

POWNALL GREEN PRIMARY SCHOOL

## INFORMATION FOR PARENTS



*Love Learning, Love Life!*

## YEAR SIX CURRICULUM

**6P** – Miss Lear

**6G** – Mr Wilkinson

POWNALL GREEN PRIMARY SCHOOL

# Curriculum design

## Intent

*Love learning, love life!*

Our curriculum is designed to be:

**Inspiring and ambitious** - challenging all children to aim high

**Sequenced and coherent** - carefully planned to help knowledge and skills grow

**Knowledge-rich and vocabulary-rich** - broadening understanding and oracy

**Inclusive** - ensuring every child feels valued, supported and able to flourish

**'The Pownall Experience'** brings this to life through enrichment opportunities that go far beyond the classroom - helping children become well-rounded, enthusiastic learners who love learning and love life!

## Implementation

Our curriculum is implemented through an evidence-informed approach. We draw upon the best available research to help us teach in ways that make a real difference. High-quality teaching at Pownall Green includes explicitly linking new knowledge to what children already know, breaking it down into manageable chunks, and providing clear explanations supported by helpful visuals and demonstrations. We check understanding regularly and respond to children's needs, offering scaffolded practice to help all children progress and achieve their best

## Impact

The impact of our curriculum can be seen in our learners.

Our children:

- Do their best and aim high in all they do
- See choices as opportunities to grow and achieve
- Embrace challenges with confidence and resilience
- Work well collaboratively and think of others
- Are well prepared for their next steps
- love learning and love life!

**Choice... Challenge...Collaboration...**

POWNALL GREEN PRIMARY SCHOOL

# The Pownall Experience



We are passionate about offering every child opportunities that go far beyond our ambitious curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, create lasting memories, and truly embrace the Pownall Experience. At Pownall Green, we love learning and we love life!

## DAY-TO- DAY ARRANGEMENTS

### The school day

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

For this year group:

- **Library:** We have access to the library on a Tuesday (6G) and a Wednesday (6P)
- **Homework:** set on a Thursday to be completed by the following Wednesday
- **Spelling test:** Wednesday
- **Our PE day is:** Tuesday (additional sessions throughout the year will be communicated by email)

### 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><u>Everything that is brought in to school including all school uniform MUST BE NAMED</u></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**

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.

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 Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers via the admin email address and mark FAO. 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 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.

## Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Science</b>	Living things and their habitats	Animals inc Humans	Evolution and inheritance	Electricity	Light	
<b>History</b>		Local history link: Tudors Times		Theme beyond 1066: Crime & Punishment		
<b>Geography</b>	Biomes		South America		Trade and Economics	Energy and resources
<b>Art</b>	<b>Drawing</b> Yellena James		<b>Sculpture</b> Sayaka Ganz		<b>Painting</b> LS Lowry Watercolours	
<b>DT</b>		Marble runs		Steady hand game		Fair Trade Recipes
<b>Computing</b>	<b>Digital Literacy</b> <b>X-Ray Goggles and Glitch</b> – HTML – creating a webpage <b>PowerPoint/Keynote</b> – App Prototype <b>Keynote</b> – Animated Cartoon Character (GIF)		<b>Digital Literacy</b> <b>Reality Composer</b> – Interactive AR Scene <b>Dolink Greenscreen/iMovie</b> – Greenscreen special effects <b>Scratch</b> – Video Game		<b>Digital Literacy</b> <b>Machine learning for kids</b> <b>GarageBand</b> – Podcasting <b>Microbits/makecode</b> – MicroBit Sensor	
<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>	Dynamics, pitch and tempo (Fingal's Cave)	Theme and variations (Pop art)		Baroque	Composing and performing a leavers' song	
<b>French</b>	At school		The weekend		Healthy Lifestyles	

## ENGLISH

### Reading

Reading is taught through three complementary approaches:

- *Daily Reading for Pleasure* – Children choose their own books from our well-stocked school and class libraries or bring in a suitable text from home. They have time in class to read for pleasure.
- *Regular whole-class Book Club* – As a class, children read and discuss full novels from our Book Club spine developing their reading skills and fluency. This takes place 3 times a week.
- *Weekly dedicated Reading Lesson* – Children develop comprehension skills and fluency through reading high-quality, carefully chosen extracts from a range of non-fiction, poetry, classic and contemporary fiction. This takes place once a week

### 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

We have adopted a continuous cursive handwriting style, using an established scheme called LetterJoin. 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.

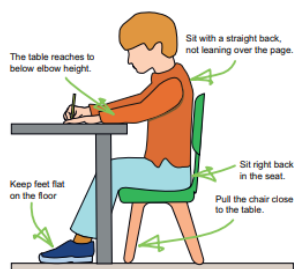
#### Desktop log-in

User name: dw5439  
Account Password: home

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

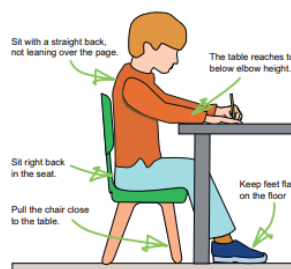
#### Right handed children

How to sit correctly to be comfortable for handwriting.



#### Left handed children

How to sit correctly to be comfortable for handwriting.

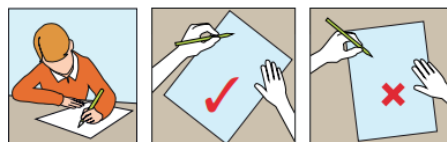


### Spelling

How to hold and position the paper.



How to hold and position the paper.





We teach spelling weekly using the Spelling Shed scheme. Children are allocated weekly word lists that will be posted on Google Classroom. A termly spelling booklet will also be sent home with the spelling lists and look, cover write check sheets to practice spelling patterns. They also should practise the word list using the Spelling Shed app.

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

<b>Aa</b> accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward  <b>Bb</b> bargain bruise	<b>Cc</b> category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity  <b>Dd</b> definite desperate determined develop dictionary disastrous	<b>Ee</b> embarrass environment equipment equipped especially exaggerate excellent existence explanation  <b>Ff</b> familiar foreign forty frequently  <b>Gg</b> government guarantee	<b>Hh</b> harass hindrance  <b>Ii</b> identity immediate immediately individual interfere interrupt  <b>Ll</b> language leisure lightning  <b>Mm</b> marvellous mischievous muscle	<b>Nn</b> necessary neighbour nuisance  <b>Oo</b> occupy occur opportunity  <b>Pp</b> parliament persuade physical prejudice privilege profession programme pronunciation  <b>Qq</b> queue	<b>Rr</b> recognise recommend relevant restaurant rhyme rhythm  <b>Ss</b> sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system	<b>Tt</b> temperature thorough twelfth  <b>Vv</b> variety vegetable vehicle  <b>Yy</b> yacht
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## 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

## **Feedback**

Providing children individual feedback is essential if they are to make good progress. 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-assessing and editing in purple pen.

## **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 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.

### How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Curriculum Meetings</b>  Share what the children are going to learn.	<b>Online Parents Evening</b>  How they have settled. Strengths and development points. Parents/carers share relevant information.  <b>Open Morning</b> Children will share with parents/carers their learning.	<b>Mid - Year Report</b>  Current academic performance  Attendance Attitude Targets	<b>Open Morning</b>  Children will share with parents/carers their learning.	<b>Face to face Parents Evening</b>  How they have progressed. Strengths and development points. Parents/carers share relevant information.	<b>End of year report</b>  Achievement in all subjects. Personal and social comments. Targets for the next year.  <b>Open Morning</b> Children will share with parents/carers their learning.

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.

The following homework will be set:

- Reading (20 minutes at least 4 times a week)
- Spelling lists to learn and practise using Spelling Shed
- Mathematics homework
- English homework (a reading comprehension or SPAG)
- 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 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.