



Our Curriculum in Year 6

The Year 6 curriculum emphasises the children's ability to learn independently. They continue to develop their research and recording skills and apply them at every opportunity. Our learning is facilitated by hands-on experiences, such as Ancient Greek week and our residential trip. In order to prepare the children for their move to their secondary schools, we have various transition projects and arrangements to make this as smooth as possible.



Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
Light and Electricity	Animals including Humans Evolution and Inheritance	Living things and their Habitats
North America	WW2	Ancient Greece

English

At Sebert Wood, we use 'The Write Stuff', by Jane Considine, to drive the development of our pupils' writing skills. 'The Write Stuff' follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing 'chunks of sense'.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

Initiate section – a stimulus to capture the children's imagination and set up a sentence.

Model section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.

Enable section – the children write their sentence, following the model.

A class sentence stack is created to celebrate children's sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing.

At the end of the unit of learning, children apply the skills they have learnt to their own piece of independent writing. After completing their independent piece of writing, the children have a dedicated session to edit their work. The final stage is to 'publish' their writing, where pupils are given the opportunity to demonstrate their best writing and presentation skills.

We follow this scheme in the Autumn and Spring terms, before moving on to a more independent writing focus in the Summer term.

Writing and Grammar

In Year 6, children have the opportunity to consolidate prior learning and demonstrate their understanding of structuring writing for different purposes. Whilst revising punctuation and grammar skills, we also introduce the children to new concepts:

- using passive verbs to affect the presentation of information in a sentence
- using hyphens to avoid ambiguity
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Up-levelling writing is a key skill taught this year, incorporating a robust writing process. They are taught to plan their writing, draft and write, and evaluate and edit. Children will exhibit a variety of skills throughout this process:

Plan writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (for example: headings, bullet points, underlining)

Evaluate and edit by:

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors

Handwriting

The writing framework requires all children to write both legibly and joined, in order to be working at the expected standard at the end of Year 6.

Spelling

Children should be able to show evidence of spelling correctly most words from the Year 5/6 spelling list provided on the National Curriculum 2014, appendix 1. In addition, children should also use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Reading

There are many contexts in which the children continue to develop their reading skills whilst in Year 6. In English lessons, we focus on shared texts, either from chapter books or short extracts. We aim to develop a deep understanding and enjoyment of what they are reading. Our focus is to encourage lots of discussion and oral comprehension, in addition to the completion of written comprehension questions. Here the children are taught to focus on answering questions following the 'APE' (**A**nswer it, **P**rove it, **E**xplain it) structure.

Comprehension questions undertaken will focus on improving the following:

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Alongside written comprehension, the children also complete AR (Accelerated Reader) quizzes on their independent reading book. These quizzes highlight areas for future focus on an individual basis which we as teachers can then utilise to tailor future tasks and activities, as well as providing guidance on selecting books within an appropriate reading range.

Spoken language

Through a variety of activities, within a range of curriculum subjects, the children will have the opportunity to practise the following:

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication

Maths

Maths lessons are undertaken daily. We use the White Rose Maths (WRM) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures, but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations.

The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. We regularly have lessons with a purely arithmetic focus to practise these skill.

We utilise a variety of assessment materials, which complement the scheme of learning, in order to fully prepare the children for both the National Curriculum tests and reaching the expected standards at the end of Year 6.

Science

The children revise and learn units on both 'Light' and 'Electricity', developing their knowledge and understanding of these subjects which they previously studied in both KS1 and earlier in KS2. New terminology and a detailed knowledge of how light works, as well as making circuits and using scientific diagrams to represent these, are covered in these topics, with an emphasis on experimentation and accurate, scientific writing up of investigations. In addition, we cover 'Animals including Humans' - with a detailed look at human digestive and respiratory systems – and also 'Evolution and Inheritance', in which we learn about Darwinian theories and inherited characteristics. The final topic is 'Living Things and their Habitats' in which the children explore and research the species which survive and flourish in different biomes and natural environments, and learn about the scientific classification of plants, animals and microorganisms.

Computing

Computing is an integral part of the school curriculum and all children have regular access to a bank of iPads and laptops. Children build upon their ability to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, such as writing their own algorithms to be able to control a Crumble Bot. Throughout the curriculum, the children have the opportunity to develop their skills in word processing and manipulating texts and graphics, through researching topics, creating presentations and creating their own 'green screen' movies. The children thoroughly enjoy exploring virtual environments and using a number of resources to solve problems and create digital content. This is largely facilitated by the ilearn2 curriculum scheme, amongst other resources.

With the growing use of technology, e-safety, text/cyber bullying and how to access information and make judgements about suitability and reliability are increasingly important parts of our curriculum. These issues are always at the forefront of any learning or discussions which involve technology, particularly given the age group of the children.

Art and Design Technology

Much of our work in art is linked to our thematic work. In the Autumn term, our focus in Geography is North America. We therefore focus on 2 main artists who are well-known in North America: Keith Haring and Ted Harrison.

The Year 6 children begin their WW2 unit by creating an effective 'Blitz Skyline' using chalk. We then progress onto learning about Henry Moore, and how he was invaluable during the Second World War. After learning a little about his background, there is a particular focus on his well-known piece, 'Woman seated in the underground'. Throughout the Spring term, the children recreate this in many different mediums, assessing and critiquing their own work along the way in order to continue improving their pieces. We finish off the unit by translating the artwork into a 3D representation, making a sculpture made from tin foil.

As part of our Ancient Greek topic and Ancient Greek week many creative activities are undertaken, which both engage the children and aid their understanding of the period. The children research and produce their own examples of Ancient Greek Vases and architecture.

One of the challenges the children are given for Design and Technology in Year 6 is to produce a miniature toy, using only materials provided. In addition to this, they must consider cost of materials needed but also their target audience.

Music

During Year 6, there are many opportunities for the children to discuss and appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians. By learning to listen critically, the children will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Considering the elements they have been exposed to and drawing inspiration from these, children experience composing a piece of music for a particular purpose – for example, inspired by the noises of the Blitz during our WW2 topic. As an integral part of composition work, children will practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of compositions.

As singing plays an important part in the Music curriculum, the children will also focus on singing and writing songs in two and three parts. All children should be able to sing in harmony and with musical delivery by the end of Year 6 and this is exhibited in their 'End of Year' farewell performance where they will combine their singing with their language skills, performing UNICEF's "On Ecrit Sur Les Murs" in French as an ensemble to a wider audience.

History and Geography

Most of the History and Geography curriculum will be covered through our thematic work. We focus on two major historical periods – Ancient Greece and World War 2 - in a variety of ways and from a range of political, social and cultural perspectives. We use a variety of research material and historical artefacts to investigate the past, learning about these time periods in a number of ways. The geography strand focuses on a study of North America in which we identify a number of features including human and physical characteristics and the distribution of natural resources; we then compare these to similar aspects of the UK.

Physical Education

We encourage the children to be as active as possible as well as develop their improving leadership and collaboration skills that are in evidence by Year 6. In PE, they learn new skills and find out how to use them in different ways. They are given the opportunity to work as part of a team and to compete both as part of a team and as an individual. Throughout the year, there is one outdoor and one indoor PE session each week with a broad spread of sports experienced by the children. Indoor PE covers a range as diverse as gymnastics, circuit training and dance, whilst outdoors has an emphasis on team sports such as cricket, rugby, hockey and volleyball. There are also many opportunities for children to represent the school at U11 level in inter-school competitions.

Personal and Social Education

We teach this curriculum through a variety of means, in addition to direct teaching: discussions, talks, drama activities, games, watching short film clips and researching specific issues. We learn about many age-relevant issues such as peer pressure, alcohol & drugs, and media bias, as well as thinking about rites of passage, growing up and considering achievements & transition to secondary school.

Religious Education

We follow Suffolk's agreed syllabus. We explore beliefs and questions about God and religion within Christianity, Islam, Buddhism and Hinduism before considering the journey of life and death through the view of both Christians and Buddhists.

French

Through the study of modern foreign languages, children's intercultural awareness is stimulated leading to the fostering of curiosity about, and a deepening understanding of, the world around them. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read literature in the original language.

We teach the children a wide variety of vocabulary including how to understand and respond to classroom commands, short statements and questions; following this, they learn to ask and answer questions, so that they can engage in short conversations. Children are also able to record the language accurately, with a focus on spelling and grammar, so that short written pieces are accomplished. Simple translation is also undertaken along with a number of other practical activities and utilisation of the Rigolo programme.

Our French curriculum is designed to be progressive, with formal learning commencing in Year 3. There is an expectation that there is frequent revision of prior learning, as is good practice when mastering a foreign language, covering learning in the following core strands:

- Listening
- Speaking
- Reading
- Writing
- Phonology
- Grammar
- Intercultural Awareness

Exploring the patterns and sounds of language through songs and rhymes, linking the spelling, sound and meaning of words is further enhanced in Year 6 through the performance of UNICEF's "On Ecrit Sur Les Murs" in French as a group ensemble at their farewell assembly.