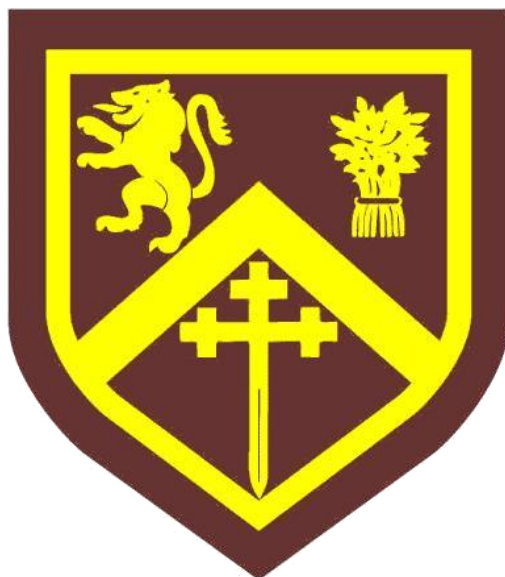


# POWNALL GREEN PRIMARY SCHOOL

## INFORMATION FOR PARENTS



*Love Learning, Love Life!*

## YEAR SIX CURRICULUM

### Year Staff Group Team

Miss Lear  
Mrs Daggitt  
Mrs Peters  
Miss Khatun

Mrs Mills  
Mrs Clayton  
Miss McGuinness  
Miss Kalinowski



Dear Parents

At Pownall Green we believe in creating the foundations on which children can build their futures. A love for learning starts early and our innovative approach captures this and enables our children to grow into confident, independent, successful and happy individuals.

Our creative curriculum equips children with the knowledge, understanding and basic skills they will need as they continue their learning journey through primary school and beyond. We place great emphasis on the parallel development of children's Personal, Learning and Thinking Skills, firmly believing that these are fundamental in enabling them to achieve success in all aspects of their future lives in our rapidly changing world.

We provide a creative and stimulating learning environment within which we expect our learners to aim for and achieve the highest possible standards in all they do. Ours is a happy, vibrant and successful school community.

The purpose of this booklet is to give you a summary of the curriculum that your child will follow throughout this year as well as outlining some of the day-to-day arrangements for the year group.

Yours sincerely,

Mrs J. Kersh

Headteacher

headteacher@pownallgreen.co.uk  
Tel: (0161) 439 1105

## DAY-TO- DAY ARRANGEMENTS

### The school day

Start of morning session	EYFS and KS1 8:35am – 8:45am KS2 – 8:40am - 8:50am
Morning register closes	EYFS and KS1 8:45am KS2 – 8:50am
Start of afternoon session and close of registration	EYFS - 12:45pm KS1 - 12:50pm KS2 – 1:15pm
End of day	EYFS and KS1 - 3:15pm KS2 – 3:20pm

For this year group:

- **PE days are: Thursdays and Fridays**
- **Swimming day: N/A**
- **Library day: Tuesday**
- **Outdoor learning days: We will communicate throughout the year.**

### Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

### Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

### Mobile Phones

Children who travel unaccompanied to and from school may carry a phone in case of emergency but once in school, these must be turned off and handed to the class teacher for safekeeping. Phones are returned at the end of the day and should not be switched on until they have left the school campus.

### Security arrangements

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion.

### Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting

families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

## School Uniform

<b>Everything that is brought in to school including all school uniform MUST BE NAMED</b>	
<b>Standard Uniform</b>	<ul style="list-style-type: none"> <li>• Grey pinafore dress / skirt</li> <li>• <i>Gold embroidered sweatshirt / cardigan</i></li> <li>• <i>Short sleeved embroidered yellow polo shirt</i></li> <li>• Grey tights</li> <li>• Grey/white socks</li> <li>• A warm outdoor coat (embroidered fleeces and waterproof coats are available)</li> <li>• Summer dress in yellow/white check</li> <li>• Classic cut grey shorts</li> </ul>
<b>Footwear</b>	<ul style="list-style-type: none"> <li>• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle</li> <li>• Trainers should not be worn.</li> <li>• Wellington boots may be worn to school but children must have their school shoes to change in to.</li> </ul>
<b>Swimming Kit</b>	<ul style="list-style-type: none"> <li>• Swimming trunks or swimming costume and swimming cap (from Y3 upwards)</li> <li>• Towel</li> <li>• Goggles are not required unless there is a medical need</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• <i>T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)</i></li> <li>• Black shorts / cycling shorts / skorts</li> <li>• Black unbranded tracksuit top and bottoms for outdoor PE</li> <li>• Plimsolls/trainers</li> </ul>
<b>Other Options</b>	<ul style="list-style-type: none"> <li>• <i>Brown Book Bag for EYFS/KS1 (optional)</i></li> <li>• Bags need to be small enough to fit in to their locker.</li> </ul>
<b>Jewellery, Hair and Make Up</b>	<ul style="list-style-type: none"> <li>• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons.</li> <li>• If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape.</li> <li>• A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology.</li> <li>• Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face.</li> <li>• Children should not wear make-up and should not have their nails painted. They should not wear false nails.</li> </ul>
<b>Sun protection</b>	<ul style="list-style-type: none"> <li>• Sun tan lotion to be applied at home (All day recommended).</li> <li>• Children must bring named sun hats in for sunny weather.</li> <li>• Optional named sunglasses.</li> <li>• Named water bottle.</li> </ul>
<b>Uniform presentation</b>	<ul style="list-style-type: none"> <li>• Jumpers/cardigans should not be tied around waists.</li> </ul>

### **Home-school communication**

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Mondays and Senior Leaders have a meeting on Wednesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers on the year group email address e.g. [year6@pownallgreen.co.uk](mailto:year6@pownallgreen.co.uk). Teachers will endeavour to get back to you within 3 working days of receiving an email. Teachers do not routinely check their emails during the day, for urgent messages please contact the school office e.g. please do not send going-home arrangements to this address.

The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and celebration of school life. Parents evening will take place remotely in the Autumn and Spring term. Termly reports will go out at the end of each term.

### **The Parents Page on the Website [www.pownallgreen.co.uk](http://www.pownallgreen.co.uk)**

Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

# ENGLISH

## Reading

### EYFS and Year 1

Children are taught reading skills daily through a range of activities, which include:

- Daily phonics sessions (Essential Letters and Sounds validated scheme)
- Daily story times/ rhyme sessions
- Weekly school library visit in which children will choose a library book to enjoy and read for pleasure
- Children will read a decodable book in class once a week focusing first on decoding, then fluency and finally expression.
- Children will take home 2 decodable books a week to be read multiple times to allow children to develop decoding, fluency and expression. These books are matched to their phonics ability.
- Parent volunteers will hear some children read.
- Please use the home reading record to log all home reading.
- Teachers will assess children's reading once a half term.

### Year 2

Children are taught reading skills daily through a range of activities, which include:

- Regular phonics sessions (Essential Letters and Sounds)
- Regular story times/ rhyme sessions
- Library visit in which children will choose a library book to enjoy and read for pleasure
- Once children are reading beyond Oxford Reading Tree Level 6, children will move onto more challenging texts and change them independently.
- Parent volunteers will hear some children read.
- Please use the home reading record to log all home reading.
- Teachers will assess children's reading once a half term.

### KS2

- Children have a fortnightly guided reading session in a small group to develop their reading skills: AVCRISP
- Children will have regular whole class 'book club' sessions to discuss and explore the directed reading book. Follow-up activities **may** be set for homework.
- Children have regular visits to the library where they can choose books to read for pleasure.
- Children have regular story times in class.

## Writing

We aim to create a community of writers who are passionate about their learning. We do this through providing opportunities for children to write in different genres and for a range of audiences and purposes.

## Handwriting

At Pownall Green Primary School we have high expectations for the presentation of all work. Across school, handwriting has been impacted by Covid and to address this, from September we will be changing to a continuous cursive handwriting style, using an established scheme called LetterJoin. Across school, children will begin to practise cursive letter formations from September. There is one pupil log in for all pupils and you can access your specific year group to practise this.

## Pupil Log In

[www.letterjoin.co.uk](http://www.letterjoin.co.uk)

## IPad and Tablet Log-in

User name: dw5439  
Swipe code: A capital 'L' shape starting at top left.

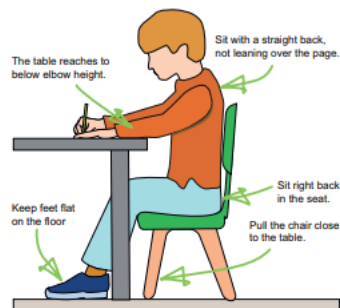
## Desktop log-in

User name: dw5439  
Account Password: home

## Comfortable Sitting Position and Correct Paper Position *Letter-join*

### Right handed children

How to sit correctly to be comfortable for handwriting.

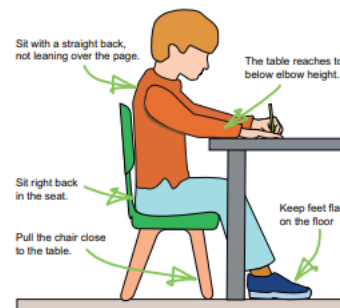


How to hold and position the paper.

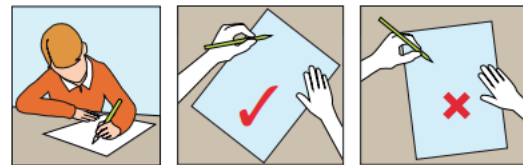


### Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



## Spelling

We teach spelling weekly using the Spelling Shed scheme. Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. They should practise the word list using the Spelling Shed app. Children will not have a formal spelling test but the class teacher will be monitoring whether these spellings are applied in their writing.

In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see below.



## Year 1 and 2 Common Exception Words

### Year 1

the they one  
 a be once  
 do he ask  
 to me friend  
 today she school  
 of we put  
 said no push  
 says go pull  
 are so full  
 were by house  
 was my our  
 is here  
 his there  
 has where  
 I love  
 you come  
 your some

### Year 2

door gold plant clothes  
 floor hold path busy  
 poor told bath people  
 because every hour water  
 find great move again  
 kind break prove half  
 mind steak improve money  
 behind pretty sure Mr  
 child beautiful sugar Mrs  
 children after eye parents  
 wild fast could Christmas  
 climb last should everybody  
 most past would even  
 only father who  
 both class whole  
 old grass any  
 cold pass many



## Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	





# Years 5 and 6 Statutory Spellings



## **Aa**

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward

## **Bb**

bargain  
bruise

## **Cc**

category  
cemetery  
committee  
communicate  
community  
competition  
conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity

## **Dd**

definite  
desperate  
determined  
develop  
dictionary  
disastrous

## **Ee**

embarrass  
environment  
equipment  
equipped  
especially  
exaggerate  
excellent  
existence  
explanation

## **Ff**

familiar  
foreign  
forty  
frequently

## **Gg**

government  
guarantee

## **Hh**

harass  
hindrance

## **Ii**

identity  
immediate  
immediately  
individual  
interfere  
interrupt

## **Ll**

language  
leisure  
lightning

## **Mm**

marvellous  
mischievous  
muscle

## **Nn**

necessary  
neighbour  
nuisance

## **Oo**

occupy  
occur  
opportunity

## **Pp**

parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation

## **Qq**

queue

## **Rr**

recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm

## **Ss**

sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system

## **Tt**

temperature  
thorough  
twelfth

## **Vv**

variety  
vegetable  
vehicle

## **Yy**

yacht

## MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzles and problem solving.

### The key learning objectives for Year 6 are to:-

- Use negative numbers to calculate intervals across zero
- Divide numbers using long division, interpreting the remainders as appropriate
- Use order of operations (BODMAS) to carry out calculations
- Use common factors to simplify fractions and compare and order fractions of any size
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions
- Divide proper fractions by whole numbers
- Calculate decimal fraction equivalents for simple fractions
- Multiply a number with up to two decimal places by whole numbers
- Use written division with answers of up to two decimal places
- Solve problems involving the calculation of percentages
- Recall and use equivalences between fractions, decimals and percentages
- Solve problems using ratio using multiplication and division facts
- Solve problems involving similar shapes where the scale factor is known
- Solve problems involving proportion, using knowledge of fractions and multiples
- Use simple formulae and describe linear number sequences
- Express missing number problems algebraically
- Convert units of measure between smaller and larger units and between miles and kilometres
- Calculate the area of parallelograms and triangles
- Calculate and compare volume of cubes and cuboids
- Illustrate and name parts of a circle
- Finding missing angles in triangles, quadrilaterals and regular polygons
- Describe positions on the co-ordinate grid and translate and reflect shapes
- Construct and interpret pie charts
- Calculate the mean as an average

# Year 6 Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Science</b>	Evolution and inheritance	Living things and their habitats	Light	Electricity	Animals inc Humans	
<b>History</b>			A theme beyond 1066: Crime and Punishment		Local history study Quarry Bank Mill	
<b>Geography</b>	South America	Biomes	Distribution of natural resources Sustainability		Local geography study Quarry Bank Mill	
<b>Art</b>	<b>Drawing</b> Yellena James		<b>Sculpture</b> Sayaka Ganz Photography		<b>Painting</b> LS Lowry Watercolours	
<b>DT</b>		Marble runs		Steady hand game		Healthy snacks
<b>Computing</b>	<b>E-Safety</b> – using technology safely, respectfully and responsibly. Survey and Excel/PowerPoint/ Green screening presentation		<b>E-Safety</b> – Time online/passwords Understanding the internet, collecting data and presenting the findings.		<b>E-Safety</b> – Cyberbullying Scratch	
<b>PSHE</b>	Worry Social media and wellbeing Seeking health support Diets in the media The media and body image Preventing early use First Aid – Unresponsive – breathing/not breathing		Puberty and reproduction Understanding relationships <b>(consent/peer on peer abuse)</b> Conception and pregnancy Communicating in relationships <b>(consent/peer on peer abuse)</b> Growing and changing summative assessment Making friends online <b>(consent/peer on peer abuse/sexual harassment)</b> Similarities and differences in our identity Gender stereotypes and gender expectations Recognising and challenging stereotypes		The rights of a child – cultural practice and British Law Being British Democracy and Rule of Law How does money affect my feelings? The impact of ‘debt’ Sustainable development Transition – Feelings and common anxieties about starting secondary school	
<b>RE</b>	What do religions say to us when life gets hard?		What can be done to reduce racism? Can religion help?		Green religion? How and why should religious communities do more to care for the Earth?	
<b>PE</b>	Gym Games	Dance Games	Gym Games	Dance Games	Tennis Games - Athletics	
<b>Music</b>	Unit 1 Charanga Happy		Unit 4 Charanga You’ve Got a Friend		Unit 5 Charanga Music and Me	
<b>French</b>	At school		The weekend		Healthy Lifestyles	

## Personal, Learning and Thinking Skills

Independent enquirers	Creative thinkers	Team workers	Self managers	Effective participators	Reflective learners
<ul style="list-style-type: none"> <li>☑ Be clear what you want to find out, what the purpose is and who it is for</li> <li>☑ Combine information from different sources</li> <li>☑ Organise the information to suit the purpose and audience</li> <li>☑ Choose how to record information clearly to suit the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>☑ Think outside the box</li> <li>☑ Develop your ideas and think them through</li> <li>☑ Use your imagination to solve problems and be creative</li> <li>☑ Experiment with and invent new ways of doing things</li> <li>☑ Take risks and see opportunities in mistakes</li> </ul>	<ul style="list-style-type: none"> <li>☑ Develop ways for everyone to take part equally</li> <li>☑ Decide what needs to be done and agree roles</li> <li>☑ Take responsibility for your role in a group</li> <li>☑ Be willing to help others with their learning</li> <li>☑ Work with classmates to reach agreements and work out disagreements</li> </ul>	<ul style="list-style-type: none"> <li>☑ Be prepared and organised</li> <li>☑ Show commitment and perseverance throughout a task.</li> <li>☑ Learn to manage your own time</li> <li>☑ Manage your emotions and behaviour in different situations</li> <li>☑ Growth mindset: show resilience over a period of time</li> </ul>	<ul style="list-style-type: none"> <li>☑ Be aware of issues affecting others in school</li> <li>☑ Be aware of issues that affect others in the local community</li> <li>☑ Be aware of issues that affect others in the world</li> <li>☑ See yourself as a global citizen</li> </ul>	<ul style="list-style-type: none"> <li>☑ Identify ‘what went well..’ and ‘even better if...’ without the support of the teacher</li> <li>☑ Correct and improve your work</li> <li>☑ Work towards your own personal targets</li> <li>☑ Identify knowledge and skills that can be transferred to other situations</li> </ul>

## **Feedback**

Providing children individual feedback is essential if they are to make good progress. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of learning

Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen. Review feedback that takes place after the lesson is given in Dedicated Improvement and Reflection Time (DIRT) and replaces traditional marking. During a DIRT, the teacher leads a guided feedback to which the children respond in purple pen, identifying what has gone well and their own next steps. Children may also make improvements their work and deepen their learning through further challenges.

## **Achievement and attainment**

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school based tests and tasks.

## **Statutory assessments**

Below are is a list of statutory assessments that take place in all state schools across the country. These will be discussed further at the curriculum meeting.

- Reception Baseline Assessment
- Year 1 Phonics Check
- Year 2 SATs and Phonics Check
- Year 4 Multiplication Check
- Year 6 SATs

## HOME- SCHOOL PARTNERSHIP

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress please make an appointment to see the relevant class teacher.

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

### Homework

Homework tasks will be listed on Google Classroom each week. Homework is set on a Thursday and needs to be submitted on the following Tuesday.

The following homework will be set:

- Reading (at least 4 times a week) from Reception – Y6
- Spelling practise using Spelling Shed from Y1-Y6
- Maths homework from Y1-Y6
- Occasionally teachers may set additional tasks which will be communicated via Google Classroom

### Developing reading at home

Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors. Children enjoy being read to, whatever their age, and this helps to develop their vocabulary and their love of books.

### Developing spelling at home

Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. They should practise the word list using the Spelling Shed app. Children will not have a formal spelling test but the class teacher will be monitoring whether these spellings are applied in their writing. In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see above.

### Developing maths at home

It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together.