



CURRICULUM NOTES – 2011 / 2012 YEAR 6

Introduction

Year 6 is an important year for the pupils, not least because of the various entrance exams many will sit over the course of the year, for which we prepare them as necessary. However, Year 6 is not just about exams. There is certainly a need for all pupils to rise to the academic challenges ahead and to strive for success, but it is in their social and personal development that great strides are often made during this transitional year, as the children move from Middle School to Upper or Senior School.

The children will be encouraged at every opportunity to develop discerning, analytical minds. They will learn to form opinions and reasoned arguments in a range of situations, widening their view of the world and enabling them to perceive life in a more altruistic fashion. Above all, we want to see each child developing their own independence in curricular and extra-curricular challenges, so they can engage themselves in the world with confidence and maturity.

With so many bright, talented pupils, I am sure that the year will bring much success and positive interaction. The children will be supported in their academic work by a study tutor who is responsible for either 7 or 8 children, monitoring their progress and acting as appropriate with any academic issues which arise over the course of a term in all subjects. I feel confident that together, school and home, we shall provide the support needed in this all important year.

Below is a brief explanation of the reporting structure which we employ in Year 6. On top of this comprehensive stream of information, if you have any individual issues which you would like to raise, then with due notice it is possible to make a formal or less formal appointment with the relevant member of staff:

- a) the form teacher for pastoral issues,*
- b) the subject teacher/study tutor for academic issues, or*
- c) the Head of Year for any further issues.*

Autumn Term – *there will be one Parents Briefing, two evenings of Parent Interviews, you will receive two sets of Half Termly Assessments, one set of exam results and an End of Term Report Letter.*

Spring Term – *there will be Parents' Interviews and you will receive two sets of Half Termly Assessments.*

Summer Term – *you will receive two sets of Half Termly Assessments, one set of exam results and a full End of Term Report on all subjects.*

James Heanley

Prep

The pupils in Year 6 have a very full and busy school day, so the setting of prep will be kept to a reasonable level. Preps will usually be about 30 minutes in duration and children will have at least two evenings in which to complete them. Some preps may be used to complete tasks begun during lessons, others may require the children to research and discuss issues and topics with their families.

Essentially, prep in Year 6 has two main purposes: firstly, it gives the children an opportunity to reflect upon work covered during lessons in a quieter frame of mind, enabling new concepts and skills to become more firmly fixed in their understanding; secondly, receiving weekly homework tasks can teach the pupils to manage their time wisely, recognising the need to prioritise deadlines.

SEN Coordinator:

Mrs Sue Symons co-ordinates special educational needs teaching and is the key point of contact for parents who wish to enquire about learning support for dyslexia or other related issues. Some children are on special programmes known as Individual Educational Plans which Mrs Symons writes and oversees. She attends school on Mondays and Tuesdays and may be contacted on: s.symons@hallgrove.surrey.sch.uk.

English

In Year 6 all pupils will need to focus their minds on two principal objectives: they will need to become *colourful* writers and *critical* readers. In today's society, discernment and eloquence are valuable commodities and it is important that the children feel confident in expressing themselves in the written and spoken word.

Throughout the year, the pupils will be encouraged to sharpen their speaking and listening skills in a range of contexts and tasks including debates, role plays, presentations, recitals and discussions.

All pupils will study a number of set texts in class and will also be given excerpts from a wide range of genres including short stories, poetry, journals, diaries, reports and speeches. Their reading skills will be continually monitored in comprehension exercises and discussions.

The children will be asked to complete many creative writing assignments as they develop their use and appreciation of figurative language. To gain high marks in examinations and, more importantly, to grow into effective writers, the pupils will learn to make use of colourful, engaging description and characterisation in compositions.

A brief summary of the main topics, which will form the focus of our grammar and writing studies follows:

Autumn Term

Sentence Level Work: revision of nouns, verbs, adjectives, direct and reported speech

Text Level Work: letter writing, non-chronological recounts, explanatory texts, story beginnings.

Spring Term

Sentence Level Work: main and subordinate clauses, similes and metaphors, active and passive voice, use of apostrophes.

Text Level Work: writing a synopsis, poetry (blank verse using personification), chronological and instructional texts, characterization, devising effective story plots.

Summer Term

Sentence Level Work: using colons, semi-colons, commas, discursive texts (balanced arguments), persuasive texts (debate speeches).

Text Level Work: critical analysis, parodying literary styles, haikus, play scripts, using time in stories.

John Waltho

Poetry

I very much enjoy meeting Year 6 once a week for poetry reading, and it is a great opportunity for me to get to know the children. Do please encourage your child if he/she is asked to learn a poem, and do what you can to share any interest that you might have.

Alastair Graham

Mathematics

In Year 6 the principal focuses are the end of year exams and 11+ Common Entrance (and other 11+ Entrance Exams). Last year a new Maths Scheme was introduced called Maths Prep, which is suited to the requirements of the Common Entrance Examination. The aim of this ISEB endorsed book is to give pupils a good grounding in Maths which will equip them for the 11+ Common Entrance exams, before embarking on the rigours of the ISEB 13+ Common Entrance Exam. Together with additional resources, this scheme provides ample coverage of the Year 6 syllabus, with plenty of material to extend and/or support pupils as the opportunity or need arises. The broad topics covered this year are as follows:-

Autumn Term:

- Place value, ordering, rounding, negative numbers
- Odd, even, square, cube, powers
- Using a calculator
- Mental calculation strategies
- Problem solving
- Fractions, decimals, percentages, ratio and proportion
- Handling data
- Shape and space (2 and 3D)
- Reflective symmetry, reflection and translation
- Area and perimeter
- Algebra

Spring Term

- Place value, ordering, rounding
- Mental calculation strategies
- Fractions, decimals, percentages, ratio, proportion
- Shape and space: angle and rotation
- Measure: area and mass
- Handling data
- Properties of number and number sequences
- Algebra

Summer Term:

- Problem solving
- Rapid recall of multiplication and division facts
- Fraction, decimals, percentages, ratio and proportion
- Handling data
- Reflective symmetry, reflection and translation
- Angle and rotation
- Position and direction
- Time
- Capacity
- Number sequences
- Algebra
- Properties of a circle / finding area and circumference

During Year 6, the pupils are continually assessed and tested. In accordance with National Curriculum Attainment Target (AT1), Using and Applying Mathematics, the pupils are encouraged to:-

- Apply their knowledge of mathematics in real life concepts
- Make decisions and solve problems
- Ask and respond to questions in mathematical language
- Develop their thinking skills
- Develop their practical skills

Maths homework will be set each week and will relate to the current topic. If parents would like to help at home, regular tables practice and simple mental arithmetic tests would be of great value.

We are hopeful that the children in Year 6 will not only be successful and well motivated, but that they will gain much enjoyment from mathematics.

Pauline Cowell

Science

Year 6 Science will be taught by Mrs Vernon-Smith (Sets 1 & 2) and Mr Joll (Set 3).

Our course of work for the year will be as follows. There will be a healthy mix of written and practical work.

Physics

- Forces: magnets, gravity, air resistance, friction
- Light: basic properties; mirrors, prisms
- Sound: basic properties; pitch, volume
- The Earth and its place in the solar system: orbits, relative sizes & distances, day & night, seasons
- Electricity: simple and extended circuits, parallel & series

Chemistry

- Chemical reactions: reversible & irreversible
- Properties of materials including metals
- States of matter
- Mixtures: making (eg dissolving) & separating (eg filtering)
- Heat: temperature, insulation & conduction, burning

Biology

Mrs Vernon-Smith will be teaching one lesson of Biology per week to the Year 6 children.

Autumn Term:

- Micro-organisms
- Life Processes (humans): Growth, Reproduction, Health, Circulation

Spring Term:

- Life Processes (humans): Movement, Nutrition
- Feeding relationships: food chains and webs
- Adaptations
- Variation and Classification; Keys
- Green Plants: Structure and function, reproduction, growth, nutrition

Summer Term:

- Revision
- Seeds and germination
- Habitat study

Exams are taken in the Summer Term and there will also be a trip to Batisborough.

After the exams, the children will undertake some field work, either on site or visiting local areas. This then forms the basis of the follow-up work on habitats, adaptations and food chains/webs.

Jenny Vernon-Smith & Greg Joll

French

Year 6 will start the year with revisions of the topics and grammar points they studied last year, and then continue with more elementary but fundamental topics and points of grammar. This year is very important as we will cover many topics and grammar rules and tenses necessary for the Common Entrance examination. The four language skills of speaking, listening, reading and writing will continue to carry equal value.

The course is topic based and during the year the following areas are covered:

- yourself, where you live, your family, your pets

- school life
 - school subjects
 - asking and giving the time
 - school routine
 - clothes

- the leisures
 - sports
 - weather and seasons
 - likes and dislikes

- my home
 - giving your address
 - saying where you live (suburb; city centre; seaside; etc.)
 - type of habitation
 - rooms in the house
 - furniture

- shopping, clothes, meals, food and drink

While understanding and speaking the language remain paramount, more formal written work is introduced during the year. Basic grammatical structures are reinforced – e.g. gender and number of nouns, agreement of adjectives, prepositions, use of negative and interrogative and the present tense of regular and irregular verbs. Importance is attached to the acquisition of a working vocabulary and parents are encouraged to help in ensuring vocabulary is learned and retained.

Charlotte Cooper

Geography

“Pupils should not primarily be passive recipients of information, but should be given adequate opportunities to carry out practical investigations, to explore and express ideas in their own language..... and to reflect on other people’s attitudes and values.”

From the above it may be deduced that the emphasis in modern Geography teaching should be for a practical approach, with investigations and fieldwork to develop skills in observation, data collection, recording, modelling and mapping. Some of the investigations will encourage parental involvement. Year 6 topics form an important foundation for Common Entrance work in Years 7 and 8. They are as follows:

- 1) Ordnance Survey Map-work Skills
- 2) Global location knowledge
- 3) Rivers
- 4) Weather and Climate
- 5) Environmental Issues

The pupils are encouraged to develop geographical minds which can conceptualise today’s human and environmental issues with on-going geomorphological processes

Alastair Graham

History

The period of study is the Middle Ages. The period precedes the two periods (Tudors and Stuarts) which children in Years 7 and 8 study for Common Entrance.

The main elements are:

- The Norman Conquest and the results of the Conquest upon:
 - our landscape
 - our society

- our language (eg castles, cathedrals, the Feudal System)
- Town and country life in Medieval England – food, health and sanitation, crime and punishment, the Guilds
- The significance of the Church and the Crusades
- Significant people and events, e.g. Henry II and Becket, John and the Magna Carta, and the Black Death
- Key battles, e.g. Hastings, Agincourt, Bannockburn

Key Skills

- Further development of listening, reasoning, contributing and recording skills
- The learning of key dates and key spellings (e.g. 1066, 1485, feudal, medieval)
- Beginning the evaluation of evidence provided by primary and secondary sources (e.g. Bayeux Tapestry)
- Essay writing
- Chronological understanding

The History Department aims always to encourage enquiry, discussion and enjoyment.

Tim Lewis

Latin

Aims

In the words of the Independent Schools Examination Board, this course seeks

1. to promote a firm understanding of the Latin language and
2. to foster an interest in the Greek and Roman cultures that have shaped the modern world.

People often ask: why study Latin? What relevance has it today?

It certainly helps with other languages, offering a grounding in the vocabulary of medicine, botany, geology, science and law. Our politics, philosophy and law, music, literature and art, even our notions of sport, leisure and fair play are directly shaped by the Romans' legacy. But these are secondary benefits.

The analytical power and verbal agility required for Latin not only help us to understand English and to learn the romance languages, they also provide a rigorous training for understanding any sort of language, from scientific and legal jargon to computer programming.

Latin trains the mind more than any other subject: it combines the discipline of crossword-solving with the dynamism of music, the flair of sport with the mental zest of arithmetic. If you love travelling, you might love Latin; if you love computer games, you will probably enjoy Latin; if you like maths, music or cricket, Latin may be for you.

Assessment: Objectives and Practice

Again in the words of the Independent Schools Examination Board, pupils are expected to develop skills in:

1. translation from Latin to English (including translation for comprehension questions answered in English);
2. translation from English to Latin at an appropriate level;
3. manipulation of basic grammar;
4. non-linguistic studies, showing comprehension of topics from history and mythology.

Work is assessed by the teachers. In language tasks, it is always worth putting down what one does know rather than giving up; it is even more worthwhile to think about what one has been learning recently and try to put that knowledge to use. In non-linguistic tasks, factual knowledge is the foundation and extra marks are awarded for fluent and well-planned expression, appropriate and competent illustration.

Setting and Timetable

There are three sets, each taught for four lessons of forty minutes a week.

Prep

Prep is set once a week. It is best practice for pupils to do the homework on the night it is set, but it will be at least 48 hours before the work is expected. Prep most often consists of exercises from the text book

reinforcing work studied in class, but sometimes includes vocabulary and grammar to be learned, with occasional writing tasks (in English) to back up work on Greek Mythology and Roman culture.

All students will have a text book. Often it is worth looking back over recent pages to solve the task in hand. If there is new vocabulary or grammar, why not learn it alongside completing the written exercise? The text book includes a vocabulary list in the back, so there is no need to buy a Latin dictionary, nor to look on translation websites. I can promise you that the pupils are better equipped to do their exercises than Google Translator, which copes poorly with Latin endings and produces nonsensical results.

All learners have different styles, and we are always delighted to discuss how we can help our students. For absorbing vocabulary, some like flash cards, some post-it notes, some snap-style games, and some MP3 recordings.

Syllabus

The majority of the pupils will be leaving Hall Grove at 13+ after sitting the Common Entrance or Scholarship Examination. Language and non-linguistic topics taught in Year 6 will be drawn principally from the syllabus prescribed for Level 1 of CE.

Level 1

1. Sound knowledge of Level 1 vocabulary, including the derivation of English vocabulary from Latin.
2. Grammar & syntax: verbs – present tense of regular verbs & *sum*; nouns – 1st & 2nd declensions, meanings of cases; sentence structure – subject, object, verb; questions; numerals; prepositions.
3. Non-linguistic topics: introduction to mythology (gods, heroes, myths); Roman Life (houses, slaves, food, entertainment); Roman Britain (Boudicca, Hadrian's Wall).

William Sutton

Religious Studies

Aims

In Year 6, pupils cover a range of topics which encompass elements of world religion, worship and key religious events in the calendar. Consideration is given to let students appreciate the multi-faceted nature of religion today, and encourage tolerance and respect in our multi-cultural society. Attention is also paid to encourage the importance of the spiritual role of the school in creating a respectful and thriving community, where students can learn and develop successfully together.

The course is designed to complement other subjects such as History and English, so that learning can build on more holistic elements of pupils' academic development.

The topic outline for this year will include:

- Jewish beliefs, festivals and practices
- The role of the Rabbi
- Jewish customs and practices
- The Sabbath - Jewish and Christian
- The geography of Palestine and the Holy land
- The life of Jesus
- The significance of Christmas
- Finding your way round the Bible
- What is a Parable? Two parables of Jesus
- The Miracles of Jesus, and today
- Christianity today
- An introduction to Sikhism
- The lives of the Gurus
- The Khalsa and 5 K's.
- Sikh beliefs and practices
- A history of Sikhism
- Introduction to Islam
- The life of Muhammad
- The five Pillars of Islam
- Islamic beliefs and practices

- Christian Symbols in relation to the Easter Story
- Lives of major 20th Century Religious figures

Students have two lessons per week, with a prep set each week to re-inforce and further learning out of class. Figures from local religious communities are approached to visit the school and provide enrichment to the curriculum, and we aim to provide a field trip to a nearby religious centre to compliment the course.

James Heanley

Dance & Drama

Dance and Drama offers all pupils an exciting opportunity to be physically creative and expressive within fun and challenging lessons. Whether it be learning a new style of dance such as Jazz, Contemporary or Street, or addressing social or political issues in Drama, pupils will have the chance to explore and develop their own ideas through material designed to promote personal, social and cultural development.

Pupils will be encouraged to explore emotions and characterisation through improvisation and scripted scenes, and where possible lesson material will support English set texts and issues raised in PSHE.

All pupils will be encouraged to participate in literary events across the school - poetry competitions and evenings, book-related activities and debating competitions. Prepared work may also be presented in assemblies, shows and after school performances.

Dan Slape

Music

Music aims to enable pupils to experience and be involved in all aspects of music. A constituent part of music lessons is the practical involvement of pupils regardless of their ability. Aside from the 40 minutes per week of class music, there are numerous opportunities for further involvement with extra-curricular musical activities.

Lessons are intended to equip pupils with the necessary skills they require to get the most enjoyment and understanding out of music. Particular attention is paid to music notation with the intention that all Year 6 pupils should be able to read and play basic melodies and rhythms. All topics involve one or several of the following musical elements: performance, composition, listening and history.

Topics covered this year include:

- Notation
- Aural Awareness
- Graphic Scores
- The Orchestra
- A Musical Timeline

Louise Salmond Smith

Art (JL)/Ceramics (MD)

The course for Year 6 will consist of three different modules of study, concentrating on one module per term. Each module will offer opportunities for the children to work in a variety of media, and to explore various artists' work associated with the project in hand.

The term will be split between two-dimensional art (JL) and three-dimensional ceramics (MD) starting in both areas with observational drawing.

Autumn Term, Module 1	People in Action
Spring Term, Module 2	A Sense of Place/Landscapes
Summer Term, Module 3	Rag Restyle

Module 1. ART- People In Action

The children will explore how to convey movement in their work, and experiment with different methods and techniques to express this. They will look at movement in various kinds of art, such as cartoon, photography, illustration and painting from artists like Picasso, Nolde, Boccioni and Muybridge. The module covers the use of drawing, painting and collage and looks at line, tone, colour, shape and space.

Module 2. ART- A Sense of Place

The children will look at and copy a famous landscape painting by artists such as Van Gogh, Monet, Cezanne and Georgia O'Keefe and consider the ideas, methods and approaches they used to respond to landscapes in different ways. The module covers the use of drawing and painting, and looks at colour, pattern, texture, mark making, shape, space and perspective.

Module 3. ART- Rag Restyle

The children will investigate fashion and textiles from different times and cultures, and its symbolism in art. They will also look at the work of modern designers such as Vivienne Westwood and John Rocha as well as music's influence on fashion over the last fifty years. They will use this as a starting point for designing and customising a piece of old clothing from home. The module covers the use of textiles, printing, sewing, appliqué and various methods of joining and fastening materials.

Jenny Lavery

Food Nutrition

Food Nutrition is taught to all children in Year 6, with each child spending half of every term in the Food Science Cabin. The focus of lessons is on:

- Healthy eating and snacks
- Tastings
- Design drawings and evaluation

Pupils are encouraged at all times to appreciate the importance of a healthy, well balanced diet.

Miranda Dowse

Design and Technology

Design and Technology is taught to all children in Year 6, with the program of study including projects in Graphics, Design and Build, Woodwork, and Structures. Projects typically follow a design process where children start with a brief, before develop initial ideas to achieve a final concept design, product or model.

Dan Slape

PSHE

“Teaching is not merely about informing people; it concerns passing on life-long skills, good moral standards and ethical grounding.” Sociology lecturer.

Personal, Social and Health Education, with Citizenship, may be best described as ‘Life Skills’, where the children will have opportunities to give views and opinions on themes that are relevant for their age group. A range of issues will be discussed and explored in the safe environment of the classroom under the careful supervision of the teacher. The children are taught to analyse information critically, assess evidence, and listen and evaluate before forming opinions. They will have opportunities to investigate issues through a variety of methods, such as role-play, debate, art and quiz. Topics include: hygiene; decisions and risks; animal welfare; communication.

During the year, Year 6 also attend a talk on ‘Growing Up’ where a local midwife leads a discussion on puberty (physical and emotional changes).

PSHE is about promoting attitudes and practices that help our children develop into mature and responsible young people, who are confident and well-grounded. Year 6 have one period of PSHE per week. Personal, Social and Health Education is integrated into other subject areas when relevant and is reflected regularly in school assemblies.

Jenny Vernon-Smith

Physical Education

Physical Education contributes to the general education of a child through physical activity and offers opportunities for pupils to:

- become skilful and intelligent performers;
- acquire and develop skill, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

The PE programme this year will work its way through the following subjects:

Autumn Term - Health-related fitness and hockey.

Spring Term – Gymnastics and orienteering.

Summer Term – Tennis and Swimming.

Games

The games programme runs independently of the PE. For the girls the sporting year will be in the following order: netball, hockey (Autumn), hockey (Spring) and rounders (Summer) as the main sports with tennis, athletics and swimming built into the Summer term. The boys will play football (Autumn), rugby (Autumn and Spring), hockey (Spring) and cricket (Summer) as the main sports with tennis, athletics and swimming built into the Summer term.

Throughout the year every child will get the opportunity to represent the school in all the major sports. The teams will be selected firstly from the appropriate year group but if numbers are low then players from the year below will be selected if permitted by the laws of the sport. The exception for this rule will be tournaments and cup matches where the strongest Hall Grove team available will be put out.

Please note that boys and girls are expected to be available for all weekend inter-school matches and we do not excuse players for birthday parties etc. Written permission for weekend absence from a school match must be obtained from the Director of Sport or the Headmaster at least a week prior to the fixture. If ill on the day of a Saturday fixture please telephone the Sports Office (01276 470009) by 0900 at the very latest.

Ian Tullett