

The Pioneer Academy

Good Afternoon! Welcome to the Year 6 Curriculum Meeting



Year 6 Team

Class teachers

Mr Leggatt

Miss Haynes

Miss Pearce

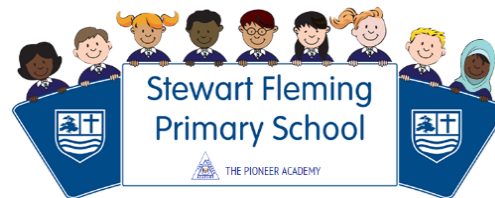


Specialist Teachers

- Jordon Williams – PE
- Lindsay Howe – Art / DT
- Angharad Edmunds – Music

School Vision

Every Day at Stewart Fleming is an extraordinary school day. Our unwavering commitment in delivering an inspiring and inclusive curriculum develops independent learners. We endeavour to nurture inquisitive minds to enable them to become the best that they can be.



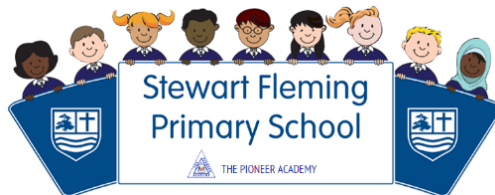
Soft Start Morning 8:45 – 9:00

At Stewart Fleming we believe that in order to expect positive and respectful communication, we need to model and provide opportunities for it within our school day. Therefore we encourage all children to come to for at 8:45 am start.

Once they come into their room there will be music playing, books to read, partner games to play and optional curriculum or PSHE tasks to do.

The tasks cover aspects of our SMSC (spiritual, moral, social and cultural development) calendar such as Road Safety Week, Anti-Bullying Week and Children in Need.

Teachers and support staff in the room play a crucial role. They engage with children, support children's excitement of learning for the day and tutor. This morning routine is fundamental to driving Stewart Flemings ethos as it develops independence, positive communication and well-being of every child



Tuesday 8th November 2022

Timetable

8:45 – 9:00 Soft Start Morning
9:00 – 9:30
9:30 – 10:30
10:30 – 10:45
10:45 – 11:00 Break time
11:00 – 12:00 Maths
12:00 – 1:05 Lunch
1:05 – 2:00
2:00- 2:15 – Break time
2:15 – 3:00
3:00 – 3:15

Good morning!

Morning Activity

Did you know about the different coloured poppies?

Read about them.

Which one would you choose to wear?

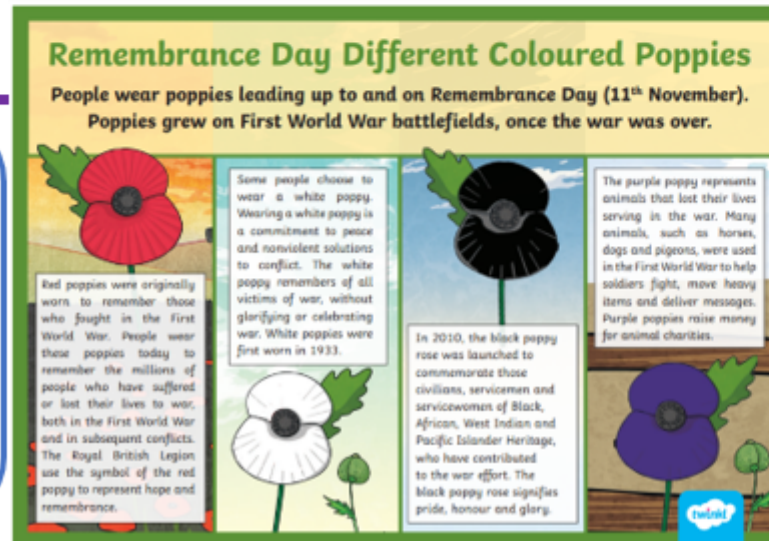
Menu

Sticky Chicken
Stir Fry Noodles
Vegan Sausage Roll
Pesto and Pea Pasta

Mashed Potato
Carrot
Green Beans
Chocolate Orange Pot
Biscuit
Fruit

Morning Choices

Practice your times tables
Read a book from the book corner.



Working with Teacher

Handwriting

Curriculum Offer at Stewart Fleming

Subject	Curriculum Scheme
English (Reading)	Little Wandle (EYFS – Y2) Whole class Guided Reading using CUSP
English (Writing)	CUSP
Maths	White Rose Maths
Science, History, Geography, DT and Art	IPC
French	Language Angels
Computing	IPC
PE	PE PRO
RE	Bexley Scheme
PSHE	IPC and CWP



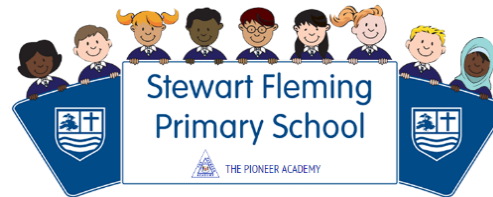
Timetable

Turing

Zephanaiah

KS2	8:45 – 9:30	Session 1 9:30am – 10:30am		10:45- 11:15	Session 2 11:15am – 12:15pm	Session 3 1:15pm – 2:15pm	Session 4 2:15pm – 3:15pm
Monday	GR	English	10:30-10:45am - KS1 & KS2 playtime	KS2 assembly	Maths	IPC	IPC
Tuesday	GR	English		Spelling and handwriting	Maths	PE	Art
Wednesday	GR	English		KS2 music assembly	Maths	IPC	PE
Thursday	GR	English		Spelling and handwriting	Maths	IPC	Computing
Friday	9-9:30 Merit Assembly	9:30- 10:30 English		Guided Reading	Maths	RE	Music/PSHE

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Tuesday	GR	English		Spelling and handwriting	Maths	Art	PE
Wednesday	GR	English		KS2 music assembly	Maths	IPC	R.E LH
Thursday	GR	English		Spelling and handwriting	Maths	Computing	IPC
Friday	9-9:30 Merit Assembly	10-10:30 GR		10:30-11 English	English (cont)	Maths	Music/PSHE



English

In English, we'll be:

- Using the past progressive to show on-going actions that took place in the past
- Use relative clauses to give additional information about a noun
- Sequencing and describing events chronologically and factually
- Using conjunctions, adverbs and prepositions to express time, place and cause



Reading and spellings

Children are still expected to read and comment 3x per week.

Comments should be written by the child or adult and focus on things that they have enjoyed, struggled with, summaries and predictions. We love to see a range of texts being explored.

Spellings will now be weekly and tasks will be stuck into homework books. See example.

Y5 Block 1

Home learning

Y3/4 Statutory word list: Sets 1 – 4 revisited

Add the missing letters and then write the whole word.

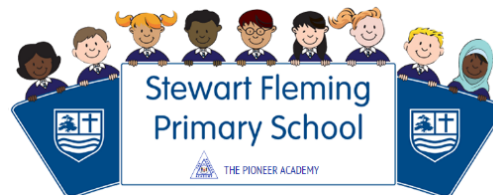
believe bel__v__ _____ circle ___cle _____
ordinary ordin___ _____ natural nat__al _____

The underlined words have been misspelt. Write the correct word.

1. We needed to create a plan for our science experment. _____
2. I was tired althow we hadn't done too much all day. _____
3. My dad bought some medasin for our pet dog. _____

Write a sentence that uses each of the words.

recent _____
important _____



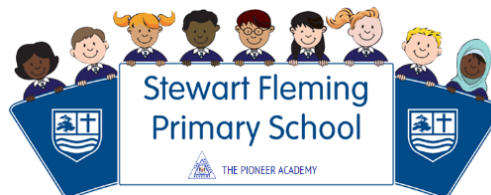
Times tables

Times tables will also be sent home weekly.

We will send books home on a Wednesday and expect them to be returned on a Monday for a times tables test.

In Year 6, many children will be on Mixed practice. However, if children are focusing on one set, this will be highlighted in the books. They will move on after 3 consecutive weeks of successful application.

X	12	3	8	6	5	11	10	7	9	4	2
11											
7											
4											
9											
5											
8											
3											
12											
6											
2											
10											



Maths

Autumn term

Number

Place value
FREE TRIAL

[VIEW](#)

Number

**Addition, subtraction, multiplication
and division**

[VIEW](#)

Number

Fractions A

[VIEW](#)

Number

Fractions B

[VIEW](#)

Measurement
Converting units

[VIEW](#)



Maths

Every lesson children are exposed to fluency and reasoning questions.

4 Fill in the missing numbers.

a)

		8	1		8	5
	+			0	6	
		9	9	5		8

c)

		8		4	8	5	
	-	3	6				4
			5	5	5	5	5

b)

		2			5	5
	-	2		0	5	
			9	0		5

d)

		2	1		8	5
	+			0	6	
		4	1	0		2

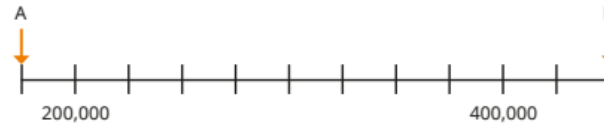
5 Four players have scored points in a video game.

Player	Score
Annie	350,250
Jack	175,900
Mo	99,750
Dora	?

Dora's score is 88,300 less than Jack's.

- What is Dora's score?
- What is the difference between the highest score and the lowest score?
- What is the total of all the players' scores?

6 What is the difference in value between A and B?



- 7
- | | | | | | |
|---|---|---|---|---|---|
| 1 | 3 | 5 | 7 | 9 | 0 |
|---|---|---|---|---|---|

Use each digit card once to complete the calculation.

$$\square\square\square - \square\square\square = \square$$

Try different combinations of digits to get an answer that is as close to 500 as possible.

8 I am thinking of a number. I add 200,000, then subtract half a million, then add a quarter of a million. Then I round to the nearest 10, which is two million and fifty.



What number could Alex have been thinking of to start with?

IPC Topic: Existing, Endangered and Extinct

This topic covers History for this half term:

UNIT: Existing, Endangered, Extinct - Year 6 - Autumn 1 + 2

Subject	Science x 16	Geography x 2	Design and Technology x 4
Key Questions	How can we draw conclusions to help us hypothesise about the real world?	Can we preserve the biodiversity of our planet? Can I interpret relevant data and draw conclusions? Can I assess the impact of climate and weather?	How does modelling help us understand the difference between design and functionality? How effectively can I test and improve?
Lesson 1	Why is classifying important? (Task 1)	What is biome and the threat to it? (Task 1)	What are the aesthetic and functional aspects of prosthetic limbs? (Task 1)
Lesson 2	What comparison can you draw about the life cycles and reproduction processes in different animals? (Task 2)	What conclusions can you draw about cause and effect (Task 2)	How can I create a mini biome? (Additional task not in booklet) DESIGN
Lesson 3	What evidence supports your hypothesis about adaptation? (Task 3)		How can I create a mini biome? (Additional task not in booklet) CREATE
Lesson 4	How do disturbances in the food webs impacts living things? (Task 4)		How can I create a mini biome? (Additional task not in booklet) EVALUATE
Lesson 5	What are the changes and reasons that have caused a decrease in one animal? (Task 5)		
Lesson 6	How is natural fertiliser made and what is it used for? (Task 6)		

Lesson 7	What is a key and why is it important? (Task 7)	
Lesson 8	What are the essential information for identifying animal class? (Task 8)	
Lesson 9	How do we maintain a growing a population and biodiversity? (Task 9)	
Lesson 10	What is the difference between infographics and animal adaptations? (Task 10)	
Lesson 11	What is the story of natural selection? (Task 11)	
Lesson 12	What are the adaptations required for animals living in extreme environments? (Task 12)	
Lesson 13	How is climate change threatening species and the consequences of this? (Task 13)	
Lesson 14	Which order of date did animals become extinct? (Task 14)	
Lesson 15	What will earth be like in the future and why? (Task 14)	
Lesson 16	What is the relationship between resilience and biodiversity? (Extension)	

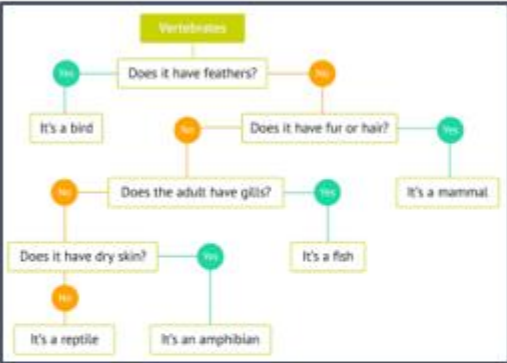
Year 6 Existing, Endangered, Extinct



Science

Links to Nursery Dinosaurs
Links to Y1 The Earth: Our home

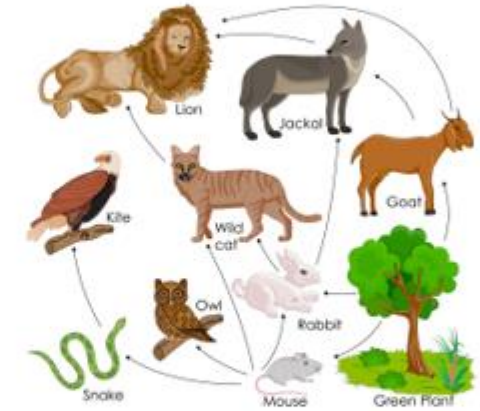
Is a penguin a mammal or a bird?



M	Movement
R	Respiration
S	Sensitivity
G	Growth
R	Reproduction
E	Excretion
N	Nutrition

There are seven characteristics which define living things.

All the animals must live in the same biome to be part of the same food chain.



Bacteria belong to a group of living things called microorganisms



All living things must adapt to their surroundings to survive

Vocabulary

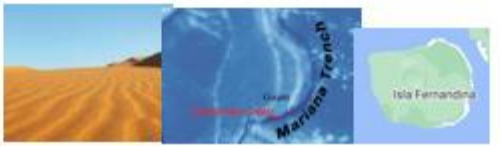
variation habitat biome species
 climate change global warming
 vertebrate invertebrate classification

How have animals adapted to their habitat - nutrition?

predator prey
 herbivore carnivore omnivore



Extreme living conditions



Year 6 Existing, Endangered, Extinct



Links to Nursery Dinosaurs Links to Y1 The Earth: Our home

Geography: What are the different biomes? How are they different?



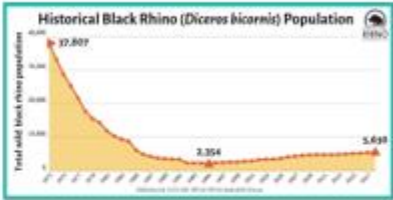
Science: What would happen to the food chain if polar bear became extinct?



Science: Animals and plants go extinct for many reasons, some of them caused by man



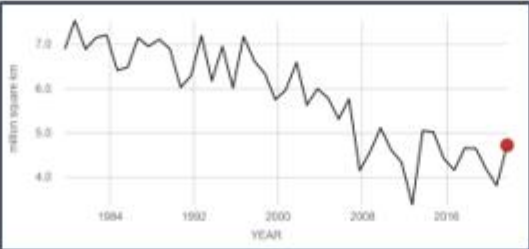
Computing: Use excel to create graphs



DT: design an artificial arm/hand or foot/leg.



Geography: The ice caps are melting because of global warming.
How can we reduce climate change?



Curriculum Letter

In Geography, we'll be learning about:

- Characteristics of different biomes found on earth
- Threats causing changes to biomes
- Habitat loss
- Causes and impact of global warming
- Using graphs and tables to gather information about changes to the environment.

In Science, we'll be learning about:

- Biodiversity
- Reproduction – one of the seven characteristics of living things
- Different ways animals can adapt to where they live
- Food chains and webs and what happens when they are disrupted
- The role of decomposers (fungi, bacteria, insects)
- How global warming impacts living things
- Evolution and adaptation
- How humans change land to meet their own needs and the impact on other living things
- Extreme environments where living things survive and thrive
- Endangerment and extinction.

In International, we'll be learning about:

- The role of NGOs in animal conservation
- Biodiversity hotspots and how to conserve them.

In Computing, we'll be learning about:

- Identifying questions which can be answered using data
- Objects that can be described using data
- Explaining formula that can be used to produce calculate data
- Applying formulas to data, including duplicating
- Creating a spreadsheet to plan an event
- Choose suitable ways to present data

In Design, Technology and Innovation, we'll be learning about:

- How medical technology is helping humans
- Designing and making limbs that move.

In French, we'll be:

- Revising key French vocabulary, we have already learnt including numbers, colours, time, days of the weeks and likes/dislikes
- Exploring vocabulary linked to my life and the world around me

In RE, we'll be:

- Looking at Christian values, beliefs, rituals and celebrations.
- Exploring the features of a Christian church and making comparisons with other religious places of worship.

In Music, we'll be

- Learning how to maintain a strong pulse and recognise and compose different rhythmic ostinato with a given time signature.
- Exploring a range of regular time signatures such as (2/4, 3/4 and 4/4) and analysing irregular time signatures such as (7/4, 5/4)

In Art, we'll be:

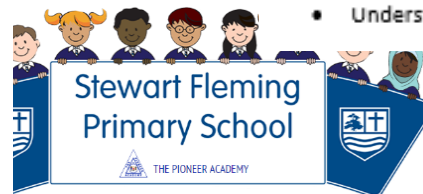
- Celebrating the work of a famous artist from a Commonwealth country
- Exploring portraiture and the work of a contemporary creating using a variety of mixed media.
- Learning the skills of portraiture using pencil

In P.S.H.E., we'll be:

- Completing bespoke lessons to introduce Zones of Regulation to the children
- Understanding how we learn and ways to support our learning in our Brainwave topic

In PE, we'll be:

- Developing our shooting, passing and dribbling skills in football.
- Understanding the importance of working together as a team.



Homework

Existing, Endangered, Extinct

WALT: Research an endangered animal Create an information page about an endangered animal. Remember to include: **What is the name of the animal? Why is the animal facing extinction? What is the current population of the animal? What can be done to prevent this animal from becoming extinct?**

Completed on:

Computing / PE / Speaking and Listening

WALT: Investigate political speeches Research a famous political speech by any famous political leader. Perform this to someone in your household. Write your favourite part of the speech in your book.

Completed on:

Art

WALT: use the style of Margaret Mee

Draw an image of a rainforest scene or plant in the style of Margaret Mee. **Can you use shading to creating texture? If you have watercolour paints think about how you can use them to create effect. If you need colouring pencils please ask your teacher.**

Completed on:

Maths

WALT: Understand how to calculate percentages of amounts Next time you go shopping in store or online take pictures of 5 items and calculate the new price of each item with: **10% off, 20% off, 7% off**

Completed on:

English

WALT: Know how to write a biography

Research the author Katherine Rundell and create a biography. Please include: **When was she born? Where did she grow up? Where was she educated? Write down one thing you found interesting about the author. Name another book she has written and what it is about.**

English

WALT: Know how to use a range of figurative language

Imagine, like Sophie in Rooftoppers, you find a community on the roof. Describe the setting in as much detail as possible. Remember to include: **Similes and personification, a range of figurative language, a range of punctuation**

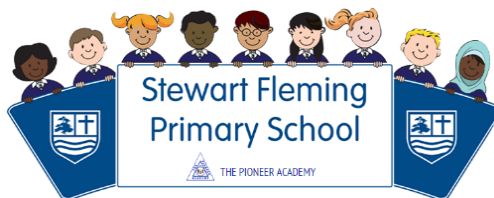
Spelling

Spelling will be sent home weekly. Please check your child's spelling book for the latest work.

French

WALT: Understand French cuisine

Research a French meal and write up recipe for it. If you are feeling up for it, perhaps you could even make it! **Bonus points if you can write the recipe in French.**



Parental Engagement

KS2 SATs:

Week beginning 12th May 2025

Trips:

Insect workshop- Wednesday 9th October 2024

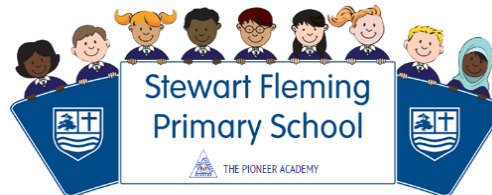
Chilsehurst Caves Wednesday 4th December 2024

Y6 Residential trip – 9th- 13th June 2025

Parent's evening- Monday 14th October 2024

KS2 Reading morning- 16th October 2024 and 28th November 2024

There will be a separate forum for SATs and the residential in due course



Questions?

Thank you for attending this meeting. We appreciate all your support.

