

# **CLAIRES COURT SCHOOLS THE COLLEGE**



## **CURRICULUM STATEMENTS 2010 – 2011**

### **YEAR 6**

**RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY**



## WELCOME TO YEAR 6!



### ***'Top Juniors' at last!***

Year 6 is a hard-working class, a time of preparation for end of year exams; a time of growing up, becoming more self-reliant and taking on school responsibilities; a time of anticipation about the future; but above all, a time on which many pupils will look back as one of their happiest and most fulfilling school years.

Girls will find that, in Year 6, the range of teachers by whom they will be taught for different subjects broadens still further. Girls will become accustomed to travelling to more outlying areas of the school for certain lessons, and will be expected to be on time and properly equipped for every class ahead! The homework diary with which they are issued at the beginning of each year now becomes the life-line by which pupils, staff and parents can keep abreast of the various homework tasks being set by different members of staff. No girl should find herself spending more than 30-40 minutes on her daily homework, but all staff will expect prompt and regular completion of the work set. We ask that parents check and sign their daughter's homework diary each day and use it as a means of communication with me regarding any homework or related problems.

As always, the College Junior Prep department will aim to:

- encourage all pupils to make the best possible progress in each subject
- promote an enjoyment of and commitment to learning
- provide a sound basis for future education at senior level

- this last taking on a particular significance in Year 6.

This booklet consists of a collection of curriculum statements, one for each of the subjects your daughter will be studying this coming academic year. Each curriculum statement outlines what will be taught in each term, the lesson allocation and the number of homework tasks per week. It also indicates how your daughter's progress will be assessed.

If you have any queries please do not hesitate to contact me.  
Here's to the coming year!

***P A Murphy***

**Head of Junior Prep and Pre-Prep**

**Email: [pam@clairescourt.com](mailto:pam@clairescourt.com)**



## ENGLISH Year 6



The girls study English in line with the National Curriculum KS2 and the Literacy Strategy. They receive 9 periods of English weekly, usually as a 'double' lesson. Each term's work is focused on a particular range of reading and writing. Reading and writing objectives are closely linked throughout, using the texts which pupils are reading to provide structure for their writing.

### **HANDWRITING**

The girls are expected to write with a cartridge pen or pencil using a neat, legible, joined-up style. Tippex and other forms of ink erasers are not permitted.

### **TEXT BOOKS**

Nelson English  
Let's Literacy, Sentence and Word Level Activity Books Year 6.

### **HOMEWORK**

Pupils will be set 2 x 20/30 minute homework tasks per week. Additionally, they have a spelling list to learn ready for a dictation test on Friday.

It is also expected that they will also do some independent reading every evening. As well as their individual programme of books from our various reading schemes, the girls are encouraged to widen their reading at home by use of the class and school libraries.

### **RANGE OF WORK**

#### **FICTION & POETRY**

- Comparison of work by significant children's authors and poets eg, Roald Dahl, Robert Westall.
- Texts from a variety of genres including historical, humorous, science fiction, fantasy, biography
- Poetic forms e.g. ballad
- Class readers to be selected from: *Tom's Midnight Garden* – P.Pearce;  
*The Silver Sword* – I. Serrailier  
*The Railway Children* – E. Nesbit  
*Street Child* – Berlie Doherty  
*The Firework-Maker's Daughter* – Philip Pullman

#### **NON-FICTION**

- Explanatory texts
- Non-chronological reports
- Discussion documents
- Persuasive writing
- Formal letters

# ENGLISH

## Continued

There are three strands to our literacy work in Year 6:

### 1. TEXT LEVEL - comprehension and composition

- Understand how different layers of meaning are created e.g. through the use of different view points, narrators, characters and use such features in their own writing.
- Describe and evaluate authors' use of techniques, e.g. narrative structure, character, action, theme or figurative language, justifying interpretations by reference to the text.
- Describe and evaluate a range of texts and authors, e.g. commentating upon style and appeal.

### 2. SENTENCE LEVEL - grammar and punctuation and sentence construction

- Recognise and use complex sentences, ensuring that word choice, punctuation and use of grammar communicates clearly to the intended audience.
- Adopt the appropriate formal tone in report or argumentative writing, by the use of grammatical constructions such as third person, passive voice, conditional clauses.
- Investigate and understand the language conventions and grammatical features of a range of texts.

### 3. WORD LEVEL - spelling and vocabulary

**Spelling** – this is taught throughout the Junior Prep department using the '*Spelling Made Easy*' scheme in differentiated groups.

In addition, this year there will be particular focus on:

- Learning/devising 'rules' for spelling irregular words
- Using mnemonics
- Unstressed vowels
- Origins of English words (Latin, Greek, Norse etc)
- Prefixes and Suffixes

#### **Vocabulary extension**

- Through experimentation, e.g. creating new words with known roots, inventing similes and metaphors
- Etymological dictionaries
- Using a thesaurus
- Through word play in, e.g. puns, riddles, crosswords

### **A word about reading**

Many YEAR 6 girls are by now entirely fluent and confident readers, and all pupils in any case will undergo a standard reading assessment during the first half-term. It is still important, however, that they all continue to work their way through the various books of different genres in our school reading schemes, and records will continue to be made of their progress. Even the best young readers need to be given challenging and unfamiliar texts to extend their skills. Although most pupils cannot be heard daily to read at school, parents can still provide valuable help and support by encouraging their daughters to read aloud for short periods regularly at home. In addition, our **class library** has a good selection of fiction and non-fiction books for YEAR 6 girls to borrow, as does of course, our **Junior**

**Library.** Our librarians run reading groups, book clubs and other lunchtime activities to promote interest in, and enjoyment of literature of all kinds.



## MATHEMATICS Year 6



Pupils study Mathematics in line with KS2 of the National Curriculum and National Numeracy Strategy. They are developing their knowledge and understanding of Mathematical language, their reasoning, problem solving and application skills within the following areas:

- Numbers and the Number system.
- Shape, space and measure.
- Handling data

Calculator skills are taught and used where appropriate but are not regarded as a replacement for good computational skills.

**All YEAR 6 girls should possess their own basic pocket calculator.**

There are 9 sessions of Mathematics every week. Each lesson begins with a short mental warm-up for the whole class, in which oral and mental skills are practised and developed.

### **TEXT BOOKS**

*New Heinemann Maths 6 (NHM6)*

In addition, work may also be taken from other publications including *Spotlight Maths 6*, *Number World*, and *Think and Solve Mental Maths*.

### **HOMEWORK**

1 or 2 exercises will be set as 10-20 minute homework tasks per week.

**Pupils are by now expected to know all their times tables from 2 to 12** and should continue to practise these at home if necessary.

**Key objectives** for Year 6 include:

- Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect
- Order a mixed set of numbers with up to three decimal places
- Reduce a fraction to its simplest form by cancelling common factors
- Use a fraction as an operator to find fractions of numbers or quantities (eg  $\frac{5}{8}$  of 32,  $\frac{7}{10}$  of 40,  $\frac{9}{100}$  of 400 centimetres).
- Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities
- Solve simple problems involving ratio and proportion
- Carry out column addition and subtraction of numbers involving decimals
- Derive quickly division facts corresponding to multiplication tables up to  $10 \times 10$ .
- Carry out long multiplication of a three-digit by a two-digit integer.
- Use a protractor to measure acute and obtuse angles to the nearest degree
- Calculate the perimeter and area of simple compound shapes that can be split into rectangles
- Read and plot co-ordinates in all four quadrants
- Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning.
- Solve a problem by extracting and interpreting information presented in tables, graphs and charts.



## SCIENCE Year 6



Pupils follow the National Curriculum Science course for KS2. They receive four lessons and one homework per week.

### AUTUMN TERM

#### Interdependence and adaptation

- How green plants produce new material from air and water
- Understand how animals in two habitats are suited to the conditions
- Study the feeding relationships in food chains
- Use keys to identify animals and plants

#### Micro-organisms

- Recognise that there are many very small organisms which cause illness or decay
- Know that some micro-organisms can be used in food production
- Recognise that micro-organisms feed, grow and reproduce like other organisms
- Know that micro-organisms can move from one source to another and understand how this can cause food poisoning

### LENT TERM

#### More about dissolving

- Recognise that solids remain in the solution when they dissolve
- Know that solids can be recovered by evaporation
- Identify several factors that affect the rate at which a solid dissolves
- Investigate an aspect of dissolving, presenting results obtained in a suitable graph and explaining what the results show

#### Reversible and irreversible changes

- Use careful observation to describe a number of changes
- Classify some changes e.g. dissolving as reversible or irreversible
- Recognise that irreversible changes can often make new and useful materials
- Recognise the hazards of burning materials

#### Forces in action

- Identify that weight is a force and measured in Newtons
- Describe some situations where more than one force is acting on an object
- Use a forcemeter accurately to measure forces
- Present measurements in line graphs and find patterns and evaluate explanations

# **SCIENCE cont...**

## **Year 6**

### **SUMMER TERM**

#### **Changing circuits**

- Suggest ways of changing the brightness of a bulb in a circuit
- Draw a circuit diagram and construct circuits from diagrams
- Set up a circuit to investigate an idea
- Use knowledge of electrical conductors and insulators to answer questions about circuits

#### **Growing up and keeping fit**

- The onset of puberty
- Pregnancy and childbirth
- Life begins
- Drug and alcohol abuse
- Food and nutrition
- Exercise

Revision of other units may be covered in the Summer Term.



## ART Year 6



Year 6 have one double lesson of art a week throughout the year. Girls will undertake a variety of projects using a range of media to develop their observational and technical skills and develop their creativity.

We hope to cover the following topics this year; changes may be made if appropriate or opportunities from other projects arise.

### AUTUMN TERM

**STILL LIFE** painting in watercolour.

- Basic elements of art: **Mark making techniques** and tonal variation.
- **Drawing from direct observation** using pencil.
- **Colour theory**
- **Patterns** using felt pens.

Final piece: a watercolour painting inspired by Cezanne

### LENT TERM

**A PAINTING** using pointillism

- Looking at natural form and **making observations from famous artists**
- Experimenting with materials such as pencil, felt tips, paints
- Making a large pointillism painting

### SUMMER TERM

- Introduction to Cultural Patterns
- Outdoor sketching – use of grid lines
- Still life work inspired by natural form
- Outdoor painting inspired by previous sketching

### Extra curricular activities

These may include Pottery and Art.



## DRAMA Year 6



The aim of Drama is to develop pupils' skills in areas such as mime, group and paired improvisations, role play and performance. There is one single lesson per week.

Activities may include:

- Character work in pairs or groups
- Role play, mime and games
- Readings and performances
- Rehearsals for the Junior Panto
- Monologues and dialogues



## FRENCH Year 6



Pupils receive 3 single lessons.

**There will be a stronger emphasis on listening skills while reinforcing speaking skills.**

**Main topics:**

- Talk in greater details about yourself, your family and home
- Talk about your school and hobbies
- Talk about the weather
- Find your way around town

**Main resources:** *J'aime écouter 1, 2, 3 and 4*  
*French Grammar in Context*  
*Specials!*  
*Un kilo de chansons*



## **GEOGRAPHY Year 6**



Pupils receive 1 double lesson per week. At present, the National Curriculum is followed using the LCP Geography scheme. Mapping skills are taught continually, linking with the topics. ICT will be used for research purposes and for data handling within the topics, which this year may include:

### **Investigating Rivers**

- The water cycle
- The course of a river
- River formations
- Field work – to take place during the residential Study Week
- Map work
- Rivers around the world

### **The Mountain Environment**

- The environment
- Considering the conditions
- Weather
- Tourism

### **Investigating Coasts**

- Erosion and deposition
- Effects of tourism

We will also be carrying out preparatory work and follow-up work in connection with the study week on the Isle of Wight or Barton Hall.



## HISTORY Year 6



Pupils receive 1 double lesson and 1 x 30-minute homework per week. The National Curriculum is followed using the Ginn History scheme and Heinemann *Explore History*. There will be two main topics studied this year:

### **Ancient Egypt (*Autumn and Lent terms*)**

- How Ancient Egyptian civilisation compared with that of Britain and N Europe
- The River Nile and its importance to Ancient Egyptians
- Agriculture and Farming
- Everyday life – houses
- People at work
- Beliefs – gods and goddesses

### **Ancient Greece (*Lent and Summer Terms*)**

- Position of Greece in ancient world
- Gods and temples
- The Greek legacy: politics, language, sport, architecture, science
- Cities: Athens and Sparta
- Buildings and architecture
- Wars with Persia – Battle of Marathon
- Warships and the Battle of Salamis
- Peloponnesian War
- Alexander the Great

A visit to the British Museum is usually arranged mid-way through the Year.



## ICT Year 6



According to the requirements of the National Curriculum, pupils are taught the skills needed to employ I.C.T. as a tool to support their learning in a variety of subjects.

In Year 6, ICT lessons will take place in the Senior Computer Room, where pupils are assigned their own ID and password. In addition, each Junior classroom has four workstations, including a colour printer and one fully multi-media machine. All computers are linked on the school network and have internet access.

We will be following the course *Developing ICT Skills* for Year 6 (Hopscotch Publications), written specifically to complement the QCA and DCSF Information Technology scheme of work for Key Stage 2. This will include work on:

- Multi-media presentation (using PowerPoint)
- Spreadsheet (Excel)
- Control systems



## LATIN Year 6



Coursebook: MINIMUS SECUNDUS by Barbara Bell

Pupils receive 1 lesson per week

There are 12 chapters, each comprising:- Grammar and Vocabulary, Background Information about Roman life and a story from mythology, told in English.

1. Iulius: Last days at Vindolanda
  - the Present Tense of verbs including *sum*
  - revision of subject and object
  - uncovering the past
  - Pegasus the Wonder Horse
2. Augustus: Iulius joins the army
  - adjectives, genders and adverbs
  - joining up (the army)
  - Odysseus at sea
3. September: On the move
  - the Infinitive, Impersonal Verbs
  - Roman roads
  - A Very Strange Birth
4. October: A new way of life in Eboracum
  - pronouns
  - Eboracum
  - Heracles and the Hydra
5. November: News from near and far
  - more Impersonal Verbs
  - The *signifer* (standard-bearer)
  - Demeter and Persephone
6. December: Time for celebration!
  - verb practice, revision of object endings, more Impersonal Verbs
  - the Saturnalia
  - Saturn and the Golden Age
7. Ianuarius; New beginnings
  - imperatives
  - having a baby
  - Romulus and Remus
8. Februarius: Time for some Greek
  - the Imperfect Tense
  - Roman seafaring, Delphi
  - Oceanus and Tethys
9. Martius: Wonderful days!
  - The Imperfect of the verb 'to be' compound verbs
  - Welcoming baby, Hunting
  - The Hunt for the Calydonian Boar
10. Aprilis: Comings and Goings
  - participles
  - Barates
  - The Beauty Contest
11. Maius: Timber into stone
  - more participles
  - construction work at Eboracum, an inscription
  - never show off to a giant
12. Iunius: All change for Pandora
  - verb revision
  - freeing slaves
  - The Marriage of Peleus and Thetis



## MUSIC Year 6



All pupils receive one general music lesson per week and one weekly Choir practice with YEAR 5.

Music is regarded as a practical and creative activity, and knowledge and understanding are developed through a progressive programme of performing, listening and composing activities.

During Year 6, pupils consolidate their understanding of musical structure and are encouraged to begin developing a sense of how music reflects the time and place in which it was written. They perform independent parts both from memory and from notation with a growing awareness of how their own part combines with those of others. Through an introduction to blues style, they will begin to improvise over a fixed harmonic scheme.

### **Specific topics may include:**

'Programme' music:                *Vltava* (Smetana)  
    *Planets Suite* (Holst)

Music and Shakespeare:        *Midsummer Night's Dream* (Mendelssohn)

### **Opportunities for performance**

- End-of-term Class concerts
- Morning assemblies throughout the year
- Occasional pupils' concerts after school
- Autumn Term – Junior 'panto';
- Summer Term – Entertainment and Prizegiving

### **Extra-curricular activities**

- Junior Orchestra (lunchtimes, by invitation / recommendation)

### **Private tuition**

Lessons are offered to Year 6 girls in piano, singing, guitar, flute, clarinet, saxophone, trumpet, trombone, drums, violin and 'cello. Other instruments may be available on request. All enquiries regarding private tuition should be addressed to Ms Macfarlane, but please note that there may be a waiting list for some lessons.



## PHYSICAL EDUCATION Year 6



All pupils are encouraged to take part in all Physical Education lessons that are offered to them, and should be physically active in every lesson. There will be at least four areas of activity covered throughout each term.

Throughout the year the girls will have the opportunity to take part in a Dance Show and Inter-House events in the following activities: cross-country, netball, hockey, athletics and swimming: and to represent the school in netball, athletics and swimming.

### AUTIMN TERM

Netball  
Hockey  
Gymnastics  
Dance  
Swimming

### LENT TERM

Netball  
Hockey  
Cross-Country  
Athletics  
Dance  
Swimming

### SUMMER TERM

Swimming  
Athletics  
Tennis

### Extra curricular activities:

- Netball
- Hockey
- Tennis
- Swimming
- Rounders
- Athletics
- Judo
- Sailing

In Year 6, competitive fixtures are arranged against other schools, most notably as part of the Maidenhead Junior Schools netball league and the RBWM Hockey league. Netball matches are played after school every three weeks throughout the Autumn and Lent terms, and there is a final Versatile Rally on a Saturday morning in March. Hockey matches are played sporadically throughout the Autumn and Lent Terms.

***Girls selected for and accepting a coveted place in the Netball Squad are expected to attend all lunchtime and after-school practices and to demonstrate a high level of commitment as part of the team.***

Outward Bound activities will be featured during the residential Study Week.



## RELIGIOUS STUDIES Year 6



All pupils receive 1 RE lesson per week.

### **AUTUMN TERM**

Pupils will have the opportunity to explore the holy writings of Christianity, including how these writings are believed to have been written.

- How the Bible came to us
- Ancient manuscripts
- Different genres of writing including law, poetry, proverbs, prophecy, letters and biography
- Book, chapter, verse and finding a biblical reference
- Timeline of biblical events, significant people
- Map of Bible lands
- How people lived in Bible times

### **LENT TERM**

Pupils will have the opportunity to develop their knowledge and understanding of **Judaism**. By exploring a different faith they will begin to understand and respect different religious beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures.

- God and the idea of God's involvement in history e.g. events at Pesach (Passover)
- Beliefs about God
- Judgement and forgiveness
- Special times in the synagogue and home

A visit to Maidenhead Synagogue will be arranged during this term.

### **SUMMER TERM**

#### **Worship and the community**

Pupils will have the opportunity to explain their perspective on worship and how it is important to any faith community.

- Worship in several religions
- What worship means to a believer
- How different faith groups use prayer as part of their worship
- How different faith groups worship in a and around Maidenhead
- Why people choose to worship in a particular way

#### **How do people express their faith through the Arts?**

Children will learn some of the ways in which music, art and drama are used to express aspects of faith.

- How art forms can be used to express feelings, emotions and intentions
- How art forms are used in a religious context to express faith



## TECHNOLOGY Year 6



There is a double lesson timetabled per week, followed by a short homework task in preparation for the next lesson

The focus for the first two terms will be on Food Technology, while in the Summer term the emphasis will switch to Fabrics.

### AUTUMN TERM

The girls will be developing their design and making skills in working with food. Topics which will be covered include:

- Basic food hygiene
- Using tools and equipment
- Basic skills in producing a food product
- Weighing and measuring
- Design and make task – Pizzas

### LENT TERM

Topics which will be covered include:

- Healthy eating
- Using equipment safely
- Staple foods
- Cereal crops
- The importance of breakfast

### SUMMER TERM

This term the girls will be developing their design and making skills in working with fabric to make a textile product. Topics which will be covered will include:

- Safety in the Textiles room
- Using tools and equipment
- Looking at different fibres
- Making yarn into fabric using weaving

## **ASSESSMENT AND REPORTING**

A standardised test of reading comprehension is carried out in the first few weeks of the Autumn Term to monitor progress. Check-ups and informal tests in most subjects take place from time to time, culminating in our main school examinations in the Summer Term.

Scholarship assessments and written examinations for entry to the Senior School will take place during the Lent Term. Dates of these and application procedures will be issued in writing to all Year 6 parents in due course.

There are two parents' evenings and work viewings a year, one in the Autumn term and one in the Lent Term. Full, written reports are issued at the end of the Autumn and Summer Terms, and a Grades Card at the end of the Lent Term. Should parents wish to discuss their child's progress during the Summer term, they can arrange an individual appointment with their child's class teacher. However, parents wishing to discuss their daughter's progress with staff at any stage of the year, are encouraged to make an appointment via the School Office.

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