

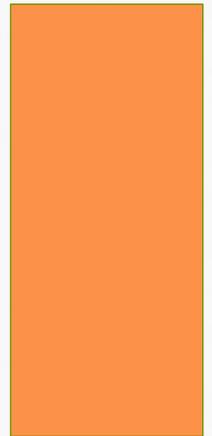


CLASS 6'S CURRICULUM EVENING

AIMS OF THIS EVENING:

TO SHARE KEY AREAS OF THE YEAR 6
CURRICULUM

TO GIVE SOME SUGGESTIONS ABOUT HOW
BEST TO SUPPORT YOUR CHILD AT HOME



A TYPICAL DAY IN YEAR 6

- 8:55 – 9:10 Children to reflect on their maths work from the previous day
- 9:10 – 9:30 Assembly, book buddies or French
- 9:30 – 10:30 Maths
- 10:45 – 12:00 SPaG, Handwriting and Literacy
- 1:00 – 1:30 Guided and independent reading/ spelling interventions
- 1:30 – 3:15 Topic, Science, ICT, PE, Music, RE, Art, DT, PPA

ASSESSMENT - SATS

- Children will be assessed on SPaG, Reading and Maths (arithmetic and reasoning) by test – they will either be deemed to have achieved expected standards or not (No more levels).
- Spelling & punctuation is key to success in SPaG
- Writing is teacher assessment (& moderated externally) against a set of standards

MATHS CURRICULUM

Children are tested at the end of the year on two aspects of maths:

- Arithmetic (Calculations) – please come along to our calculations event on Monday 19th September to find out about the methods children are now expected to use and have a go yourself
- Reasoning - application of maths skills to solve problems. Key area of focus this year – to be supported by regular ‘Big Maths’ events
- Maths homework will focus on reinforcing children’s mathematical strategies

LITERACY - WRITING

- SPaG – Children will continue to deepen their knowledge of grammatical terminology
- Utilising spelling strategies and rules is a key focus for this year – spelling bookmarks
- Develop children's writing through using interesting texts & real-life contexts
- Literacy targets
- Children to follow process of:

Plan → Draft → Edit & Improve

every time they write whether in literacy or across the curriculum

LITERACY - READING

- Guided reading in small groups once per week
- Mixture of genres studied
- Children given a task each week – choice to do this in reading time over the rest of the week or at home
- This is followed up in the next session
- End-of-year expectations for reading are included in the reading journals

TOPIC - CHANGING LANDSCAPES

- Geography – studying maps, field work, sustainable development, link to the local area – the changing landscape at junction 16
- Art – studying the work of David Hockney and local artist Carrie Ackroyd. Trip to the Tate.
- DT – designing their own green eco-building and then making a model (help needed!)
- Science – studying the classification of living things, using methods to identify organisms, carrying out investigations into the ecology of the school environment, micro-organisms
- RE – Spirituality

METACOGNITION IN YEAR 6

- Aim is to develop greater independence – children should be self-managing and making their own choices and decisions
- In class, this is about how they work and who they work with
- At home, this is about being organised with what they need for each day and completing their tasks
- Encourage children to get into a routine to help **them** remember what they will need each day. Reading books and records should come daily, homework by Wednesday, Guided reading books on their day, PE kit on Tuesdays and Wednesdays
- Please help by labelling all PE kit and uniform with names 😊
- Children continuing to follow the metacognition reward system

METACOGNITION & HOMEWORK

- Harris and Goodall (2007) found that “where parents and teachers work together to improve learning, the gains in achievement are significant” and that it is parents’ “support of learning within the *home environment* (rather than in the school environment) that makes the maximum difference to achievement”.

METACOGNITION & HOMEWORK

- Claxton (2008) argues that “One of the things parents sometimes do wrong, from a learning point of view, is prematurely rescuing their children from learning challenges” because “by being over-solicitous, we might even be transmitting our discomfort with mistakes, and thus making [children] less resilient learner[s]”.
- Cooper (2007) found too much parental involvement in homework can interfere with learning by: causing confusion for children (e.g. parents not understanding modern methods), by putting excessive pressure on children, and by cheating through doing their children’s work for them.
- Too little parental involvement can also have a negative impact on learning, leading children to seek inappropriate help or to copy the work of others.

METACOGNITION & HOMEWORK

- In order for parents to support homework effectively, Claxton (2008) suggests that parents should encourage children to identify when they themselves need help and ask them to articulate the kind of help they need rather than stepping in.
- Children's views expressed in interviews supported this

METACOGNITION & HOMEWORK

- Children also suggested that having the metacognitive skills and attitudes in their homework book would help...
- They are now in their homework books and folders for them to refer to
- Metacognitive skills and attitudes linked to a learning log homework task will also be listed
- I would like children to spend a couple of minutes reflecting on their skills and attitudes once they have finished their homework

HOMework

- Learning log alternating with a piece of maths and SPaG
- Children should be encouraged to check/ edit their work
- Spelling bookmarks in learning logs
- Set on a Friday, due in by Wednesday.
- Children will be asked to complete their homework on Thursday lunchtime (1/2 an hour) in 'homework club' if it has not been handed in and there has been no explanation
- Research should be in their own words
- Encourage them to come in and talk to me if they find it difficult – Myself or Mrs Simpson will happily sit and go through it

HOMEWORK

- Children should read independently/ to an adult for at least 15 minutes each evening – they should be pushing the volume they are reading (being able to read quickly is vital to get through the Y6 Reading test)
- They should record the pages read in their reading journals
- These will be taken in on Tuesdays. If they miss the Tuesday deadline, they will not move around the reading game reward board
- Please encourage them to be interested in vocabulary – discuss new words, find out their meanings

READING AT HOME

‘Children who read for pleasure are likely to do significantly better at school than their peers, making greater progress in mathematics, development of vocabulary and spelling.’

Sullivan & Brown, *Social inequalities in cognitive scores at age 16: The role of reading*, 2013

- Even more confident readers should still read aloud occasionally for fluency.
- Better readers are better writers
- No matter how old your child, reading together is a really valuable experience and a great way to get them to access literature above their reading level

HOMWORK

- Times tables will be tested on a Friday morning. This will progress to division facts then a mixture of mental maths facts to keep them on their toes and develop quick calculation strategies!
- Sentence of the week will be tested on a Monday – these do contain key spellings and punctuation marks from the Y5 & 6 word lists and curriculum
- The main reason children lost marks last year in the SPaG test was poor spelling and punctuation

PLEASE LET US KNOW IF...

- You would like to help out with any activities in class
- You would like to help out/ run a club either at lunchtime or afterschool e.g. a book club, gardening club, craft club...
- You have any questions 😊

Thanks for coming, the class 6 team