

Year 6

Oakleigh House School



Contents of our Year 6 curriculum

By the time pupils reach Year 6 they are organised and independent school pupils. With this in mind, all Year 6 pupils are given responsibilities within school to help staff and the younger pupils and to encourage the development of their leadership skills. They are expected to complete their homework diaries independently and should ask you to sign it at the end of each week. Head Boy and Head Girl become leaders of the school council.

Pupils will be set approximately 30 minutes of homework four times a week in addition to their reading.

For you, as a parent, it is quite useful to know which steps your child will take during his/her time in Year 6. Therefore, I have provided you with a detailed description of the contents of our curriculum.

1 English

The English Curriculum in Year 6 is based on the National Curriculum 2014.

Through the use of a wide range of media and stimuli, our aim is:

- To use reading skills to extend understanding of more complex text.
- To extend independent writing across a variety of genres.
- To extend and use a full range of grammar and punctuation skills.
- To further develop independent spelling strategies.
- To identify features of texts and develop a high level of reading skills

Spoken Language

Opportunities will be made across the curriculum for pupils to **speak aloud**, in groups or individually, to the whole class, whole school and other age groups for a variety of purposes;



- To develop powers of reasoning
- To develop powers of imagination, inventiveness and critical awareness
- To listen carefully and to make appropriate responses
- To express their own views and give opinions on a variety of topics
- To address peers and adults in a public speaking forum, such as assemblies etc.

Reading

Reading should be something pupils enjoy and so they are encouraged to read a wide range of books in order to develop fluency and expression. They are encouraged to evaluate what they have read and justify their preferences. There are numerous opportunities during the school week to read aloud in small groups, to the class or the whole school. We have introduced a recommended reading list for Year 6 and encourage pupils to read at least two books from this list each term as their independent reading book. Please see the reading list at the back of this booklet. We still expect pupils to read at home regularly.

Pupils will be given the opportunity to **read as widely as possible**, selecting books from our library or from home as well as being encouraged to read information books and public library books. Year 6 are also reading buddies for Year 2 pupils.

Writing

Pupils are encouraged to use a **neat and well-formed style of joined writing** and are encouraged to develop a style of their own. **Presentation** of written work is important and the pupils are required to use a fountain pen for most of their work.

We give pupils the opportunity to **express themselves clearly**, to **expand their written vocabulary** and to **develop imaginative ideas** through:

- Classic fiction, poetry and drama
- Excerpts from the plays of William Shakespeare
- Stories from more than one genre e.g. mystery, humour, sci- fi, historical, fantasy worlds.
- A range of poetic forms e.g. narrative, ballads, riddles, cinquain, haiku and free verse.
- Autobiography
- Biography
- Diaries
- Journals
- Letters
- Persuasive writing
- Journalistic writing
- Discussion texts
- Non- chronological reports
- Records of observations
- Formal writing
- Notices
- Public information documents
- Use of reference texts range of dictionaries, thesauruses including IT sources



- Encourage evaluation of written work based on VCOP and SPaG criteria, as per the national curriculum

Pupils in Year 6 are given the opportunity to revise and improve **independent spelling strategies** using a variety of known strategies. The **understanding of vocabulary** in context is an important part of this area of learning and pupils are encouraged to use a dictionary and thesaurus.

Pupils will build on and further develop Year 5 work in grammar and punctuation

This work will include:

- Active and passive verbs
- Understanding features of formal official language
- Note conventions of language
- Revise complex sentences
- Conjunctions
- Appropriate use of punctuation. Consolidate use of apostrophes, semi-colons, speech marks, dashes, ellipsis and brackets
- Hypotheses
- Revise summary, note taking and editing
- Revise spelling strategies, conventions and rules
- Vocabulary extension

2 Mathematics

Maths is taught through **the Abacus scheme of work which** follows the National Curriculum. Our aim is to **give pupils confidence and competence with numbers and measures**, using a wide range of resources and approaches, so we aim to develop:

- a working knowledge of the number system which can be applied to problem solving
- accurate computational skills
- the ability to use mental arithmetic strategies
- a practical understanding of the ways in which information is gathered and presented in charts such as graphs and tables

There is a dedicated Maths lesson each day which will include **daily oral and mental work** to secure strategies learnt and to promote rapid recall.

All lessons include differentiation to stretch the more able pupils and help the less able pupils reach their full potential.



Number and the number system

- Place value to 1million. Order numbers to 1million
- Approximate numbers to the nearest 10, 100, 1000
- Multiply and divide whole numbers by 10,100 and 1000
- Use mental strategies to add and subtract numbers to 100
- Mentally recall multiplication tables up to 12x12
- Use simple formulae in symbolic form
- Order, add and subtract negative numbers
- Round decimals to nearest tenth and whole number
- Add, subtract multiply and divide decimals to 3 places
- Use properties of number including primes, cubes and square roots
- Find fractions of quantities and measurements
- Find percentages of quantities and measurements
- Use calculators to check the accuracy of written work
- Use simple algebra

Solving Problems

- Solve problems using decimal notation of money and measures
- Solve problems that involve multiplying and dividing 3 digit numbers by any 2 digit number
- Check solutions to problems by estimating using simple approximations
- Recognise and explore number patterns generalizing in words or symbols to include simple algebra

Measures, Shape and Space

- Find perimeter of shapes
- Find area of shapes composed of squares and rectangles
- Find volume of cubes and cuboids
- Estimate and measure with accuracy choosing appropriate units
- Use appropriate measuring instruments
- Measure and draw angles to the nearest degree
- Convert 1 metric unit of measures to another
- Find practically the circumference of circles
- Construct 3D shapes from nets
- Identify all the symmetries of 2D shapes
- Use and interpret coordinates of the four quadrants
- Approximate to the nearest unit when measuring
- Use metric equivalents of imperial units
- Read 24 hour clock time in timetables
- Establish and calculate the area of triangles

Data Handling

- Collect, represent and interpret data appropriately
- Understand and use the mean average and range of discrete data
- Record data using a frequency table
- Interpret diagrams and graphs including pie charts
- Understand and use the mode and median
- Group data in equal class intervals
- Understand and use the probability scale from 0 – 1
- Find and justify probabilities based on equally likely outcomes

3 Science

In our Science teaching we aim to **stimulate and excite our pupils' curiosity** about the world around them.

Lessons will include pupils independently setting up practical experiments, with consideration given to fair testing, writing up reports on the experiments and using ICT for graphs and tables. They will be expected to research some aspects of the work.

The lessons will be backed up with written work and diagrams.

The topics covered will include

- Working scientifically
- Living things and their habitats
- Animals including humans
- Evolution and inheritance
- Light
- Electricity

Where appropriate pupils will be introduced to aspects of the K.S.3 curriculum.



4 Humanities

Humanities is studied through four different topics covering aspects of **History, Geography, Sustainability, Religious Education and Global Citizenship**. The History topics are taught in chronological order through Key Stage 2 and each year group will also study an ancient civilization.

Each term there will be an opportunity for a Humanities based class visit; for example, 1940s Swansea museum, the Egypt Centre and to Green Cwm in Gower.

The topics covered include:

- WWII
- The Ancient Egyptians
- Wales and the coast

Computing

By Year 6 pupils will be expected to have confidence when using the computer for keyboard and basic word processing skills. We will use the computers for producing presentations of work across the curriculum, as well as for **specific skills lessons**. The work includes:

- Word processing hand written class work
- Multimedia presentation
- Spreadsheets modeling
- Using the internet and being made aware of e-safety
- Inserting formulae
- Research
- Programming/Coding
- Analysing and commenting on the accuracy of their and others' work.

Design Technology

Design technology lessons will be incorporated in the art and design lessons with cross-curricular and thematic links.

We aim to prepare pupils to **participate in our rapidly changing technologies**, to learn to think creatively and become problem solvers.

5 Physical Development

We aim to **develop the pupils' confidence and competence** across a range of physical skills. We give the pupils the opportunity to be competitive and to face different challenges as individuals and in teams using the skills learned in the lower school.

The pupils will have the opportunity to represent the school in a variety of sports.

There are two games lessons each week at the University sports centre which includes a 10 week swimming course **sailing**

We practise the team sports of hockey, rugby, netball and football during the first two terms. In the summer term the pupils have experience of athletics, cricket, and tennis.

Pupils participate in sports tournaments locally and away at other schools.



Music has a strong tradition at Oakleigh House School. All pupils participate in the annual Christmas production and at many other musical events throughout the year both internally and externally. Pupils are able to begin individual instrumental lessons from Year 1 upwards. Participation in instrumental groups and Chamber Choir is encouraged, to support skills development in curriculum and peripatetic lessons.

Year 6 pupils enjoy one curriculum music lesson per week where they to participate in the following musical activities;

- Singing
- Performing on tuned and un tuned percussion
- Recognising basic music elements whilst listening to music
- Working together in small groups
- Responding to music through movement
- Understanding basic musical notation

Year 6 pupils study music through the following themes throughout the year;

- Understanding Programme Music – ‘The Carnival of the Animals’ by Saint-Saens, ‘Peter and the Wolf’ by Prokofiev and ‘Pictures at an Exhibition’ by Mussorgsky
- Skill builders – developing skills in beat, rhythm and pitch
- The Orchestra
- ‘Journeys’ – exploring song cycles

6. Drama

Drama is an essential ingredient and has a well-established place in the curriculum of Oakleigh House. It is recognised as a subject that benefits the pupils through the development of social skills, confidence and the enhancement of their listening and communication skills

Drama allows pupils to be creative and enables them to participate in a wide range of performance based activities. They have the freedom to create individually or as part of a group, to explore characters and world-wide issues, convey narrative, tell stories, to look at themes and experience emotions within the context of a play or musical.

The pupils will build on methods introduced in previous years and will continue to develop their ideas and skills throughout Year 6. However, expectations will be higher and a more mature end product will be achieved. We will encourage the pupils to analyse their own work and provide feedback and constructive criticism.

Work is based around methods such as:-

- Games
- Story – telling
- Mime and Movement
- Characterisation
- Hot seating
- Role play and Improvisation
- Performance – All pupils have the opportunity to perform to a wider audience.
- Scripted work.
- Leavers’ performance.

The pupils are also offered the opportunity to develop their skills in small group peripatetic speech lessons.

7. Art and Design

Art is an important feature of a holistic education and the fostering of creative thinking. It is the development of a visual ‘language’ arising from regular and frequent contact with rich sensory experience through the handling of a wide range of materials.

Pupils develop language skills by answering and asking questions about source materials and learn how these help them to develop their ideas including recording ideas and annotating work in their sketchbooks. They will continue to build on the skills they have developed over previous years and their increased competence and expertise will give them the opportunity to develop their own personal style and aspirations in this subject.

8. Spanish

Pupils will continue to study Spanish in Year 6 with an emphasis on developing their speaking and listening skills in the important language.

Autumn	Spring	Summer
House inside & out	World / nationalities	Barcelona – visit write up, poster
School video – timetable, pencil case	South and Central America	Role plays
Time	Drinks / food – ordering in a café	Recognising places , shops, amenities in Spain
Subjects	Opinions of places	
Past and present verbs	Barcelona – research – art / architecture / famous sites	
Adjectives	View points	
City description – before and now		

In the summer term pupils will be offered the chance to take part in a 3 day / 2 night visit to Barcelona where they can practise their language skills, visit some places of interest and meet up with Year 6 pupils in the British School of Barcelona.

Welsh

Assessment and Reporting

In Key Stage 2, lessons are a constant engagement and never fully formative nor summative but an ongoing process to help students reach their full potential. For reporting purposes, we use both formative and summative assessment to evaluate pupils' progress and plan for future learning.

Formative assessment

Pupils are assessed on a daily and weekly basis with class teachers making judgements on pupil progress. For example, in English we use marking ladders and success criteria to evaluate extended writing. Feedback, whether written or verbal, is a formative style of assessment used in daily lessons. In addition, pupils are encouraged to participate in self and peer assessment.

Summative assessment

In line with Cognita Schools and the New National Curriculum, all Key Stage 2 pupils will complete the GL Progress Test in Maths (PtM) and Progress Test in English (PtE) at the end of each academic year. In addition to these tests, a Cognitive Ability Test (CAT) is administered at the beginning of the academic year.

Reporting

Target reports are issued at the end of the autumn term. Parents' meetings take place every term and comprehensive end of year reports are issued in June at the end of the academic year. Alongside day-to-day formative assessments these results help the teacher encourage students to know, understand and apply the skills specified in the relevant programme of study.

Conclusion

Your children are good ambassadors for school and so they need to wear correct school uniform with a blazer to and from school every day and the correct games kit for their games sessions.

Our School Week

School starts	8.45 a.m.
School ends	3.40 p.m.
Registration is between	8.45 and 8.50 a.m.
Staff will be on duty from	8.30 a.m. onwards.

Throughout year six, provision will be prepared the children for their move to secondary school. Children are encouraged to participate fully in all aspects of the school curriculum and school life. They will be prepared for entrance examinations and offered transition opportunities.

We will meet at the beginning of term and thereafter we will update you on your child's progress through regular Parents' Evenings and termly target setting. There will be a full written report at the end of the year.

Should you have any concerns please contact me at any time during the school week and I will do my best to resolve any issues.

Huw Wood

Year 6 – Reading List

- **Not all titles may be assigned by the class teacher and likewise, some titles not listed may be assigned.**

Charlotte’s Web	-	E. B. White
The Incredible Journey	-	Sheila Burnford
The Indian in the Cupboard	-	Lynne Reid Baker
The Snow Spider	-	Jenny Nimmo
Run for Your Life	-	David Vine
Music on the Bamboo Radio	-	Martin Booth
The Ghost of Thomas Kempe	-	Penelope Lively
Swallows and Amazons	-	Arthur Ransome
The Silver Sword	-	Ian Serraillier
Skellig	-	David Almond
My Name is Mina	-	David Almond
Noughts and Crosses	-	Malorie Blackman
Animal Farm	-	George Orwell
Holes	-	Louis Sachar
Stormbreaker	-	Anthony Horowitz
Carrie’s War	-	Nina Bawden
Letters from the lighthouse	-	Emma Carroll
Clockwork	-	Philip Pullman
Double Image	-	Pat Moon
Wonder	-	R. J. Palacio

* Any Harry Potter Titles