

*60th Anniversary*

## **Curriculum Map - Year 6**

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# Our School Creed

This is our school,  
Let peace dwell here,  
Let the school be full of contentment,  
Let love abide here,  
Love of our school,  
Love of one another,  
Love of mankind,  
Love of life itself  
And love of Jesus.

Let us remember That as many hand built our school, So many hearts make  
our school.

Amen

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# Introduction

Welcome to the new academic year 2022-2023! It is very much hoped that we will have another uninterrupted year and that we can continue to include more enrichment opportunities to go alongside the curriculum. These presentations will aim to provide information about the curriculum your child will follow this year.

We hope to be able to work more in partnership with parents as we develop the children's knowledge and skills in all subjects. We look forward to working with you this year.

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# Year Group Teachers



Miss Friend



Miss Powell



Mrs Wigley

## Additional support:

- Mrs McGrath
- Mr Topson
- Mrs Heaney
- Mrs Tiernan
- Mrs Bailey
- Ms Raman
- Mr Leeward
- Mrs Jervis
- Ms Streeter

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# Attendance

Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every-day, arriving at school on time and attending every lesson.

Gates open at 8.35am and children are expected to be in their classrooms by 8.50am and the gates will close at 8.55am. If you arrive after this time, please ensure your child comes in via the office.

Registers are taken at 8.55am; children who are not in class when the register is taken will be marked as late.

The register closes at 9.00am; children still not present at this point are classed as absent.

Early Morning sessions are designed to support and recap understanding so please do make every effort to ensure your child is at school on time.

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# Attendance Continued

Absence during term-time interrupts continuity of teaching and learning and disrupts the educational progress of individual children. We do recognise there will be occasions where children will be absent from school due to illness and/or unavoidable medical appointments.

If your child is unwell or needs to attend a medical appointment please call or email the school office as soon as possible

As part of our safeguarding procedures, we call families if a child is not present at registration and we have not been alerted to the absence by their parent carer. Please ensure that we have at least 2 contacts on file and they are current details.

Attendance is regularly monitored internally and by Surrey County Council; we work in partnership with parents to ensure that children attend school and will contact parents to discuss any concerns;

Please contact the school if you have any concerns about attendance - we are here to help.

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## Quick mention

You may have noticed today, that in order to help with the end of day we have now labelled designated spaces on the far fence of the astroturf for each class to be picked up from.

There is a sign with the class name and you can congregate opposite the sign - but please note that we need enough room for the children to be lined up.

Please can we make a plea that you allow staff to take classes to the designated spot and do not intercept them on the way. This is vital in order for us to hand them over in a safe manner.

Thank you!

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# Behaviour and Relationships

Our policy incorporates developing positive behaviour for learning and relationships, with managing behaviour in school (rewards and sanctions).

Each class sets out clear expectations for behaviour and we use a consistent reward chart across the whole school.

We work with children in class, in small groups and individually to support the development of healthy relationships. We also work closely with parents so that we take a holistic approach to this area of development.

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# Our Core Values

**Respect** for God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.

**Responsibility** for my actions, behaviour, learning, honesty, attitude, equipment and decision making.

**Resilience** -we enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.

**Empathy** - we understand and value how other people feel and consider their emotions.

**Adaptability** - we can reflect and adapt to working independently and collaboratively.

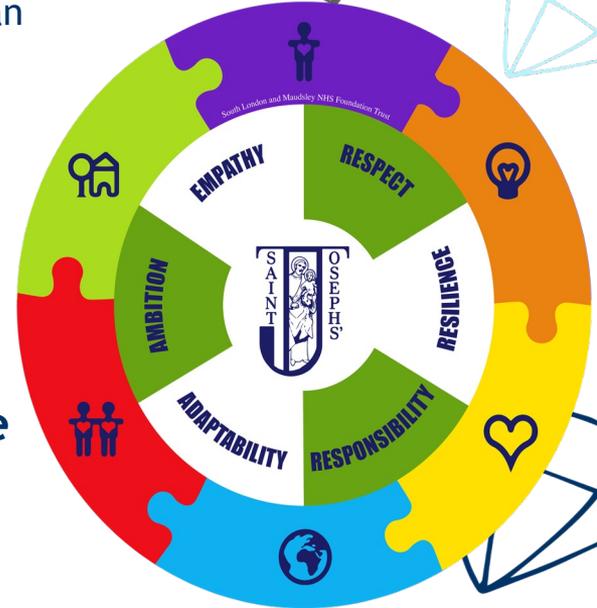
**Ambition** - we have high expectations for ourselves, the community and wider world, as well as being proud of our achievements.

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# Our Wheel of Wellbeing

As part of our wellbeing focus, we also have 5 questions we ask each pupil should they feel the need to talk to one of our staff about an issue that has occurred

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected?
- What do you need / or have to do so that the harm can be repaired?



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# Curriculum Intent

At St Joseph's Catholic Primary School, the curriculum is designed to: provide first hand learning experiences, allow the children to develop communication and interpersonal skills, build resilience and become creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school.

We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our catholic ethos promotes an inclusive and positive attitude to learning which enables our children to be responsible members of society. Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum workshops, forest school sessions as well as social events. We aim to provide children with opportunities that reflect children's backgrounds but also provide them with a different perspective to their lives.

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## Curriculum Intent (continued)

Children leave St Joseph's with a sense of belonging to a diverse and Christian community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Our school curriculum is underpinned by the school's values: Empathy, Respect, Resilience, Responsibility, Adaptability and Ambition.

Our curriculum evolves to meet the changing needs of our children, continue to develop emotional coaching, retrieval and long-term memory strategies to promote children's progress and understanding. We use a range of inclusive strategies in order to ensure our curriculum is accessible to all children.

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# Assessment at St Joseph's

- All children are assessed against the National Curriculum objectives
- Based on the objectives taught, children will be assessed as one of the following:
  - Greater Depth
  - Expected
  - Working Towards
  - Below
- Information on where your child is working will be relayed during parents evening and at the end of the year.
- In Year 6, children are formally assessed in SPaG, Reading and Maths via the SATs in May. We will have a separate meeting regarding this in January (date TBC).

# Religious Education

*As a Catholic school Religious Education is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.*

*The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p.6)*

RE is split into three important strands: Catholic Life, Teaching and Learning and Collective Worship.

## RE Syllabus:

St Joseph's uses the Religious Education Programme 'Come and See' by Victoria Hummell. This programme follows the Diocesan Syllabus approved by the Catholic Bishops of England and Wales and adopted by the Diocese of Arundel and Brighton.

Teaching Time Allocation: (This does not include times of Collective Worship) is 10 % of the time table.

## Collective Worship

Monday - Whole school Gospel assembly

Tuesday - Thursday - In class

Friday - Celebration assembly.

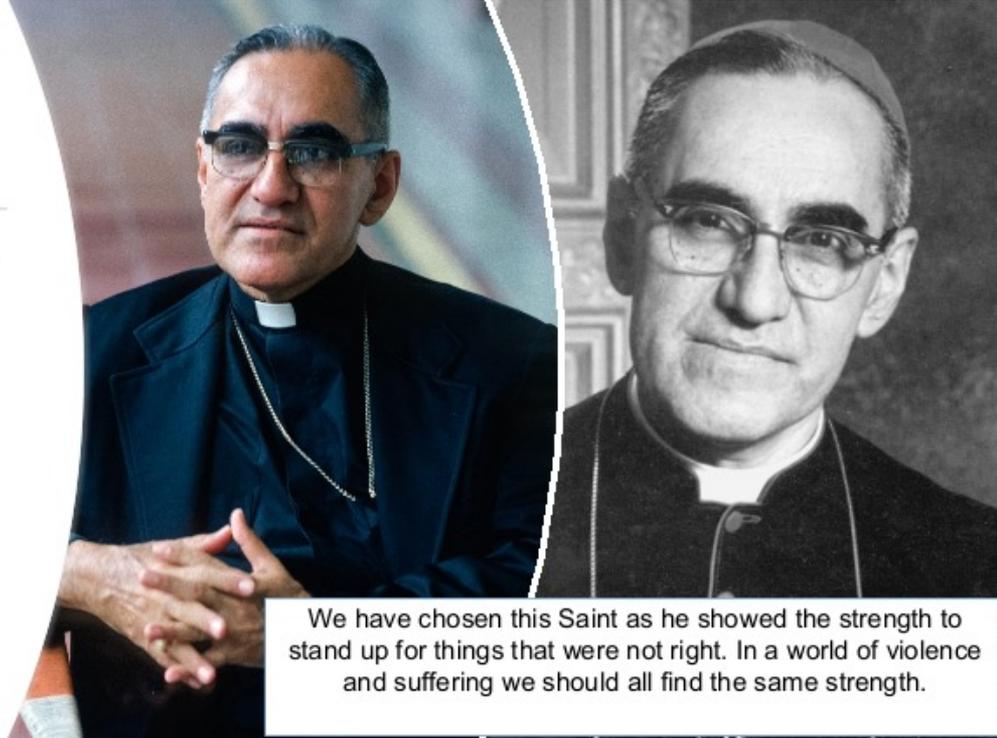
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# Religious Education

Each year group at St. Joseph's celebrates their own Saint - in Year 6, our Saint is St. Oscar Romero.

## St Oscar Romero

St Oscar Romero was an Arch Bishop who spoke out against violence and suffering towards people. He put himself at risk to stand up for what was right. He was shot dead in 1980 as he was saying mass. He was made a Saint in 2018 – so is a more modern day saint!



We have chosen this Saint as he showed the strength to stand up for things that were not right. In a world of violence and suffering we should all find the same strength.

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# Religious Education

Autumn 2022	Domestic Church (Family)	Loving
	Baptism & Confirmation (Belonging)	Vocation & Commitment
	Advent Christmas (Loving)	Expectations
Spring 2023	Local Church (Community)	Sources
	Eucharist (Relating)	Unity
	Lent/Easter (Giving)	Death & New Life
Summer 2023	Pentecost (Serving)	Witnesses
	Reconciliation (Inter-relating)	Healing
	Universal Church (World)	Common Good

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# How we teach English Writing

We follow the Talk for Writing process:

## Talk for Writing Process

<ul style="list-style-type: none"><li>• Cold writing task (unaided writing, baseline oral story)</li><li>• Set key focus and goals for the unit</li><li>• Select, adapt or create a model text</li></ul>	Daily spelling, sentence and paragraph activities	<b>Preparation</b>
<ul style="list-style-type: none"><li>• Oral learning of model text</li><li>• Reading as a reader</li><li>• Reading as a writer</li><li>• Boxing up the text / Create the toolkit</li></ul>		Imitate
<ul style="list-style-type: none"><li>• Planning</li><li>• Whole class / group teaching</li><li>• Daily shared, guided and independent writing</li><li>• Daily feedback</li></ul>		Innovate
<ul style="list-style-type: none"><li>• Guided and independent writing</li><li>• Application across the curriculum</li><li>• Hot task</li><li>• Feedback</li><li>• Publication or performance</li></ul>		Independent Application *Invent

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# How we teach English Writing

A story map guides the children as they orally retell the story.

RECORDED WITH  
SCREENCASTOMATIC

Jack and the Beanstalk

Structure	Original	Your own
<b>Opening</b> MCs find something	Jack & Rahul - search Searching for shells find small black box Tug it loose Sparkling jewels inside	Jack's brother - yammer bobby's (Dad) day walk out (w/ndy) sunflower boxes neighbour garden - panel
<b>Build up</b> Someone sees them MCs escape	Somebody man shouts at dogs Dog barks at them "Get pick up here and they run"	old granny comes out of the house and shouts at the boys hide in the garden and
<b>Problem</b> MCs hide somewhere Someone follows comes close	Hide in a dark, dense forest Man and dog appear at their window and look for them Dog starts barking "Get pick up here and they run"	ghost - scuba gear made in a dark area look for them "Get pick up here and they run"
<b>Resolution</b> Someone leaves MCs escape	Man shouts for dog to bark and they look for light on the ground Eyes start and then "Get pick up here"	phone rings man goes to answer it then drops and then back through the door run home, stay on floor
<b>Ending</b> MCs find out about object MCs become better	man gets up and looks at the dog and then the police Police start shouting at a dog that was barking and noise "Get pick up here"	Dad works at museum so arranges to go down on Wednesday to look at the museum → Mum's after them and they go to school

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# How we teach handwriting



*This is our cursive handwriting style:*

*Aa Bb Cc Dd Ee Ff Gg*

*Hh Ii Jj Kk Ll Mm Nn*

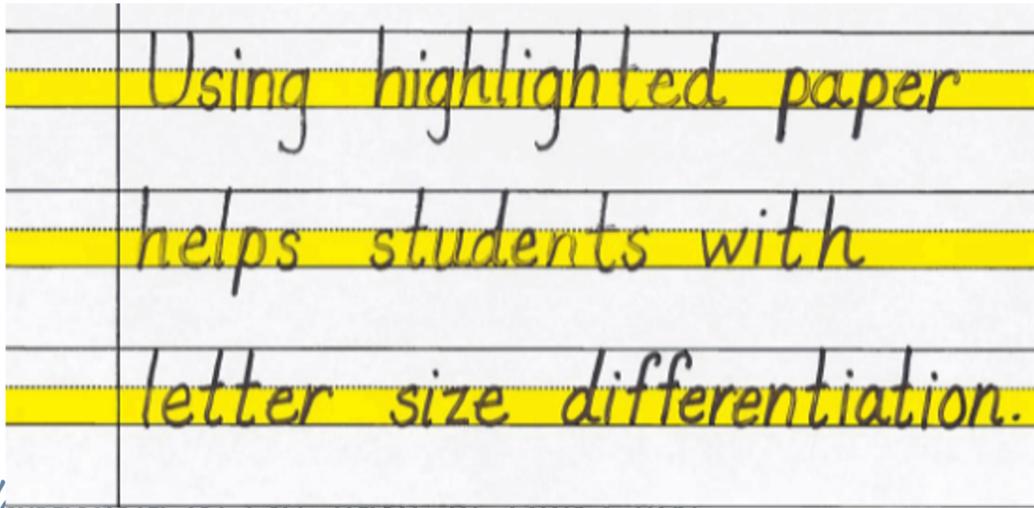
*Oo Pp Qq Rr Ss Tt Uu*

*Vv Ww Xx Yy Zz*

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## Handwriting

Please continue to support your child at home. A good way to improve their handwriting is to highlight the line they are writing on - this will help them with their sizing of the letters (apart from the ascenders and descenders). Legible, correctly formed handwriting is part of the Y6 end of year expectations.



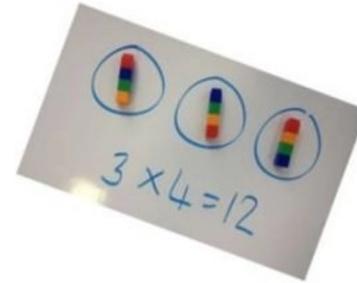
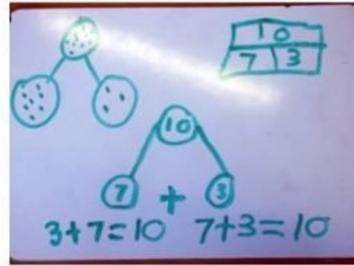
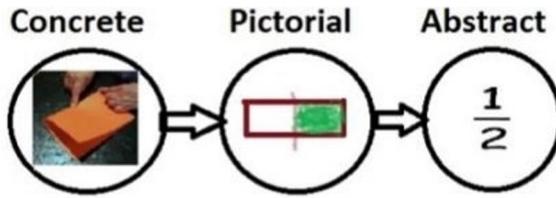
# How we teach Maths

We follow the White Rose Scheme of learning which is broken down into blocks. Each block is divided into a series of small learning steps. Together, these small steps cover all the curriculum content that your child needs to know for Year 6.

Brain science tells us that by learning maths in small, related chunks, your child will remember more. We also ensure that we follow a concrete-pictorial-abstract approach for each block (see next slide).



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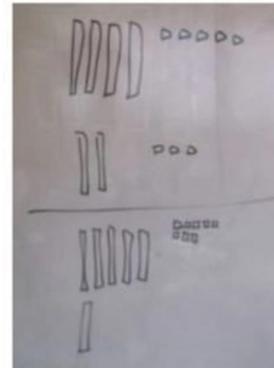
Some examples of how CPA could work:

$$45 + 23$$

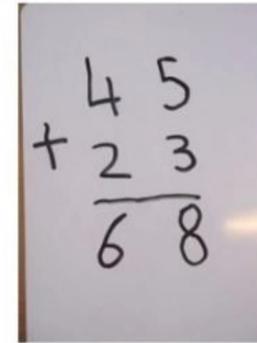
CONCRETE



PICTORIAL



ABSTRACT



Learning a

# The importance of times tables:

All children across the country should know their times tables up to 12 x 12, at the end of Year 4 - this includes division facts. Times tables knowledge has a huge impact on mathematical fluency and has strong links with work in fractions, percentages, area and ratio.

We would encourage all children to practise at home, as much as possible, on the TTRS website using their own login details. Please do let us know if your child has forgotten or lost their login details as we can give these out again.



# Autumn Term

## Maths

- Place Value
- The four operations
- Fractions
- Geometry (position and direction)

## Darwin's Delights

- Darwin's diaries (Writing focus)
- Route of the HMS Beagle
- Fossilisation and evolution
- Inheritance

## Revolution

- Suspense Stories (Writing focus)
- The Victorians and the development of the UK
- Electricity and Light
- Doctor Barnardo

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# Spring Term

## Maths

- Decimals, percentages and algebra
- Converting units of measurement
- Perimeter, area and volume
- Ratio

## Frozen Kingdom

- Newspaper Reports (writing focus)
- The Titanic Disaster
- Lines of Longitude and Latitude
- Polar Expedition
- Land Yachts

## A Child's War

- Explanation Text (writing focus)
- Persuasive letter (writing focus)
- Significant events of World War II
- Allies and Axis (locations)

*(Topic continues  
into the Summer  
Term)*

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# Summer Term

## Maths

- Statistics
- Properties of shape (angles and nets of 3D shapes)
- Consolidation
- Themed Projects

## A Child's War (continued)

- Flashback narrative (Writing focus)
- Anne Frank's diaries
- The Blitz
- Sewing project (patchwork quilt)

## Bloodheart

- Adverts/Blog posts (Writing focus)
- Promotion of a healthy lifestyle
- Digestive and circulatory systems
- Journey in Love (creation of new life)

- *Production rehearsals and performances.*
- *Prayer service*
- *Secondary transition*

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# Other Important Information

## Homework

- Three pieces per week - Reading, Maths and SPaG tasks. Please encourage independence, but if children need support and you are able to, they can have help. All work is marked and reviewed in class when handed in.
- Using Google Classroom to set the weekly H/W tasks - each piece should take no longer than 30 minutes (children can stop at this point). Please note that teachers are available to answer queries on Google Classroom Monday-Friday 8-5pm.
- Our first homework will be set on Friday of this week (16<sup>th</sup>) and will differ from the above format in that our first task is an extended writing piece where children will write a persuasive speech, including features that we have been learning in school, in support of their application/a peer's application for House Captain roles.

# Other Important Information

## Residential/Trips/Enrichment Days

- Parliamentary workshops (online)
- Author workshops (online)
- Warner Brother's Harry Potter Tour (TBC)
- Marchant's Hill (30 June - 3<sup>rd</sup> July)

## Secondary School Applications

- Please check secondary schools for announcements regarding school tours/open days
- If your option for secondary school requires a reference (e.g. Grammar schools), you **must** give your child's class teacher prior warning (ASAP). We would also ask for a voluntary contribution in your support of the school.
- Further information about secondary school applications will be shared.
- Applications need to be completed and sent by **31.10.22** (This is dealt with through your local council website).

# Questions?



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