitcase and ~~the~~ ^{her} lolly-looking pass-ports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she started picking up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a ~~gross~~ very painful frost bite. What ~~could~~ ^{could} she do now to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly occurred right in front of her. There was no way of escaping the disastrous snow storm because it ~~was~~ ^{was} only through what ~~was~~ ^{was} in front of it (which was Lauren).

Menacingly, a snow leopard approached her, as if from nowhere, ~~to~~ with an angry mind ready to attack. Lauren was stuck between a fierce snow leopard and a powerful blizzard; knowing there was no one to help her and no way to escape.

Fortunately, Lauren realised she had her super strong winter boots on and immediately took one of them off. Determined to escape, she flung one of the boots onto the snow leopard, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious leopard.

In time the blizzard disappeared, the hail stones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the lift.

English- greater depth standard of writing



The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be okay - nothing could possibly go wrong. I have been training for this since the age of three. Tall Bulky men with headsets and clipboards keep ushering me in the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline ~~was~~^{is} circling its way

around my body and rushing into my fingertips.

Walking into the wings is like waiting for your death. Although I was extremely excited, I was even more nervous. I stopped a few centimetres from the stage entrance with the whole quer de ballet behind me and slowly took a shaky deep breath. The stage was ~~like~~ a lit up arena waiting to be danced on. The crowd, which seemed to consist of about a million people, erupted as I walked on to stage. I gave a little smile, and began to dance.



Helping your child in English

* Spelling:

- * Little and often practice;
- * Making it fun (activities and games).

* Vocabulary building:

- * Recording in HSB;
- * Speaking - new words, pronunciation.

* Handwriting:

- * How to form letters is in the back of the HSB;
- * Cursive.

Reading:

- * Classic texts (Narnia, abridged Shakespeare, Mary Poppins, Charlotte's Web, The Machine Gunners);
- * Questions in the back of the HSB;
- * Listening to your child often;
- * Audio books.



Expectations for students and how we can work together



- * Encouraging independence and resilience;
- * Knowing emergency information e.g. Home number/ contact, address;
- * Date of Birth;
- * Leisure time:
 - * Sleep!
 - * Healthy eating;
 - * Exercise.
- * Swimming: practise for confidence in preparation for school journey;
- * End-of-year-6 expectation: 25m in a recognised stroke.



Year 6 Home Learning



Your child should have already joined Google Classroom. Some homework will be put on Google Classroom. This should take them about 25 minutes.

- If not used appropriately, children can be muted from the stream
- If completed on paper, please encourage your child to 'turn in' the work but with a comment.

Link Making



By the time the children leave SPJS, we would want them to be able to make links between different areas of their learning.

Links between different subjects

Photo manipulation and historical artefacts

Time Links

Comparing modern inventions to Victorian and their impact

Skills Links

Throwing for distance used in fielding for a range of sports.

Real-Life Links

Measurements and cooking

Coding patterns and traffic light systems

Link Making



How does it link with other subjects?

How does it link to last term/year?

How does it link to our last/next lesson?

Why are we learning this??

What are we learning today??



Wider Opportunities



- * **Monitors/prefects:**

- * Develop responsibility, independence and community ties.

- * **Sports;**

- * **Catch-up swimming**

- * **Cycle Training:**

- * tbc





E-safety

- * Use of mobile phones;
- * Use of the internet in HSB;
- * Be aware of the risks of social media - it could be your child;
- * www.thinkuknow.co.uk

Parent Helpers



Daily Reading
Classroom activities
Trips and special events
PTA

- * All regular parents helpers will need a valid DBS.
- * If you have been DBS checked by the Infants, you can bring your paperwork and photo ID in to the office.
- One-off helpers do not need a DBS but will be supervised.
- If you are interested in helping out, please let your class teacher know.

Parent helper meeting- Thursday 28th September



Dates for the diary!

- Hand-in date for high school applications:
31st October.
- Year 6 assemblies:
 - 13th October 6J
 - 10th November 6P
 - 1st March 6S

SATs Information Evening: TBC

SATs Week: 13th May

- * Activity Week: 22nd - 26th May
- * School Journey: 10th - 14th June



Questions



Thank you for coming!