

Welcome to Year Six



Mrs Brown



Miss Banks

Mr Cooper

Miss Truman

School Values/Learning behaviours

Each of our year groups are ambassadors for our chosen Christian values

Friendship - EYFS
Generosity -Y1
Courage Y2
Thankfulness -Y3
Trust - Y4
Forgiveness -Y5
Justice -Y6

We teach skills that are needed to learn well -Keys To Success

Whole School

Resilience

Persistence

Organisation

Getting Along

Confidence

PLUS WE HAVE R2R CHARACTER MUSCLES:

EYFS- Independence

Y1 - Concentration

Y2- Making connections and asking Questions

Y3- Curiosity

Y4-Managing Impulsivity

Y5-Self-esteem

Y6-Self-efficacy



Year Group Organisation

- Year 6 PE days are Tuesday and Wednesday every week.
- On these days children will need to come to school in their Sherrier PE kit.
- All long hair must be tied back, and earrings covered or removed please.

Year Group Organisation

- For Forest school, children will need to be in suitable clothing.
- Children will need to have a pair of wellies, or other appropriate outdoor shoes, in school. These will be kept on their pegs.
- Forest school days will alternate for each class as follows:

6GB	6EB
05.09.24	
	12.09.24
19.09.24	
	26.09.24
03.10.24	
	10.10.24
17.10.24	
Half term	

Curriculum Overview

Can business be a force for good?

Year 6 Autumn term



'With great power comes great responsibility'.

English		Science		
<p>Writing: we will be composing 3 pieces of writing this term; an explanation text, social and political poetry and a setting driven short story.</p> <p>Reading: our first VIPERS novel will be <u>be</u>: <u>Middleworld</u> by J&P Voelkel.</p> <p>We will look at a range of non-fiction texts about the Maya civilisation.</p> <p>We will also be exploring poetry about current/recent world issues.</p>		<p>Evolution and Inheritance</p> <p>In this unit, we will look at the formation of fossils and how they provide evidence for evolution. We will define the basic ideas of inheritance, variation and adaptation <u>in order to</u> describe how living things have changed over time.</p> <p>Living things and their habitats</p> <p>Children will be able to identify how plants and animals are best adapted to suit their environment in different ways.</p>		
Maths		PHSE /Jigsaw		
<p>Number and Place Value within 10,000,000</p> <p>The Four Operations (+, -, x, ÷)</p> <p>Fractions</p> <p>Geometry – Position and Direction</p> <p>Fractions/Decimals/Percentages</p>		<p>Being in my World</p> <p>Identifying goals for the year. Global Citizenship. Universal Rights. Feeling welcome and valued. Choices, consequences and rewards. Democracy, having a voice.</p> <p>Celebrating Difference</p> <p>Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy.</p>		
History	Geography	Art and Design	Design Technology	RE
<p>Through the discoveries made within our commissioned work, children will learn about the Maya and their customs.</p>	<p>Through our work on looking at a different location, children will be able to make comparisons between the UK and South America. They will also learn about time zones, layers of the rainforest and sustainably.</p>	<p>2D Drawing to 3D Making</p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome.</p> <p>OUTCOME: Create a flat yet sculptural sculpture based on the Maya gods.</p>	<p>Create a 'Dragon's Den' style project- design, make and evaluate a holiday product fit for a disabled child whilst on holiday using knowledge of significant designers and their products (E.g. James Dyson)</p>	<p>Science or Creation – Conflicting or Complementary?</p> <p>We will look at how science can be viewed as both a contrasting and complementary argument to some religious beliefs.</p> <p>'Why do some people believe in God?'</p> <p>Covers theism, atheism and agnostic perspectives.</p>

Curriculum Overview

Computing	Music	PE	French	SMSC and Values
<p>Internet communication Recognising how the WWW can be used to communicate and be searched to find information.</p> <p>Webpage creation Designing and creative webpages, considering copyright, aesthetics, and navigation.</p>	<p>Pulse In this unit, children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in <u>5/4 time</u> signature, built around several composed ostinato patterns.</p> <p>Voice In this unit, children will learn some short pieces in <u>3 and 4 part</u> vocal harmony. They will interpret, practise and perform graphic scores. They will also be introduced to scales and use them to create their own group composition. They will learn sections from Ed Sheeran's song called 'Sing' which they will then use to create a class arrangement. They will also learn how to sing 'Viva la Vida' by Coldplay. The performances of these will be recorded and self and peer assessed.</p>	<p>Real PE: Ball Skills Agility: Reaction/Response. Team Games: Invasion Games (Football and Basketball).</p>	<p>French will begin in the Spring term for Year 6.</p>	<p>Power and Responsibility</p> <p>Justice</p> <p>Within this term, we will focus on how Creativity, Community and Compassion affect the creation of business</p>

Reading

- ▶ At Sherrier, the expectation is that all children will read at home at least three times every week. On each occasion, the parent or child (if they are in Key Stage 2) must:
 - ▶ •Record the date and name of the text
 - ▶ •Note down how much text has been read
 - ▶ •Comment on the reading taking place
 - ▶ •Initial the comment
 - ▶ •Log the running total of reading nights
- ▶ In school, there will be continuous monitoring of how often each child has read at home and awards (certificates and stickers) will be handed out to those children reaching set milestones. Children will also receive their ‘star’ on the whole class reading chart displayed within each classroom. Please can you ensure that your child has their reading book/ reading log with them in school on a daily basis. Thank you!

Homework

In school we are currently fine-tuning and reviewing the homework that we set for each year group, so we will be back with more information for you soon!

Class Dojo

Class Dojo has improved the way we communicate and update you on the activities your child is doing in school. It is also used for the following; dates for your diary, sending your child's school reports and dinner menu changes. We will also use it to update you on your child's achievements/behaviour where you will receive a notification on your Dojo App.

Using the message feature:

Class Dojo messages will be received by teachers between the hours of 8.30am - 6pm. You may receive a response for these messages during these hours; however, please do not expect a response immediately as it's not always feasible to reply. If your message is urgent then please contact the school office.



Rewards and Sanctions

Rewards

Merits - given to children for their own learning, recorded on Dojo under merit section. Every 20 gets a certificate.

Team Points- given to children matching the keys to success etc. Recorded on Dojo and goes towards house team points (Mica, Topaz, Emerald, Sapphire.

GEM Award- going the extra mile - a special visit to Miss Beckett to get a certificate and a prize!

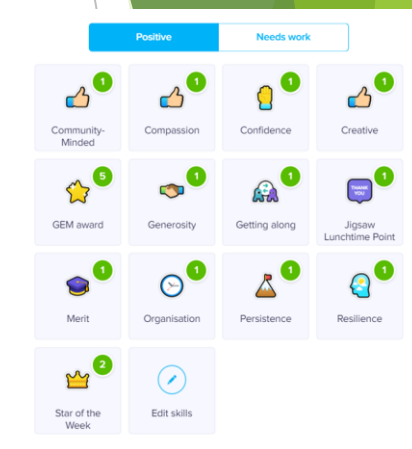
Star of the Week- every Friday a member of each class will be awarded Star of the Week certificate and receive this in a special assembly.

Jigsaw Lunchtime Award- Given by staff in the form of a Pom Pom goes towards a collected team point system.

Sanctions

Yellow Card- 1 Dojo point to be removed and parents to be informed.

Red Card - more serious incidents. 3 Dojo points to be removed. Parents to be informed.



Getting in touch with us..

Please contact us on Class Dojo if you have a query about anything Classroom -based staff are with the children during school hours so will be unable to reply between 8.40 and 3.30pm

We love seeing you face to face and will always be happy to talk to you about your child, however please be mindful of the fact that at the beginning of the school day Class Teachers and Support Staff need to be in the classrooms supporting children with their morning tasks. At the end of the day School staff will be focussing on dismissing children safely and therefore may not be able to speak to you.

If your contact is of a more urgent nature during the day please contact the school office and Miss Sally Connor will help you -01455 552791

l.Coupland@sherrier.embracemat.org

If you would like pastoral support for your child please see Mrs Karen Lill outside on the playground or contact the office for her to get in contact with you