

CURRICULUM OVERVIEW

Sharing our learning



Y6 INFORMATION

- YEAR: 2023-24 • TERM: 4
- CONTACT: year6@st-johnfisher.org

Y6 TEACHING & LEARNING TEAM

- Mr R MacInnes
- Mr C Murphy
- Mrs J Steenson
- Mrs H Ahmed
- Miss N Flynn

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory and non-statutory assessments and checks that will take place later, in Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is always important, but even more so in now, and not just because it will help children to learn and progress, but also because it will support their wellbeing. We know that absence from school makes children anxious because they tell us that they worry about missing learning and their classmates and friends.

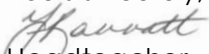
We understand that there are times when absence is unavoidable, for example, when children are poorly, and so we work very hard to help children who are returning after being ill, to settle back in. We are grateful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments when there is an option for them to be made after school, during school holidays or at the end of a school day. It helps children enormously if they are in school as much as possible.

This overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also tips for supporting them at home.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children might find aspects more difficult, so we ask that if they do struggle with anything, simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best then please ask them to stop, and reassure them that everything will be ok. Let us know via a note or email, so we are clear what the issue is, and staff will follow everything up. They will also affirm and encourage your child as they help them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to.

Yours sincerely,


Headteacher



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TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'self-belief'.

- **Self-belief is all about**
 - ✓ trusting in your own abilities
 - ✓ setting yourself challenging goals
 - ✓ gaining confidence
 - ✓ thinking of yourself positively
- **If you have self-belief, you realise that:**
 - ✓ you can reach your potential if you believe in yourself
 - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
 - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
 - ✓ having a positive and determined mindset
 - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
 - ✓ knowing that you will reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- | | | |
|----------------------|------------------|--------------|
| • courage | • determination | • positivity |
| • tenacity and focus | • faith | • confidence |
| • assuredness | • inner strength | • resilience |



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).



In Term 4 we focus on the virtues of 'Love' and 'Charity'.

TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



HOMEWORK

Homework, which is shared each Friday and expected back in by the following Friday, will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other mathematics homework
- a hard copy consisting of Mathematics and English learnt that week with 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times



ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children all have individual targets for writing, and these will remain a focus in all writing.

You can support your child's learning at home by:

- ✓ practising how to punctuate pieces of text using full stops, commas, quotation marks and apostrophes
- ✓ testing your child on their weekly spelling list

Reciprocal reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading with your child for a few minutes every day
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet from parent's meeting)

MATHEMATICS

We will focus on the following this term:

- finding the area and perimeter of rectangles, triangles, circles and composite shapes
- understanding graphs and charts
- investigating ratio and proportion
- using simple algebraic formulae

Key words we will be using are:

- ✓ ratio
- ✓ proportion
- ✓ algebraic
- ✓ words relating to shape, space and measures

You can support your child's learning at home by:

- ✓ looking at how rectangles, triangles and circles can make composite shapes
- ✓ practising multiplication tables (Times Tables Rock Stars)

GEOGRAPHY

We will be learning about the history of rail travel within the United Kingdom, specifically focusing on the railway revolution during the Industrialisation of Victorian Britain, and the various effects that this had on the people and environment of the nation.

Key words we will be using are:

- ✓ Industrial Revolution
- ✓ industry
- ✓ railways
- ✓ agriculture
- ✓ mills
- ✓ Stephenson's Rocket
- ✓ economy
- ✓ factories

You can support your child's learning at home by:

- ✓ researching the Victorian period and finding out what everyday life was like for ordinary people

PE

The children will continue to focus on developing physical co-ordination and balance and learning and applying the skills linked to teamwork and invasion games. This term, the children will also work with coaches from Sheffield United F.C, who will help them to learn about how to live a healthy lifestyle.

Key words we will be using are:

- ✓ dribble
- ✓ attack
- ✓ defence
- ✓ balance
- ✓ coordination

SCIENCE

We will be learning about electricity. Throughout the term, children will also be taught to use particular scientific methods, processes and skills such as planning scientific enquiries, taking measurements and making observations, and reporting findings and conclusions.

Key words we will be using are:

✓ electron ✓ resistance ✓ voltage ✓ circuit

You can support your child's learning at home by:

- ✓ carrying out independent research about electricity and its properties
- ✓ observing the different types of electrical appliances used about the home
- ✓ making choices about how electricity can be saved

MUSIC

The children will be learning rhythm and lyrics, with a particular focus on rap music. The children will explore the origins of rap music, including the study of the genre's origins in Western Africa. They shall also learn about the concepts of pulse and rhythm and how they relate to the rap genre.

Key words we will be using are:

✓ rap ✓ rhythm ✓ blues ✓ enunciate ✓ pulse ✓ jazz poetry ✓ hip-hop

You can support your child's learning at home by:

- ✓ listening to different styles of music and talking about similarities and differences
- ✓ grabbing whatever kitchen utensils, you can to provide a noise and beat out rhythms.

DESIGN TECHNOLOGY

The children will investigate the use of various mechanical systems which use pulleys/gears to leverage weight.

Key words we will be using are:

✓ pulley ✓ gear ✓ leverage ✓ enunciate ✓ pulse ✓ jazz poetry ✓ hip-hop

You can support your child's learning at home by:

- ✓ researching the historical use of pulleys within engineering
- ✓ researching the use various uses of pulleys and gears in today's world

FRENCH

This term the children will learn how to tell the time in French, as well as how to read various timetables in French, such as a school week timetable and train and bus timetables.

Key words we will be using are:

✓ le Royaume-Uni ✓ le nord ✓ la France ✓ l'Italie ✓ la Belgique
 ✓ le sud ✓ l'est ✓ l'ouest ✓ la distance

You can support your child's learning at home by:

- ✓ talking about the new words and phrases the children have learnt in class and practising them.

COMPUTING

The children will explore spreadsheets using Microsoft Excel, creating charts/graphs to interrogate data sets.

Key words we will be using are:

✓ formula ✓ cell ✓ spreadsheet ✓ variable ✓ formula

You can support your child's learning at home by:

- ✓ discussing how spreadsheets could be used at home



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PSHCE

Following the Year 6 visit to London at the end of Term 3, we will be focusing on the ways in which British Values have shaped the society that we live in. Building on our learning from our visit to Parliament, we will be specifically studying democracy and the rule of law.

In RSE we will be focussing on building and maintaining personal relationships, as well as exploring concepts such as consent, conflict and pressure.



Key words we will be using are:

- ✓ democracy ✓ parliament ✓ courts ✓ election ✓ jury ✓ justice
- ✓ conflict ✓ representation ✓ consent ✓ peer pressure

You can support your child's learning at home by:

- ✓ talking to your child about appropriate current news items linked to the rule of law
- ✓ discussing the current political makeup of the United Kingdom
- ✓ discussing potential issues that they may experience in their relationships as they grow older.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

