



Year 6

Parent/Carer  
Curriculum  
Meeting

27th September 2023

# Meet the Year 6 Team



Miss Crook - Lupin Class Teacher

Mr Morris - Foxglove Class Teacher (Mon, Tues, Weds, Fri)

Miss Griffiths - Foxglove Class Teacher (Thurs)

Mrs Bailey - Teaching Assistant

Miss Hull - Teaching Assistant

Ms Winfield- PPA Teacher (Tuesday afternoons)

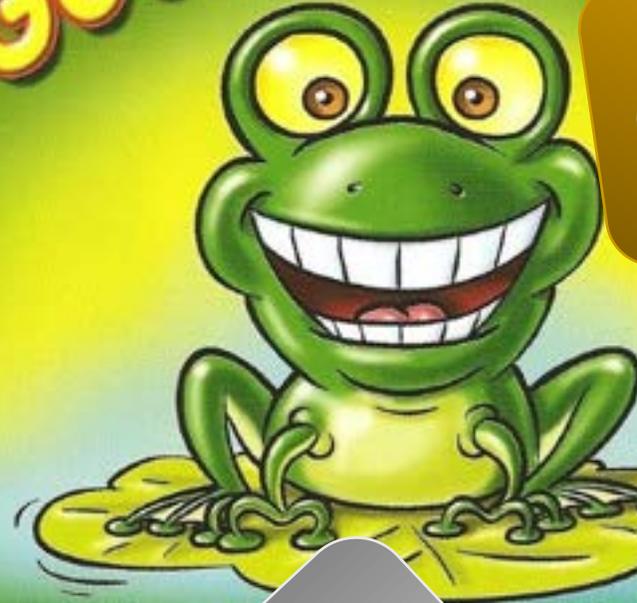
# The John Clifford Promises



Good to  
be 'Gold'

It's Good to be G

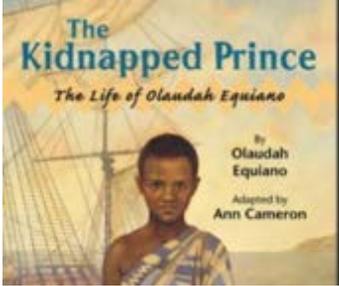
**GOLD!**



# Our Curriculum

# Our Year 6 Curriculum Topics



Autumn 1 2022	Spring 1 2022	Summer 1 2022
<p>What was the impact of the British Empire?</p>	<p>How did the Galapagos Islands influence our understanding of evolution?</p>	<p>Could you live in a cave?</p>
		
Autumn 2 2022	Spring 2 2022	Summer 2 2022
<p>How do we see things and how do our views change over time?</p>	<p>What was the Islamic Golden Age and what has been its legacy on the modern world?</p>	<p>Are you ready for change?</p>
		



# Year 6 Long Term Plan 2023-2024

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
English	Persuasive letters and setting descriptions	Biographies and short stories	Adventure stories and comparative studies	Explanation texts and description	Diary entries	Non-chronological reports and playscripts
Class Novel	The kidnapped prince	Walter Tull Christmas Carol	Girl of Ink and Stars	Golden Horse of Baghdad	Blitz: My story	Holes
Maths	Shape and key number skills	Fractions and calculations	Decimals and percentages	Calculation and measure	Problem solving; statistics	Investigations
Science	Circulatory system	Light	Evolution	Inheritance	Electricity	Living things and their Habitats
History/ Geography	British Empire and slavery	WW1 and the Age of Enlightenment	Earthquakes and volcanoes	Islamic Golden Age	Local History and WWII	Geography skills & fieldwork
PE	Netball and Cricket	Rounders and Dance	Handball and Tag Rugby	Athletics and basketball	Athletics and gymnastics	Swimming
Art/DT	Painting (portraiture)	Construction (cams)	Sculpture (clay modelling)	Textiles and design (geometric)	Drawing and sketching (WW2)	Computer-aided design
RE	Hinduism	Christianity	Islam	Faith	Sikhism	Buddhism
MFL	Greetings; Families	Families; My home	Objects	Shapes	Questions	History
Music	Unison performance	Winter concert prep	Two part performance	n/a	Three part performance	Year 6 graduation

# How much time will my child spend learning each subject?



<u>Subjects</u>	<u>Hours per half term KS2</u>
<u>English</u>	4-5 hours per week x 6 = 30 hours
<u>Spelling /Phonics</u>	1-2 hours per week = 12 hours
<u>Handwriting</u>	30 minutes per week x 6 = 3 hours
<u>Maths</u>	4-5 hours per week x 6 = 30 hours
<u>Science</u>	6 hours
<u>Physical Education</u>	12 hours
<u>Computing</u>	6 hours
<u>Art</u>	6 hours*
<u>Design and Technology</u>	6 hours*
<u>History</u>	6 hours*
<u>Geography</u>	6 hours*
<u>RE</u>	30 – 45 mins per week x 6 = 3 hours 10 minutes
<u>PSHE</u>	30 mins per week x 6 = 3 hours
<u>MFL (KS2 only)</u>	30 mins per week x 6 = 3 hours
<u>Music</u>	30 mins per week x 6 = 3 hours **
<u>Outdoor Learning</u>	2 hours per week x 3 = 6 hours***
<u>DAILY Mile</u>	50 mins per week x 6 = 5 hours

# Year 6 Weekly Timetable



	8.40am	8.50 – 9.10 (Register)	9.10 – 10.15	Assembly – 10.15-10.30	Break – 10.30 – 10.50	10.50-12.00	Lunch – 12.00-1.00	1.00-2.00	Break – 2.00- 2.10	2.10-3.15	3.20 End of Day
<b>Mon</b>		Handwriting/ spelling	Maths			English		Alternate time slots PE or PSHE/Music		Alternate time slots PSHE/Music or PE	
<b>Tues</b>		Morning work - maths	Maths			English	Class novel	Alternate weeks RE or Outdoor Learning		Alternate weeks PE or Outdoor Learning	
<b>Wed</b>		Morning work - SPAG	Maths			English	Class novel	Topic		Topic	
<b>Thurs</b>		Reading morning	Maths			English (reading)	Class novel	Science		Art	
<b>Fri</b>		Spelling test & Reading diary check	Maths			English		Spanish	Year group meet	Star assembly	

# Trips in Year 6



January 17-19th 2024: Year 6 residential at Willersley Castle in Derbyshire. The children will experience a range of outdoor sports and activities (see next slides).

May 2024: Nottingham Caves visit linked to our local history topic.

July 2024: End of year trip or experience - TBA

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Willersley Castle  
residential –  
Wednesday 17<sup>th</sup>  
– Friday 19<sup>th</sup>  
January 2024



For more information, please visit:

<https://www.manoradventure.com/willersley-castle.php>

Please make your payment through My Child At School (MCAS) Trips menu by Thursday, 28th September.

### **Payment Schedule**

<b>Thursday 28<sup>th</sup> September 2023</b>	<b>£50.00 Initial Deposit (non refundable).</b>
<b>Tuesday 31<sup>st</sup> October 2023</b>	<b>£50.00 Second payment</b>
<b>Friday 24<sup>th</sup> November 2023</b>	<b>£50.00 Estimated Final Payment (This may go up or down to cover the total cost of the trip).</b>

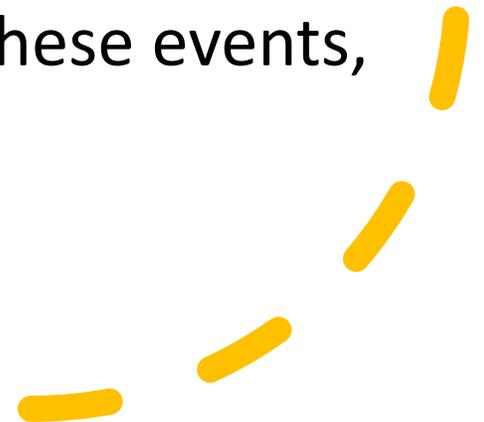


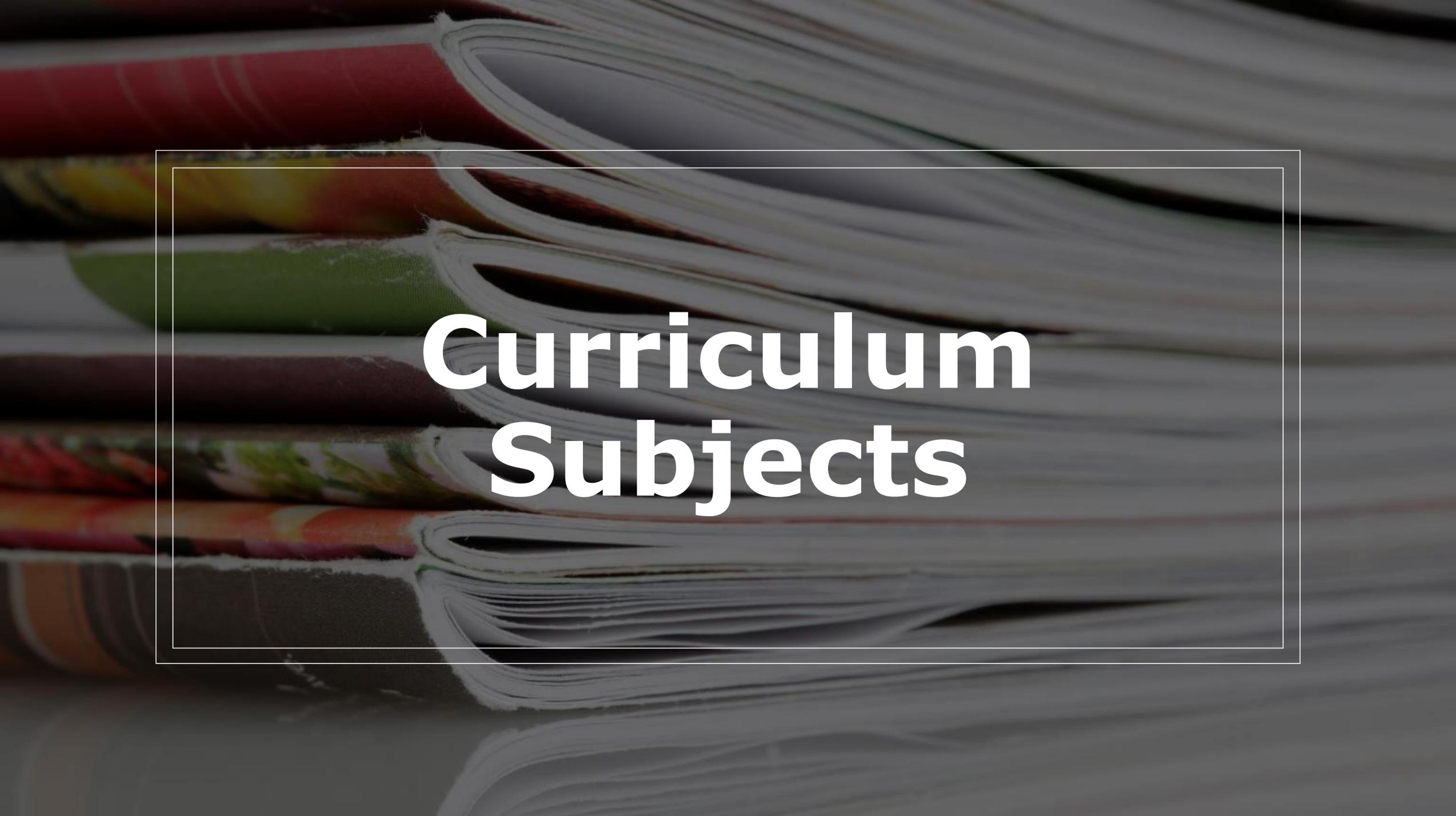
# How can you get involved?

Throughout the year, we like to provide the children at JC with meaningful experiences. This academic year, we are planning to celebrate these events:

- Black History Month

If you would like to support with these events, please let us know.





# Curriculum Subjects



# Reading

# Phonics at John Clifford School

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- Phonics is a method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.
- Following an update from the Department for Education around phonics teaching, we have moved to Essential Letters and Sounds. This is a phonics programme based on Letters and Sounds (2007).
- Children in Foundation Stage, Year One and Year Two will have phonics each day as a whole class.
- In KS2 some children will have some phonics sessions.

# Reading at John Clifford School

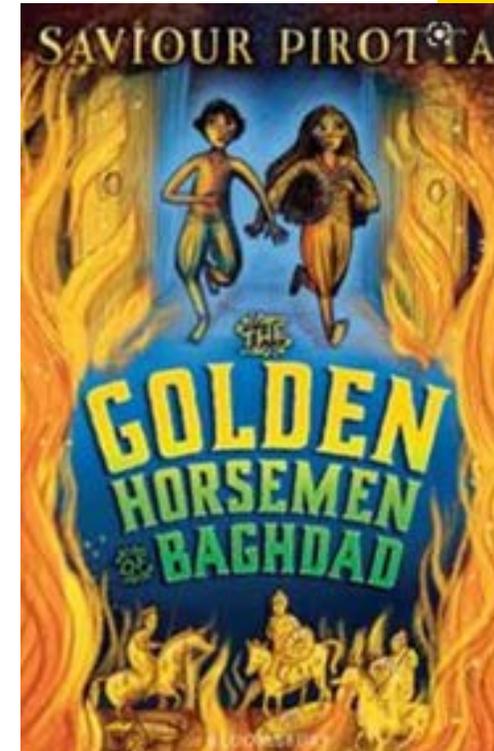
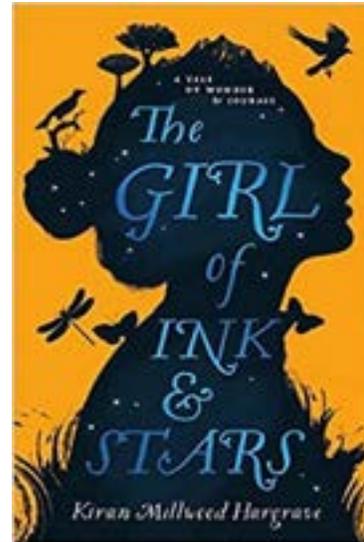
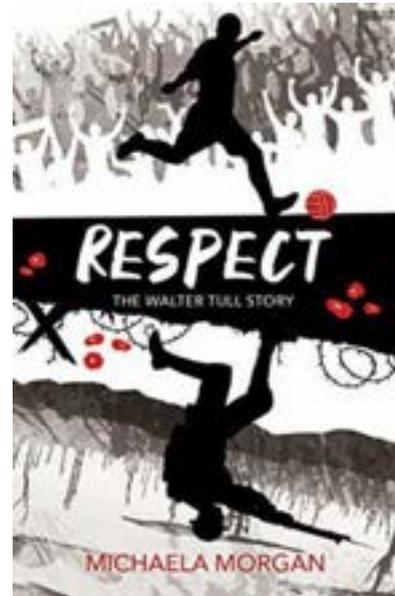
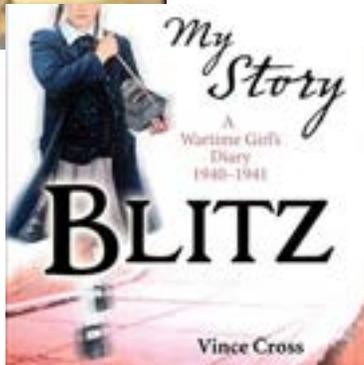
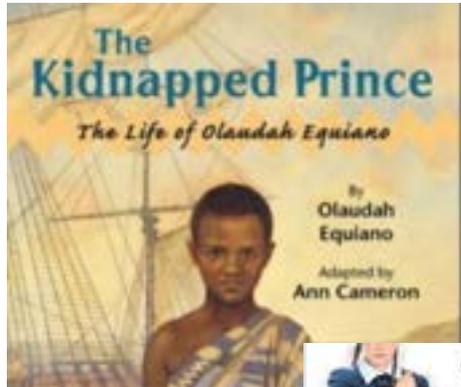
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- At John Clifford School, reading is one of the most important things that we teach as all areas of the curriculum rely heavily upon strong reading.
- Reading comprises of many different strands which come together to create a fluent reader.
- This includes but is not limited to; background knowledge, vocabulary, phonological awareness and decoding.
- Reading is taught through a weekly reading comprehension, cross-curricular topic work and shared class novels and topic books.



# Our Class Novels

Each half term, our class novels help develop the topic for the half term. They are wide ranging and varied and aid the children in understanding the complexities of the topics being studied. They also help engage the children in learning in a fun, immersive way.



LOUIS SACHAR



holes

# Supporting at Home

- We ask that all children read a minimum of three times a week to an adult at home.
- As your child's reading develops, it is natural that they will spend more time reading to themselves. However, it is still helpful to have support from an adult.
- When reading with your child, encourage them to ask questions of the text and to discuss the meaning of unfamiliar words. This will help to support their developing comprehension skills.

# Benefits of Reading at Home



## Child A – Reads for 1 minute per day

- Reads for 190 minutes per school year.
- This is equivalent to half an extra school day.
- Child A will read approximately 16,700 words a year.

# Benefits of Reading at Home



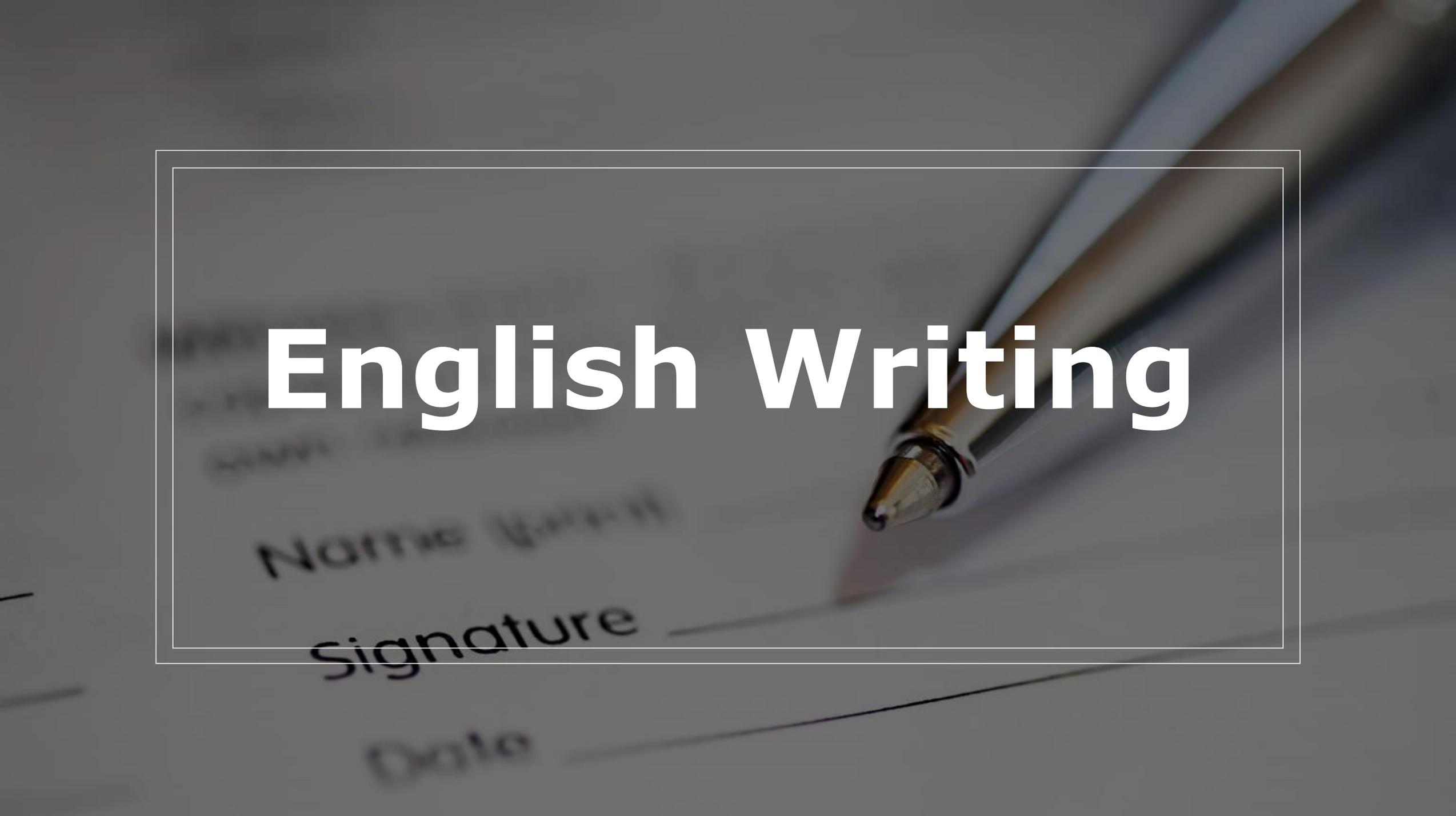
Child A – Reads for 1 minute per day	Child B – Reads for 5 minutes per day
<ul style="list-style-type: none"><li>• Reads for 190 minutes per school year.</li><li>• This is equivalent to half an extra school day.</li><li>• Child A will read approximately 16,700 words a year.</li></ul>	<ul style="list-style-type: none"><li>• Reads for 950 minutes per year.</li><li>• This is equivalent to 2.6 extra school days.</li><li>• Child B will read approximately 83,500 words a year.</li></ul>

# Benefits of Reading at Home



Child A – Reads for 1 minute per day	Child B – Reads for 5 minutes per day	Child C – Reading for 20 minutes per day
<ul style="list-style-type: none"><li>• Reads for 190 minutes per school year.</li><li>• This is equivalent to half an extra school day.</li><li>• Child A will read approximately 16,700 words a year.</li></ul>	<ul style="list-style-type: none"><li>• Reads for 950 minutes per year.</li><li>• This is equivalent to 2.6 extra school days.</li><li>• Child B will read approximately 83,500 words a year.</li></ul>	<ul style="list-style-type: none"><li>• Reads for 3,800 minutes per year.</li><li>• This is equivalent to 10.5 extra school days.</li><li>• Child C will read approximately 334,000 words a year.</li></ul>

# English Writing



Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



# Grammar in Year 6

- The children are expected to be able to use the full range of previously taught grammar. This includes the basics of punctuation, capital letters and correct spellings as well as high level functions including fronted adverbials, correct speech, subordinate and relative clauses and correct paragraphing.
- All children are expected to learn the Year 5/6 Statutory spellings as well as consolidating previously learned Y3/4 spellings. (See next slides)

# Year 3 and 4 Statutory Spellings

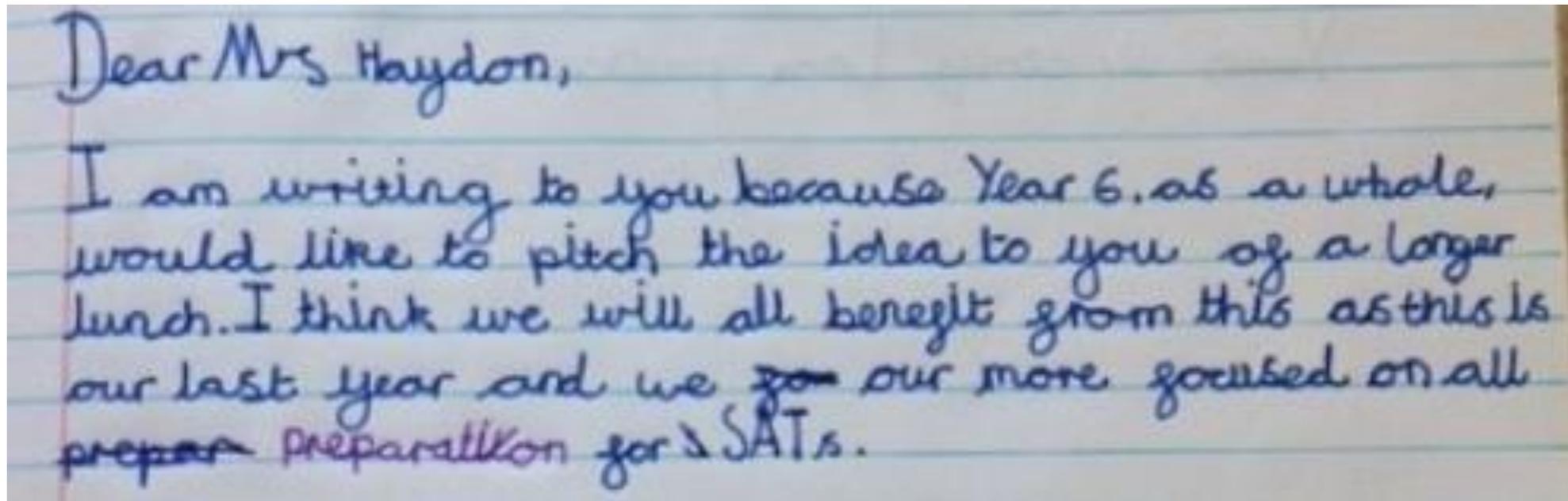
accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

# Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

# Handwriting in Year 6

- We practise handwriting in discreet, weekly sessions and the expectation is that in Year 6 all the children should be able to write using a neat, cursive joined up handwriting style.



Dear Mrs Haydon,

I am writing to you because Year 6, as a whole, would like to pitch the idea to you of a longer lunch. I think we will all benefit from this as this is our last year and we ~~go~~ are more focussed on all ~~proper~~ preparation for SATs.

# Maths

# Maths and Number Fluency

## *Our goal:*

*to ensure that every child has the numeracy skills that they need to be able to get the best out of school and life.*

- A core area of maths that children require in primary school is **fluency in number facts**. When children can quickly recall number facts, they can tackle calculations and problem-solving with greater confidence.
- The current national expectation is that all children will be fluent in the number bonds (addition and subtraction facts) up to 20 by the end of Year 2.

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

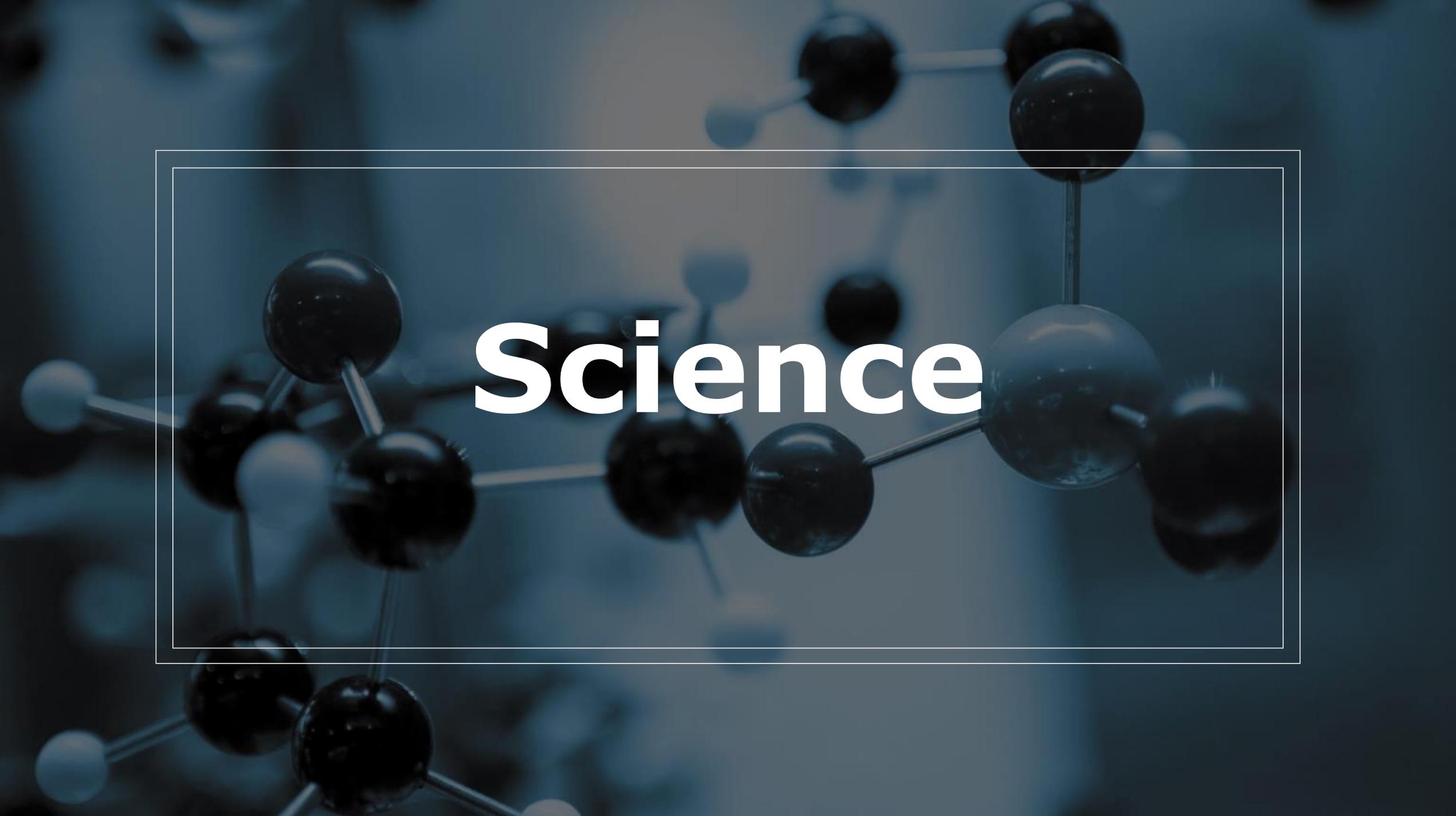
# Multiplication and Division facts (times tables)

- Times tables up to  $12 \times 12$
- Application to scaled problems, such as  $0.6 \times 9 = 5.4$  and  $6 \times 90 = 540$ .
- The current national curriculum expectations are that all children will be fluent in the times tables facts up to  $12 \times 12$  by the end of Year 4, which is assessed in the Multiplication Tables Check in June each year.
- Essential building block of knowledge for the work that follows in Year 5 and 6, such as long multiplication and fraction calculation.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



- Secure websites with paid subscription
- Practise key number fluency skills
- Spending just a few minutes three or more times a week can help to reinforce number facts taught in school and increase your child's confidence
- **Numbots.com**: this site focuses on number bonds up to 100.
- **TTRockstars.com**: this site focuses on times tables facts up to (and beyond) 12x12.



**Science**

# Science in Year 6



<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Animals, including humans	Light	Evolution and inheritance	Evolution and inheritance	Electricity	Living things and their habitats
<b>Focus</b>	Circulatory system and lifestyle choices	Sources of light and eyes	Adaptation and evolution	Offspring and inheritance	Complex circuits	Classification and characteristics
<b>Prior learning</b>	Food (Y2/3) Digestive system & teeth (Y4)	Light and dark (Y3) Materials and their properties (Y5)	Habitats (Y2) Fossils (Y3) Environments (Y4)	Growing (Y2) Plants (Y3) Reproduction (Y5)	Simple circuits (Y4)	Grouping (Y4) Lifecycles & reproduction (Y5)

The image features a dense, close-up view of dark grey, jagged rocks. The rocks are irregular in shape and size, creating a textured, natural-looking background. In the center of the image, the letters "PE" are displayed in a large, bold, white, sans-serif font. The text is centered both horizontally and vertically. A thin white rectangular border is drawn around the central text, framing it against the rocky background.

**PE**



# PE & Outdoor Learning

- In Year 6, all children take part in PE on a Monday and a Tuesday. Children take part in Outdoor Learning on a Tuesday, alternately. Swimming will take place in the Summer Term. All children also take part each day in the Daily Mile.
- Our aim is for all children to leave John Clifford being able to take part in the 'JC Triathlon'
  - Run a mile
  - Swim 25 metres
  - Ride a bike proficiently

## **PE and Outdoor Learning Kit**

This year, your child should come to school wearing their normal school uniform and bring with them their PE or Outdoor Learning kit to get changed into at school.



# Statutory Assessments in Year 6

- Year 6 SATs take place w/c 13th May 2024. These are SPAG, reading and maths.
- A Y6 Tea and Toast club will run before school on SATs days.
- Writing is assessed internally over the course of the year.
- Further details on the SATs will be given nearer the time.



## Year 6 Writing Targets/ Knowledge Organiser

### Punctuation

Correctly use a variety of punctuation

Symbol	Name	Function	Example
.	Full stop	Ends a sentence	The dog ran away.
?	Question mark	Used after a question instead of a full stop	What is seven times five?
,	Comma (in list)	Used in between items in a list	I bought a pencil, a ruler, some Sellotape and a note book at the shop.
'	Apostrophe	Used for omission or possession	Don't be late (Omission) This is Sam's bag. (Possession)
!	Exclamation mark	Used after an exclamation instead of a full stop	What an amazing time we had!
,	Comma (to separate clauses or joined adverbials)	Used in between (joined) adverbials or to separate clauses where necessary	Next day, I went home. When it was home time, I got on the bus.
"	Inverted commas	Used to indicate direct speech	"I need to tell you something," he said quietly.
:	Colon	Used to introduce a list	To make this model, you will need: three toilet rolls, string and some blue paint.
;	Semi colon	Used in between two connected sentences	The island had been uninhabited for years; the last settlers had moved away in the 1750s.
( )	Brackets	Used as parentheses	His uncle (who was always late) arrived after it had got dark.
-	Dash	Used as parentheses or in between two connected clauses	His uncle - who was always late - arrived after it had got dark.
-	Hyphen	Used to join two words	Folly, Jr had a double-barrelled first name.
...	Ellipsis	Used to create suspense or tension	The treasure came closer... and closer.

#### Co-ordinating Conjunctions

These join two words or phrases together.



#### Subordinating Conjunctions

These join a subordinate clause to a main clause.



#### Relative Pronouns



Use a variety of conjunctions to create cohesion within paragraphs.

Standard English	Contracted form
I am	I'm
It is	It's
You have	You've
Should not	Shouldn't
Could not	Couldn't
Would not	Wouldn't
Cannot	Can't
Will not	Won't
Shall not	Shan't
Might not	Mightn't
Do not	Don't
You are	You're
Did not	Didn't
They are	They're
She is	She's

Use contracted forms with apostrophes

Adverbials of time	Adverbials of place
Later on	Under the table
After breakfast	Next to the door
Before school	Up in the sky
Half an hour later	Beneath the bed
At midnight	Over her head
Until bedtime	In the water
At nightfall	Above the castle
Ten minutes later	Outside
In 2013	Inside
One hundred years ago	In Jamaica

Use adverbials of time and place

#### Use active and passive voice

##### What is active voice?

In an active sentence, the **subject** performs the **action** (the verb) to the **object**. For example:

*The family boarded the plane.*

##### What is passive voice?

In a passive sentence, the thing that would normally be the object gets turned into the **subject** through the use of the **passive form** of the verb. They often include a prepositional phrase starting with 'by'. For example:

*The plane was boarded by the family.*

Sometimes the prepositional phrase can be removed and the sentence will still make sense - you just won't know who/what performed the verb. For example:

*The plane was boarded.*

**Helpful Hint** - If faced with sentences like this, try adding 'by Alex'. If this makes sense, the sentence must be written in the passive voice.

#### Use modal verbs

##### What is a modal verb?

might/might not	could/could not	would/would not
must/must not	may/may not	ought/ought not
can/can not	should/should not	shall/shall not

Modal verbs can have many uses. In most cases, they work with another verb to describe the **possibility** of something happening, such as:

The football team **might** win the tournament.

Or to describe what degree of **certainty** something is known. For example:

It **will** be very cold tonight.

They can also express the **obligation** for someone to do something, such as:

You **must** go to see the headteacher.

Or the ability to perform the action of another verb. For example:

Volando can cartwheel perfectly.

#### Use synonyms and antonyms

##### Synonyms have a similar meaning

Dark, gloomy, murky, unit, shadowy  
Shouted, yelled, bellowed, roared

positive, cheerful, happy, elated, thrilled

##### Antonyms have an opposite meaning

Dark Light  
Shouted Whispered  
Positive Negative

#### Use pronouns

##### Pronouns are used in place of a noun

I	him
she	his
he	her
it	their
they	our
we	your
you	us
them	my
myself	its



**Working  
together**

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- Please support us by listening to your child reading at least three times per week.
- Reading mornings will recommence on Thursdays. Confirmation will follow in due course.
- Spelling homework is given weekly on Fridays, with a spelling test the following Friday.
- Practising core maths skills is always useful, e.g. TT Rockstars



# Parent/Carer Consultations

We are here to celebrate all of your child's achievements and will share these with you throughout the year. Our Parent/Carer Consultations will take place this year on:

- **Monday 9<sup>th</sup> October 2023**
- **Wednesday 11<sup>th</sup> October 2023**

There will also be a parents/carers evening taking place in the Spring term. Your child will also receive an end of year report and SATs results in July 2024.

# Parent/Carer Involvement in School

There are lots of different ways you can involve yourself in school life, giving as little or as much of your time:

- **Friends of John Clifford**, active and enthusiastic PTA
- **Governor**, supportive and challenging strategists
- **Reading Volunteer**, kind and caring helpers





Kathryn Jackson  
Chair



Emma Raycraft  
Treasurer



Ms Bamford



Mr Cottingham



Mrs Bailey



Rose Norman



Pippa Martin



Ricky Ragaven



Poonam Ragaven



Charlotte Lavin