



**JUNIOR BOYS**  
CURRICULUM STATEMENT  
**YEAR 6**  
2017/2018



**CLAIRES COURT**  
**MAIDENHEAD**

An Independent School for Girls & Boys



RESPONSIBILITY • RESPECT • LOYALTY • INTEGRITY

## WELCOME TO YEAR 6

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Welcome to Year 6! The culmination of your son's studies with us at Claires Court focuses on preparation for secondary education. This will involve ensuring that the boys cover all of the relevant topics that will help them when sitting external and scholarship examinations, as well as preparation in relation to time management and general organisation. The pupils will continue to build their essential learning skills and there will be significant opportunities to raise and consolidate their confidence both in and out of the classroom.

Pupils will be taught by their form tutor at least one of the core subjects, but most of the other timetabled lessons are taught by subject specialists. However, it is still their form tutor who is the focal point for their pastoral care. Our curriculum aims are:

- To encourage the boys to make the best possible progress in every subject
- To promote an enjoyment of and commitment to learning
- Provide a secure basis for future education, equipping the boys with all the necessary skills they will need

Our learning cloud emphasises the expectations for all of our pupils. These are known as the Claires Court Essentials.



We ensure that parents are well informed about their son's progress in school. We send home two comprehensive reports each year, one in December at the end of the Autumn Term, and one at the end of the academic year in July. Parents will be invited to a Parents' Evening every term, as well as a Workshare in March where pupils display their efforts to their parents. There are also Curriculum Meetings, year group presentations, summer assessment feedback information.....or as many parents do, at the end of each day just having an informal chat in the playground with your son's teacher.

### ASSESSMENTS

Assessments take the form of September InCAS testing which informs staff of a pupil's developed ability, and specific details of the core subjects which allows them to plan for each pupil accordingly. There is also PTE and PTM (Progress Tests in English and Maths) testing at the end of the year to assess progress levels, as well as subject specific end of unit tests throughout the year. Positive feedback is essential for pupils to feel that they are achieving and so that they can correct mistakes with confidence - work produced is marked swiftly and both verbal and written feedback enables every pupil to consistently make progress.

## **DIGITAL LEARNING**

The boys will have plenty of opportunities to work on our Chromebooks, and these have become a wonderful I.T. resource that opens up a vast array of learning possibilities and new ways for the pupils to express their work in virtually every subject. By continuing with our Handwriting lesson every week as well, boys will not lose their fundamental skills and will see the value in presenting their work neatly and with pride.

## **READING**

Reading is the core of everything we do at Claires Court Junior Boys. The pupils will be heard to read through guided reading sessions and other class reading opportunities in their English lessons. On occasions all boys will be heard to read individually and given opportunities to discuss their books, with certain boys being targeted to read more frequently.

Many boys will remain on our expanding reading scheme, reading age appropriate books, where they will be exposed to a variety of genre, including fiction and non-fiction. Some boys will already be 'free readers' by Year 6. Whether they are free readers or still on our scheme, we feel it is very important that boys also read for pleasure and will be encouraged to enrich their reading with books from the library and books from home.

Parents can play an important part in helping their son to understand what he is reading, enjoy what he is reading, and then sometimes question what he is reading. This is where an understanding of what is being read is so much more crucial than simply decoding words.

## **SPELLING**

Spelling will be taught through the Read, Write, Inc spelling program which ensures a much higher emphasis on the teaching of spelling rules using a proven approach underpinned by phonics. The rules are taught by aliens from an online spelling planet and the boys will engage in a program of teacher-led, pair work and independent spelling activities to enable them to become more confident and proficient spellers.

The boys will individually identify words that they find tricky to spell and log them to practise at home. The spelling words will link to the spelling pattern being taught in that unit. In addition, they will practise age-related high frequency words and other words they struggle to spell.

## **HOMEWORK**

Homework should not take longer than 30 minutes each evening on Monday through to Thursday, although boys are expected to learn their Maths tables, spellings and read on top of this. I do not believe in setting homework for the weekend or during holidays, our pupils need their 'down' time and a chance to relax with their families. Homework should reinforce the basic concepts learnt in class and allow pupils to learn the routines of working independently away from the school environment, a vital skill in preparing for Secondary education.

## **HOW DO WE CHALLENGE EVERY PUPIL?**

One of the main focuses of our curriculum is to ensure that we challenge all of our pupils at their appropriate level. As a mixed ability school, we differentiate our work in class for the individual so that everyone is given the chance to fulfil their potential and succeed. By building confidence in our boys, by encouraging and nurturing them, and by reassuring them that making mistakes is part of a learning pattern, we aim to grow a sense of resilience in them and in how they approach every task. Through a range of activities and pedagogies which include metacognition, exploratory and investigative problem solving, peer teaching and learning, higher order and specific questioning, the breaking down of academic concepts into appropriate and manageable parts, we are able to support and extend all abilities both in and out of the classroom.

Above all, I firmly believe that the most important element of school is that the boys are happy, feel safe and secure in their learning environment, and feel valued as a member of the school community. This will always be my aim as the Headteacher.

A handwritten signature in black ink that reads "Justin Spanswick". The signature is written in a cursive style with a large initial 'J' and 'S'.

Justin Spanswick, Head of Junior Boys  
September 2017

## **FORGET-ME-NOTT GARDEN**

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Throughout the year the boys will tend a raised bed garden. They will weed, water and harvest a strawberry patch. These studies link to their Science Curriculum of the previous year and consolidate their knowledge of plant life cycles, linking it to healthy eating. There will be an opportunity to extend their knowledge and skills in an after school gardening activity.

## **PROBLEM SOLVING WEEK**

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Making decisions is an essential life skill and it is closely linked to problem solving. Working out the likely consequences for any course of action, identifying the pros and cons, looking at evidence and considering the alternatives are all vital when solving a problem. Problem solving week aims to help develop and implement these skills independently through a variety of activities. All will build a child's confidence in their own abilities and judgement.

In Year 6 the pupils work at code breaking, coding electronic devices as well as building 3D structures. In Science they are challenged to clean water using only a basic set of equipment and of course their knowledge!

## ENGLISH

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In Year 6 our aim is to enable each child to achieve their potential in terms of their ability to listen with understanding, communicate effectively in speech and writing and become enthusiastic, responsible and knowledgeable readers. This will be achieved through exploring a wide range of literature and writing styles allowing them to enhance the vital skills required for moving into secondary school. There will also be a regular focus on spelling and word work and a weekly handwriting session. Pupils will be expected to read daily and practice their strategies for learning spellings a minimum of three nights per week. Furthermore, pupils will be encouraged to be more independent in their approach to English homework, and work produced should not only reinforce topics covered in the lesson, but should also provide an opportunity to extend their skills as well. They will be taught in mixed ability classes where there will be plenty of opportunities for group, paired and independent work.

### AUTUMN TERM

*Class reader: Kensuke's Kingdom by Michael Morpurgo*

- Can I identify parts of the words I struggle to spell and find strategies to help me remember?
- Can I identify the language features in personal writing such as autobiographies, biographies and diary extracts and use them in my own writing?
- In discussions about our class reader, can I make simple, plausible inferences about events and information, using evidence from the text?
- Can I recognise the difference between reported and direct speech?
- Can I write a report about a recent event in a journalistic style?
- In story writing, can I write appropriately for a younger audience?
- Can I read expressively by changing my pitch, rhythm, volume and tone?

### LENT TERM

*Class reader: Wolf Brother by Michelle Paver*

- Can I use the thesaurus as a tool for researching more ambitious vocabulary to use in my writing?
- Can I proofread pieces of writing and identify spelling, punctuation and grammatical errors?
- Can I use appropriate formal language in a letter of complaint?
- Can I discuss topics in small and large groups, listening carefully and putting my opinion across with confidence?
- Do I understand the language features of both balanced and persuasive arguments and write evidence based arguments to good effect?
- Can I write poetry using vivid imagery to create a picture in the reader's mind?
- Can I recite a poem and capture the attention of my audience?

### SUMMER TERM

*Class reader: Skellig by David Almond/Boy by Roald Dahl/Time Bomb by Nigel Hinton*

- Can I identify and write different types of sentences including simple, compound and complex?
- Can I read longer stories which require greater concentration, scanning for information and summarising the events?
- Can I comment critically on a writer's word choices and the overall effect of the text on the reader?
- Can I apply a range of punctuation accurately to my writing to make it clearer to read?
- Can I organise my writing into relevant paragraphs and use cohesion within and between paragraphs?
- Can I write an explanatory text?
- Can I prepare and deliver a speech which will hold the interest of my audience?

# MATHEMATICS

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Mathematics is an interconnected discipline where skills are learned and practised either as individual concepts or through using and applying a group of skills. This means that although key objectives are set out termly, our philosophy as a school is to continually teach objectives and skills throughout the year so that the boys are fluent in the fundamentals of Mathematics. Boys will work in a variety of ways exploring both paper and mental methods and seeking to apply skills in the solving of problems and real-life situations including during Problem Solving Week in May.

- Can I use negative numbers to calculate intervals across zero?
- Am I able to add/subtract/multiply and divide using written methods, including decimals?
- Can I compare and order fractions of any size, using factors to simplify?
- Can I add and subtract fractions with different denominators and mixed numbers?
- Am I able to multiply simple pairs of proper fractions?
- Am I able to divide proper fractions by whole numbers?
- Can I solve problems involving the calculation of percentages?
- Can I recall and use equivalences between fractions, decimals and percentages?
- Am I able to solve problems with ratio using multiplication and division facts?
- Can I solve problems involving similar shapes where the scale factor is known?
- Can I solve problems involving proportion, using knowledge of fractions and multiples?
- Am I able to use simple formulae (e.g. for area and perimeter)?
- Am I able to express missing number problems algebraically?
- Can I convert units of measure including miles and kilometres?
- Can I calculate the area of parallelograms and triangles?
- Can I calculate and compare the volume of cubes and cuboids?
- Am I able to illustrate and name parts of a circle?
- Can I find missing angles in triangles, quadrilaterals and regular polygons?
- Can I describe the position of and translate shapes on the full co-ordinate grid and reflect in the axis?
- Am I able to construct and interpret simple pie charts?
- Can I calculate averages?
- Do I use all aspects of time effectively?
- Do I understand the use of calculators?

## SCIENCE

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Boys in Year 6 have 4 periods of science each week. They also have a 'set' science homework of up to 30 minutes duration each week.

During the Autumn Term, the boys are involved in a Field Studies Week. The lessons focus on the following aspects: Systematic enquiry, Science in Daily Life, Scientific Ideas, Communication and Health & Safety.

### AUTUMN TERM

*Topics: Interdependence, Adaptation, Electricity*

- Do I recognise that a green plant produces new material from air and water?
- Can I describe how animals in two habitats are suited to the conditions; represent feeding relationships in food chains beginning with a green plant and use keys to identify animals and plants?
- Can I suggest ways of changing the brightness of a bulb in a circuit; draw circuit diagrams and construct circuits from diagrams using conventional symbols; set up a circuit which can be used to investigate an idea and use knowledge about electrical conductors and insulators to answer questions about circuits?

### LENT TERM

*Topics: Micro-Organism, Forces*

- Do I recognise that there are many very small organisms which can cause illness or decay or which can be used in food production and that these micro-organisms feed, grow and reproduce like other organisms?
- Can I identify that weight is a force and is measured in newton's, using a force meter accurately, and present measurements in simple line graphs and identify patterns in these?
- Can I describe and illustrate some situations in which there is more than one force acting on an object?

### SUMMER TERM

*Topics: Reversible and Irreversible, Life Cycles*

- Do I recognise that solids remain in the solution when they dissolve and can be recovered by evaporation?
- Can I 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?
- Can I use careful observation to describe a number of changes and classify some changes e.g. dissolving as reversible and others e.g. burning as irreversible?
- Do I recognise that irreversible changes often make new and useful materials and recognise the hazards of burning materials?
- Can I explain that living things need to reproduce if the species is to survive and recognise stages in the growth and development of humans?
- Am I aware of the action of chemical substances both legal and illegal on the human body, and dealing with peer pressure?
- Do I understand the physical and emotional changes occurring in young people's bodies and the processes and responsibilities of sex and procreation?

# HISTORY

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Year 6 historians will be revisiting the concepts of facts and evidence, as well as the chronology of events they have studied in previous years. Pupils will be expected to be more independent in their approach to the study of History, and will be expected to include evidence to support their answers wherever possible. Opportunity for extension work around the topics studied is varied, though it is expected that all pupils should be able to retain varying amounts of the assessed skills, which include: extrapolating meaning from evidence, structuring answers in a way that uses evidence, fact retrieval on key topics, and correct use of grammar and punctuation.

## AUTUMN TERM

*Ancient Greece – A European Study*

- Can I listen carefully to the ideas and views of others?
- Can I scan a text with confidence, answering questions designed to test fact retrieval?
- Can I demonstrate my investigative abilities with sources of evidence?
- Am I able to rewrite a source of evidence into my own words?
- Am I able to understand how evidence is used to make historical claims?

## LENT TERM

*Ancient Greece – A European Study*

- Can I write a detailed account of a Greek battle re-enactment, to include tactical information and comparison to an ancient Greek battle or war?
- Am I able to use evidence in my answers to support my own point of view?
- Am I able to listen with care and follow instructions from a visiting speaker?
- Am I able to frame historically valid questions?

## SUMMER TERM

*Ancient Greece – A European Study/Topical Research Project*

- Am I able to recognise the need to conduct wide research when investigating a topic?
- Can I read more difficult and longer passages of text which require great concentration?
- Am I able to compile and use a glossary?
- Can I put topics and events I have studied into chronological order?
- Can I demonstrate what I have learned under timed, test conditions?

# GEOGRAPHY

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Boys in Year 6 have two periods of Geography a week. They also have a 'set' geography homework of up to 20 minutes duration, generally on alternate weeks.

Through the Geography programme at Key Stage 2, we aim to give pupils further opportunities to:

- Examine the features, both physical and human, of their surroundings and those of a wider context;
- Study through enquiry, with work based on direct experience and to develop skills, knowledge and understanding of places and themes;
- Develop awareness that the world reaches beyond their locality, both within and outside the UK, and that places studied are within this wider Geographical context.

## AUTUMN TERM

### *Rivers*

- Am I able to identify key features of the UK?
- Can I name the 5 oceans and 7 continents?
- Can I draw and label a diagram of the water cycle using appropriate geographical/scientific vocabulary?
- Do I understand the process of the water cycle?
- Am I able to explain how key physical features of a river are formed and describe their characteristics?
- Can I name a variety of countries around the world and name at least one of their well known rivers.
- Can I identify the characteristics of a river system in another part of the world?
- Do I understand how poor river management can lead to flooding?
- Do I know how rivers erode, transport and deposit materials to produce particular landscape features?

## LENT TERM

### *Mountains*

- Can I use a wide range of resources to find out about varying weather conditions in the world and understand how these influence the way in which an area is developed?
- Can I use a variety of resources to find out about the physical and human characteristics of mountains in the UK?
- Can I use a variety of resources to find out about the physical and human characteristics of mountains around the world?
- Am I able to carry out a detailed independent investigation about a specific mountain and produce a Google presentation for my peers?

## SUMMER TERM

### *Project Work – Linked to Topical Event*

- Am I able to observe and question data and information provided in a geographical context?
- Can I collect and record evidence to produce a detailed presentation/leaflet about a topical event?
- Can I analyse and communicate the information I have found?
- Can I use globes and atlases to help me compare and contrast information?
- Am I able to identify places on maps using 4 figure grid references and attempting to use 6 figure grid references?
- Am I able to use contour lines to identify aspects of topography of the land?
- Am I able to use secondary sources to support my research?

# FRENCH

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In Year 6 every topic covered is used as a building block contributing to the learner's sentence construction skills. Pupils start off with fairly simple statements which they can make more elaborate and detailed as time goes on. We endeavour to make them confident speakers with a good accent. We use the internet for a variety of educational clips introduced by native speakers. The boys enjoy practising the language by learning songs and performing role-plays.

## AUTUMN TERM

*Our topics are; the school routine, stationery items, the time, our daily routine, school subjects, opinions.*

- Am I aware of differences between French and English schools?
- Can I identify items in my pencil case?
- Can I use time references when talking about my daily routine?
- Can I recognize subject names and express an opinion about them?
- Can I understand elaborate sentences combining all of the above when spoken to?
- Am I able eventually to construct similarly complex sentences independently?

## LENT TERM

*Our topics are; sport & leisure, rooms and furniture in the house.*

- Can I recognize and understand a variety of sporting activities words?
- Can I talk about my pastimes?
- Can I describe my house?
- Can I combine my new vocabulary with last term's?
- Can I add timings, locations and opinions to my sentences?
- Am I getting better at building interesting and detailed sentences?

## SUMMER TERM

*Our topics are; clothing, the body, francophone locations.*

- Can I describe what I am wearing?
- Do I recognize body parts?
- Can I use adjectives efficiently to make my descriptions more interesting?
- Can I remember what I learnt in the previous terms and can I bring it into my present learning?
- Am I aware of other places where French is spoken?
- Am I confident enough to use the language when I am abroad?

## SPANISH

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In Year 6 we follow on from the one introductory lesson a week received in Year 5. The boys still have just one lesson a week to complement their two lessons of French.

### **AUTUMN TERM**

*Our topics are; the family, names of family members, introducing family members, use of adjectives.*

- Can I remember the basics learnt in Year 5?
- Can I understand all the vocabulary used in lessons?
- Can I use some of it independently to communicate effectively?

### **LENT TERM**

*Our topics are; the house, names of objects outside and inside the house, rooms in the house.*

- Can I use the skills acquired so far to improve the pace of my learning?
- Have I developed good strategies to memorise vocabulary?
- Can I use the language orally with confidence and a good accent?

### **SUMMER TERM**

*Our topics are; pets, verbs and place prepositions, sports and outdoor activities.*

- Can I get a sense of sentence structure and grammatical patterns?
- Can I become more creative in my use of the language?
- Can I bring together all the skills I have learnt to further my learning independently?

## PSHEE

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Regular lessons for Personal, Social and Health and Economic Education (PSHEE) at Claires Court Junior Boys help to promote physical and emotional well-being. These discrete sessions are supported and complemented by assemblies, form-time, whole school events, Pupil Voice, 3for3 Charities Month and a wealth of enrichment activities. These 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 celebration assembly is held every week where the whole school comes together 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 Education 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 means actively and sensitively challenging, pupils, staff or parents expressing opinions contrary to fundamental British values.

### STRATEGIES FOR REPORTING

No formal report is given for PSHEE. However, verbal feedback is provided, where appropriate, to:

- Head of Pastoral Care
- Form Tutors
- Parents – at Parents' Evenings

### Health and Wellbeing

- Can I analyse the positive and negative influences on choices related to health?
- Can I demonstrate ways where I may experience strong, challenging or conflicting emotions?
- Can I deal with changes, including looking forward to secondary school?
- What are my aspirations moving forward? Do I have any career ambitions?
- Do I understand how my body and my feelings will change during puberty and how media representations are not always realistic or helpful?
- Do I know about the human life cycle and reproduction?

- Can I discuss the links between love, marriage, conception and stable loving relationships?
- How do I protect myself online? What do I do if I see/experience something online I am not comfortable with?
- How do I feel about having more responsibility to look after myself and what are the risks and risky behaviour someone my age might encounter?
- Can I be assertive and demonstrate strategies to resist peer influence?
- How can I help others in an emergency? Do I know about basic CPR and First Aid?
- What are the risks associated with the use of some legal and illegal substances, especially the misuse of medicines and the use of illegal drugs?
- What is a habit and why are habits hard to change?

## **Relationships**

- How can we recognise and respond appropriately to a wider range of feelings in others?
- What potential dares might we encounter at secondary school and how do we get out of a risky situation without losing face?
- What constitutes a positive healthy relationship and how do we maintain these?
- What is "informed choice" and what do we mean by a "trusted source of information"? What can help us make the right decisions?
- What can we do when someone else's behaviour makes us worried or uncomfortable? How can we be assertive in these situations?
- How can we work collaboratively in wider contexts, in the school and wider community?
- What strategies do I have for solving disputes in different settings and how can I give feedback or negotiate without making the situation worse?
- How can we recognise and challenge stereotypes? How do the media and popular cultures reinforce stereotypes?
- How do people in different relationships show their love for each other?
- Can we identify a wide range of ways in which people can be different, including religious belief, ethnicity, cultural values, sexual orientation, gender, age, disability? What makes us all the same?
- What is the nature and consequence of discrimination, teasing, bullying and aggressive behaviour towards all protected characteristic groups, including LGBT and those suffering from poor mental health?

## **Living in the Wider World**

- How can we improve our health and wellbeing, including managing stress?
- How does the democratic process work in the UK? What is the role of the PM, Govt, MPs, MEPs?
- Why are some people's human rights not met? How do organisations like the UN, Amnesty International help?
- What happens if someone who cares for us does something that could harm us or is against our human rights?
- What are the social/emotional consequences of anti-social or aggressive behaviours?
- How can we build lasting friendships?

## RS

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The lessons aim to encourage the following: application of values explored in RS and PSHE; an awareness of responsibility to others; the development of positive relationships; discussion and debate; skills in critical thinking. The boys also explore elements of Judaism and the importance of rules and our Golden Rules.

### Autumn Term

#### Religious Studies - An introduction to faith and religious belief

- Can I state my opinions and listen to and respect the views of others?
- Can I identify different world faiths?
- Do I understand why we study different faiths?
- Can I remember different religious festivals and why they are important?
- Do I know, and am able to use correctly, key terms such as "monotheism", "polytheism" and "atonement"?
- Do I understand the true meaning of Christmas?

### Lent Term

#### Judaism

- Can I support my arguments with sound justification?
- Can I state what Jews believe?
- Can I name the Jewish "patriarchs"?
- Can I name the 10 Commandments?
- Do I understand the importance of rules and our Golden Rules?
- Do I understand the importance of the Passover to Jews?

### Summer Term

- What was "Easter" all about?
- How can conflicts be resolved?
- Do I understand what it means to "Love my enemies"?
- Can I choose between power and pleasure; security and fame; freedom and fairness; truth and happiness?
- Do I know what it means to be a good neighbour?

# MUSIC

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The Music syllabus for Year 6 gives pupils opportunities to develop skills in listening, appraising, performing and composing in an exciting, vibrant and fun context.

During the year, pupils will explore the link between maths and music, examine popular styles and investigate effects produced by various percussion instruments. They will explore a range of scales and modes, analyse texture and listen to examples of early music. They will explore the concept of music as communication and how music can be adapted for different purposes.

Performance skills are emphasized, particularly in singing, and all pupils continue to develop skills reading musical notation. Pupils are able to perform songs with two or more parts to a high standard before an audience. Pupils continue to explore music on the ocarina, composing their own pieces and finding material to perform through their own research.

- Can I recognize simple and compound time?
- Do I understand the connections between maths and music?
- Can I use a sequencer to create music having a complex rhythm?
- Can I appreciate the differences between dance styles from a variety of cultures?
- Am I able to perform songs of increasing difficulty on the ocarina?
- Can I learn and refine songs to celebrate Christmas and perform to an audience?

- Can I appreciate the effect of various scales and modes?
- Can I recognize major, minor, pentatonic, chromatic and whole tone scales?
- Can I improvise a piece using the pentatonic scale?
- Can I construct and play chords?
- Can I perform a 12-bar blues chord progression?
- Can I work with others to refine a performance for a formal concert?

- Am I able to identify characteristics of early music?
- Can I compose a 'Pipe and Tabor' piece?
- Can I participate in singing some early music counterpoint?
- Can I recognise and name early musical instruments?
- Can I compare early musical instruments with modern orchestral instruments?
- Can I work with others to prepare and perform a dramatic Musical Production?

# ART

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In Year 6 the boys will cover the following areas:

**Technique:** Perspective, Portraiture, The Figure and Still Life

**Art movements:** Surrealism, Realism, Neo Expressionism

**Artists studied:** Dali, Magritte, Ernst, Breton, Miro, Chagall, Kahlo, Andy Goldsworthy, Ian Murphy, Sigmar Polke, Francis Bacon, Robert Rauschenberg, Christo and Jeanne-Claude, Robert Smithson, Andrew Wyeth, Keith Haring, Banksy, Anish Kapoor.

The pupils will take an art exam during the summer term entitled 'Changes'.

The more able pupils will have the opportunity to carry out extra research and development of techniques on all topics. Each week we will choose an 'Artist of the Week' and pupils work is celebrated in a gallery at the end of each lesson.

All of the Art Curriculum Statements are applicable for each term.

**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?

## DESIGN & TECHNOLOGY

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Design and Technology provides our children with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills from a number of other subjects including art, language, maths and science. Working with a variety of materials aims to help children learn important life skills. Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement.

### AUTUMN TERM

- Can I develop, plan and communicate ideas?
- Am I able to work with tools and materials to make quality products?
- Am I able to evaluate processes and products?
- Have I gained knowledge and understanding of materials and components?
- Am I able to use mechanisms in my fairground ride?

### LENT TERM

- Have I had opportunities to investigate different products?
- Am I able to work as part of a team?

- Am I able to work independently?
- Have I made improvements to my fairground ride?

## SUMMER TERM

- Am I able to use all the equipment safely?
- Can I evaluate and make changes to improve my fairground ride?
- Have I improved my technical drawing skills?
- Have I communicated through exchanging designing and making ideas?
- Have I worked with others through drawing on others' experience to generate ideas?
- Have I made improvements with m problem solving when making and planning?
- Have I developed my enterprise and entrepreneurial skills?
- Am I an effective thinker?

## ICT

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The scheme of work for Year 6 ICT focuses on five main themes. Our pupils are taught how to stay safe on-line through age-appropriate videos and discussion. They use a variety of digital devices, including Chromebooks, PCs and cameras, increasingly gaining confidence in their use. They write and debug programmes, developing their skill in using basic programming techniques, such as the use of procedures, repeating loops and conditional statements. They widen their experience of using a variety of apps and software to support their learning across the curriculum. Above all, they develop the skills needed to become independent, confident self-learners, vital in our rapidly progressing world of digital technology.

- Do I know how to stay safe on-line and how to report concerns?
- Do I use ICT responsibly and can I recognise risky on-line behaviours?
- Can I find, learn and use appropriate apps to support tasks across the curriculum?
- Can I create a simple adventure game using presentation software?
- Can I embed elements such as spreadsheets, tables, graphs and images into documents?
- Can I collaborate on documents, giving and accepting effective peer review?

- Can I create a flow chart?
- Using flow-charting software such as Flowol 4, can I write programmes, containing subroutines to control a variety of simulated scenarios?
- Can I write code to make a simple game?
- Can I create an attractive and informative web page?

- Can I code a variety of tasks using procedures, repeating loops, conditional statements and variables in Purple Mash?
- Can I use my programming skills on a variety of platforms?
- Am I increasingly independent and imaginative in my programming and use of IT in general?

# PHYSICAL EDUCATION

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## AUTUMN TERM

### *Invasion Games/Basketball*

- Can I work efficiently and effectively with a partner or small group?
- Can I establish correct defensive methods in order to successfully play invasion games?
- Am I able to move in a number of different positions ensuring I keep constant and consistent balance?
- Am I able to control and monitor speed and agility?
- Can I dribble a basketball with both my right and left hand?
- Can I shoot a basketball at a target ensuring accuracy and power?
- Do I understand the basic rules of basketball?
- Do I have an overall understanding of basic techniques and methods in travelling, attacking and defending in game situations?

## LENT TERM

### *Gymnastics/Striking & Fielding*

- Can I complete a gymnastics sequence of 5 different elements with a partner?
- Can I hold a point balance or body shape for 5 seconds?
- Can I use a variety of high, medium & low methods of travelling across apparatus?
- Can I make use of apparatus and equipment effectively taking the correct safety measures?
- Can I hit a moving ball or object using a range of different striking equipment e.g. hockey stick, rounders bat with power and accuracy?
- Can I control a moving object using the correct techniques ensuring my body is in the correct position?
- Can I feed a ball towards a moving target or individual using accuracy, power and precision?

## SUMMER TERM

### *Athletics/Racket Sports*

- 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?
- Can I perform a successful forehand & backhand technique in tennis?
- Am I able to make effective stroke decisions in game-play?
- Can I hit a moving tennis ball or shuttlecock in a controlled space ensuring the correct amount of power?
- Am I spatially aware throughout match situations in order to break down an opponent?

# GAMES

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## AUTUMN TERM

### Rugby

- Can I perform basic skills of running with ball in hand, passing and supporting, and tackling with more confidence, rucking and mauling?
- Do I show awareness of opponents and team-mates when playing competitive matches?
- Can I make choices about appropriate positioning, space and support play?
- Do I work well with a partner or in a selected team?
- Do I make early decisions about the skills and tactics to use when playing competitive games?
- Do I thoroughly understand the RFU laws of the game set out for my age range?
- Do I make early decisions about the skills and tactics to use when playing competitive games?
- Do I achieve greater control by anticipating action in a game and reacting quickly knowing what they need to achieve?

## LENT TERM

### 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 their 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?
- Do I use a number of different techniques to play games confidently?
- Do 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?

## SUMMER TERM

### Cricket

- Can I use a range of skills, *e.g. throwing, striking and fielding a ball, with control and accuracy?*
- Do 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?
- Do I throw a ball well from a distance?
- Do I bowl with good line and length?
- Can I play games well using a variety of skills I have learnt?
- Am I able to identify and describe successful play and identify parts of play that could be improved?

# SWIMMING

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## 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 2 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?



## **Claire Court Junior Boys**

Ridgeway, The Thicket, Maidenhead, SL6 3QE

Tel: 01628 327400

[www.clairecourt.com](http://www.clairecourt.com)

\*this booklet is correct at the time of going to print and details may be subject to change 06/17.