

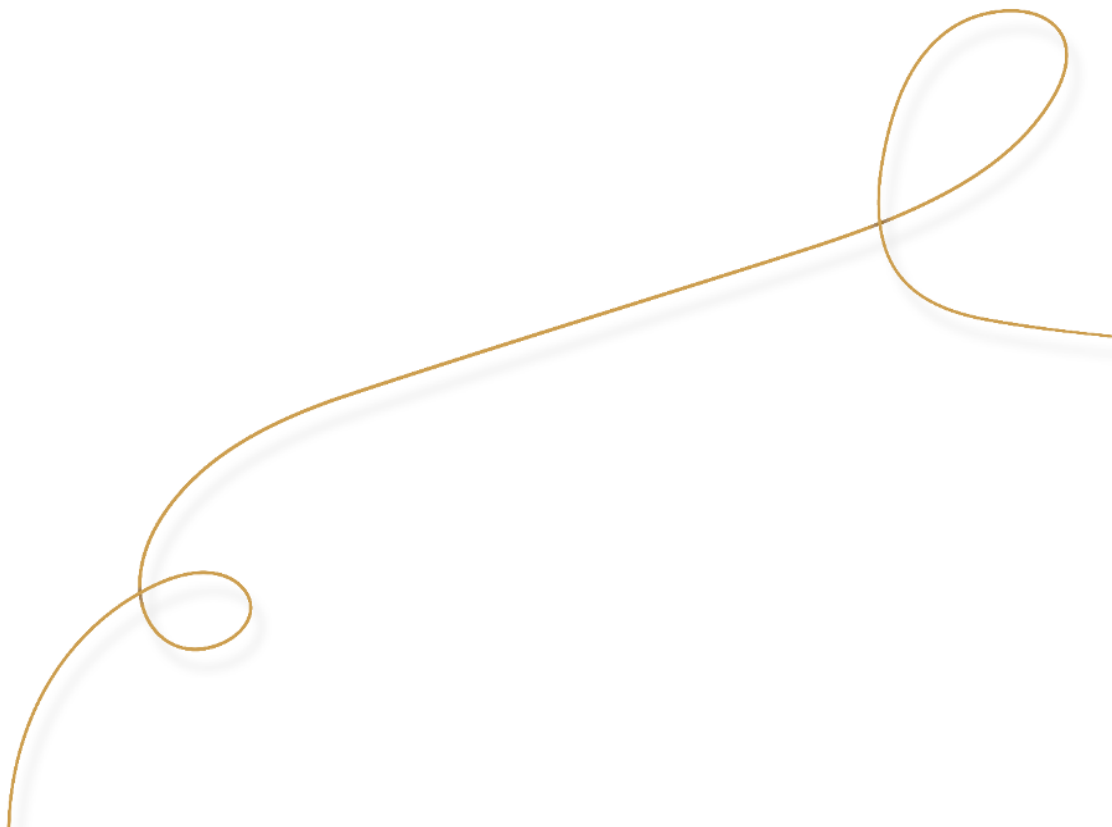


Sherborne House

Enquiring Minds, Extraordinary Stories.

Year 6 Curriculum

Spring 2024



Welcome

Dear Parents,

We are delighted to have welcomed our classes back and to begin the new academic term. The Y6 timetable will show a few slight changes after entrance exams have been completed, as we will no longer be teaching Verbal Reasoning and will begin to focus on secondary school transition activities. We will also be encouraging the children to take on more of the STEPS Leadership challenges and to record their achievements via the correct folders on Seesaw. We are excited to share that year 6 will also be attending Forest School sessions. A letter with further information regarding these sessions will be sent out with further information and you will be sent an email with your child's session days and times.

This term, we will be carrying out standardised testing for reading (NGRT) and spelling (NGST), as well as mid-year Progress Tests in Maths and English (PTM and PTE). There will be parents evenings on the 23rd & 24th of January. Pupil-led conferences will take place in March.

English and maths homework will continue to be set weekly on google classroom. This work can be completed in homework books, google classroom or on Atom (if relevant). MFL and Science homework will also be set, where appropriate, on a Thursday. Spelling tests will be every Tuesday. Please look out for homework notifications on Google Classroom.

Daily routines remain important in Year 6 and we would be grateful if you could ensure that your child is at school by 8.30am each morning for registration, ready to begin learning at 8.40am.

We are aware that the spring term (whilst short) is incredibly busy for many of the children. Please feel free to contact us with any concerns that you or your child may have, at the earliest opportunity.

Should you wish to discuss any academic or pastoral matters at any other time, please contact the relevant staff or form tutor by email in the first instance, in order to arrange a mutually convenient time for a call.

Kind regards,

Emma Blissett
Shelagh Lee
Shelley Provan

e.blissett@sherbornehouse.co.uk
s.lee@sherbornehouse.co.uk
s.provan@sherbornehouse.co.uk

English

Spring 1: 5,4,3,2,1

In the spring term, we will continue to separate the week. This means that on Monday, Tuesday and Wednesday there is a writing focus; Thursday is testing (reading, grammar or creative writing) and Friday is reading focused. Within lessons we will continue to use questions from past papers and, as mentioned,

practice tests on a regular basis. It is essential to ensure that comprehension, spelling, punctuation and grammar skills are kept sharp to ensure your child is secondary ready.

Writing in spring 1 will be based around the clip Alma by Kuldip Dhamasana. During the clip, a young girl (called Alma) sees a doll in the shop window which looks just like her. She ends up going inside and becomes trapped (I won't spoil as to how!). The children will explore how the video uses music to set the scene and how we can do this through our writing. We will then explore grammatical and vocabulary which will build suspense and tension as well as introducing complex punctuation. They will have the opportunity to build on prior learning through writing a persuasive letter, setting description before writing their own narrative which includes suspense and tension.

Reading in spring 1 will be based around the text: The Last Wild. This book will allow them to focus on a range of VIPERS skill as well as, importantly, reading for a sustained period of time.

Spring 2: I packed my suitcase

Writing in spring 2 will be based around the text: The Journey. This graphic novel has no words and therefore will require the children to retrieve and infer what is happening.

We will supplement this with the text 'Flood' which is another wordless book. During this journey, we will revise tenses and introduce 'active and passive voice' as well as the perfect tense. We will also explore a range of cohesive devices (Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.)

Reading in spring 2 will be based around the text: 'The Highwayman' and 'The Listeners'. Two classic poems where the children will be immersed in the language of the time and be able to compare and contrast the two iconic poems.

Key Writing Statements:

- plan writing by identifying audience and purpose for writing, selecting the appropriate form
- use a range of organisational and presentational devices
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assess the effectiveness of their own, and others' writing.
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- describe settings and characters
- Use a range of cohesive devices
- Use grammatical connections and adverbials for cohesion
- Use the correct tense consistently throughout a piece of writing

- Ensure correct subject and verb agreement
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause

Key Reading Statements:

- maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction
- identify and discuss themes and conventions in and across a wide range of writing.
- comment on similarities and differences between texts
- distinguish between statements of fact and opinion
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas

Maths

This term we will be focusing on the following objectives:

- Applying knowledge of metric unit conversions and rough equivalents between metric and imperial units
- Recognising when it is possible to use formulae for area and volume of shapes
- Manipulating algebraic expressions
- Recalling and using equivalences between fractions, decimals and percentages, including those in different contexts
- Solving problems involving the calculation of percentages
- Solving problems with shapes, involving scale factors
- Illustrating and naming parts of a circle; applying knowledge of radius and diameter to solve problems
- Drawing accurately with compasses
- Problem solving using knowledge of perimeter of compound shapes, including circles
- Drawing and measuring angles and using this knowledge to create and interpret pie charts
- Comparing and classifying geometric shapes, based on their properties
- Calculating unknown angles in a range of different shapes
- Generating and describing linear sequences

In the first half of the term, we will continue to use questions from past papers and practice tests on a regular basis, in order to keep maths skills sharp across a wide range of topics and improve working pace. In the latter half of term we will continue to incorporate regular sessions for times tables and mental maths skills.

Science

Practical tasks will be undertaken to cover a range of investigative skills, linked to application of knowledge in various situations and led by the children's interests. These skills will include:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Spring 1: Light

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Spring 2: - Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compares and gives reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Uses recognised symbols when representing a simple circuit in a diagram.
- Could work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

Computing

Spring 1: Programming

This unit will involve using Scratch, a system the children are familiar with, where they will design and then code their own game. This learning will build on programming constructs of sequence, repetition, and selection that they have learned in previous years. The children will:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Spring 2: Spreadsheets

This unit introduces the children to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. We will teach them how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Spreadsheets will then be used to plan an event and answer questions. Finally, they will create charts, and evaluate their results in comparison to questions asked.

This unit progresses students' knowledge and understanding of data, and teaches them how to organise and modify data within spreadsheets. The children will:

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

Humanities

Spring 1: 5,4,3,2,1

In Spring 1, we are focusing on religious education. We will be looking at the five pillars of Islam and why each of them are important. We will further support this with an enquiry which the children will decide.

Spring 2: I packed my suitcase

This unit will have a geographical focus where we will be looking at rivers. Further details will be added once we have spoken with the children.

Creative Arts

This half term the children will be looking at expressionism. They will be exploring two artists; Paul Klee and Frank Bowling and will be discussing and comparing their artistic style. The children will discuss the approaches of various artists and will continue to develop their watercolour skills with focus on layering and will have further opportunity to use acrylic paint. They will compare the skills used with both materials and will work towards independently taking action to refine their technical and craft skills in

order to improve their mastery of materials and techniques. In spring 2, we move onto another design and technology topic, with a focus on architecture.

Languages

This term in French, following the new Scheme of Work, Yr 6 will learn:

- to describe their house
- to use prepositions to describe where things are

The children will also continue to correspond with their French penfriends.

In Spanish, Year 6 will learn:

- to give their opinion about food
- to order food in a restaurant

In Spring 2, in French, the children will learn to use the near future to plan a holiday. In Spanish, they will continue with the food topic.

Children should continue to use Linguascope at home to reinforce the vocabulary covered at school and revisit previously learnt vocabulary. The username is Sherhouse and the current password is 'chouette24'.

Performing Arts

In Performing Arts - Music - this term, Year 6 will be playing in small ensembles to devise their own compositions.

- How to create their own music taking into consideration the different styles and techniques.
- How to use chords in patterns to create a song

They will also be learning songs to performance standard for Southampton Festival of Music and Drama.

In Drama, Year 6 will start the term working from scripts, to develop their performance skills. They then will work in groups to create scripts to various themes leading towards devising a piece of drama, working in groups to explore a wide range of dramatic techniques to facilitate their exam work next term.

PSHE and Relationships Education

Planning follows a spiral curriculum for PSHE (Personal, Social, Health and Economics) and Relationships Education which includes mental health and wellbeing. Links are made with learning skills for subjects across the curriculum. The order and content of learning will be adapted to tie-in the school's half-term themes: '5,4,3,2,1' and 'I packed my case' and will change, depending on the needs of the children, in response to topical world events and special days such as Children's Mental Health Day and Internet Safety Day.

Detailed objectives for each year group and statements of progression are in the curriculum area of our school's website, and will include:

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face

- Know how to keep their information private online
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met
- Demonstrate an understanding that drugs can have both medical and non-medical uses
- Explain in simple terms some of the laws that control drugs in this country.
- Describe some of the effects and risks of drinking alcohol.
- Understand that all humans have basic emotional needs and that these needs impact on people's behaviour
- Understand and give examples of conflicting emotions
- Understand and reflect on how independence and responsibility go together.

Pupils will also continue to work towards completing aspects of the STEPS Leadership programme, which encourages self-reflection, taking risks, aspirational goals and working out of their comfort zones.

Physical Education

During our P.E. lessons, we will focus on improving stamina beginning with a couple of weeks of cross country running and then follow this up with orienteering. After half term we will develop the students gymnastics skills by practising sports acrobatics balances in our lessons. In games, the girls will be developing their netball and football skills. Whilst the boys will mainly focus on improving their football and basketball skills. Inter school matches will take place on Wednesday afternoons. In addition, the pupils will continue their weekly badminton lessons, aiming to improve their technique and variety of shots whilst learning tactical play.

Ways in which you can support your child further at home

- Encourage your child to check regularly both Google Classroom and their school email account
- Take time to talk to your child about what they have done in school, what has made them wonder and what they would like to find out more about
- Set aside time each day for your child to read independently, share books with them and encourage them to widely, discussing the content with your child
- Develop vocabulary, using a dictionary or thesaurus
- Encourage the use of a neat and cursive handwriting style in all writing
- Encourage independence in completing homework
- Provide opportunities for your child to practise times tables (using Times Tables Rockstars) and spellings regularly
- Encourage use of correct mathematical and scientific language when discussing learning

Please let us know if you could offer your expertise in any of the curriculum areas, either by coming into school or via a Google Meet.

6BP Class Timetable 2023-24

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|-------------------|-----------|-------------|--------------------------|-----------------|
| 8.40 - 9.00 | Library / Reading | Spelling | Handwriting | Reading with Y1 | Fitness |
| 9.00 - 10.00 | Maths | Maths | Maths | Maths | Maths |
| 10.00 - 10.20 | | | | | |
| 10.20 - 11.20 | English | English | English | English | English |
| 11.20 - 12.20 | PE | French | Humanities | Science | Performing Arts |
| | | | | | Form time |
| 12.20 - 1.20 | | | | | |
| 1.20 - 1.40 | Assembly | Assembly | Form time | Music Assembly | Form time |
| 1.40 - 2.00 | Spanish | PE | Games | Science | Golden Thread |
| 2.00 - 2.20 | | | | | |
| 2.20 - 2.40 | PSHE | | | Creative Arts | |
| 2.40 - 3.00 | | | | | |
| 3.00 - 3.20 | Performing Arts | Computing | | VR until Feb then Debate | |
| 3.20 - 3.40 | | | | | |
| 3.40 - 4.00 | | | | | |

6SL Class Timetable 2023 - 2024

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|-------------------|-----------------|-------------|-----------------|---------------------------|
| 8.40 - 9.00 | Library / Reading | Spelling | Handwriting | Reading with Y1 | Fitness |
| 9.00 - 10.00 | Maths | Maths | Maths | Maths | Maths |
| 10.00 - 10.20 | | | | | |
| 10.20 - 11.20 | English | English | English | English | English |
| 11.20 - 12.20 | PE | Humanities | French | Science | Performing Arts/ Debating |
| | | | | | Form time |
| 12.20 - 1.20 | | | | | |
| 1.20 - 1.40 | Assembly | Assembly | Form time | Music Assembly | Form time |
| 1.40 - 2.00 | PSHE | Tennis | Games | Science | Golden Thread |
| 2.00 - 2.20 | | | | | |
| 2.20 - 2.40 | Spanish | | | Creative Arts | |
| 2.40 - 3.00 | | | | | |
| 3.00 - 3.20 | Computing | Performing Arts | | | |
| 3.20 - 3.40 | | | | | |
| 3.40 - 4.00 | | | | | |