

## **WELCOME TO CLAIRES COURT JUNIOR GIRLS - YEAR 6**

At Claires Court we are fully committed to providing the very best education for your child. This curriculum statement is designed to provide information about what knowledge and skills your daughter will be learning and the meaningful opportunities she will experience.

### **CLAIRES COURT JUNIOR CURRICULUM**

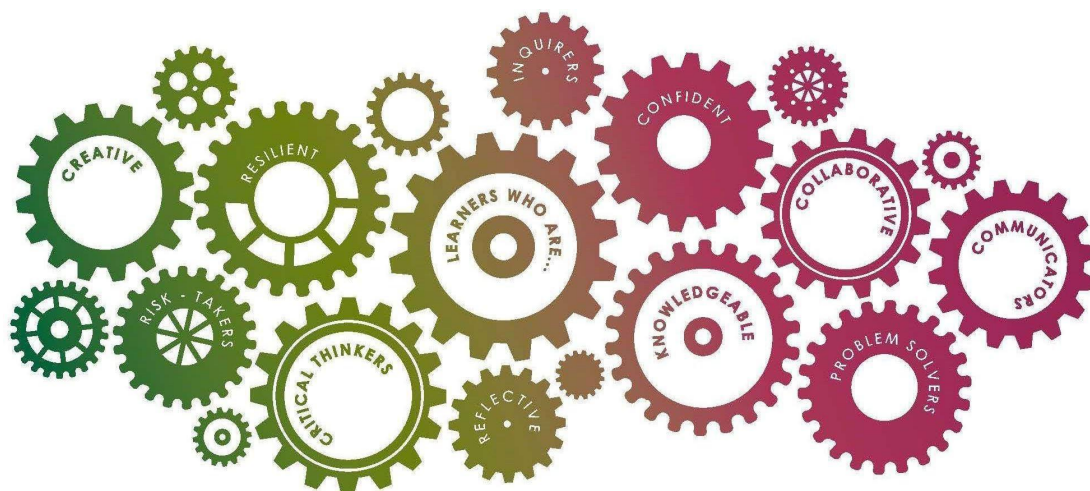
We are very proud of our Claires Court Junior Curriculum which is based on pedagogical research and continuous evaluation. Our current and purposeful curriculum is a progression of knowledge and skills in each subject which enables teachers to differentiate learning for our pupils through a range of exciting and thought-provoking questions and case studies. Our curriculum is delivered through a combination of our junior specialist teachers who are trained in pedagogical development, as well as our subject specialists who specialise in subjects, and are passionate and experienced in delivering exciting subject teaching.

As well as having your child's academic needs at the centre of our approach, we pride ourselves on our nurturing learning environment and our exceptional Pastoral Care. Well-being, both mental and physical, is key to feeling secure, confident and building resilience - features which we aim to instil in your child. Our pastoral aims are woven into every aspect of our provision ensuring that whatever your child experiences, it is with the very best intentions for them.

Using our teaching and learning approach, we aim to:

- Enable pupils to make excellent progress
- Provide equal opportunities for all learners
- Engage, motivate and develop curiosity
- Create a responsible approach to school and life
- Prepare pupils for the digital world.

## CLAIRES COURT ESSENTIALS



### OUR ONLINE PROVISION

At Claires Court, Google Classroom has been very much part of our way-of-learning prior to, during and post the Covid-19 pandemic.

We feel that Google Classroom has allowed pupils to take ownership of their learning with the guidance of their teachers. This online learning platform will continue to be very much part of our curriculum offer.

### CHROMEBOOKS

As a Google partner school, our pupils have had access to Chromebooks for many years and Chromebooks are used in all curriculum subjects. Each pupil, from Year 1, is provided with their own Chromebook, login details and a Claires Court email address. Devices are secured to the Claires Court domain which secures the device against unauthorised use, self-wipes the device overnight, and applies a range of school policies to it, such as enabling Google Safe Search, spotting the use of inappropriate language and limiting the range of Chrome extensions to those in use at school.

### THE 'HUB'

The 'hub' is the digital centre of our pupils' online learning. Through our suite of cloud based software 'Google Apps for Education' pupils have a wide variety of tools available to them with which they use to research, collaborate, create and present their school work. Each pupil has their own '30GB drive' and email address. The 'hub' allows pupils to work collaboratively, share ideas and communicate within

our own 'walled garden'. Teachers and pupils can share and discuss work in real time and homework can be submitted and assessed through the 'hub'.

## **BIG QUESTIONS & CASE STUDIES**

Each Term, the pupils will focus their learning on a Big Question and a Case Study. This journey will inevitably lead the pupils down a road of enquiry and discovery through all subject areas.

Year 6

**Autumn      What Does it Mean to Put Yourself in Someone Else's Shoes?**

Case Study: World War I

**Lent          Can one person change the world?**

Case Study: Progression Towards Equality

**Summer      Would the world be better off without us?**

Case Study: Reasons for Migration to Maidenhead

## **SUBJECTS**

For each subject, your child will learn through answering a series of questions. These questions are planned by the teachers and differentiated for your child.

## **English**

Our aim in English is to focus on the fundamental skills of reading, writing, and speaking and listening. These skills are taught through a wide variety of opportunities, including reading a range of genres, writing extended creative pieces and many role play and drama experiences.

### **Reading**

In Year 6 we continue to develop the pupils' word reading and comprehension skills already established. It is important that they work their way through various books of different genres. Individual reading from our progressive reading scheme continues. We aim to hear the girls read two or three times a week, still encouraging daily reading at home.

- How can I use evidence from the text in discussions about our class reader, to make simple, plausible inferences about events and information?
- How well can I read expressively, changing my pitch, rhythm, volume and tone?
- What facts and information can I gather by reading longer stories which require greater concentration, scanning for information and summarising the events?
- What can I understand and critically analyse about a writer's word choices and the overall effect of the text on the reader?

### **Writing**

The pupils will continue to be taught composition, structure, vocabulary, punctuation and grammar skills through a series of creative and exciting activities, examining the features of different genres and showing awareness of the needs of the

reader. They

will be expected to have a more mature approach to the composition and structure of their writing, using a varied and rich vocabulary and increasing range of sentence structures to include higher order punctuation.

- What are the language features in personal writing such as autobiographies, biographies and diary extracts and how well can I use them in my own writing?
- Can I use the thesaurus as a tool for researching more ambitious vocabulary to use in my writing?
- When proofreading pieces of writing how accurately am I able to identify and correct spelling, punctuation and grammatical errors?
- Am I able to plan, draft and edit my own writing?
- What is the difference between formal and informal styles of writing and when should I use these?
- How do I write evidence based arguments to good effect using the language features of both balanced and persuasive arguments?
- How well can I identify and write different types of sentences including simple, compound and complex?
- How well do I apply a range of punctuation accurately to my writing to make it clearer to read?
- How can I organise my writing into relevant paragraphs and use cohesion within and between paragraphs?

## **Speaking and listening**

We believe that speaking and listening are skills which children need to learn. This is developed through our 'essentials' approach of working collaboratively, sharing news, role playing, asking and answering questions, considering other people's viewpoints and expressing their own opinions with confidence. LAMDA continues in Year 6 as part of the Junior curriculum, in conjunction with the English curriculum, further developing public speaking skills and confidence in communication.

- Can I discuss topics in small and large groups, listening

- carefully and putting my opinion across with confidence?
- When reciting poems and retelling stories, how do I capture the attention of my audience?
- What do I need to consider when preparing and delivering a speech to ensure that I hold the interest of my audience?

## **Spellings and phonics**

Spelling is developed through a differentiated approach, focusing on the need of each child as an individual. Spellings are taught through specific spelling activities, as well as spelling and dictation tests. Dictionaries and thesaurus are used to improve and edit work.

- Can I identify parts of the words and find strategies to help me when spelling new and challenging words?
- Am I able to explore spelling patterns and formulate rules to improve my spelling?

## **Handwriting**

Neat and legible joined handwriting is expected to be used at all times and there is a high expectation of presentation of all work.

- Is my handwriting correctly formed and joined with consistently neat presentation?
- Am I able to write fluently, legibly and with increased speed?
- Can I choose writing implements best suited to the task?

## **Mathematics**

Our aim in maths is to ensure all pupils learn mathematical skills from a range of areas with fundamental skills being taught progressively throughout the academic year. Pupils will have many opportunities to apply learned skills to a variety of different contexts, problems and real life situations. We recognise the importance of repetition, and we ensure that there are multiple opportunities for this to occur including morning maths, rapid recall and online learning platforms.

Areas of maths include:

- Numbers
- Mental strategies
- Addition and subtraction
- Multiplication and division
- Fractions and decimals
- Geometry and shape
- Position and direction
- Statistics and data handling
- Using and applying
- Reasoning.

Pupils will be able to answer questions such as:

- What strategies do I need to apply to use negative numbers to calculate intervals across zero?
- Am I able to add, subtract, multiply and divide using written methods, including decimals?
- Am I able to compare and order fractions of any size and how do I use factors to simplify?
- What strategies do I need to apply to add and subtract fractions with different denominators and mixed numbers?
- How do I multiply simple pairs of proper fractions?
- How do I divide proper fractions by whole numbers?
- When solving problems involving the calculation of percentages what methods can I apply?
- How well do I know fraction, decimal and percentage equivalents and which strategies should I apply to solve problems?
- How well do I solve problems with ratio using multiplication and division facts?
- Am I able to solve problems involving shapes where the scale factor is known?
- When solving problems involving proportion, how well am I able to use knowledge of fractions and multiples?
- Am I able to use simple formulae, for example for area and perimeter?
- Am I able to express missing number problems algebraically?
- How well do I use my knowledge of measure to convert units



- including miles and kilometres?
- Which strategies do I need to apply to calculate and compare the volume of shapes?
- Which strategies should I use to find missing angles in triangles, quadrilaterals and regular polygons?
- Can I describe the position of, translate and reflect shapes on a full coordinate grid?
- How do I apply my knowledge of data handling to construct and interpret pie charts?
- Which strategies do I need to apply to calculate averages?

## Science

Our aim in Science is to teach the pupils the skills of working scientifically. We teach them how to ask questions, make observations and carry out tests, experiments and investigations. They will learn to use a range of sources to answer their questions, and will gather and record data. The girls will find ways of carrying out fair tests and be given opportunities to make decisions in choosing equipment, recording observations and drawing conclusions. When reflecting on their learning, the pupils will use scientific evidence to hypothesise, evaluate and suggest improvements for further scientific activities.

Pupils will cover topics including:

- Animals Including Humans (Circulatory system; Impact of diet, exercise & drugs and How nutrients & water are transported)
- Light
- Electricity
- Evolution and inheritance
- RSE

## History

During the year, the pupils will learn to use information-finding skills to write about historical events, identifying similarities and differences between given periods in history. The girls will identify historically significant people and events, and describe social,

cultural, religious and ethnic diversity in Britain and the wider world. They will describe events using dates and develop chronologically secure knowledge of history, noting connections, contrasts and trends. The pupils will have opportunities to understand the differences between primary and secondary sources and how different types of sources are used. We will teach the girls to identify the similarities and differences between different periods, addressing and devising historically valid questions.

## Geography

In Geography, our aim is to teach the pupils a number of geographical skills, including:

- Human and physical Geography

- Describing and showing understanding of weather and climate, landscapes, and economic activity
- Map skills; using maps, atlases, digital and computer mapping to locate countries and describe features as studied
- Comparison of locations; study similarities and differences of contrasting regions both in the UK and around the world
- Fieldwork; observe, measure and record the features of areas studied.

### **Autumn**

#### **World War I (2022 only)**

- What were the causes of the war?
- How did the Government persuade people to get involved in the war effort?
- What role did women play in the war effort?
- What was life like for soldiers in the trenches?

### **Lent**

#### **Progression towards equality**

- What does equality mean to you?
- When did UK get equal rights?
- How has equality changed over time in the UK?
- When did Gender Equality start in the UK?
- What is the history of the Equality Act?
- What is International Women's Day?
- Who were the suffragettes and why are they remembered?

## **Summer**

### **Reasons for Migration to Maidenhead**

- When was Maidenhead founded?
- Is Maidenhead a popular place to live
- Why do people move to Maidenhead?
- How has Maidenhead grown in the the last 200 years?
- What evidence can we explore to tell us about Maidenhead's history?

## **Autumn**

### **Map Skills**

- How can we locate places on Ordnance Survey maps?
- What is a six-figure grid reference?
- How can we read them?
- How is distance represented on a map?

## **Lent**

### **Earthquakes**

- What causes earthquakes and how they are measured?
- What impact do earthquakes have on the lives of the people affected by them?

## **Summer**

### **The Rainforest**

- Where are tropical rainforests found?
- How can temperatures in the tropical rainforest be described?
- What is the climate in the rainforest?
- What are the layers of the Rainforest
- Human impact on the environment
- What does it mean to care about the environment?
- What is deforestation and how does it impact on the environment?

# Information and Communication Technology (ICT)

ICT is embedded within the curriculum to support learning in each subject. The pupils will learn about the following topic areas and endeavour to answer a wide range of questions, including:

### **E-Safety**

- How can I make sure that I stay safe online?
- How can I demonstrate that I can use applications and communication appropriately?

### **Use of digital devices**

- Can I access computer based learning technologies such as: Google Classroom, Timestable Rockstars, Mathletics and Purple Mash?
- Do I know how to use computers, Chromebooks, digital cameras and tablets?

### **Coding**

- How can I use my knowledge of coding to design, write and debug programs that accomplish specific goals?
- Am I able to work with variables and various forms of input and output?
- How do algorithms work and how can I detect and correct errors in algorithms and programs?

## **MFL**

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Our MFL curriculum is designed to progressively develop childrens' skills in languages, through weekly lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.

Throughout the year children will be taught French, Spanish and Japanese.

Children will develop a love of languages and be well equipped for the next stage of their language learning

Children make good progress from their own starting point

Children will be given the opportunity to look at other languages –

particularly if children are bi-lingual.

Children will learn how language skills can be applied to a range of languages.

Children will develop their language through development of the four key skills of speaking, listening, reading and writing.

Children will enrich their language learning by developing an understanding of the culture of different countries.

## **History**

### **Autumn**

#### **World War II (JB)**

- What were the causes of the war?
- Which propaganda poster do you think is the most effective? Why?
- Why do you think the Jewish community was persecuted in Germany?
- What questions would you ask in an interview of Hitler?

#### **World War I (JG - 2022 only)**

- Why did the First World War start?
- Why were women so important in the war effort?
- What was life like in the trenches and how would this be challenging?
- Who were the key people?

### **Lent**

#### **Progression towards equality**

- What does equality mean to you?
- When did UK get equal rights?
- How has equality changed over time in the UK?
- When did Gender Equality start in the UK?
- What is the history of the Equality Act?
- What is International Women's Day?
- Who were the suffragettes and why are they remembered?

### **Summer**

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## Geography

# Personal, Social, Health and Economic Education (PSHEE) and well-being

Regular lessons for PSHEE help to promote physical and emotional well-being. These discrete sessions are supported and complemented by assemblies (online for the first half term), form time, whole school events, pupil voice, charity week and a wealth of enrichment activities. These activities include: residential activities, school visits, community involvement, sports, arts and music events together with a wide range of pupil leadership opportunities. PSHEE is one way in which we support the spiritual, moral, social and cultural development of pupils. Due to its cross-curricular nature, PSHEE plays a crucial role within all aspects of school life to include the weekly assemblies - a values assembly and a celebration assembly is held every week to celebrate individual and group achievements both inside and outside school.

PSHEE teaching is based on three core themes within which there is a broad overlap and flexibility:

- Health and well-being
- Relationships
- Living in the wider world to include economic well-being

and being responsible citizens.

British values are actively promoted throughout the school and embedded within the PSHEE programme of study to ensure pupils are prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- Democracy – actively promoted through the school council, pupil voice activities and the house system
- Rule of law – actively promoted through our key values and our golden rules
- Individual liberty – actively promoted through rights and responsibilities
- Mutual respect – actively promoted through our key values, golden rules and the Claires Court essentials
- Tolerance of those of different faiths and beliefs – actively promoted through RE curriculum and assemblies.

Promoting these values means actively and sensitively challenging, pupils, staff or parents expressing opinions contrary to fundamental British values.

We follow the Jigsaw Scheme for PSHEE and teach a different theme each half term:

| <b>Being Me In My World - Puzzle 1<br/>Autumn 1</b>   | <b>Celebrating Differences - Puzzle 2<br/>Autumn 2</b>   | <b>Dreams and Goals - Puzzle 3<br/>Lent 1</b>  | <b>Healthy Me Puzzle 4<br/>Lent 2</b>   | <b>Relationships Puzzle 5<br/>Summer 1</b>  | <b>Changing Me Puzzle 6<br/>Summer 2</b>  |
|---|--|--|---|---|---|
| Identifying goals for the year<br>Global Citizenship<br>Children's universal rights<br>Feeling welcomed and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power Struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences in conflict<br>Differences as celebration<br>Empathy | Personal learning goals, in and out of school<br>Success criteria<br>Emotion in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments | Taking personal responsibility<br>How substances affect the body<br>Exploitation, including 'county lines (Depending on maturity of Year group)<br>Gang culture<br>Emotional and mental health<br>Managing stress | Mental Health<br>Identifying Mental Health worries and sources of support<br>Love and Loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use | Self-image<br>Body image<br>Puberty & feelings<br>Reproduction and the human life cycle<br>Conception<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Preparing for transition to secondary school<br>Different types of Friendships (boyfriends and girlfriends)<br>Mobile phone safety and appropriate use |

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|--|--|--|--|--|--|
|  |  |  |  |  | Inappropriate use of social media and technology |
|--|--|--|--|--|--|

## Religious Studies (RS)

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The aim of RE lessons are to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community

### **Autumn**

#### **Islam**

##### **Beliefs & Practices**

- What is the best way for a muslim to show commitment to God?

#### **Christianity**

##### **Christmas**

- Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

#### **Lent**

##### **Christianity**

##### **Beliefs and Meaning**

- Is anything ever eternal?

#### **Easter**

- Is Christianity still a strong religion 2000 years after Jesus was on Earth?

### **Summer**

#### **Islam**

##### **Beliefs and moral values**



- Does belief in Akhirah (life after death) help Muslims lead good lives?

## **Music**

Year 6 pupils have one weekly music lesson which focuses on preparing for the upper school musical, delivering main cast and ensemble parts.

Opportunities to attend the weekly choir practice and junior ensemble are on offer to Year 6 pupils, as well as class ukulele lessons and learning about World music focusing on rhythms found in african drumming and Reggae.

Autumn:

Performance Opportunities:

Harvest Festival, Remembrance Service and Carol Service

Musical Theatre module: School Production preparation

Lent:

Musical Theatre module: School Production

Ukulele: chord development

Summer:

Rhythm: African drumming

Junk Percussion project

Topic: The history of Reggae

## **Art & Design Technology**

Each term pupils should address the following:

- Am I able to understand and enjoy art?
- Have I had opportunities to encounter different approaches to art and to work?

- Have I used creative, imaginative and practical skills?
- Have I looked at and discussed famous artists and their work to gain inspiration or to understand different techniques?
- Have I looked at and discussed the work of my peers to gain inspiration or to understand different techniques?
- Have I developed my understanding of colour, form and texture?
- Have I developed my ideas in my sketchbook?
- Have I improved my control of materials, tools and techniques?
- Am I able to use different media? To include; pencil, pastel, pencil colours, oil pastel, watercolours, acrylics, pen and ink, charcoal, clay?
- Am I able to experiment with different mark making techniques?
- Can I research different artists and ideas using Chrome books and the library?
- Am I able to reflect on my own work and suggest improvements?

## **Autumn term**

*Life drawing, perspective, portraiture*

- Art movements studied include Realism and Pop Art.
- Artists studied include Robert Smithson, Andrew Wyeth, Chagall, Kahlo and Keith Haring.

## **Lent term**

*Brush control and painting techniques, still life, colour studies*

- Art movements studied include Neo Expressionism and Surrealism.
- Artists studied include Dali, Magritte, Ernst, Breton, Miro, Basquiat and Banksy.

## **Summer term**

*Summer exam, art tracking*

- Various art movements will be studied.
- Artists studied include Andy Goldsworthy, Ian Murphy, Sigmar Polke and Francis Bacon.

# Physical Education (PE)

## **Circuit Training**

- Do I know what circuit training involves and can I follow instructions to complete a range of different exercises?
- Can I identify ways to exercise safely?
- Can I provide feedback to others on their performance?
- Can I set personal targets for exercise?
- Can I identify exercises to target specific muscle groups?
- Can I take my own pulse?

## **Gymnastics**

- Can I lead and perform a group warm up?
- Can I develop more variety when performing skills and actions such as counterbalance?
- Can I reverse the direction of twisting or turning whilst maintaining fluency and clarity?
- Can I develop a sequence and adapt it to different apparatus layouts?
- Can I experiment by using different ways to work with my partner or small groups, such as starting together, moving in opposite directions?
- Do I understand how gymnastics activity promotes strength, power and suppleness?
- Can I make my performance look aesthetically pleasing?
- Can I evaluate my own work and others?

## **Dance**

- Can I warm up and cool down independently?
- Can I work creatively and imaginatively on my own, with a partner or a small group to compose motifs and structure simple dances?
- Can I explore and practise movement ideas inspired by a stimulus, with fluency and control?
- Can I perform movements accurately and with a sense of rhythm?
- Can I evaluate, refine and develop my own dance?

### ***Indoor athletics***

- Can I master basic movements including running, jumping, throwing, and control and judgement using the correct technique?
- Can I balance on my right and left foot for 30 seconds each?
- Can I change direction quickly at speed?
- Can I use my upper body strength to do an underarm and overarm throw and know when to use it?
- Can I aim and throw accurately into a target?
- Can I use the power in the legs to jump, using different jumping techniques, such as one foot onto two or two feet onto two feet?

### ***Tennis***

- Can I perform a successful forehand, backhand and volley with direction?
- Am I able to make effective stroke decisions in game play?
- Can I hit a moving tennis ball in a controlled space ensuring the correct amount of power?
- Am I spatially aware throughout match situations in order to break down an opponent?
- Can I perform an overhead serve, into a target?
- Can I score a tennis match correctly?

### ***Cricket and rounders***

- Can I use a range of skills, such as throwing, striking and fielding a ball, with control and accuracy?
- Can I choose and vary skills and tactics to suit the situation in a game?
- Do I know the rules of the game and use them fairly to keep games consistent with a view to include all participants?
- Am I able to time my batting strokes?
- Can I collect, stop and return a ball with increasing efficiency?
- Can I throw a ball well from a distance?
- Can I bowl with good line and length?
- Can I play games well using a variety of skills I have learned?
- Am I able to identify and describe successful play and identify parts of play that could be improved?

# GAMES

## **Hockey**

- Do I understand how to play each position and role in hockey?
- Do I know and understand the rules of mini hockey?
- Can I dribble with speed into space, with control and keeping my head up?
- Can I use a push, hit and slap pass, to pass to a partner or through a target?
- Can I beat an opponent at speed using a right hand dodge?
- Can I tackle my opposition safely, gaining possession of the ball?
- Am I able to show spatial awareness when playing in competitive situations?
- Can I use tactics to influence a game situation?
- Can I play a small sided game and keep possession?
- Can I apply a variety of skills and game principles linked to attacking and defending?

## **Netball**

- Can I use different types of passes and know when to use them?
  - Can I receive a pass and turn in the air with balance?
- Can I get away from my defender and drive onto the ball?
- Can I defend effectively, such as man to man marking, blocking outside the 'D'?
- Do I understand the importance of teamwork and working within a team?
- Can I play various positions on court?
- Am I able to control and monitor the speed and agility of the game?
- Can I shoot at a target ensuring accuracy and following up my shot?
- Am I able to apply different tactics in various situations in the

game situation?

### **Football**

- Am I able to pass, dribble and shoot with control in competitive matches?
- Am I able to use different techniques for passing, controlling, dribbling and shooting the ball in games?
- Can I identify and use tactics to help my team keep the ball and take it towards the opposition's goal?
- Am I able to show spatial awareness when playing in competitive situations?
- Do I work well with a partner or in a selected team?
- Do I carry out thorough, effective warm-up activities?
- Can I use a number of different techniques to play games confidently?
- Can I apply basic principles of team play to keep possession of the ball?
- Am I able to use marking, tackling and/or interception to improve defence play?
- Do I know what position I am playing in and how to contribute when attacking and defending?
- Do I ask relevant questions about the sport?

### **Cross country**

- Do I understand the importance of an athletic warm up and what happens to my body?
- Can I identify my individual running pace?
- Can I control my breathing whilst running, for example in through my nose out through my mouth?
- Can I improve my personal time?
- Can I relax my upper body while running and pump my arms?

### **Athletics**

- Can I show good control, speed, strength and stamina when running, jumping and throwing?

- Am I able to choose the best pace for a running event, so that I can sustain my running and improve on a personal target?
- Can I show control at take off in jumping activities?
- Do I show accuracy and good technique when throwing for distance?
- Can I identify good athletic performance and explain why it is good, using agreed criteria?
- Can I perform in a team relay race demonstrating the correct change-over techniques?

## Swimming

At Claires Court we feel that swimming is a very important life skill and should be accessed by everyone. All pupils will receive a swimming lesson every week taught by a qualified instructor. We will be following the Government and National Governing Body Covid-19 guidelines regarding the teaching and coaching of different sports. As a result presently the swimming pool is not available.

### **Autumn term**

- Do I know the pool's safety rules?
- Can I demonstrate an understanding of preparation for exercise?
- Am I able to combine butterfly arms and legs for 25 metres, breathing every second stroke?
- Can I swim underwater through submerged hoops as part of an obstacle course?

### **Lent term**

- Can I tread water for up to a minute whilst wearing pyjamas?
- Am I able to swim front-crawl, head up, with a ball?
- Can I participate during water-based ball games?
- Am I able to do a front-crawl tumble turn?
- Am I able to do a backstroke start and turn?

### **Summer term**

- Am I able to swim at least two different strokes with correct

technique for an extended distance?

- Do I know what to do if I get into trouble in deep water?
- Am I able to perform basic lifeguarding skills which are required to be able to assist someone else whilst wearing pyjamas and without wearing goggles?
- Am I able to participate in various medleys and relays?

## Drama

In Year 6, pupils have a Drama lesson each week.

Throughout the year the boys develop their speech and communication skills. They are given the opportunity to work in smaller groups to develop creative ideas and work on whole class drama projects where they develop negotiation skills and take turns to share their creative ideas.

Boys work on developing more specific skills in researching, writing and filming documentaries as well as continuing to develop mime, script writing, exploring text and context in literature.

Performance skills are increased through class assemblies and school plays.

- Can I work collaboratively?
- Can I communicate clearly?
- Can I perform a poem from memory?
- Can I use vocal variety in performance?
- Do I feel more confident?
- Am I able to understand and enjoy drama?
- Have I had opportunities to encounter different approaches to performance?



- Have I used creative, imaginative and practical skills?
- Am I able to manage the narrative of someone else's story?
- Have I looked at and discussed the work of my peers to gain inspiration or to understand different techniques in performance?
- Have I improved my control of voice and vocal variety?
- Am I able to reflect on my own work and suggest improvements?

## Forest School

During their bi-weekly session, pupils will be learning new skills and building on our Claires Court Key Values and Essentials using the outdoors as our classroom at Junior Boys. Cross Curricular Activities will include den building, bridge building and crafts for all year groups and, in the Summer Term, Year 5 and Year 6 will learn the art of fire building and lighting (smores will definitely happen!). In Year 6, we will progress to cooking some food over their fires. We will be using the Thicket and our own Bushcraft area, which will be developed into a larger space to allow us to do more activities on site.

## **HOMEWORK**

At Claires Court Juniors, we believe that having a good homework routine provides pupils with structure and a healthy attitude towards learning. We ensure that homework is not too onerous, and it should never be something brand new (unless planned - for example; “find out as much as you can about Queen Victoria and come to the lesson with questions you would like to know the answers to”)

Homework is progressive throughout the year groups. We know what is expected in Senior Schools (where the impact on progress starts to take place) and therefore having a good routine in place, is very beneficial.

Specific Homework Expectations will be explained at the beginning of the year.

## **SEND SUPPORT**

It is our aim to ensure that all pupils have access to the school curriculum and all school activities. Within our normal classroom provision we aim to:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs
- Work in partnership with parents or carers, pupils and relevant external agencies in order to provide for children’s educational needs

- Identify, at the earliest opportunity, all children that need special consideration to support their needs, whether these are educational, social, physical or emotional
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Promote self worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement.

With the permission of parents or carers, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice on how to best support the child
- Suggest resources that would help the child make progress.

Our teachers and teaching assistants work with parents/carers and the Special Educational Needs Co-ordinator (SENCO) to find ways to support each child with their needs, including giving parents or carers ideas on how to help their child at home.

SENCO - JUNIOR GIRLS AND NURSERY Bridie Gravett ([bjg@clairescourt.net](mailto:bjg@clairescourt.net))

## **ASSESSMENT**

At Junior Level, assessments allow us to track your child's progress, benchmark your child's performance against a National Average, ask questions about your child's performance and ensure that your child is getting the appropriate differentiation and scaffolding.

Teachers assess day-to-day, lesson-to-lesson; this is how we plan next steps and know how to differentiate.

At the beginning of each year, we use INCAS to assess your child. INCAS info to add to all

All pupils will be assessed in 6 key developmental areas which research shows are linked to academic outcomes. The results allow teachers to plan for your child individually.

- **Reading**  
word recognition, decoding, and comprehension
- **Spelling**
- **Mathematics**  
includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- **Mental Arithmetic**  
addition, subtraction, multiplication, and division
- **Developed Ability**  
picture vocabulary and non-verbal reasoning
- **Attitudes**  
students' attitudes to reading, maths, and school

At the end of each year, we use Progress Tests in English (PTE) and Progress Tests in Maths (PTM) to assess your child.

Parents' Evenings take place once a term. This feedback time is to provide you with information about how your child is progressing both academically and pastorally.