



Coulsdon Church of England Primary School

New

Curriculum Update
Year 6

Adults in the class:

Staff Members:

Mrs Joanna Soltau

TAs - Mrs Carolyn Coombe and Mrs Niki Flynn

PPA cover- Mrs Flynn and Mrs Coombe on Monday afternoons

How to contact us

- Catch us for a socially distanced chat at the gate:- afternoons if possible, unless urgent
- Contact the office and they will pass on a message
- Email the office- they will forward it on to me
- Write in your child's planner and ask them to give it to us

Curriculum

- What is different?
- The curriculum has changed from studying 5 topics in year 6 to 3
- One topic per term
- Greater depth of learning
- Greater progression of skills
- Increased subject knowledge
- Planned and sequenced lessons which are inter-connected across the curriculum



Autumn- Maafa- History focus- Black Slave Trade

Literacy- newspaper reports, persuasive letters, non-chronological reports, acrostic poems and a narrative

Science- Animals, including humans-



Circulatory system, heart and lung functions,
How does blood flow? What is in your blood?
What is in your blood? The impact of diet, exercise, drugs and lifestyle on the way their bodies function



A & D- Tints, tones and shades

colour theory by studying the colour wheel, exploring mixing tints, shades and tones. Learn about significant landscape artworks and features of landscapes. Use knowledge to create landscape paintings.



D & T- Food for life

Learn about processed food and healthy choices, make bread and pasta sauces. Learn about the benefits of whole foods, plan and prepare meals



Art and Design- Trailblazers, Barrier breakers

significant black artists and their work. Provides opportunities to analyse and create artwork inspired by them.



Geography- Our changing World

Revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Find out about map scales, grid references, contour and map symbols. climate change and the importance of global trade.

Curriculum

Spring- Frozen Kingdoms- Geography



Teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.

Literacy- Non-chronological reports, Haikus, newspaper reports, adventure narratives

Science- Electricity



Teaches children about electrical circuits, their components and how they function. They recognise how voltage of cells affects the output of a circuit and record circuits using standard symbols.

Science- Why are things Classified?



Children research the history and foundations of classification. They learn how to sort and group using existing classification keys and observe how a key can be produced. Working in groups, children then use their observational skills to sort and group everyone in their group. They work carefully and systematically to produce a classification key that will help someone identify a class member by their appearance.



Art and Design- Inuit

Teaches children about the Inuit way of life, including some of their cultural and artistic traditions.



Art and Design- Environmental Artists

Teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.



Design technology- Engineer

Teaches children about engineers and remarkable structures. They identify features of bridges before completing a bridge-building engineering challenge.

Curriculum

Summer- History- Britain at War

Teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.

Literacy:- Persuasive letter, narrative, journal and Nonet

Design Technology- Make do and mend

Teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.

Science-Light

Teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore phenomena associated with light, including shadows, reflections, rainbows and diffraction.

Art and Design- Distortion and abstraction

Teaches children about portraiture and how distortion, composition and colour add emotion or narrative to artwork. They develop a suite of work, including photography, sketching and digital collage.

Art and Design- Bees, beetles and butterflies

Teaches children about illustrators and scientific drawings. They sketch insects and combine materials to create detailed illustrations.

Science- Evolution and inheritance

Teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.

Curriculum

RE

- What does it mean to be a Buddhist?
- Remembrance
- How would Christians advertise Christmas to show what Christmas means today?
- What does it mean to be a Sikh?
- The Contemporary Anglican Church
- Easter Hope
- Understanding faith in...
- Who decides?

Computing

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Be responsible, competent, confident and creative users of information and communication technology.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.



Music

- Composing and playing within an ensemble
- History of music
- Understanding of genres
- Learning to play the keyboard and/or guitar



PE

- Dance, Gymnastics
- Hockey, Tag Rugby
- Athletics and more...

Spanish

- This Term we will focus more on the writing skills in Spanish.
- We will write longer sentences about different topics: emotions, parts of our house, furniture and school life.
- We will be able to say/write numbers up to 100.
- As we do every year, we will learn about the Day of the Dead (Mexico) and Christmas celebrations in Spain.
- We will learn popular songs to support learning vocabulary.





Year 6 Expectations

- Brilliant Learning Behaviour
- Growth Mindset (changing our attitude to learning)
- Wellbeing
- SAT's- We have to do them but they won't define the children. We will prepare the children for them and all the work will be carried out in line with them... We will do everything we can to ensure they are as confident in what they are doing, as they can be. However, we will not be making it the sole focus of our year.
- Enjoyment- Their last year in primary school
- Responsibility and independence:- Supporting them to do it themselves
- Homework and deadlines:- Will be upheld
- Working atmosphere:- In line with secondary schools
- Rewards: To be decided and discussed with children
- Sanctions: To be decided and discussed with children
- Transition- Secondary school- we prepare them to leave us as confidently as possible



Wellbeing and RSE

- We will be undertaking a variety of wellbeing activities on a continual basis
- Helps calm their mood
- Provides perspective and reduces stress
- Provides an outlet to be reflective
- An important focus within the curriculum this year
- Supports them in daily life
- RSE- Regular discussions regarding puberty, sexual education, internet safety, positive and negative relationships



Homework



- Monday:** Spellings / Handwriting - Test following Monday
Numeracy - Set on Wednesdays, due in on Wednesdays
Literacy - Set on Wednesdays, due in on Wednesdays
- Collective marking
 - Home work will be a combination of online work and paper
 - Deadlines are deadlines
- Home Learning weekly or fortnightly linked in with topic, Science or RE
 - **Reading - class reader- 5-10 pages** daily. To be recorded in their planner and signed by an adult on a Tuesday night. Alternative book to be read if it isn't their turn for class reader.
 - Reading Planet- Online resource
 - Literacy Planet- Online resource- spellings, grammar, comprehension
 - TTRockstars 30 minutes per week

Homework is designed to reinforce knowledge taught in the classroom and should not be a struggle! If there is a difficulty with a piece of homework, please get the children to come and chat with us before the deadline.

Homework may not be as differentiated as it is in lessons.

Planners need to be signed each week by parents. This is to help prepare them for being more organised for secondary school.



Supporting your child

- Encourage them to undertake TTRockstars homework- times tables are **vital** to helping them in everyday life and in all maths lessons
- Learn and relearn spellings- y3 and 4 spellings form a major foundation of the SATS and are just as important as the year 5 and 6 spellings
- **Please DO NOT** get the children to undertake any official past SATS papers from 2015 through to 2018. We use these to measure their academic levels and determine focused support. It will affect their support and outcome if they do them.
- Mental maths- Encourage them to do mental maths whenever there is a spare moment- the speed and accuracy is vital for all maths calculations and SATS.
- Keep them reading- anything. Fiction, non-fiction. Newspapers are fantastic preparation.
- Encourage them to see an adult and ask questions if they don't understand their homework before the deadline. Their homework supports their foundation for SATS.
- Encourage them to be **INDEPENDENT**, complete and hand in work on time

Dates for your diaries

- PGL-4th-8th April 2022
- SAT assessment week is 9th-12th May 2022
- Week commencing 08.11.21- SAT practice assessments
- Parent's evening- Autumn Term- 18th and 22nd November

SAT's

- Our focus this year is the National Curriculum
- Preparing the children for secondary school, life skills
- Will familiarize them with SAT tests, questions, format.
- Where needed, additional group work will be provided during lessons and throughout the working day
- Nearer the time, the homework timetable will alter to provide additional revision.
- Information about CGP study guides that can be purchased through the school at a discounted rate will be emailed to you. Do not buy everything as you won't need it and if you need to know levels, please contact me....

Y6 SATs

Monday 9th May- 12th May 2022

Monday May 9th 2022: Spelling, punctuation and grammar (Grammar/Punctuation Test) - 45 minutes

Monday May 9th 2022: Spelling, punctuation and grammar (Spelling Test) - 20 minutes

Tuesday May 10th 2022: Reading Test - 60 minutes

Wednesday May 11th 2022: Maths Paper 1 (Arithmetic) - 30 minutes

Wednesday May 11th 2022: Maths Paper 2 (Reasoning) - 40 minutes

Thursday May 12th 2022: Maths Paper 3 (Reasoning) - 40 minutes

The KS2 Reading SATs:

This is one paper, with questions that are based on 3 different passages of text. Pupils will have 1 hour to complete the paper.

The KS2 SPaG SATs:

There is a 20 word aural spelling test which should last around 15 minutes.

There is also a written element which consists of an English grammar and punctuation paper, which will last for 45 minutes.

The KS2 Maths SATs:

There will be 3 mathematics papers.

Paper 1 is an arithmetic paper which will last for 30 minutes.

Papers 2 and 3 are reasoning papers which will last for 40 minutes each.

Writing is assessed using evidence collected by the teacher throughout Year 6, so **there is no Year 6 SATs writing test.**

High likelihood of being externally moderated by Croydon Council

Y6 SATs

When and how are the SATs carried out?

The tests will take place during normal school hours, under exam conditions;

Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended;

Afterwards, the completed papers are sent away to be marked externally;

The children's results are sent back to school at some point in July;

What sort of results are reported?

Once marked, the tests will be given the following scores:

A raw score (the total number of marks achieved for each paper);

A scaled score (which is explained below);

A judgement of whether the National Standard has been met.

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, a **scaled score close to 120 would show that a child is working above the national standard.**

Grammar, Punctuation and Spelling

- Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 9th May 2022**:
- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**;
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** - they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

6 Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

Reading Paper

- The Year 6 Reading SATs paper will be sat on **Tuesday 9th May 2022**. The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.
- It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- The Reading paper focuses on the following areas known as Content Domains:
 - 2a) *give/explain the meaning of words in context;*
 - 2b) *retrieve and record information/identify key details from fiction and non-fiction;*
 - 2c) *summarise main ideas from more than one paragraph;*
 - 2d) *make inferences from the text/explain and justify inferences with evidence from the text;*
 - 2e) *predict what might happen from details stated and implied;*
 - 2f) *identify/explain how information/content is related and contributes to meaning as a whole;*
 - 2g) *identify/explain how meaning is enhanced through choice of words and phrases;*
 - 2h) *make comparisons within the text.*
- The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

1 mark

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

- How can you help prepare them ?
- When reading with your child at home, ask them questions like...
- Find a word in this paragraph that is closest in meaning to 'provide word - e.g. annoyed'
- In what year did 'provide fact - e.g. the French authorities make it illegal for people to swim from France to England'?
- In the last paragraph, X does not want to Y.
- Give two reasons why X does not want Y.

Maths

Maths Paper 1 (Arithmetic)

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Maths Papers 2 and 3 (Reasoning)

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.

10 A bag of 5 lemons costs £1
A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show your method

2 marks

6 Stefan's watch shows five minutes past nine.
The watch is twelve minutes fast.



What is the correct time?

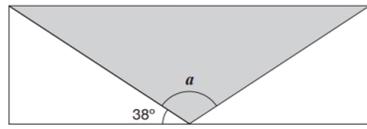
1 mark

11 Here is a number written in Roman numerals.
CXV

Write the number in figures.

1 mark

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a .

Show your method

a is

2 marks

Remember this about SATs

- SATs focus on what they know about Maths and English
- They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.
- SATs results don't always tell the whole story
- The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015. Your school may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.
- SATs last for one week
- In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.
- What should I do if I'm worried about my child?
- It would be unnatural for SATs not to induce a certain degree of worry or anxiety but there is, of course, a tipping point.
- Come and speak with us
- SATs should not:
- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.



Uniform



School Uniform List

Junior Boys

- Grey trousers/shorts
- White buttoned shirt/school tie - (summer: polo shirt - optional)
- Bottle green/holly red Jumper
- Black leather and polishable shoes with plain grey socks

Junior Girls

- Bottle green skirt (winter),
- red/white, green/white checked dress (summer)
- White shirt/school tie
- Bottle green/berry red jumper/cardigan
- White socks/ green tights [**Y6 only - Black tights**] (winter only)
- Black leather and polishable shoes
- (regulation grey trousers may also be worn in the winter)

Outdoor wear: either-

- Bottle green blazer with (school badge)
- Red or bottle-green waterproof fleece/anorak
- Other dark-coloured coat
- Hats, baseball caps and gloves

Note: Please ensure that items are not mixed between summer and winter uniform
Hair that touches the shoulders must always be tied up



PE Kit



- Red shorts and plain white T-shirts
- Black jogging bottoms and our new red school sweatshirt
- Trainers that are suitable for outside PE and our daily run. Not pumps please
- No earrings to be worn on PE days

PLEASE could you also ensure all uniform is clearly named; especially jumpers and ties.



Partnership



- Parents / Children and School. This partnership is important for a child's development.
- Inform me of any changes e.g. bereavement, hospitalisation, separation, intolerances etc.
- Medical and dietary information- Ensure it is accurate and up to date.
- Sending messages to us. Write in the planner; It is the child's responsibility to show the planner to me if a message has been written. I or a TA will initial a message when I have been shown it. Send the office an email.
- Concerns- Come and see us- preferably at the end of the day or email office and I will call you
- Biscuits- Eaten daily, please provide plain, nut free varieties
- Tissues- Please provide 1 box per child to get us through the year
- Bedtimes - The recommendation is that the average for a 10-year-old is 10 hours, which can vary by up to an hour either way.
- Afternoon Collection- If your child is being collected by someone else or going home with a friend- you must notify the office as I am not allowed to release them without permission. If you would like your child to meet you at the main school playground gate, please email the office providing permission.
- Walking Home - I will need a letter or email if you are happy for your child to walk home on their own. A separate letter is required if you are happy for your child to walk home after a club.
- Mobile Phones - Are only allowed to be in school if a child is walking home on their own or without an adult from school. A form needs to be signed. All phones are handed in every morning and kept in a locked location.
- Walking to school- Government guidelines-No more than 6 children to walk together

Any questions?

