



11.9.17

## Year 6 Curriculum Letter

Dear Parents and Carers,

Welcome back to the new school year - we hope that you have all had an enjoyable holiday. As we are sure you will appreciate, this year will be very busy, with the Year 5/6 trip to France, the Key Stage 2 school production (now taking place in the Summer Term) and of course the SATs, therefore it would be extremely helpful to both us and your child if you could offer as much support as possible with homework, reading, tables practice and any other activities your child is required to complete.

We are very much looking forward to working with the children for what is to be their final year at Primary School and we hope that they enjoy it from start to finish. This letter outlines the topics that the children will be covering throughout the Autumn Term.

It also gives you some ideas for optional activities for the children to carry out at home, if they wish to do so.

This term our topic is **Ooh La, La**. We have changed our curriculum this year to promote a greater depth of learning in the non-core subjects and to make learning experiences more modern, relevant and exciting for the children. Our topics are planned and delivered in age phases (EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) on a two-yearly cycle. We are looking forward to launching our new topics and are sure that the children will enjoy learning and embracing a new and rich curriculum!

Please ensure your child bring their reading book and reading diary to school each day. They will also have a peg for their coat and P.E kit. As space in the cloakroom is limited, we would be grateful if P.E. kits could be kept in a small drawstring bag which fits onto the peg. Please ensure your child has a water bottle with them every day but please can I remind you that we only allow water rather than squash or flavoured water.

### P.E Kits

P.E. activities may be indoors or outdoors, depending on the weather, so children need an indoor kit (black shorts and a plain white T-shirt) and an outdoors kit (jogging bottoms and a sweatshirt/tracksuit) as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings). P.E. days are **Mondays and Tuesdays**.



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School Award**

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Shobnall Primary School, Shobnall Road,  
Burton-upon-Trent, Staffordshire, UK, DE14 2BB  
Telephone: **01283 247410** Email: **office@shobnall.staffs.sch.uk**



## Year 6 Curriculum Letter/continued...

### Routines

Please ensure that ALL your child's belongings are clearly labelled with their name. Children often misplace items and it is very difficult to find them if they are not labelled. In the morning, children in Years 3 to 6 will be dropped off at the bottom of the ramp on the KS2 playground where they will be greeted by a member of staff. If you would like to speak to your child's class teacher, please inform the teacher on the door and any messages will be passed on or an appointment made if necessary. At the end of the day children in these classes will collect their coats and meet adults on the playground. Year 5 and 6 pupils will be dismissed from their fire exit and years 3 and 4 will be dismissed from the bottom of the ramp.

### Homework

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be a piece of English and Maths homework set every Friday and collected by the teacher the following Wednesday.

### Meet the Teacher

As part of our transition programme, I would like to invite you to come in to our new "Meet the Teacher" on Tuesday 12<sup>th</sup> September. This is an informal meeting where I would like to meet you, provide you with a bit of information about the future term and also provide you with a chance to ask me a few questions. Please don't worry if you have a child in another class, this is very much a drop in session so I anticipate that you may just want to pop in for a brief period of time.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to me? I very much look forward to meeting you in the near future.

Yours sincerely



Mr Adams

Deputy Head Teacher/Year 6 Class Teacher





# ESSENTIALS OVERVIEW

THEME: Ooh La, La!

AUTUMN TERM



# Essentials

ESSENTIALS OVERVIEW

<p><b>CURRICULUM DRIVERS:</b></p> <p><b>DIVERSITY:</b> Respect for traditions and customs  <b>DREAMS:</b> Visit to France  <b>SPIRITUAL &amp; MORAL:</b> Manners/Secrets of Success</p>	<p><b>LAUNCH DAY:</b></p> <p><b>BASTILLE DAY!</b>          Hold a Bastille Day celebration in the classroom!          Ask the children to grab their passports and take them on a Google Expedition of France, taste French food, see some famous landmarks and listen to the National Anthem</p>	<p><b>PROJECT:</b>          Can the children complete their own research-based project about a famous French man or woman from the past or today?</p> <p><b>SHOWCASE/CELEBRATION:</b>          Set up a gallery in the hall and invite parents to 'The Louvre'!</p>	<p><b>ENGLISH LINKS:</b>          Recount (David Guetta – Titanium)          Classic Fiction (The Hunchback of Notre Dame/The Three Musketeers/Beauty and the Beast)</p> <p><b>MATHEMATICS LINKS:</b>          Ratio</p>
<p><b>ESSENTIAL LEARNING OBJECTIVES</b></p>			
<p><b>SCIENCE:</b></p> <ul style="list-style-type: none"> <li>To work scientifically.</li> <li>To understand electrical circuits (Y6).</li> <li>To investigate light and seeing (Y6).</li> <li>To investigate materials (Y5).</li> <li>To understand movement forces and magnets (Y5).</li> </ul>	<p>Investigate properties of materials in order to evaluate the suitability for French landmarks (e.g. Eiffel Tower).</p> <p>Find out about the life and works of Louis Pasteur. Complete an investigation.</p> <p>Investigating electrical circuits to enhance a structure (e.g. Eiffel Tower/Arc de Triumph).</p>	<p><b>ACTIVITIES</b></p>	<p>Using the works of Claude Monet (painting) and Henri Matisse (collage), ask the children to create their own Louvre to showcase and sell their artwork to visitors.</p> <p>Les Miserables – paint a picture of a scene from the story after listening to a track from the film.</p> <p>Create a blog or virtual diary during the children's visit France&gt; Include reports on Twitter and the school website.</p>
<p><b>ART &amp; DESIGN:</b></p> <ul style="list-style-type: none"> <li>To develop ideas.</li> <li>To master techniques (painting/collage).</li> <li>To take inspiration from the greats (classic and modern).</li> </ul>	<p>Design and make a structure to celebrate 250<sup>th</sup> anniversary of Bastille Day.</p> <p>Follow recipes for Coq Au Vin and design and bake own bread.</p>		<p><b>DESIGN &amp; TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>To master practical skills (electricals and circuits) – link to circuits and science.</li> <li>To master practical skills (construction).</li> <li>To master practical skills (food).</li> <li>To design, make, evaluate and improve.</li> <li>To take inspiration from design throughout history.</li> </ul>
<p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>To investigate places.</li> <li>To communicate geographically.</li> </ul>	<p>Become a Ski Resort Designer! Explore the geographical features of France (e.g. weather, transport links, coastlines/seaside localities, mountains, rivers, vineyards) to find the ideal location for a new ski resort!</p> <p>Create a link with a French school to ask pupils questions about life in France.</p>		

UPPER KEY STAGE 2 (YEAR 5/6)

<p><b>HISTORY:</b> To investigate and interpret the past. To build an overview of world history. To understand chronology. To communicate historically.</p>	<p>Invite a French visitor into school to talk to the children about life in France (e.g. Sonia Saint-Bomer)</p> <p>Rich &amp; Poor – Half the class are rich, half are poor. What events led up to July 14<sup>th</sup> 1790? Compare and contrast differences in the rich and poor throughout history. Why did the French revolt against the monarchy?</p>
<p><b>LANGUAGES:</b> To read fluently. To speak confidently. To understand the culture of the countries in which the language is spoken. To write imaginatively.</p>	<p>Open up a French Café! Learn to read a French menu and role-play ordering food.</p> <p>Writing a postcard from France in French.</p>
<p><b>MUSIC:</b> To describe music. To compose.</p>	<p>Les Carnival des Animaux by Camille Saint-Saens – listen, describe, compose and add own animal composition (e.g. through use of Purple Mash/Apps).</p>
<p><b>RELIGIOUS EDUCATION:</b> To understand how beliefs are conveyed. To understand beliefs and teachings.</p>	<p>Joan of Arc - What is a saint? Compare ideas to own beliefs. Reflect on the story of Joan of Arc and discuss heroic and courageous actions.</p>