

POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS



Love Learning, Love Life!

YEAR SIX CURRICULUM

Class Teachers
Mrs. J. Rigg (6JR)
Miss E. Woollaston (6EW)



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.

There will be a Parents' Evenings and Open Morning in Autumn and Spring Terms and a Parents' Transition Meeting at the end of the Summer term. We have recently introduced termly reports so that you are kept informed about your child's progress. In addition, the school operates an 'Open Door' policy. Should you at any time throughout the year wish to speak to your child's class teacher or to me, you can easily contact us by telephone, letter or by 'popping- in' to arrange a mutually convenient appointment.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'J. Kersh'.

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AIMS OF THE SCHOOL

- To provide a secure, happy and stimulating environment in which children are well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to enable them to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfill their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of our own and other cultures.
- To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

We hope that parents will work towards the school's aims by:

- ensuring their child attends school regularly and punctually
- avoiding term-time holidays wherever possible
- having due regard for the school's code of behaviour ensuring a supportive attitude
- supporting school policies
- contacting school at the earliest opportunity to share information which may affect their child's learning or wellbeing
- participating in discussions concerning their child's progress and achievements
- understanding and being realistic about their child's abilities, offering encouragement and praise
- giving due importance to homework, encouraging their child's interest in pursuing the learning activities began in school
- allowing and encouraging their child to become more self reliant as he/she progresses through school
- attending parents' information and consultation meetings

ENGLISH

English is taught discreetly in: grammar, spelling, punctuation and handwriting lessons. English skills are also put into practise in activities planned around the half termly topics.

Spoken English

Children are encouraged to be confident speakers, to ask questions and explain their learning. They take part in class performances, discussions, debates and improvisations. They prepare and deliver formal presentations about their learning to the class. Children are taught to listen carefully and respond appropriately to adults and peers. They are encouraged to take an interest in words and extend their spoken vocabulary.

Reading

We promote reading for pleasure in a variety of ways. Children listen to and talk about books. They have the opportunity to borrow books from the library, to read independently, share books with one another and make recommendations. As fluent readers, they are encouraged to read silently for sustained periods and to discuss the books they have read. They choose from three titles from the Directed Reading Scheme each term. Each of these books has an accompanying set of comprehension questions to help develop critical reading skills. As well as the Directed Reading Scheme, children are encouraged to choose books independently and read widely. Children also read non-fiction books and conduct independent research to answer questions from the class topic. Children learn poetry, 'off by heart', to perform to an audience. Class teachers discuss the directed reading book individually, as well as teaching critical reading skills in groups.

Writing

Children write fluently, they also compose on the computer. They learn to spell common irregular words, prefixes, suffixes, contractions and homophones. They use a dictionary efficiently to check the correct spelling and the definition of words. Children practice composing, writing and improving a range of sentence types. They use a range of punctuation to clarify meaning and extend their writing, using paragraphs to organise their ideas. They can talk confidently about word classes. Children consider the purpose and audience for their writing and become familiar with the features of different non-fiction genres and narratives. They share their writing with their peers and with the school community.

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, puzzle 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

Cross-Curricular Topic Outline

| | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|--|---|-------------------------------------|--|--------------------------------------|--|--|
| | Ancient Greece | | The Story of Stockport | | Every good book is a magical door. | Moving On |
| History | Ancient Greece | | Stockport's Chronology | Wartime Stockport | | Personal history – memories and achievements. |
| Geography | Geography of Greece | | Growth of Stockport along the Mersey. | Sandstone cliffs – air raid shelters | | |
| Science | Light | Animals including humans | Living things and their habitats | Electricity | Evolution and inheritance | |
| Design Technology | Greek warship | | | Electricity circuit game | Healthy snacks | Props, scenery and costumes for the production |
| Art | | Clay (Ancient Greek Pottery) | Painting (Lowry Landscapes) | Drawing (Wartime images) | Drawing/painting a setting from a novel. | Scenery and programmes. |
| Personal, Social and Health Education | Effective skills in relationships Different types of relationship Health and safety, basic emergency aid procedures | Peer pressure and risk Democracy | Legal and illegal drugs and their effects and risks. Sex and Relationship Education - Puberty and its effects on emotions | | Anti-social and aggressive behaviours The media | Becoming independent and staying safe. |
| Religious Education | Worship and the community – Multi-faith | | Christianity | | Art and faith Islam | |
| Physical Education | Gymnastics Dance Games Outdoor adventure activities | | Dance Gymnastics Games | | Athletics Games | |
| Computing | Data retrieving and organising Using the Internet Databases Presentation | | | | | |
| MUSIC <i>Taught by our Specialist music teacher Mrs S. Riley</i> | Each year children will be playing and singing by ear from signs and notations. They will compose, arrange, improvise and learn to control sounds. Children will perform individually and with others, refining, recording and communicating their ideas. They will listen to and appraise live and recorded music. At Key Stage 2 children will learn about the history of music, its composers and traditions. | | | | | |
| FRENCH | In addition to speaking and listening skills, children learn about French culture and develop transferable language learning strategies that provide a well-rooted foundation for language study at secondary school and beyond. Language lessons are interactive, fun and cover many cross-curricular themes. We also regard this subject as a vital key to encouraging children's awareness, knowledge and acceptance of the people, traditions and cultures. | | | | | |

Robinwood

September brings a fantastic opportunity for Year 6 children when we take part in our residential visit to Robinwood Activity Centre, in Alston - Cumbria.

This is a special time for the children to develop Personal, Learning and Thinking Skills within a relaxed, yet challenging, informal environment.

This three-day adventure is often the first time that children have been away from home overnight, and whilst daunting for some, has proved year-on-year to be invaluable and confidence building. Children develop relationships with their peers, taking risks within an organised environment; where they feel safe to push their own limits.

Clothing

There is no need to go out and buy anything special - all specialist clothing is provided. The clothing list given includes clothing being worn on the journey, so for example assuming you are wearing socks you only need to pack 5 pairs!

- ✓ 3 x t-shirts
- ✓ 3 x sweatshirts/ (long-sleeved) tops
- ✓ 3 x pairs of trousers (not jeans or $\frac{3}{4}$ length trousers)
- ✓ 1 x pair of shorts
- ✓ 6 sets of underwear
- ✓ 6 pairs of socks
- ✓ 1 x pair of trainers for indoor use
- ✓ 1 x pair of outdoor shoes/ boots (wellington boots are provided by the centre)
- ✓ 2 x towels
- ✓ 1 x coat (if required for the coach journey)
- ✓ 1 x warm hat
- ✓ 1 x sunhat
- ✓ 1 x set of nightwear (the rooms are warm at night)
- ✓ 1 x bag of toiletries
- ✓ Travel sickness tablets for return journey

Please note:

- There is a drying room and laundry service for the children's clothing. Wet/ dirty clothing will be washed on a 30° cycle and dried in a tumble drier. Please do not provide new/ expensive items, or any items that cannot be tumble dried. Children's clothing will mostly be returned laundered.
- Robinwood will provide all specialist clothing required.
- Due to the nature of the activities it is possible that clothing may occasionally get damaged, therefore we reiterate that clothing should be suitable for outdoors and often in wet muddy conditions.
- Outdoor shoes and boots are for the journey to Robinwood and the first activity, which involves a countryside/moorland hike of around two miles. When appropriate, Robinwood provide wellies.
- Jeans are not suitable for the activities, as they are cold and restrictive when wet.
- In the, unlikely, event of hot weather, sun screen and insect repellent are strongly recommended. In cold weather, it would be a good idea to bring warm gloves.
- Please clearly label all clothes and belonging where possible.
- **Please do not take valuable items, such as: mobile phone (there is no signal at Robinwood), computer games (there won't be any time), iPods etc.**

- **Please do not take any aerosol sprays as the fire alarms are very sensitive.**

Food

All food and drink will be provided by Robinwood, including a picnic lunch on the day of arrival. The children get a choice of menu for every meal, allowing for children's personal preferences. In addition, healthy snacks and drinks are constantly available throughout the day. Children are allowed to bring a clearly named, disposable bottle of water only, for the journey to Robinwood, which they can refill for the journey home.

Travel

The coach journey is notorious for being long and windy, especially once we leave the motorway! Therefore we recommend a light breakfast and travel sickness tablets to be taken prior to checking in at Pownall Green. If in doubt as to whether your child will require travel sickness tablets, we would recommend that you err on the side of caution. Please also supply travel sickness tablets, in a clearly named bag, for the return journey. Children must not take any snacks, books, magazine, MP3 players etc. for the journey.

SATs

As you are aware, your child will be taking SATs in May 2017 (a timetable will be provided in due course as the DfE confirm dates and details.)

The test results are a "snapshot" of the child's achievement on one day, but also the results are used by the world at large, to compare children and schools nationally.

In addition, our teacher assessments are based on the children's work over the year and these are also submitted to the examination board - but not published in the league tables. The individual pupils' results are not published but the school's overall average test results are calculated and published in the national league tables. You will receive your child's individual results along with his/her annual written report in July 2017. All we ask is that children do their best as their results matter both to them and to you.

Children take their tests in their classrooms and we adhere to the regulation test conditions within their usual environment. We take the tests seriously but our staff ensure the children aren't unduly pressured by the process.

All children nationally participate in the KS2 SATs, therefore we request that holidays are not taken during this period, or in the weeks before the test; where children are prepared as to what to expect. We feel strongly that it is important to strike a balance between preparing for the tests and developing revision skills in readiness for KS3 and beyond, as well as ensuring there is sufficient time for children to relax and pursue their other interests.

There will be a meeting for Year 6 parents later on in the academic year; to explain the testing process in more detail alongside offering ways in which you can support your child at home.

Developing Personal, Learning and Thinking Skills at Pownall Green

We believe that it is important to develop children's personal, learning and thinking skills at the same time as developing their subject knowledge and understanding. Personal, learning and thinking skills, together with the fundamental skills of English, mathematics and ICT are essential to success in learning, life and work. Essentially, personal, learning and thinking skills enable children to learn how to learn. They:

- draw attention to the process of learning and not just the end product;
- engage children in active rather than passive learning;
- enable children to go beyond the mere recall of information and to develop deeper understanding of topics;
- create positive dispositions and habits for learning.

We have grouped the skills into six strands of skills that capture the essential skills:

Team worker – skills for working collaboratively

Independent enquirer – skills for researching and managing information

Creative thinker – skills for exploring and developing ideas

Reflective learner – skills for evaluating learning

Self manager - skills for managing emotions, time, resources and behaviour

Effective participator – skills for being a good citizen

It is these skills that will enable young people to be confident, successful and capable individuals.

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.

We recognise that individual feedback to children is very important if they are to make good progress. Therefore we set individual targets in the form of flip-up targets which help the children focus on next steps. Also within our marking the children are involved in a learning conversation which highlights where they have achieved the learning objective by a star, and what the Teacher would like them to do to improve, by the symbol of a wand.

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/set teacher

SUPPORTING YOUR CHILD'S 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.

Reading

Please ensure your child reads daily for 20 minutes in a quiet environment. 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.

Spellings

Your involvement in helping your child learn their weekly spelling lists is also of great benefit to your child. Spelling lists are best learnt in regular short bursts over the week and should not be 'crammed' the night before the test!

Number bonds and multiplication tables

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.

Practical Mathematics Activities

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 as time keeping can all be meaningful real-life applications of mathematics that you and your child can enjoy together.

Homework

When children are given homework, encourage them to complete it independently but at the same time please oversee their work and encourage them to produce work of the highest standard of content and presentation.

The Parents Page on the Website www.pownallgreen.stockport.sch.uk

Our website includes information for parents about how we teach children to read and write, recommended reading lists, SATs support and past papers as well as our Steps to Success documents. The Steps to Success documents are particularly useful because they detail how we teach different learning objectives so that you can feel more confident when supporting their child at home without the 'fear' of teaching them the 'wrong' method.

The Parents Page on the VLE <http://vle.pownallgreen.stockport.sch.uk>

Our Parents page on the VLE 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.

DAY-TO- DAY ARRANGEMENTS

The School Day

| | KS2 (Years 3 to 6) |
|--------------------------|---------------------------|
| Morning Session | 8.50 - 12.15 |
| Break time | 10.30 -10.45 |
| Afternoon session | 1.15 - 3.20 |
| Break Time | N/A |

School Uniform

- Grey pinafore dress / skirt
- Classic cut grey trousers
- Summer dress in yellow/white check
- Gold embroidered sweatshirt / cardigan (available from school)
- Short sleeved embroidered yellow polo shirt (available from school)
- Grey tights
- Grey socks (white alternative for girls)
- Brown or black shoes (not trainers)
- A warm outdoor coat (embroidered fleeces and waterproof coats are available from school)
- Jewellery is not permitted at school. Stud earrings are allowed and must be removed during PE lessons. Watches are allowed.
- A book bag is issued to all children on joining the school.

Please ensure all items are named and, if lost, we will endeavour to return them to their owner!

Please contact us for further details (an order form may be downloaded from the Parents' page of the school website)

PE uniform (*kept in a drawstring bag on cloakroom peg with all items clearly named*)

- Coloured T – shirt (house colours)
- Black or white shorts
- For indoor use - Lightweight pumps (not trainers)
- For outdoor use - Trainers
- Tracksuits may be worn outdoors in colder weather

Children should bring have their PE kit in school every day. However for your information P.E. lessons are held on:

6JR – Monday, Thursday and Friday

6EW – Monday, Tuesday and Friday

Homework

Children will be given homework in their English and Maths sets on a **Thursday** to be returned the following Tuesday. They will also have weekly spelling lists to learn. Spelling lists are given on Monday to be tested the following Monday.

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. 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 carried by children if appropriate to their age or given to the teacher for safe, accessible storage. The Headteacher and classteacher 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 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 classteacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice.

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.

Notes