

CURRICULUM GUIDANCE FOR PARENTS

INTRODUCTION

This is intended as a guide to the different areas of the curriculum that your child will follow at Blundell's Preparatory School this year. It will give an overview of topic areas but should be treated as a flexible guide, as teaching staff will clearly need to vary their delivery of the curriculum according to the particular needs and interests of the children, and may want to revise and develop their programmes of study throughout the year. Teachers of English and Maths in particular may wish to adapt their teaching to address the different needs of their sets.

Differentiation is clearly key, and the objective of the class teacher must be to deliver the curriculum at a level appropriate for enhancing the learning of each pupil in the class. Individual children may work at a quicker or slower pace through aspects of the curriculum, and their level of knowledge and understanding in any subject area will be limited only by their own abilities. Additional classroom support continues to be made available to enable the class teacher to focus help where it may be needed most and parents may also be offered the option of one-to-one support in Maths or English where this may be felt to be beneficial by the Learning Support Department.

You may notice that some topic areas will be repeated as your child moves through the school; this will be because the topic is being treated in greater depth and detail, is being studied from a different aspect or is being reinforced as part of another topic.

Towards the end of the Autumn Term in Year 4 children may be asked to bring a good quality blue ink pen to their English lessons, where they will practise handwriting in ink. The transition from pencil to pen in other subject areas will then follow when teaching staff are happy that the child has developed a confident handwriting script in ink.

The school day is a long, busy and, we hope, productive affair, and homework will normally be used as a means of reinforcing material learned in class. Reading, learning spellings and times tables, and working from a French Activity Book, will generally be the requirements at Years 3 and 4, although other work – for example, finishing off pieces of work begun in class – may also be set. More structured homework can be expected in Years 5 and 6, where generally 15 minutes of reading and one 30 minute prep in Maths, English, Science, History, Geography, French or RE will be set each night. Some homework may be designed to help your child's independent research skills. Holiday homework will not normally be set for the sake of it, but may be given if the class teacher believes that a particular child may benefit because, for example, the child has struggled with a particular area of work in class, or has missed a lot of work through absence. The exception is in preparation for entrance exams, when children at the end of Year 5 and beginning of Year 6 can expect to be given past papers as practice for sitting entrance exams in the January of Year 6.

We hope that you will support and encourage your children in their studies and, should you wish to know more about the topic areas they will be investigating or the progress they may be making, please remember that form and subject teachers will always be pleased to discuss matters with you further.

Lee Moore
Academic Leader
September 2011

SUBJECT:	English	YEAR GROUP:	Year 6
TEACHING STAFF:	Bethan Cracknell Lee Moore Louiza May	SUBJECT CO-ORDINATOR:	Lee Moore

Introduction

The teaching of English at Blundell's Preparatory School seeks to equip the children with the literacy skills with which they can access the wider curriculum; it also seeks to develop an interest in and appreciation of literature for its own sake. Programmes of study broadly reflect the aims of the Primary Framework for Literacy: to foster confidence and develop skills in the key areas of speaking and listening, reading and writing.

The study of English is progressive and children will be doing similar exercises from their early years up to their final year but obviously the tasks will be more complex and demanding towards the end of their time with us. In the early stages there will be an emphasis on developing speaking and listening and reading skills, through word building and synthetic phonics. This will lead to spelling rules, sentence building and handwriting. This in turn leads on to composition and formal comprehension work. By Year 6 the children will be able to develop higher order reading skills including inference and deduction, and will have the opportunity to write extended compositions across a range of fiction and non-fiction genres.

Lett's Literacy textbooks provide a progressive framework for teaching from Years 3 to 6, although, of course, many other resources including interactive electronic resources are used by the class teachers to supplement learning as may be appropriate. The Prep School library is also used increasingly as a centre for independent research as well as a place to select fiction and poetry books to read for enjoyment.

Topic Outline

Throughout the year time will be spent comparing a classic novel with its cinematic interpretation, using texts including *Black Beauty*, *Goodnight Mister Tom*, *The Tulip Touch* or *Alice in Wonderland*. Time will also be spent studying a text from Shakespeare and visiting the theatre to see the play performed. Spelling and dictation work from *Spelling Made Easy*, and vocabulary investigations from *Lett's Word 6* will be ongoing throughout the year. Handwriting will be reviewed periodically and those children for whom it may be felt beneficial may be invited to join Handwriting Club to receive additional tuition, outside of lesson time.

Autumn Term:

Preparation for Entrance Exams in January:

- i) Revision of punctuation and parts of speech
- ii) Proof Reading Practice
- iii) Timed comprehensions (from a range of fiction, non-fiction and poetry sources)
- iv) Timed compositions (in a range of fiction, non-fiction and poetry genres)
- v) Past Papers practice (using papers from Common Entrance, Blundell's and other local schools).
- vi) Time Management Skills and Exam Technique.

Spring Term:

- Final preparation for English Entrance Exam.
- Genre Classification: brainstorm fiction genres; focus on Comedy, Horror and Science Fiction. What defines a genre? Cross genre themes. Read examples of texts from different genres; rewrite a story in an alternative genre; creative writing in a given genre.
- Look at examples of humorous poetry; compile a class poetry anthology, including selection, performance, commentary and illustration using ICT.
- Active and passive verbs; prepositions, connectives and conditionals.
- Arguments: writing a balanced argument; arguing from a given point of view; role play and debating controversial issues. Dramatizing and performing an argument scene. Designing a persuasive poster.

Summer Term:

- GLA assessment papers: Verbal Reasoning and Progress in English 11.
- Revising key literacy terms; creating a metalanguage glossary.
- Look at examples of narrative poetry; write in the style of given poets.
- Revise formal letter writing; participate in letter exchange with Year 7 pupils.
- Extended writing: either plan a novella in a chosen fiction genre, or develop a non-chronological report on a non-fiction topic of choice; draft and redraft as appropriate and present a finished copy using ICT.

NOTE: Some English time may also be given to rehearsals for a drama production post entrance exams.

SUBJECT:	Maths	YEAR GROUP:	Year 6
TEACHING STAFF:	Lee Moore Rebecca Garcia James Kerr	SUBJECT CO-ORDINATOR:	James Kerr

Introduction

Our aims in teaching Mathematics are:

To develop a good understanding of numbers and the number system by:

- Maximising counting ability.
- Achieving a sound grasp of the properties of numbers and number sequences, including negative numbers.
- Achieving a good understanding of place value and ordering, including reading and writing numbers.
- Understanding the principles and practice of estimating and rounding.
- Achieving a sound grasp of the concepts of fractions, decimals and percentages, and their equivalence. Developing these concepts to gain understanding of ratio and proportion.

To develop the ability to undertake calculations with confidence, accuracy and improving speed by:

- Achieving a good understanding of number operations and relationships.
- Achieving rapid mental recall of number facts.
- Maximising the ability to undertake mental calculation, including strategies for deriving new facts from known facts.
- Maximising the ability to undertake calculation using pencil and paper methods.
- Maximising the ability to undertake calculation using a calculator.
- Developing the ability to check that the results of calculations are reasonable.

To develop a good ability to solve problems by:

- Developing the ability to make decisions e.g. deciding which operation and method of calculation to use (mental, mental with jottings, pencil and paper, calculator etc.)
- Being able to reason about numbers or shapes and make general statements about them.
- Improving the ability to solve problems involving numbers in context (e.g. everyday uses such as money, measures etc.)

To develop a good knowledge and understanding of measures, shape and space by:

- Achieving a sound knowledge of measures, including the ability to choose units and read scales logically and accurately.
- Achieving a sound knowledge of the properties of 2-D and 3-D shapes, and a good understanding of position, direction and movement.

To develop a good ability to handle data with confidence, accuracy and improving speed by:

- Improving the ability to collect, present and interpret numerical data with understanding.

Our aims in Maths broadly reflect those set out in the Primary Framework for Mathematics. A variety of textbooks including Heinemann's Maths Spotlight and Ginn's Abacus numeracy textbooks are used to provide a progressive framework for teaching from Years 3 to 6, although many others resources will also be used to supplement learning, including interactive electronic resources and differentiated mental arithmetic workbooks.

Mental Arithmetic, problem solving and investigative work in Maths will be ongoing throughout the year

Autumn Term:

Preparation for Entrance Exams in January:

- i. Revision of place value, the four operations, shape, measures, data handling, probability, fractions, decimals and percentages.
- ii. Non-verbal reasoning practice.
- iii. Past papers practice (using papers from Common Entrance, Blundell's and other local schools).
- iv. Time Management Skills and Exam Technique.

Spring Term:

- Final preparation for Maths Entrance Exam.
- Primary Maths Challenge.
- Mathematical investigations and extended problem solving involving number, the measures, shape and data handling.
- Algebraic equations and formulae.

Summer Term:

- GLA assessment papers: Non Verbal Reasoning and Progress in Maths 11.
- UK Maths Challenge.
- Revision of all Key Maths topics and preparation for Maths in Year 7.
- Independent Maths using and applying previous knowledge for ongoing Maths projects and investigations.

SUBJECT:	Science	YEAR GROUP:	Year 6
TEACHING STAFF:	Simon Swain Steve Mildren	SUBJECT CO-ORDINATOR:	Joanne Harrison

Introduction

In teaching Science we aim to:

Enable children to develop their knowledge and understanding of the world they live in, through investigation of that world.

Ensure the progressive development of scientific concepts, knowledge and skills.

Enable children to work scientifically in a range of appropriate contexts using a variety of materials and equipment.

Develop children's natural curiosity about themselves and the world they live in.

Provide first hand experiences.

Build upon the experiences pupils bring to science and develop them in a wide range of contexts.

Encourage pupils to work independently and develop their research skills.

We aim to teach knowledge, skills and understanding through:

Scientific enquiry

Life processes and living things

Materials and their properties

Physical processes.

We aim to promote key skills of: communication, number, ICT, working with others.

During the course of the year children will study the following topics:

Interdependence and Adaptation

- Plants
- Animal habitats
- Evolution

Micro organisms

- Types; dangers and uses
- Microscopes

More about Dissolving

- Rates and changes that affect dissolving
- Evaporation and condensation
- Chromatography

Reversible and Irreversible Changes

- Chemical reactions
- Case studies and examples
- Equilibrium

Balanced and Unbalanced Forces

- Types of Forces
- Case studies and examples

How we See Things

- Properties of light
- Eye structure and functions

Changing Circuits

- Circuit diagrams
- Series and parallel bulbs
- Building circuits
- Dangers and safety

Children will also have the opportunity to undertake an independent research project on micro organisms in the Summer Term.

There will be a formal assessment at the end of each topic area.

SUBJECT:	History	YEAR GROUP:	Year 6
TEACHING STAFF:	Andrew Southgate	SUBJECT CO-ORDINATOR:	Andrew Southgate

The aims of History are:

- To develop a sense of chronology and time
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and a vocabulary of historical terms
- To build a framework of historical facts
- To encourage children to interpret, explain and ask historical questions, for example 'Why did this happen?' 'How do we know this is true?'

During the course of the year children will study the following topics:

Life in Britain after 1901

- Women's Suffrage
- The 1st World War
- The 1930's and the Great Depression

World War Two and its Legacy

- The Blitz
- Evacuation
- Rationing
- Wartime experiences
- The United Nations
- Immigration and the welfare state
- Houses and homes
- Religious change
- Fashion
- Sexual equality
- Pop music
- Radio and television
- Sport
- Holidays
- Transport
- Energy
- Pollution
- New Technologies

SUBJECT:	Geography	YEAR GROUP:	Year 6
TEACHING STAFF:	Stephen Hirst	SUBJECT CO-ORDINATOR:	Stephen Hirst

Introduction

Geography is an important link between the natural and social sciences. As pupils study Geography they encounter different societies and cultures. This helps them to realise how nations rely on each other. It is intended that children are inspired to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. The Geography curriculum aims:

- To stimulate and answer questions about the natural and human world, using different scales of enquiry to view them from different perspectives.
- To develop knowledge of places and environments throughout the world including understanding of maps.
- To assist with a range of investigative and problem solving skills both inside and outside of the classroom.

Autumn Term:

Plate Tectonics:

Earthquakes, volcanoes, natural disasters.

Spring Term:

Environment:

Global warming.

Rainforest, ice caps and desertification.

Summer Term:

How settlement changes:

Tiverton and Exeter.

Local visit.

SUBJECT:	French	YEAR GROUP:	Year 6
TEACHING STAFF:	Claire FitzHerbert	SUBJECT CO-ORDINATOR:	Rebecca Garcia

The children start learning French in Nursery. The method used throughout the School is a complete language course called 'La Jolie Ronde'.

Children learn French through a diversity of oral and practical activities with the addition of reading and writing as they progress through the course. Through fun, young children learn how to communicate in French. Through role-play, children gain confidence and learn to overcome problems. They use vocabulary appropriate to their age, knowledge and understanding of the world in a variety of interesting and authentic contexts. In teaching the children the basics of French, they also learn about the country itself, its geography and its culture.

There is a course book for each year. The books teach the children to think in a logical way and to refer to previous work. The books are a record that can be kept for reference and give the children a sense of achievement. The learning of French also encourages the children's awareness of their own language.

Autumn Term:

Verb – avoir
Du, de la, de l'

Food:

- Fruit and Vegetables
- Shops
- Mealtimes

Spring Term:

Revise:

- Food
- Days of the Week
- Weather
- Places, directions, prepositions

Summer Term:

Revise:

- Mealtimes
- Times of Day
- Location, houses, rooms

By Year 6 the children will understand and speak more French. They will be encouraged to consolidate their French in a range of practical role play situations.

SUBJECT:	Religious Education	YEAR GROUP:	Year 6
TEACHING STAFF:	Stephen Hirst	SUBJECT CO-ORDINATOR:	Stephen Hirst

Religious Education is concerned with distinctive ways in which human beings express their experiences and understanding of life.

It aims to:

Encourage a reflective approach to living.

Bring pupils a knowledge and understanding of religion.

Contribute to the pupil's development of their own beliefs and values.

The theme in Year 6 is: 'Ways of seeing'.

Autumn Term:

A Study of Hinduism

Long ago, how did people find out about God?

Christmas

Spring Term:

What do we know about Jesus?

Easter

Summer Term:

How did the Christian Church start?

Do Christians encourage justice?

SUBJECT:	Drama	YEAR GROUP:	Year 6
TEACHING STAFF:	Tiggy Charlesworth	SUBJECT CO-ORDINATOR:	Tiggy Charlesworth

What is Drama?

It is standing in someone else's shoes and examining a fictitious situation from their perspective.

It is suspending disbelief.

It is recreating a fictitious situation as if it were real.

It uses the imagination through improvisation and acknowledges other people's imagination through poetry, prose, scripted drama, art etc.

Why bother with Drama?

It encourages speaking and listening as a two-way co-operative process and life skill.

It values discussion and negotiation.

It creates new group dynamics.

Self-discipline and an understanding of others are implicit in its activity.

It necessitates the ability to examine the consequences of actions.

It provides a chance to stimulate and exercise the imagination.

It helps to make sense of life-experiences and is a valuable preparation for the future.

Throughout the year activities will include:

Mime

Prepared and spontaneous improvisation

Working with the teacher in role

Narration

Ritual

Movement

Taking on the mantle of the expert

Small group improvisation

Hotseating

Freezing action

Dramatic timing

Meetings

Eavesdropping

Still pictures

Speaking thoughts

Conscience alley

Characterisation

Topics may be based on material taken from sources such as:

Nonsense poems, pictures, paintings, silent movies and newspaper articles.

All Year 6 pupils will have the opportunity to take part in a drama production.

SUBJECT:	Music	YEAR GROUP:	Year 6
TEACHING STAFF:	Bethan Cracknell	SUBJECT CO-ORDINATOR:	Bethan Cracknell

The principle aim is that all children should enjoy their music-making, and that all should be encouraged to participate vocally and instrumentally.

It is hoped that the foundations laid in this School will give children the skills to continue their enjoyment of music in later life.

Our aim is to assist each child to develop a positive self-image and self-confidence and to develop a sensitive response to sound and music.

The children will have the opportunity to explore the main elements of music, for example high/low, long/short, fast/slow, texture, quality of sound, rhythm and beat.

We will be using Go for Bronze which is a comprehensive training programme for young musicians devised by the National Youth Choir of Scotland.

Autumn Term:

Reinforcing the Ledger line

Composition using the Pentatonic Scale

Preparing music for a choral workshop in Sherborne, and for Christmas

Music Together – playing a variety of pieces as a classroom orchestra

Spring Term:

Singing a variety of rounds and songs, and playing together as a classroom orchestra

Listening, appraising and composing music based on ceremonial music from around the world including America, Egypt, England and New Zealand

Summer Term:

Preparing music for the end of term play and Summer Concert

SUBJECT:	Art	YEAR GROUP:	Year 6
TEACHING STAFF:	Jane Willder	SUBJECT CO-ORDINATOR:	Julie Aldridge

The purpose of art is that pupils should:

- Develop enquiring minds about images and artefacts which are part of historical and contemporary society
- Collect and organise visual information for a variety of purposes
- Express opinions on, and evaluate, their own work and that of others, from a variety of times and places
- Develop a range of practical skills in wet and dry malleable rigid materials
- Explore, take risks and experiment with materials.
- Gain confidence in their ability to make informed choices and to adapt and refine their work as it progresses
- Express opinions and ideas about the world around them and to understand the role of art in society and how it is used to inform and shape environments
- Explore other people's values and beliefs

The QCA scheme of work will be enriched by cross curricular art activities linked to various subjects including Science, ICT, History and Geography.

Autumn Term: A Sense of Place

Landscape activities

- Sketching of local area
- Painting own landscape
- Work of landscapes artists
- Batik landscapes

Paint mixing activities

- Knowledge of primary colours
- Mixing of secondary colours
- Use of watercolours

Landscape tiles

- Slabwork
- Painting of fired clay work

Christmas art activities

Spring Term: People in Action

Moving figure activities

- Observational drawing of poses, actions and facial expressions
- Use of digital camera
- Mixed media work

Printing activities

- Mono-prints
- Press prints
- Screen printing

Mothers Day art activities

Easter art activities

Summer Term: What a Performance

Hats and clothes

- Investigate clothes worn at special occasions and in theatres
- Design a hat linked to a theme
- Prop making for Year 6 play

Artist study

Fathers Day art activities

SUBJECT:	Design & Technology	YEAR GROUP:	Year 6
TEACHING STAFF:	Steve Mildren	SUBJECT CO-ORDINATOR:	Steve Mildren

Clocks

Design Task: To design a clock face using a resistant material (plastic, wood, and card).

Design and Making Skills: Design on paper using thumbnail sketches, photographic reference. Selection of appropriate materials, tools and techniques.

Knowledge and Understanding: Look at how materials can be combined and mixed.

Product: Look at and investigate other similar products.

Quality: Evaluate clocks quality and effectiveness as a product.

Health and Safety: Knowledge and understanding of using tools and materials safely and recognizing hazards.

Vocabulary: Use of appropriate vocabulary when naming and describing tools and materials.

Solar Energy

Design Task: To design and make a solar powered vehicle.

Designing and Making: Look at and investigate use of solar energy.

Design of vehicle on paper, possible use of CAD. Selection of appropriate materials and tools after planning. Evaluate vehicle after testing.

Knowledge and Understanding: Investigate combination of materials, wood, metal solar panel, motor etc.

Control: Investigate how mechanisms work when using solar panels, motors, gears and pulleys. Use of simple electrical circuits.

Structure: Design of lightweight chassis using Jinks technique and other appropriate ways.

Quality: Discuss effectiveness of design after evaluation, does it work? Can it be improved?

Health and Safety: Knowledge and understanding of using tools and materials safely and recognizing hazards.

Vocabulary: Using appropriate vocabulary when naming and describing tools and materials.

Packaging

Design Task: To design and make a card package to house 6 table tennis balls.

Design and Making: Design on paper, use of card mock-ups and appropriate tools and techniques

Structures: Look at shell structures and their strengths and weaknesses.

Products and Applications: Investigate and disassemble similar packaging in order to learn how packaging is constructed.

Quality: Discuss finished product and its effectiveness. Does it meet users' needs?

Health and Safety: Knowledge and understanding of using tools and materials safely and recognizing hazards.

Vocabulary: Use of appropriate vocabulary when naming and describing tools and materials.

SUBJECT:	ICT	YEAR GROUP:	Year 6
TEACHING STAFF:	Simon Swain Rebecca Garcia	SUBJECT CO-ORDINATOR:	Simon Swain

Topics are all taught through the following principles:

- Developing understanding and confidence in using information & communications technology through appropriately differentiated practical tasks, enquiry and experiment.
- Ensuring that all children have access to, and experience of, appropriate hardware and software to enable them to achieve the highest level of competence and understanding.
- Creating an awareness of the relevance of information and communications technology to the whole curriculum.

Pupils will continue to develop typing skills using a Typing Tutor software package. Pupils will continue to use SuperClubs to develop their skills and understanding of email and the Internet.

Topics covered this year:

- Using email and the Internet: using Microsoft Internet Explorer to search for information through a variety of tasks and learning to create web pages using SuperClubs. To learn about the dangers of using the Internet and ways to avoid the pitfalls.
- Spreadsheet modelling: using Microsoft Excel to explore mathematical models and test results.
- Developing skills with Photographs: taking digital photographs and using Adobe Photoshop to crop, resize and apply filters to them.
- Control and monitoring: using LEGO Mindstorms to control input (switches and sensors) and output (motors, buzzers, lights) devices.
- Multimedia presentation: using Microsoft PowerPoint to create a presentation to include pictures, text, animations and sounds on life at school.

SUBJECT:	Food Technology	YEAR GROUP:	Year 6
TEACHING STAFF:	Julie Edge Sarah Watson	SUBJECT CO-ORDINATORS:	Julie Edge Sarah Watson

Food Technology is taught to boys and girls throughout the School in conjunction with Design and Information Technologies.

Over the four year course we cover not only the traditional cookery skills but also food production, distribution and marketing together with nutrition, food science, hygiene and health and safety. The Food Technology syllabus has been specifically designed to allow us to work with other departments within the School promoting cross-curricular teaching for the benefit of our students.

Departmental Aims

- To establish a healthy interest in all aspects of food from an early age
- To teach pupils to enjoy food and to be able to make informed choices
- To equip children with useful life skills
- To develop personal, social and health education through the teaching of nutrition, principles of healthy eating, food safety and hygiene
- To make pupils aware of all aspects of food production ‘from farm to fork’

Main Areas of Study

The syllabus is divided into seven areas: Safety and Hygiene, Manipulative Skills, Food Production, Operational Management, Health and Nutrition, Food Science, and Food is Fun.

Aspects of each area within the syllabus are taught to each of the year groups so that, as skills and understanding improve, more advanced aspects of each element are introduced. We adopt a flexible approach to teaching within the syllabus. This allows us to link with outside influences, events and trends and to take advantage of educational opportunities as they arise. This flexible approach ensures that lessons are contemporary and topical.

Annual Plan

Cooking Victorian recipes and looking at how recipes have evolved and their modern day versions. Machine versus Hand Equipment. Convenience foods and the influence of supermarkets and their dominance.

Safe Cooking Techniques and the importance of accident data, simple first aid and risk assessment.

Practical Lessons – pupils working individually – relying on recipe/method totally. Sequencing tasks and working to time limits. More complicated recipes leading to meal planning.

Looking at the drinks industry and the power of the food industry and media, also tasting.

Preparation for the Christmas Bazaar.

World War II – Link with History project. Life at home, rationing, good diet (no choice in time of war). Trying replica dishes, look at nutrition then and now. Look at the Ministry of Food and the Scientific Division and its recommendations.

More complicated techniques including icing and decorative works.

SUBJECT:	PHSE	YEAR GROUP:	Year 6
TEACHING STAFF:	Steve Mildren Lee Moore Louiza May	SUBJECT CO-ORDINATOR:	James Kerr

Introduction

PHSE addresses all aspects of Personal, Health, Social and Emotional Education. It aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Many topics are covered within PHSE lessons and some aspects of the subject, such as Protecting the Environment, Staying Healthy and Personal Hygiene are covered within other subject areas including Science, Geography, Food Technology and Physical Education.

All four year groups follow the same topics, with each covering relevant and appropriate aspects of the topic for their age group.

Topic Outline

Autumn Term: Knowing Me

- Personal Strengths and Weaknesses
- Emotional Literacy
- Taking Responsibility & Safety (Finding help)
- Making Decisions & Choices

Spring Term: Being with Other People

- Friends & Peer Group Pressure
- Bullying & Resolving Conflict
- Multicultural Understanding
- Family Life

Summer Term: Living in the Community

- Needs of Different Community Groups
- Political Literacy
- Money & Charity
- Social Justice

In the Summer Term Year 6 will also be given the opportunity to discuss Sex Education in single sex groups; an accompanying video is available for parents to view, and children may be withdrawn from these sessions if parents so wish.

SUBJECT:	PE and Games	YEAR GROUP:	Year 6
TEACHING STAFF:	Steve Mildren Andrew Southgate Louiza May Stephen Hirst Simon Swain	SUBJECT CO-ORDINATORS:	Simon Swain Louiza May James Kerr Rebecca Garcia

Autumn Term:

Boys Rugby - Years 3,4,5,6 - Two games lessons each week focus on skills and team practice. In addition Wednesdays are match days for Yrs 5 and 6, and Thursdays are match days for Yrs 3 and 4.

Girls Hockey - Years 3,4,5,6 - Two games lessons each week focus on skills and team practice. In addition Wednesdays are match days for Yrs 5 and 6 and Thursdays are match days for Yrs 3 and 4.

House competitions are held this term at all age groups in both Rugby and Hockey, with ALL pupils expected to compete.

Spring Term:

Boys Football - Years 3,4,5,6 - Some time each week will be spent focusing on skills and team practice. In addition Wednesdays are match days for Yrs 5 and 6 and Thursdays are match days for Yrs 3 and 4.

Some time will also be devoted to Boys Hockey at all ages this term.

Girls Netball - Years 3,4,5,6 - Some time each week will be spent focusing on skills and team practice. In addition Wednesdays are match days for Yrs 5 and 6 and Thursdays are match days for Yrs 3 and 4.

Girls and Boys Cross-Country - Years 3,4,5,6 - At least one games session per week is dedicated to Cross-Country, and there are Cross-Country fixtures for both Girls and Boys at all age groups.

Boys Rugby - Years 5,6 - Some time is also dedicated to Rugby 7's this term, with tournaments being held.

House competitions are held this term at all age groups in Football, Cross-Country and Netball, with ALL pupils expected to compete.

Summer Term:

Boys Cricket - Years 3,4,5,6 - Some time each week will be spent focusing on skills and team practice. In addition Wednesdays are match days for Yrs 5 and 6 and Thursdays are match days for Yrs 3 and 4.

Girls Rounders - Years 3,4,5,6 - Some time each week will be spent focusing on skills and team practice. In addition Wednesdays are match days for Yrs 5 and 6 and Thursdays are match days for Yrs 3 and 4.

Some time will also be devoted to tennis at all ages this term.

Girls and Boys Athletics - Years 3,4,5,6 - At least one games session per week is dedicated to Athletics this term. Senior Boys and Girls compete in fixtures and have the chance to compete at National Level through the Area Championships at Kelly College.

Outdoor Pursuits - Year 6 spend a week at the Kelly College Outdoor Pursuits Activity Centre under the guidance of qualified and experienced instructors. (This is a voluntary activity.)

House competitions take place and **Sports Day** is held for **ALL** pupils. A swimming house gala is under consideration.

P.E.

In addition, each child also has a dedicated P.E. lesson each week, focusing on a range of physical activities including gymnastics, dance, health related fitness, athletics and swimming.

Effort and Attainment Grades

As you may see from the calendar, Effort and Attainment Grades are scheduled to go home at regular intervals throughout the year. These are designed to give you and your child an honest and ongoing appraisal of progress, and it is hoped that the Effort element will act as a motivating factor, with rewards being given to those children in each form achieving the best Effort scores.

Effort Grades, from 1 – 5, will be given for all academic subjects, and Attainment Grades, from A to E, will be given for the core academic subjects of English, Maths and Science. Please see below for a more detailed explanation of these grades.

It is hoped that this system will facilitate a meaningful and consistent method for reporting throughout your child's time with us, but it should be remembered that Attainment Grades can only offer a 'best fit snapshot' of your child's performance at any one time; they constitute an additional reporting tool to complement formal Parent Consultation Evenings and a full End of Year written report. Please remember that you are always welcome to speak to your child's Form Teacher, or any member of staff at any time throughout the year; simply contact the school office to make an appointment, or send in a message with your child.

Effort Grades

- GRADE 1 Consistently tries very hard; arrives punctually to lessons, well organised with the correct equipment for the subject. Enthusiastic and attentive in class, contributing fully to lessons, presenting work to a high standard and completing prep punctually. Extra effort is made to catch up on work missed or to undertake additional work.
- GRADE 2 Generally hard working and attentive; usually arrives well prepared and tries hard in lessons. Good standards of presentation are maintained, but may make careless mistakes on occasion.
- GRADE 3 An average level of effort is applied; usually completes tasks to an acceptable standard, but sometimes forgets equipment and needs to be reminded about presentation. Work could be improved with a more determined effort.
- GRADE 4 Effort is unsatisfactory or inconsistent; often arrives at lessons without the required equipment, and hands in work poorly presented or rich in unforced error. Fails to listen well to instruction, and needs to be nagged to hand in prep.
- GRADE 5 Consistently poor effort applied in class; fails to pay attention, producing only incomplete, poorly presented or inaccurate work. Prep rarely handed in, and may be disruptive in class. Has failed to respond to encouragement or warnings from staff.

Attainment Grades For English

The Attainment Grades awarded for English are based upon work written in class.

- GRADE A:** Comprehension work shows a very high standard of textual understanding; answers are always fully explained and supported with textual evidence.
- Compositions are original and clearly expressed across a range of genres.
- Spelling, punctuation and grammar rules are applied consistently in writing.
- Handwriting is always fluent and legible.
- GRADE B:** Comprehension work shows a solid standard of textual understanding and answers are usually supported with evidence from the text.
- Compositions are well structured but may lack imagination or detail.
- Spelling, punctuation and grammar rules are usually applied in writing.
- Handwriting is usually fluent and legible.
- GRADE C:** Comprehension work shows a reasonable textual understanding, but may not always give full or complete answers.
- Compositions describe a sequence of events coherently, but need to develop characterisation or add further detail for interest.
- Spelling, punctuation and grammar rules are understood, but not applied consistently in writing.
- Handwriting can be fluent and legible but presentation is sometimes sloppy.
- GRADE D:** Comprehension work shows limited textual understanding, and answers are often incomplete or poorly expressed.
- Compositions lack a clear structure and may be limited in quantity or difficult to follow.
- Writing shows limited evidence of spelling, punctuation and grammar rules.
- Presentation of written work may be untidy or difficult to read.
- GRADE E:** Comprehension work shows little textual understanding and answers may bear little correlation to the demands of the question.
- Compositions lack coherence or fail to communicate ideas clearly.
- Poor standards of spelling, punctuation and grammar often obscure meaning in writing. Written work is often illegible.

Attainment Grades For Maths

The Attainment Grades awarded for Maths are based upon work produced in class.

- GRADE A: This would indicate that the pupil would definitely be expected to achieve above the national average and will have achieved success in the study of some advanced topics and problems. Pupils are accurate and consistent with number work, whether written or mental, and are able to apply these to new concepts. They are successful with problem solving and extension work in applied maths.
- GRADE B: This would indicate that the pupil would definitely be expected to achieve the national average level and has clearly shown potential for exceeding this. Pupils are confident with number work, whether written or mental, and have shown that they can apply these to new concepts. They can consistently apply themselves to the extension work and problem solving.
- GRADE C: This would indicate that the pupil is expected to achieve the national average level but has not shown further potential at this age. Pupils have shown a sound understanding of number work, whether written or mental, and can sometimes use strategies for applying them to new concepts and problem solving.
- GRADE D: This would indicate that the pupil is having difficulties with some aspects of numbers and the number system and it is doubtful that the pupil would achieve national average at this age. Pupils may be able to tackle routine mental and written calculations but are unable to use these in applied maths and problem solving. A pupil in this category may need extra help in order that they can overcome some of their difficulties in understanding specific concepts of numbers and the number system.
- GRADE E: This would indicate that the pupil is having severe problems with the basic concepts of numbers and the number system and does not look likely to achieve national average at this age. Pupils are not able to tackle mental and written calculations with confidence and cannot apply procedures to problem solving. A pupil in this category would need extra tuition on a regular basis in order to develop strategies to overcome their difficulties.

Attainment Grades For Science

The Attainment Grades awarded for Science are based upon work produced in class.

- GRADE A: The pupil shows an excellent understanding of the topics covered. The pupil has an organised approach to practical activities, can work independently and can make accurate measurements using a variety of scales. Written work is of a consistently high standard. The pupil can make reasoned hypotheses, presents results appropriately and can use these results to draw logical conclusions.
- GRADE B: The pupil shows a solid understanding of the topics covered. The pupil has a sensible approach to practical activities and can make fairly accurate measurements using a variety of scales. Written work is of a good standard. The pupil is beginning to make reasoned hypotheses, can present results in various ways and is increasingly able to use these to draw conclusions.
- GRADE C: The pupil shows a reasonable understanding of the topics covered. The pupil can follow a set method for practical activities and can make measurements using a limited variety of scales. Written work is presentable and readable. The pupil can make hypotheses, follow a set method for reporting results and draw basic conclusions.
- GRADE D: The pupil shows limited understanding of the topics covered. The pupil needs assistance in following a set method for practical activities and can make only basic measurements. Written work is poor or presented inappropriately. The pupil cannot make hypotheses but understands why they are doing experiments. Assistance is needed in presenting results and finding conclusions.
- GRADE E: The pupil shows little or no understanding of the topics covered. The pupil needs supervision in practical activities and cannot read scales to take measurements. Written work is in parts unreadable and presentation is disorganised. The pupil does not understand the reason for experiments. One to one help is needed in obtaining results. The pupil is unable to formulate conclusions.