



## **CURRICULUM NOTES – 2020/2021**

### **YEARS 5 & 6 (Upper Juniors)**

#### Introduction

Welcome to Upper Juniors (Years 5 & 6). We hope your children have enjoyed a good break and, after a difficult Spring and Summer Term last academic year, are now looking forward to an exciting and productive time ahead. These are very important years as we progress towards Seniors with the pupils experiencing a broader curriculum. The expectations are higher, not just in terms of academic progress, but also in taking responsibility for oneself and behaving in a more mature manner with increasing self-confidence.

The children will be supported in their academic work and pastoral growth by a form teacher, monitoring their progress and acting as appropriate with any issues which arise over the course of a term.

Below is a brief explanation of the reporting structure which we employ in Years 5 & 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 an appointment with the relevant member of staff:

- a) the Form Teacher/Mrs Harris for matters concerning boys' pastoral issues/Mrs Randall for matters concerning girls' pastoral issues,
- b) the Form Teacher/Subject Teacher for academic issues, or
- c) the Section Head of Years 5 & 6.

Autumn Term – there will be one pre-recorded Parents' Briefing and a Parents' Interview evening (format dependent on restrictions). You will receive two sets of Assessments and one set of exam results.

Spring Term – you will receive one set of Assessments.

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

We have had a good start to the term and hope that our new charges will take on board the added responsibility of setting a good example to the younger children.

**Michael Wheeler**

#### **Prep**

Prep should take no longer than thirty minutes and it is important that your child should not labour excessively. Prep is generally used to extend or reinforce the work covered in class and is rarely set as an entirely new or unknown topic. When prep is set, the children record it in their diaries, making a note of what they have to do and when the work is due to be handed in. Each child is responsible for handing their homework in to the appropriate teacher upon completion. If your child has experienced any particular difficulty with their homework, please communicate this to us through the diary. Alongside prep, it remains important for your child to read as much as possible.

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. Children will have at least two evenings in which to complete them. Some preps may be used to

complete tasks begun during lessons whereas others may require the children to research and discuss issues and topics with their families.

### ***Timetable***

The children have received a copy of their class timetable which can now be found in their diary. We expect the children to take note of the timetable and ensure that they are suitably equipped for all lessons.

### ***Equipment***

We would like each child to bring to school the following items, which should be named.

- One pencil case containing: HB pencils, an eraser, a sharpener and a set of colouring pencils (felt-tips are optional)
- A fountain pen or rollerball pen (no biros)
- A glue stick
- A standard length ruler (30 cm)
- A named calculator (A scientific calculator is required for Year 6).
- A protractor

We request that children only bring in one suitably sized pencil case so that their desk is kept as clear as possible for working on and bags don't become too heavy.

### ***Learning Support***

Hall Grove is a non-selective school and we welcome children of all learning abilities save those who need highly specialised intensive support. The Learning Support Team is Mrs Gilly Harris, Mrs Tamara Laws, who is presently on maternity leave, and Mrs Alexandra Moore. We believe that the strengths of every child should be celebrated and it is understood that some may require specific tools or learning interventions at different stages of their journey through the school in order to achieve their best and become well rounded confident individuals. The Learning Support staff work closely with both class teachers and parents and we are committed to enabling every child to achieve his /her academic potential. Please contact Mrs Harris should you have any queries regarding learning support.

### ***English***

#### ***Year 5***

At the start of the school year, English is taught in four mixed sets. Depending on the cohort, staff may or may not decide to put some form of setting in place, but as much as possible, pupils will continue to be taught in mixed sets.

Our aims in Year 5 are:

- To encourage and develop an interest in the English language in its many forms
- To foster the enjoyment of reading
- To develop the use of articulate and considered oral discussion and debate
- To expand the ability to write with clarity, expression and individuality, and enjoy the processes of creating and perfecting
- To extend pupils' understanding of grammar and punctuation

Throughout the year, pupils will study a range of texts and writing genres. These will include:

Fiction:

- novels, stories and poems by significant children's writers
- play scripts
- concrete poetry
- traditional stories, myths, legends, fables from a range of cultures
- longer classic poetry including narrative poetry
- novels, stories and poetry from a variety of cultures and traditions
- choral and performance poetry

Non-fiction:

- recounts, instructional texts
- non-chronological reports
- explanations
- persuasive writing
- use of dictionaries and thesauruses including ICT sources

### **Year 6**

In Year 6 pupils are taught in one top set and three mixed ability sets. 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.

Reading comprehension will be practised throughout the year.

*Louise Lovett*

## **Mathematics**

### **Year 5**

Year 5 Maths will be taught by Mrs Parfitt, Mr Tucker, Mr Foley and Mrs Eliot. Topics include:

<ul style="list-style-type: none"><li>• Place value, ordering and rounding</li><li>• Properties of numbers and number sequences</li><li>• The four operations: addition, subtraction, multiplication and division</li><li>• Rapid recall of multiplication and division facts including times tables up to 12</li><li>• Mental calculation strategies</li><li>• Roman Numerals</li><li>• Fractions, decimals and percentages, ratio and proportion</li><li>• Area and perimeter</li></ul>	<ul style="list-style-type: none"><li>• Length, capacity and mass (measurement and problems)</li><li>• Time (measurement and problems)</li><li>• Coordinates</li><li>• Organising and interpreting data</li><li>• Shape and space (2D and 3D)</li><li>• Angles</li><li>• Transformations: translations, rotations and reflections</li><li>• Symmetry</li><li>• Probability</li></ul>
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Maths homework will be set each week. If parents would like to help at home, regular times tables practice would be invaluable. Also taking every opportunity to explore 'Maths in everyday life' would be of real benefit. Such things as measuring ingredients when cooking, talking about time and posing money calculations at home would all help reinforce Maths in the classroom and help develop greater confidence.

## Year 6

Year 6 Maths will be taught by Mrs Eliot, Mr Foley, Mr Tucker and Mrs Parfitt.

In Year 6 we follow the Galore Park Maths text books, which are suited to the requirements of Common Entrance. The aim of this ISEB-endorsed book is to give pupils a good grounding in Maths which will equip them for the 11+ CE and other school entrance exams, before embarking on the rigours of the ISEB 13+ Common Entrance. Together with additional resources, this scheme provides ample coverage of the Year 6 syllabus, with plenty of material to extend and/or support pupils.

The broad topics covered this year are as follows:

<ul style="list-style-type: none"><li>• Place value, ordering, rounding, negative numbers</li><li>• Properties of number and number sequences</li><li>• Square, cube and prime numbers; multiples and factors</li><li>• Algebra</li><li>• The four operations including long division and long multiplication</li><li>• Rapid recall of multiplication and division facts and mental calculation strategies</li><li>• Problem solving</li><li>• Roman numerals</li><li>• Coordinates</li><li>• Angles</li></ul>	<ul style="list-style-type: none"><li>• Fraction, decimals, percentages</li><li>• Ratio and proportion</li><li>• Time</li><li>• Handling data</li><li>• Shape and space (2D and 3D)</li><li>• Surface area and volume</li><li>• Area and perimeter</li><li>• Probability</li><li>• Conversion graphs</li><li>• Measures</li><li>• Symmetry</li><li>• Reflection, rotation and translation</li><li>• Position and direction</li><li>• Properties of a circle / finding area and circumference</li></ul>
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During Year 6, the pupils are continually assessed and tested. In accordance with National Curriculum Attainment Target (AT1), Using and Applying Mathematics, pupils are encouraged to:

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

Maths homework will be set each week. If parents would like to help at home, regular tables practice and simple mental arithmetic tests would be of great value. In addition we have noticed in recent years that pupils are less confident dealing with time (12/24 hour clock and calculating elapsed time) and metric measurement. Anything parents can do around the home to practise these topics will be of great help to the children.

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 their Maths lessons this year.

*Upper Juniors Maths*

## **Science**

### **Year 5**

Science involves learning about the world around us. Children will be encouraged to develop their natural curiosity and sense of wonder as they study each topic. They will learn via a range of methods including discussion, practical activities and research, as well as being guided through the process of creating a more formal scientific report.

#### Autumn

- The Circulatory System
- States of Matter / Gases in the air
- Reversible and non-reversible changes

#### Spring

- The Solar System
- Light and shadows

#### Summer

- Life Cycles / Plant biology
- Introduction to Cells and Tissues

***Philip White, Ian Tullett***

### **Year 6**

There will be a healthy mix of written and practical work, where the children will learn skills as well as facts and concepts. There will be 3 x 60 minute lessons per week. We consider that the children get a substantial amount of Science input within their timetable and so may not receive Science homework every week. There may be occasional homework assignments for finishing work, consolidating concepts or researching for information.

#### Physics

- Forces: magnets, gravity, air resistance, friction, floating & upthrust
- Electricity: simple and extended circuits, parallel and series

#### Chemistry

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

#### Biology

- Micro-organisms
- Life Processes (humans): Growth, Reproduction, Health, Circulation, Movement, Nutrition
- Feeding relationships: food chains and webs
- Adaptation and evolution
- Variation and Classification, Keys
- Green Plants: Structure and function, reproduction, growth, nutrition, seeds and germination
- Habitat studies: field work on site and/or in local area

***Michael Wheeler***

### Geography (Year 5)

Our Geographical journey will take us across the continents, while developing a better knowledge and understanding of geographical vocabulary and skills. Map reading skills will be gradually introduced and an enquiry-based approach is also taught, in which geographical questions can be raised and answered from a variety of sources. This will enhance the children's knowledge and understanding of places and processes as

well as the impact they have on their environment. Our programme of study provides a solid foundation in preparation for the Common Entrance curriculum.

Our main topics for the year are as follows:

- Water and Deserts
- Coastlines and Coral Reefs
- Mountains and Tropical Rainforests
- Map Reading - European and UK Locations

### Geography (Year 6)

This year we will follow a rigorous programme of study which will focus on developing a better knowledge and understanding of geographical processes. We will further our knowledge and understanding of map reading skills, rivers, weather and climate as well as global location. Independent research and presentation skills will also be developed. Our programme of study builds on the skills learned in Year 5 to ensure a solid foundation in preparation for the Common Entrance curriculum.

*Harry Quartermaine*

### **French**

#### **Year 5**

We aim to increase the children's confidence in all four National Curriculum Attainment targets – speaking, listening, reading and writing. French homework, which will be the same every week, will be for pupils to spend 20 minutes learning and reinforcing their knowledge of vocabulary using a website called Quizlet. This online resource is much more effective and enjoyable than traditional paper learning of vocabulary.

Topics covered will include:

- Greetings
- Numbers (date, time, age) and colours
- Sounds of the alphabet
- Giving and asking for basic personal information
- School

Associated grammar covered will include:

- Genders of nouns
- Use of adjectives
- How verbs work
- Present tense of a few essential verbs (être, avoir, etc)

*Juliette Duggan-Hill & Andrzej Korzeniowski*

#### **Year 6**

Year 6 start the year with revision of the topics and grammar that they studied last year, and then continue learning new structures and vocabulary. This year is important as we will begin to cover many of the topics and much of the grammar necessary for Common Entrance.

The course is topic-based and during the year the following areas are covered: where you live; family; school life; time; sport and leisure activities; weather and seasons; a French town; asking and giving directions.

While understanding and speaking the language remains paramount, more formal written work is introduced during the year. It is very important that children expand their range of vocabulary, and with this in mind they will be expected to spend 20 minutes each week revising on Quizlet.

*Juliette Duggan-Hill & Philip White*

## ***Latin (Year 6 only)***

Over the course of the year, the children will learn and consolidate the building blocks of Latin to ensure that they have a secure foundation of its grammar and vocabulary. Our aim is to promote and nurture a love of Latin, whether that be for the logic and rules of its grammar, for the English derivatives of its words or for the wonders of its mythological world.

All the children will be lent a textbook, which follows the ISEB syllabus. This ensures that the pupils from the very beginning become familiar both with the prescribed grammar and vocabulary as well as the terminology used for Common Entrance.

Prep is set once a week at least 48 hours before the work is due. The written prep most often consists of exercises from the textbook reinforcing work studied in class. The grammar needed for the successful completion of the exercises is conveniently placed in nearby pages. Sometimes there will also be vocabulary to be learnt, for which usually a week's notice is given, to allow for long-term memory learning rather than simply for the test. Vocabulary given for preps is always loaded onto Quizlet as another means by which the pupils may access the material and self-test.

***Andrzej Korzeniowski***

## ***History***

### **Year 5**

In Year 5 we study three major topics. They aim to offer a wide variety of content to promote enjoyment and curiosity about our past.

- Tudor Life and Tudor Exploration
- The Aztecs
- World War II

### **Year 6**

In Year 6 we study the Middle Ages. This leads the children neatly into examining the Tudors and Stuarts in Years 7 & 8. The History Department aims always to encourage enquiry, discussion and enjoyment.

The main areas for exploration are:

- The Norman Conquest and the results of the Conquest upon:
  - our landscape
  - our society
  - our language (e.g. castles, cathedrals, the Feudal System)
- 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, the Domesday Book as well as the Black Death
- Key battles, e.g. Hastings and Agincourt

### ***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)
- The evaluation of evidence provided by primary and secondary sources (e.g. Bayeux Tapestry)
- Essay writing
- Chronological understanding

***Tom Hine***

## ***Religious Studies***

Pupils in Year 5 begin the year studying well known Bible stories from the book of Exodus and are encouraged to think about the implications of events and messages. Throughout the year children have plenty of opportunity to discuss opinions and ideas. During the Spring and Summer terms children are introduced to the core beliefs and ceremonies of Judaism and Buddhism.

The main areas covered are:

- The story of Abraham
- Esau and Jacob
- Joseph: change, responsibility and reconciliation
- The story of Moses
- Judaism
- Buddhism

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. 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:

- An overview of the major world religions
- Community and belonging
- Rites of passage
- Holy books
- Islam
- Sikhism

*Jannine Frame*

## ***Drama***

Drama offers all pupils an exciting opportunity to be physically creative and expressive within a fun and constructive environment. Our lessons are held in our fabulous purpose built studio and it is here where the children are encouraged to explore various acting techniques and themes through their devised group work. Our aim is to promote their personal, social and cultural awareness through a creative atmosphere. Pupils are encouraged to explore emotions and characterisation through improvisation and scripted works, and where possible lesson material will support English set texts and issues raised in PSHE. Year 5 will present a production in the second half of the Spring Term this year, whilst excitingly, Year 6 will be filming their production, within the school grounds over the coming weeks with a professional film company.

*Hazel Hiles*

## ***Music***

An integral part of music lessons is the practical involvement of pupils regardless of their apparent ability and whether they play an instrument or not – all can be successful composers and listeners. This year, the Upper Juniors will benefit from two lessons per week, affording us a good chunk of time to further their musical skills and knowledge.

The emphasis of the music lessons in Year 5 and 6 is upon practical music making and full participation. By the end of the year pupils should be able to use rhythmic notation freely and be able to start to read, play and write simple melodies. They will also study music from around the world, and through composition and listening, pupils will initially analyse general musical structures to allow a deeper understanding of musical



effects. Project work will provide an overall link between the three constituent aspects of musical study mentioned above. In Year 6 key aspects of Music Technology are introduced, with pupils composing songs using either *Garageband* or *LogicPro*. Music Technology allows all children the chance to be genuinely creative, unimpaired by any lack of performing ability. All topics involve one or several of the following musical elements: performance, composition, listening and history.

*Lizzie Post*

### ***Visual Arts***

In both Years 5 and 6 children have a lesson of Art each week exploring a range of media and techniques, with a foundation in observational drawing. Each form is divided into 2 halves, so that they get Art for half a term and DT for half a term. They will learn to design, make and create using a wide range of mediums and media, whilst developing their abilities to problem solve, evaluate and innovate. The teaching team bring specialist skills and subject knowledge which encourage children to explore the relevant historical, cultural, social and technological influences and implications of their work. Each area brings a wealth of opportunities and students typically find great enjoyment and creative success. We aim to nurture happy and confident children in an environment where challenge and creativity is at the centre of their learning experience.

### ***Art***

At Hall Grove Art is a way of providing each child with the opportunity to develop a genuine, informed interest in Art and to express themselves freely through colour, form, texture pattern and various media and processes. Children also explore ideas and meanings in the work of other artists, designers and crafts people and the diverse role of Art, Design and Craft in contemporary life and in different times and cultures.

In Year 5, children will develop observation and recording skills focussing on tone, texture and colour. These studies will be based on the natural world; either birds or fish. They will then develop their work into 3D using a range of materials. Further work linked to the curriculum like repeat pattern printing in the style of the Aztecs is also taught.

In Year 6 the focus will be on self-portraits, drawing a likeness from observation and learning about the proportion and features of the face. This is then developed into experimental colour work based on a range of artists and styles allowing pupils to explore mood and expression. Pixlr Editor is used to manipulate the images to produce new effects. Some 3D work will be introduced in the Summer term.

*Catherine Foley*

### ***Design and Technology***

In Year 5 & 6 students are expected to apply their making skills to address and solve problems. We aim to work sensitively with materials, utilising the workshop facilities to achieve a high quality finish.

*Dan Slape*

### ***Reasoning***

In these lessons, the children will develop a range of reasoning skills including verbal, numerical and non-verbal. We will look, a little, at the history of thinking and learn about some of the great philosophers. We will also explore topical issues and use these to develop an understanding of how to prepare and present arguments.

*Henry Toulson*

### ***PSHE - Personal, Social and Health Education with Citizenship***

The PSHE and Citizenship program promotes thoughtful and positive thinking about the individual, their role in society and health issues relevant to the age group. It helps to give children the skills, knowledge and understanding they need to lead confident, healthy and independent lives. PSHE tackles many of the **spiritual, moral, social and cultural** (SMSC) issues that are part of growing up. Citizenship involves preparing the child for life as a responsible citizen; that is, teaching 'skills for life'.

PSHE underpins all the teaching, learning and playing in the school, and works hand-in-hand with the pastoral care of the whole school. It allows children to discuss themes and role-play certain situations in the safe and caring environment of the classroom, enabling them to be more confident when facing similar situations in the future. At its heart lies group work which can facilitate open attitudes towards dialogue, discussion, and consideration of multiple perspectives. It shows a respect and interest for the whole child and not just their academic ability, physical or artistic skill. Its aim is to nurture responsible, well-informed and caring individuals.

Different themes will be explored in a specific lesson each week and in assemblies where appropriate. Aspects of PSHE will be covered in specific subjects where relevant – for example, 'Healthy Eating' in Science.

*Leigh Randall*

### ***Extended Project***

Year 6 pupils will also benefit from a weekly lesson of personalised learning delivered in a similar style to an Extended Project Qualification (EPQ) which many of our pupils will go on to do at their Senior Schools. The children will explore a broad topic which changes on a half-termly basis and they are asked to investigate an aspect of the topic which particularly interests them. We are encouraging the children to present their information in a variety of ways.

*Dan Slape*

### ***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
- develop their overall knowledge and understanding of the subject

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

Autumn Term – Football, Rugby, Netball, Health related fitness

Spring Term – Gymnastics

Summer Term – Tennis, athletics and swimming.

### ***Games***

The games programme runs independently of the PE. For the girls the sporting year will be in the following order: hockey (Autumn), netball (Spring) and cricket (Summer). The boys will play football (Autumn), rugby (Spring), hockey (Spring) and cricket (Summer).

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 fixtures. 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. If ill on the day of a Saturday fixture please telephone the Sports Office (01276 470009) by 0900 at the very latest.

***Ian Tullett***