

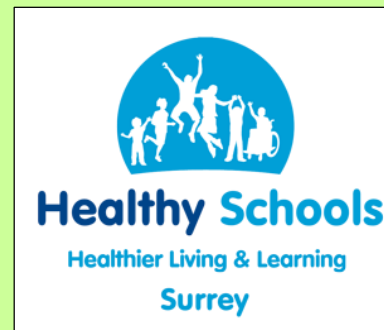


Godalming Junior School

Year 6

Curriculum Evening

Welcome



The Evening

- 'Meet' the Team
- Highlights
- Curriculum
- Dates
- New Routines
- Expectations
- Homework
- Assessment and SATs
- Residential Trip
- Contact Details

The Year 6 Team

Mr Poole

Miss Holcombe

Mr Hackshall

Mrs Farrow

Mrs Lewis

Mrs Killen

Mrs Bott

Mrs Blacklidge

Mrs Ayshford

Mrs Williams

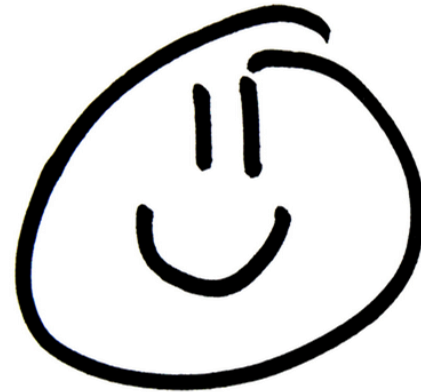
Mrs Sanders

Mrs Bradford



Highlights

- Residential Trip
- POW Projects - Video on Google Classroom
- WW2 Road Show
- Cooking - a meal!
- SATs
- End of Year Production
- Leavers BBQ



Curriculum



Biomes

Why are rainforests wet
and deserts so dry?

Living Things

Protect Our Wildlife (POW)

POW Videos



Battle of Britain

How the war effected people

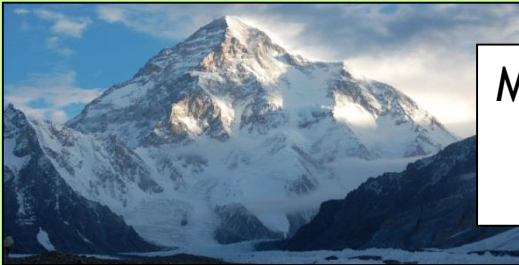
Evacuation

Soldiers

Women

Turning Points in the War

WW2
Roadshow
(PTA)



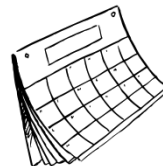
Mountains and Survival

Mountain Exploration

Survival Skills - Bear Grylls

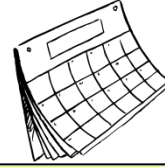
First Aid

Key Dates



Week beginning 14 th September	Assessment Week
Thursday 31 st October	Deadline for secondary school applications through the Surrey website under Secondary Applications.
Tuesday 17 th November	Later Parents' Evening
Thursday 19 th November	Earlier Parents' Evening
Thursday 4 th February	SATs Parents' Information Meeting
Week beginning Monday 8 th Feb	SATs Practice Week
Week beginning Monday 10 th May	SATs Week
Week beginning Monday 25 th May	Residential Trip

10richment



Week Beginning:

28 th September	Poetry Week
5 th October	Healthy Week (mental health)
9 th November	Remembrance Week
7 th December	Human Right's Week
18 th January	Hero Week
22 nd February	Arts Week
1 st March	Book Week
8 th March	Science Week
22 nd March	Earth Week
14 th June	International Week

New Routines

- Year Group bubbles
- Staggered break and lunches
- Staggered beginning and end of day
- Zoom assemblies
- Frequent washing of hands



Equipment to bring School

- A Full Pencil Case

- Pens (non biro/gel) - Black or Blue
- Pencils - Sharpener and rubber
- Pink Polishing Pen
- Whiteboard pen
- Ruler
- Colouring Pencils

(All available from the School Stationery Shop -
which is open every Wednesday on the playground)

- Water bottle (named)

- Reading book

- Reading record

- Complete PE kits (Tuesday) - to come into school in PE kits on this day.

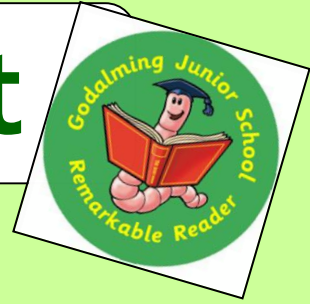


Year 6 Expectations

- Ambassadors for our school
- Behaviour and respect for others
- Greater Responsibility
 - House Captains
 - Buddies - via video and letters
 - School Council



Reading Passport



- Termly challenge to help children read a range of books (up to 8 books from the passport).
- Prizes given at the end of each term for those achieving Bronze (up to 4), Silver (up to 6) or Gold (all 8).
- Passports compliment the curriculum e.g. some non-fiction books linked to topics.
- Over the course of the year there will be a range of non-fiction, fiction, stories from different cultures, classic and contemporary books.

Reading Passport

- Whale Boy by Nicola Davies
- Stormbreaker by Anthony Horowitz
- Wind in the Willows by Kenneth Graeme
- Picture Book: Voices in the Park
- Poetry: Ted Hughes: Collected Poems for Children
- A nonfiction book about an endangered animal
- A nonfiction book about animal adaptations
- A nonfiction book about Hinduism



Timetable 6RH

	8.40	9.00	9.40-10	10.20-10.35	11:35	12.35-1.20	2.00	2.55pm	
Mon	Registration	MATHS	Value Assembly	BREAK	ENGLISH	SHARED READING		SCIENCE	READING
Tues		MATHS			ENGLISH	SHARED READING	READING	PE/GAMES	
Wed		MATHS			ENGLISH	NUMBER FLUENCY	READING	ART/DT	
Thurs		MATHS			ENGLISH	SPAG	READING	PSHE	FRENCH
Fri		MATHS	Celebration Assembly		ENGLISH	RE	READING	GEOGRAPHY	O-TIME

Timetable 6JP

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Tues		MATHS	ENGLISH		SHARED READING	Reading		PE/GAMES	
Wed		MATHS	ENGLISH		NUMBER FLUENCY	Reading		ART/DT	
Thurs		MATHS	ENGLISH		SPAG	Reading		FRENCH	PSHE
Fri		MATHS	Celebration Assembly		ENGLISH	RE		Reading	GEOGRAPHY - BIOMES

Homework



Subject	Format	Day Set	Deadline Day
English (Up to 40 mins)	Google Classroom	Monday	Friday
Maths (Up to 40 mins)	Maths Homework Book	Monday	Friday
Half Termly Project (Up to 90 mins)	Google Classroom	Beginning of a half-term	Week before the last week
<p>Children are required to read for 10 minutes each evening and comment in their reading record.</p> <p>Parents/carers to confirm this by signing in the homework diary</p> <p>Recommended Booklist on the Website</p>			

Assessment



- By the end of the year children are aiming to meet end of Key Stage 2 expectations.
- These statutory requirements are set by DfE and are the same nationally.
- GJS has regularly scored higher than the national average in the combined Reading/Writing/Maths scored.

Assessment



Terminology:

Working below standard	Children who are working significantly below the expected standard
Working towards	Children who are working just below the expected standard
Meeting the expected standard	Children who are working at the expected standard
Working at greater depth	Children who are exceeding the expected standard.

We will use 'on track to be...'

English

English

Name:		Year 6 Reading Ladder							
Word Reading		Locate, retrieve and elaborate on information	Use inference and deduction skills	Understand structure, organisation and presentation	Understand language, technique and style				
Comprehension		Understand themes and conventions in texts							
Range of competencies and contexts: Children will read and analyse a range of texts - including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Learning by heart and reading performing aloud enable understanding to be enriched. Opportunities to apply learning successfully in pupils' writing are also evident. Pupils develop personal tastes in their reading and are able to recommend books to others based on a more sophisticated understanding of preferences.		I can explain and discuss what I have read using notes if necessary							
Must	I can summarise the main ideas of a paragraph and identify key details	I can give justified views based on inference and deduction	I can comment on how narratives are structured in different ways e.g. adventure, mystery	I can explain how language is used to help the reader visualise setting, characters and events	I understand that the same themes can be presented in different ways e.g. leaflet, letter				
Should	I can decide what to include in note taking to create a summary	I can distinguish between implicit and explicit points	I can evaluate the presentation and its effectiveness in conveying information	I can identify and comment on figurative, expressive and descriptive language	I can consider how the reader's experiences and context influence the effect of a text				
I can retrieve information to answer abstract questions	I can use direct evidence from sections of text to explain and justify opinions	I can begin to use clues in language to put the text in context e.g. historically	I can comment on how narrative structure can engage a reader e.g. flashback	I can relate language choices to the genre	I can identify how some writers attempt to challenge conventions in narrative e.g. handsome hero and Shrek				
I am secure in skimming, scanning and text marking for research	I can select, organise and prioritise information from a range of sources	I can draw on detail to give full and persuasive answer	I can identify the structure and organisational choices	I can explain why structural and organisational choices have been made	I can evaluate and analyse texts including language choices				
I can consider alternative interpretations and select the most plausible	I can use a wide	I can use technical vocabulary to comment on texts e.g. simile, imagery	I can describe and evaluate authors' use of techniques, justifying interpretation by references to the	I can compare and contrast how writers treat similar context and themes	I can identify and comment on the way that different writers'				
using paragraphs to organise ideas		describing settings and characters							
using some cohesive devices within and across sentences and paragraphs		using different verb forms mostly accurately							
using co-ordinating and subordinating conjunctions		capital letters							
using mostly correctly		full stops							
		question marks							
		exclamation marks							
		commas for lists							
		apostrophes for contraction							
spelling most words correctly (year 3 & 4)		spelling some words correctly (year 5 & 6)							
producing legible joined handwriting.		creating atmosphere, and integrating dialogue to convey character and advance the action							
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly		using a range of cohesive devices, including adverbials, within and across sentences and paragraphs							
using passive and modal verbs mostly appropriately		using a wide range of clause structures, sometimes varying their position within the sentence							
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		using mostly correctly							
		inverted commas							
		commas for clarity							
		punctuation for parenthesis							
		semi-colons							
		dashes							
		colons							
		hyphens							
spelling most words correctly" (year 5 and 6)		maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters							
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures		selecting verb forms for meaning and effect							
using the full range of punctuation taught at key stage 2 mostly correctly, including:		using mostly correctly							
		semi-colons to mark the boundary between independent clauses							
		colons to mark							

Maths

Number and Place Value					
Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Introduction	Independence	Application	Mastery	Surp
Round any whole number to a required degree of accuracy					
Use negative numbers in context, and calculate intervals across 0					
Solve number and practical problems that involve all of the above					
Addition, Subtraction, Multiplication and Division					
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication					
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context					
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context					
Perform mental calculations, including with mixed operations and large numbers					
Identify common factors, common multiples and prime numbers					
Use their knowledge of the order of operations to carry out calculations involving the 4 operations					
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why					
Solve problems involving addition, subtraction, multiplication and division					
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy					
Fractions (including decimals and percentages)					
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination					
Compare and order fractions, including fractions > 1					
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions					
Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]					
Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]					
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for					

SATs

Week beginning 10th May 2021

Day	Test
Monday	<ul style="list-style-type: none">• Grammar, Punctuation and Spelling [SPAG] (45 mins)• Spelling (not timed)
Tuesday	<ul style="list-style-type: none">• Reading (1 hour)
Wednesday	<ul style="list-style-type: none">• Arithmetic Test (30 mins)• Maths Paper 1 (40 mins)
Thursday	<ul style="list-style-type: none">• Maths Paper 2 (40 mins)

Writing: Teacher Assessed. Children to show evidence of meeting the End of Year Expectations consistently over a range of different genres.

SATs meeting in the Spring Term (Thursday 4th February).

SATs Practice Week: Week beginning 8th February

Project Catch-up

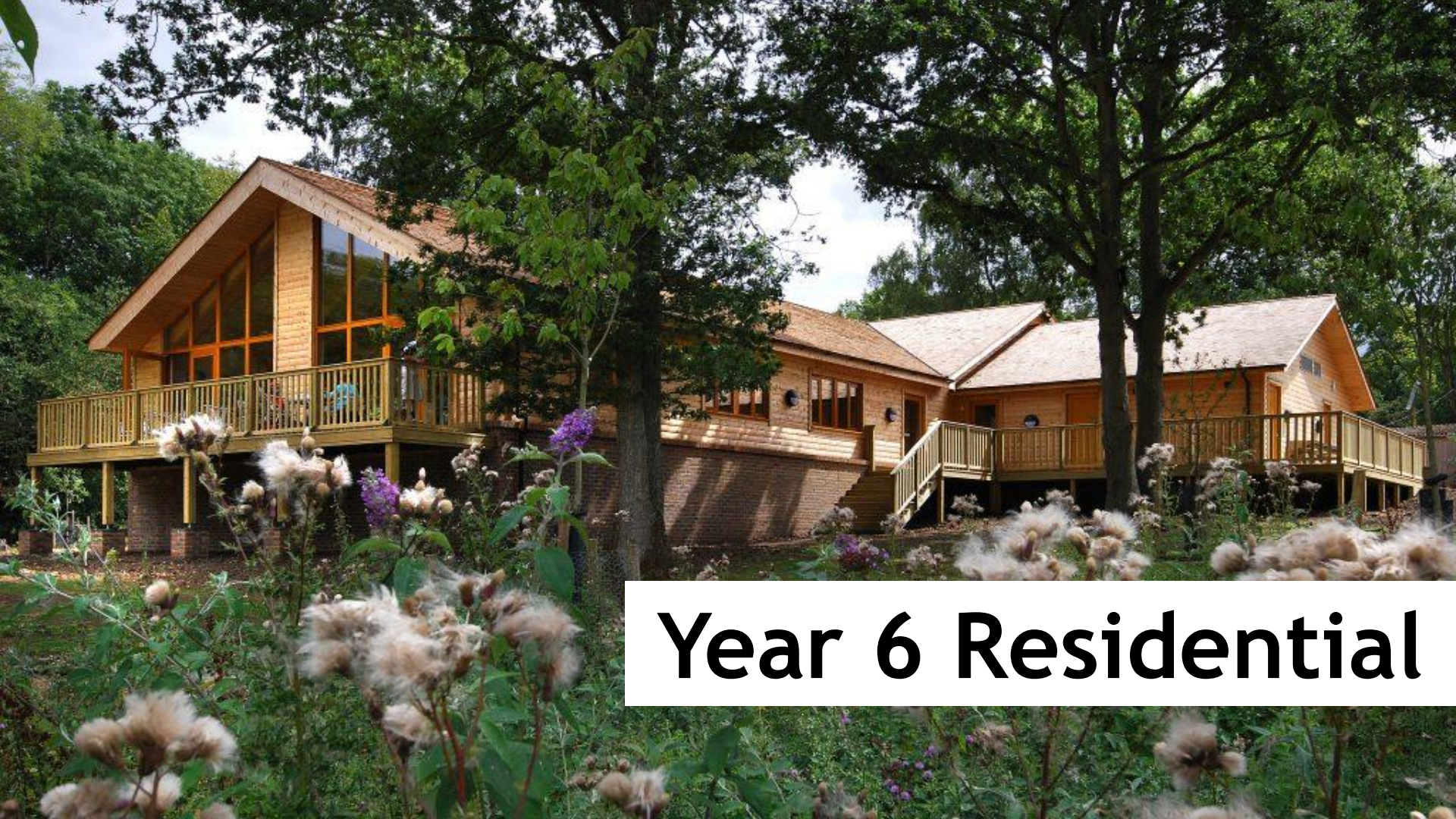
- Thank you for all your help during lockdown.
- This half-term, we will be finding out where the children are at. We will do this through normal classroom practise and formal assessments.
- After half-term, we will be organising intervention and small group work to address any gaps in children's learning.



Ways to help at home...

- Encourage children to play on TT Rockstars as often as possible.
- Read with and to your child.
- Ask questions about your child's reading book.
- Trips out to enhance the curriculum.
- Reading clocks - analogue and digital.
- Let them help you cook (weighing out ingredients, measuring volume etc)
- Let your child use money and work out change.
- To encourage independence with homework.





Year 6 Residential

A photograph of a two-story wooden house with a prominent balcony and a brick foundation, set in a lush, wooded environment. The house features large windows and a gabled roof. In the foreground, there are various plants, including tall, fluffy white flowers and purple blossoms. The scene is captured in bright daylight with soft shadows.

High Ashurst

24th - 28th May 2021



Outline

- Aims
- High Ashurst Centre
- Location, Location, Location
- Accommodation
- Activities
- Why High Ashurst?



Our Aims

- To develop teamwork skills with a range of different people in different situations.
- To raise self esteem through challenging activities.
- To promote the principles of outdoor education.
- To promote health and fitness.
- To develop safety awareness and equip children to recognise risk.
- To enjoy a memorable experience.

High Ashurst

High Ashurst is part of



It is a Surrey CC outward bounds centre.

They cater for all ages and uses a range of outdoor and adventurous activities to develop key physical, emotional, personal and social skills.

Where is High Ashurst?



In amongst the
Surrey Hills on Box
Hill

A large, two-story wooden house with a prominent gable and a wide deck. The house is surrounded by lush green trees and wildflowers in the foreground. The text 'Costs and payments' is overlaid on the top right of the image.

Costs and payments

To be outlined in a letter

- Cost
- Instalments
- Deposit



Accommodation

- A circular 'village' of tepees.
- Children sleep in groups of 6-8.
- Tepees are allocated based on friendship groups.
- Separate girls and boys tepees.
- Staff are situated in the 'village'.



Activities - throughout the day

- Breakfast
- ACTIVITY 1
- Lunch
- ACTIVITY 2
- Tea
- EVENING ACTIVITY 3
- Bed time



A scenic view of a park with lush green trees and a blue sky with white clouds. The trees are dense and vibrant, with some showing early autumn colors. The sky is bright blue with scattered white clouds. The overall atmosphere is peaceful and natural.

Activities - a whole range

1. Climbing
2. High ropes
3. Woodland skills – survival!
4. Mountain biking
5. Water sports – including stand up paddle boarding (River Thames @ Richmond)
6. Challenge Course
7. Archery
8. Orienteering



Why High Ashurst?

1. It's an exciting place!
2. It hits all our aims.
3. The range of activities is excellent – really is something for everyone.
4. A lovely location.
5. Staff very accommodating.

Contacts

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E-mail:

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Miss Holcombe: rholcombe@godalming-junior.surrey.sch.uk

First port of call - class teacher

Questions

Drop us a line or email.