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 **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:

- **Library:** We have access to the library on a Tuesday (6G) and a Friday (6P)
- **Homework:** Set on a Thursday to be completed by the following Wednesday
- **Spelling test:** Wednesday (6P) and Thursday (6G)
- **Our PE day is:** Tuesday (6P) and Friday (6G). 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

Everything that is brought in to school including all school uniform MUST BE NAMED	
Standard Uniform	• Grey pinafore dress / skirt • *Gold embroidered sweatshirt / cardigan* • *Short sleeved embroidered yellow polo shirt* • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts
Footwear	• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	• Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	• *T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)* • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers
Other Options	• *Brown Book Bag for EYFS/KS1 (optional)* • Bags need to be small enough to fit in to their locker.
Jewellery, Hair and Make Up	• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • 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. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • 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. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	• Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	• Jumpers/cardigans should not be tied around waists.

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
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
Science	Living things and their habitats	Animals inc Humans	Evolution and inheritance	Electricity	Light	
History		Local history link: Tudors Times		Theme beyond 1066: Crime & Punishment		
Geography	Biomes		South America		Trade and Economics	Energy and resources
Art	**Drawing** Yellena James		**Sculpture** Sayaka Ganz	**Painting** LS Lowry Watercolours		Architecture Through Time
DT		Marble runs			Steady hand game	Fair Trade Recipes
Computing	**Digital Literacy** **PowerPoint/Keynote** – App Prototype **Keynote** – Animated Cartoon Character (GIF)		**Digital Literacy** **Reality Composer** – Interactive AR Scene **DoInk Greenscreen/iMovie** – Greenscreen special effects **Scratch** – Video Game		**Digital Literacy** **Machine learning for kids** **GarageBand** – Podcasting **Microbits/makecode** – MicroBit Sensor	
PSHE	Mental health and wellbeing	Managing money and online spending	Changes in puberty *(and sex education*)*	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future
RE	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?	
PE	Gym, Games	Dance, Games	Gym, Games	Dance, Games	Tennis, Games - Athletics	
Music	Four-chord pop: Playing in a Band		Songs that speak: Lyrics and Messages		Music Technology: Film soundtracks	
French	Phonetics 4 & At School	Planets	At the weekend	Healthy Lifestyle	Me in the World	Review

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.

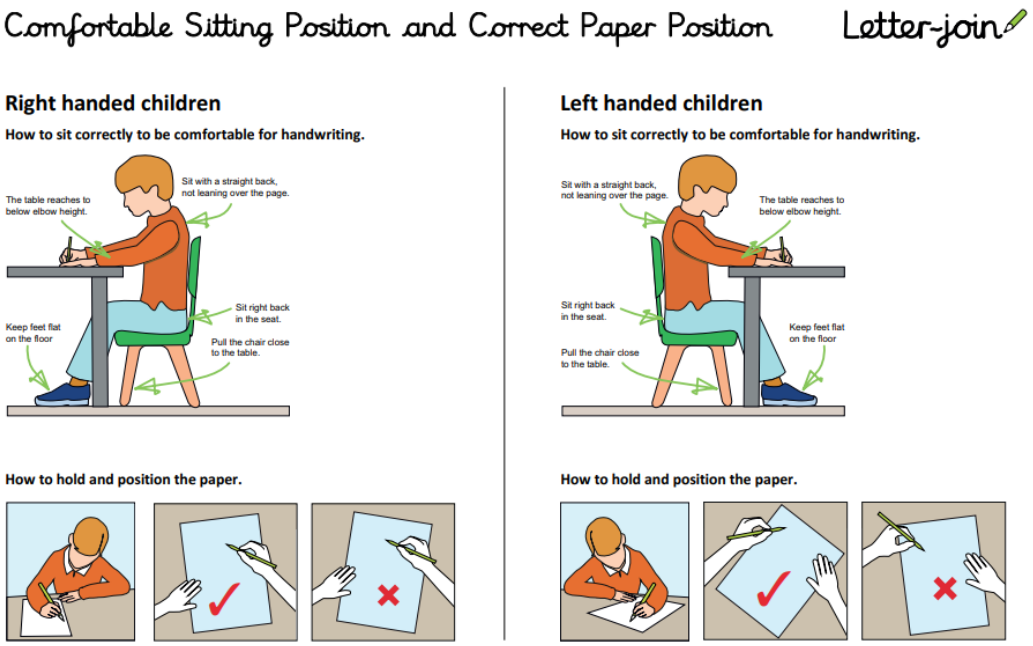
Pupil Log In www.letterjoin.co.uk

IPad and Tablet Log-in

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

Desktop log-in

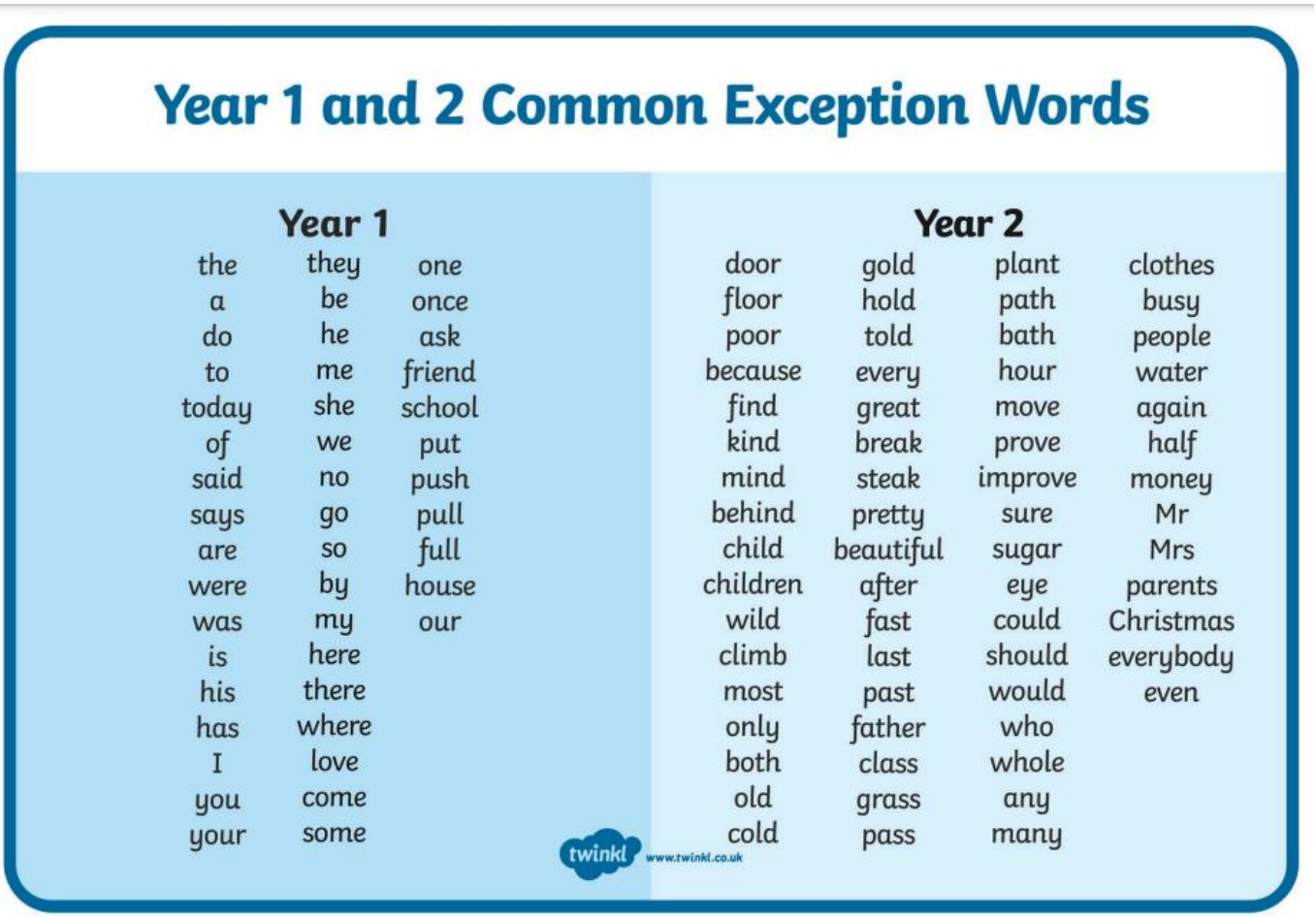
User name:	dw5439
Account Password:	home



Spelling

We teach spelling weekly using the Essential Spelling and Word Knowledge scheme. Children are allocated weekly word lists, an overview of which is available. Children will be tested on these spellings on a Wednesday (6P) and Thursday (6G)

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 3 and 4 Statutory Spellings

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

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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

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