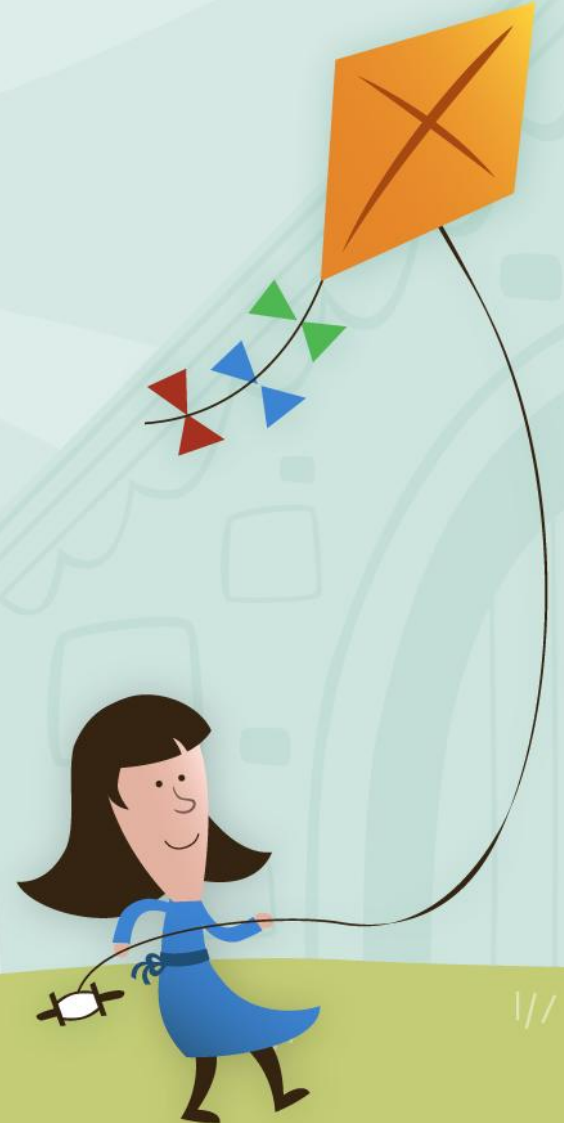




Great Bradfords
Junior School

Year 6

Parent/Carers Curriculum meeting



Here is the Year 6 Teaching Team:



Mr Cumpstey



Mrs Drake



Mr Quilter



Great Bradfords
Junior School

Our Year 6 Learning Support Team:



Mrs Morris



Mrs Bennett



Mrs Perrin



Mrs G



Mrs Penman



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Our Year 6 Curriculum:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography and Art		Citizenship		History and Design & Technology	
	Subject: Geography and Art Enquiry Question: What does it take to transform? Hook: Cinema experience in the hall to watch a documentary on climate change. Carousel activity looking at sources linked to climate change Concepts: Consequences, Transformation, Media and Duty End outcomes: An exhibition showcasing watercolour batik artwork, persuasive speeches and persuasive PowerPoints.		Subject: Citizenship (Global) Enquiry Question: Whose responsibility is poverty? Hook: Experience day looking at the difference between poverty and wealth and how Fairtrade links to this. Concepts: Responsibility, Sustainability, Poverty and Loyalty. End outcome: Art collages linked to Fairtrade.		Subject: D & T Enquiry Question: Can failure lead to success? Hook: Visit from Dave Curtis and analysis of his Soap Box Derby Buggy Concepts: Resilience, Strength, Belief and Weakness End outcome: Children to make soap box derby buggies to be raced in front of the school. (Great Bradfords Soap Box Derby)	
Visits / Visitors	Visitor: Better Planet Education virtual meeting to discuss the impact of climate change.			Visitor: Local farmer: Farmer Collins. Trip: Fieldwork study along the Flitch Way looking at land use.	Visitor: Dave Curtis, professional Soap Box Derby Racer.	Visitor: Dr Frances Durkin (author and historian)

Trips and visitors for the year:



Better Planet
Education
Online talk



Crucial Crew
(October – awaiting
conformation of date)



Farmer Collins
(local farmer)



Dr Francis Durkin
(Author and historian)



Dave Curtis
(Soap Box Derby Racer)



What does it take to transform?

This term, we will be examining how climate change is impacting on our planet and our lives.

During the first half term, we will be analysing statistics and using map skills to locate areas of the world affected by climate change as well as show where and how this has affected our planet. Through persuasive speeches, we will be highlighting the severe impacts and beginning to look at ways that we can make a difference.

In the second half term, we will become artists, developing our sketching and observational drawing skills. Using the medium of watercolour batik, we will express how animals and their habitats are being affected by climate change visually, using the work of Hailey E Herrera as our inspiration.



Visitor:
Better Planet
Education
(virtual meeting)

Concepts:
Transformation
Duty
Media
Consequences

Outcome:
Exhibition
Date: Friday 11th
December (am)

Autumn 1

Maths

Place value: read and write numbers to 10,000,000; powers of 10; compare and order any integers; round any integer; negative numbers.

Addition, Subtraction, Multiplication and Division: add and subtract integers; common factors; common multiples; rules of divisibility; primes to 100; square and cubes numbers; multiply up to a 4-digit number by a 2-digit number; solve problems with multiplication; short division; long division; long division with remainders; solve problems with division; solve multi-step problems; order of operations; mental calculations and estimations; reason from known facts.

English

Persuasive speeches linked to climate change:

Skills: Use of persuasive techniques, including modal verbs; use of formality; use of technical language.

Narrative: The Explorer

Skills: Describing characters and setting; building tension and suspense; balancing action, dialogue and narration.

Science

Living things

Conditions for life, grouping organisms, classify animals, classify plants, micro-organisms, classify organisms using the work of Carl Linnaeus

Guided Reading

The Last Bear by Hannah Gold



Over the course of the half term, the children consolidate and develop their retrieval and inference skills, as well as make predictions based on evidence.

Autumn 2

Maths

Fractions: equivalent fractions and simplifying; compare and order; add and subtract fractions, including mixed numbers; multi-step problems; multiply fractions by integers and fractions; divide a fraction by an integer; mixed questions with fractions, fraction of an amount; fraction of an amount – find the whole.

Measurement – converting units: metric measures; convert metric measures; calculate with metric measures; miles and kilometres; imperial measures.

Science:

Electricity:

Construct and draw series circuits using symbols; complete and incomplete circuits; variations within circuits; voltage experiment.

English

Non-Fiction: Art Analysis

Skills: Use of precise, technical language to describe and analyse the impact of artistic techniques within artwork; formal language

Narrative writing:

Context: The discovery of a mystical object.

Skills: Use techniques to build tension and suspense; select vocabulary choices to create an atmosphere; describe characters and setting in detail; use a variety of sentence lengths and structures for effect.

Context: Oliver

Skills: Describing setting and character; dialogue to advance the action and portray a character; balancing dialogue, description and action.

Guided Reading

Darwin's Dragon
by Lindsay
Galvin



Over the course of the half term, the children develop their retrieval and inference skills, as well as summarise key events and comment on author's choice of language

Whose responsibility is poverty?

Concepts:
Responsibility
Sustainability
Poverty
Loyalty



Outcome:

An informative poster using the skill of collage.

This half term, the children will explore the work of the charitable organisation, Fairtrade. They will use their map skills to locate where specific crops are grown, discover how they can help farmers in developing countries and think about how they could become involved in supporting this charity.

Furthermore, they will learn about the technique of collage and use this to produce an informative poster about Fairtrade.

Maths:

Ratio: use ratio language; introduction to the ratio symbol; ratio and fractions; scale drawing; use scale factors; similar shapes; ratio problems; proportion problems; recipes.

Algebra: 1 and 2 step function machines; form expressions; substitution; formulae; form equations; solve 1 and 2 step equations; find pairs of values; solve problems with two **unknowns**

Decimals: place value; rounding; addition and subtraction; multiplying and dividing

Science:

Light:

How we see; light and straight lines; shadow formation; investigating shadows; refraction; explore light.

English:

Diary writing as a Fairtrade worker:

Skills: figurative language (similes/personification/alliteration); informal tone; expression of thoughts and feelings.

Information/explanation text about mountain:

Skills: facts; technical vocabulary; parenthesis; formal tone; using a variety of sentence lengths and structures for impact.

Guided Reading

**The Boy who
Harnessed the Wind**
William Kamkwamba
and Bryan Mealer



Over the course of the half term, the children develop their retrieval and inference skills, as well as make predictions based on evidence and form impressions.

Where should our loyalties lie?

Community

Choice

Tradition

Loyalty



End outcome:

Class assembly/debate.

6D – Tuesday 16th March

6C – Wednesday 17th March

6Q – Thursday 18th March

All assemblies will begin at
9am.

This half term, following on from our work on Fairtrade, the children will be debating as to whether we should be buying products to aid developing countries or buying products to aid our own farmers. They will be analysing sources to discover how farming has changed over the last century, looking at the Red Tractor organisation, and will be analysing a typical weekly shop to compare Fairtrade and Red Tractor products. The children will then hold a debate as to where our loyalties should lie, to which you, parents and carers, will be invited to have your deciding vote.

Special visitor:

Mr Collins (local farmer)

Trips:

Fieldwork trip to look at
land use in Braintree.

Date: TBC

Spring 2

Maths:

Fractions, decimals and percentages: decimal and fraction equivalents; fractions as division; understand percentages; fractions to percentages; equivalent fractions, decimals and percentages; order fractions, decimals and percentages; percentage of amount; percentages – finding missing values

Area, perimeter and volume: area and perimeter; area of triangles; area of a parallelogram; volume of a cuboid

Statistics: line graphs; dual bar charts; read and interpret pie charts; pie charts with percentages; draw pie charts; the mean.

English:

Non –Fiction: Debate writing linked to Fairtrade and Red Tractor

Skills: providing arguments for and against; researching and providing evidence; using statistics; forming conclusions; formal tone; adverbials and conjunctions used to create links and contrast.

Fiction: Hansel and Gretel

Skills: dialogue; describing settings and characters; creating tension and suspense; figurative language for effect

Science:

The circulatory system:

The circulatory system; blood; the heart; blood flow in the heart; oxygenated and deoxygenated blood; dissection of the heart.

Diet, drugs and lifestyle:

Diet; drugs; cigarettes; heart rate experiment.

Guided Reading

The Boy in the Tower

Polly Ho-Yen



This half term, the children will continue to develop their retrieval and inference skills, as well as practise their PEE (Point, Evidence, Explain) paragraphs and comment on author's choice of language.

Can Failure Lead to Success?



End outcome:

GBJS Soap Box Derby
May 2027
attended by children in
Years 3,4 and 5

This half term, the children will be combining their DT, math and computing skills to design and make a prototype of a Soap Box Derby buggy. They will develop their abilities linked to measuring and woodwork skills. Once complete, the children will compete with their buggies aiming to be named the GBJS Soap Box Derby champion.

Special visitor:



Mr Dave Curtis
Soap Box Derby
Racer



Maths:

Shape: Measure and clarify angles; calculate missing angles; vertically opposite angles; angles in a triangle, quadrilaterals, polygons; circles; draw shapes accurately; nets of 3D shapes.

Position and direction: Co-ordinates in the first quadrant; read and plot points in four quadrants; solve problems with co-ordinates; translations; reflections.

Science:

Variation:

Variation; inheritance and characteristics

Adaptation:

animal and plant adaptations; evolution;
Charles Darwin; natural selection;
Darwin's finches

Fossils:

Fossil formation; explore fossils; Mary
Anning

English:

Non-Fiction: Newspaper reports

Skills: Direct and reported speech; passive and active voice; cohesive devices; formal tone.

Instructions linked to making the buggy.

Skills: Imperative verbs; adverbials; chronological order; rhetorical questions.

Biography writing: Mary Anning

Skills: Use techniques to create cohesion; formal tone; use parenthesis to add extra detail; use of technical language; use of different sentence lengths and structure.

Guided Reading

Greek Myths and
Legends.



This half term, the children will be revising different forms of comprehension questions in preparation for SATs.

What is it like to live in a diverse community?

This half term, we will be developing our historical enquiry skills, our source analysis skills and ability to think and write like a historian.! We will be taking the children on a tour of the Greek state of Macedon starting with Philip II and ending with his son Alexander the Great.

Concepts: Oppression, Diversity, Judgement, Belonging



Greek Day:
Children to dress up

Tuesday 8th June 2027

End of year production to parents/carers

Dates: Tuesday 13th July (2pm and 6pm)

Wednesday 14th July (6pm)

Maths:

Themed projects and consolidation of units, including Smarties Investigation (data handling); White Rose Futures (salaries and mortgages) and algebra board games.

We will be recapping all skills learned across KS2 and revising any areas that need consolidating.

Science:

Relationships and Health Education: recap puberty; different relationships; changing and growing; reproductive organs; reproductive process; conception to birth; opportunities and responsibilities; change in friendships; transition to secondary school.

English:

Biography of Alexander the Great

Skills: Use techniques to create cohesion; write in a formal tone; use parenthesis to add extra detail; use technical language.

Greek myth in the style of a graphic novel

Skills: informal tone; dialogue into speech bubbles; description of characters; description of settings; expanded noun phrases.

Historical writing

Skills: Point, Evidence, Explain paragraphs; use of sources as evidence; adverbials to create cohesion.

Guided Reading

Over the course of the half term, we will be exploring the emotions of a character with autism and what it means to feel different. With links to PSHE, we will think about change with reference to moving onto secondary school.

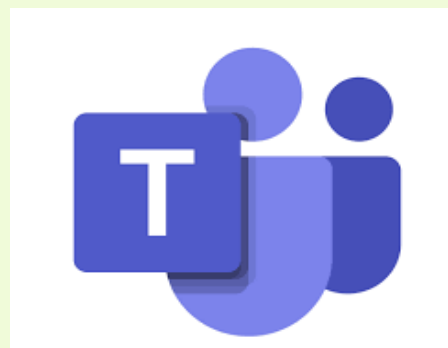
Class novel: Can You See Me?
Libby Scott and Rebecca Westcott



Passwords and logins the children will need:



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Homework expectations

Reading:

All year groups: all children are expected to read, either aloud to an adult or independently, 5 times per week, for 20 minutes and record this in their homework book or reading record.

Times Table Rock Stars:

All year groups: 20 minutes once per week

Emile:

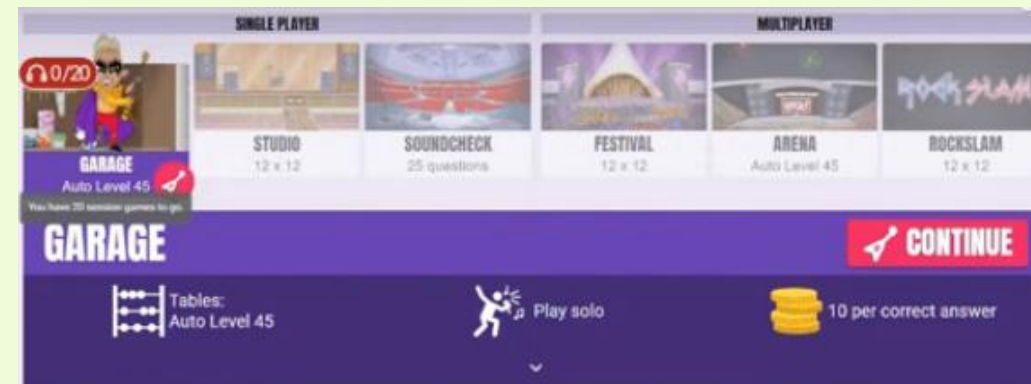
In upper school, one 20-minute session per week.

Century nuggets:

These will be varied depending on year group focus (maths, reading, spelling/grammar or science)



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Year 3	Year 4	Year 5	Year 6
1 nugget	2 nuggets	3 nuggets	4 nuggets



Year 6 Weekly Homework



Subject	Duration
Reading	5 x 20 minutes per week To an adult or independently and reading record signed
Times Tables	1 x 20 minutes per week Set activities for 20 minutes per week then free choice after
Spelling	1 x 20 minutes per week Set activities for 20 minutes per week then free choice after
Century	4 nuggets Set tasks weekly





Year 6 Weekly Homework



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading 5 x 20 minutes per week							
Times Tables 1 x 20 minutes per week							
Spelling 1 x 20 minutes per week							
Century 4 nuggets							

Homework: When will it be set and due?



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The first homework will be set on Friday 11th (next week)

If homework is not completed by the deadline and no written reason has been given in homework books, then as part of our “restore and repair”, the children will be kept in at breaktime or lunchtime to complete any missing homework.



SATs



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Just before October half term, you will have the opportunity to purchase a set of revision books through the school. These are to be used at home as a way of completing extra revision.

A little bit a day, starting early, is better than cramming it all in at the end.

SATs week:
10th to the 13th May



We will be holding a
specific meeting for
this later in the year.



Our learning behaviours

Enthusiastic
Eddie



Engagement
Emily



Perseverance
Primrose



Independent
Ivan



Resilient Rose





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Positive Behaviour policy

Be Safe; Be Kind, Be Responsible



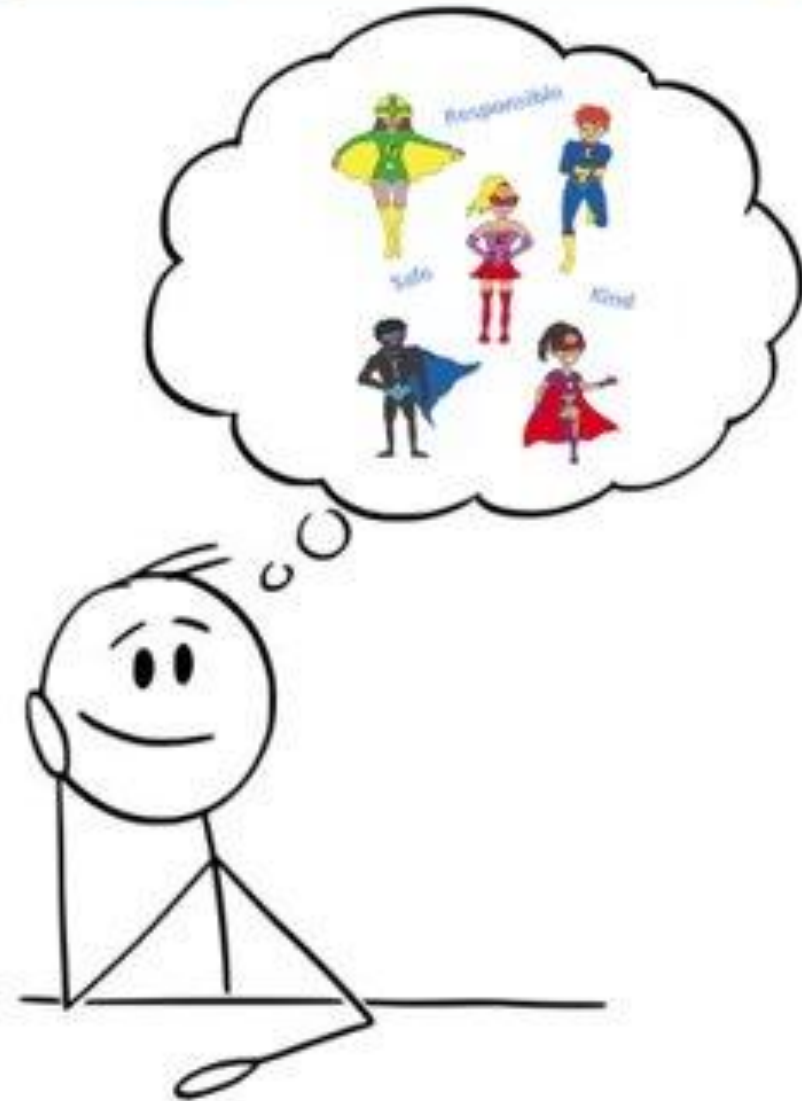
Expected Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having a reading book in school
- Handing in homework, and Reading Record if appropriate, on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners
- Ignoring the distractions of others
- Accepting learning challenges
- Being respectful
- Being polite, saying please and thank you

I'm ready to learn!



Stop, think and change



Our behaviour policy
is on our website.



Restore and Repair



Uniform:

All information can be found on the school website.

- Royal blue sweatshirt or cardigan with white polo shirt;
- Grey or black trousers/skirts;
- Blue and white summer dresses for girls;
- Black or white socks;
- Black shoes or black trainers – no boots or trainers of any other colour;



Girl's uniform

Boy's uniform

P.E. kit



- House colour T shirt
- Loose-fitting black shorts (not cycling shorts)
- Black or white socks
- Black jogging bottoms (not leggings)
- Black sweatshirt for winter (no logos)
- Black or white trainers.

Important Information

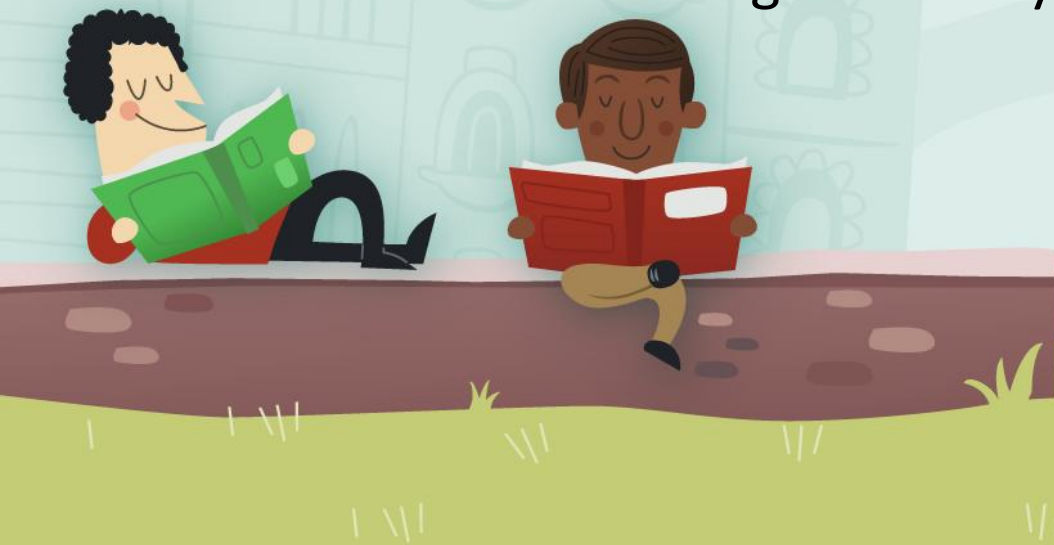
Jewellery is not suitable for school wear, but named watches may be worn (**NOT** smartwatches or health trackers). Watches will need to be removed for P.E. Children with pierced ears may wear one pair of plain small studs. **However, during P.E. and swimming we require all children to remove their earrings for safety reasons.** If this causes difficulty, when your child has P.E. or swimming, please ensure that your child does not wear earrings to school that day. **If your child is unable to remove their ear-rings they will not be allowed to go swimming or take part in P.E. lessons, both of which form part of the statutory curriculum.** To assist you, your child's class teacher will inform you of P.E. and swimming times. If you are planning to have your child's ears pierced, we would recommend doing this at the start of the summer holidays to allow time for the ears to heal.

(From our school website)



Other important equipment needed for the school day

- A labelled, reusable **water bottle** (water only – no juice)
- A **snack** for breaktime (preferably fruit or vegetables) if desired.
- A small **pencil case** containing a pencil, blue biro pen, ruler and rubber. (This will need to fit into their tray so cannot be too large!)
- **Reading book** and **Homework book** (these are provided by the school but need to be brought in every day).



Contacting the school

All initial enquiries/queries to go through the admin or finance team via admin@gbjs.co.uk or finance@gbjs.co.uk or 01376 326739

Administration/
Finance

Your enquiry/queries will be passed to the class teacher in the first instance.

Class teacher

If necessary, the class teacher will pass your enquiry on to the SENDCo or Deputy Headteacher.

SENDCo

Deputy
Headteacher

The Headteacher will support when all other lines of enquiry have been followed.

Headteacher



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