



**ACHIEVEMENT, AMBITION AND PROGRESS FOR ALL...**



## **John Ball Primary School Information Newsletter Year 6 — 2018/2019**

This newsletter gives you information about what your child will be learning this year and how you will be able to support them.

Please visit our website for further information:  
[www.johnball.lewisham.sch.uk](http://www.johnball.lewisham.sch.uk)

# The year group team

**Luke Carter** - [lcarter51.209@lgflmail.org](mailto:lcarter51.209@lgflmail.org)

**Hannah Nolan-Neylan** —[hnananneylan.209@lgflmail.org](mailto:hnananneylan.209@lgflmail.org)

**Sophi Cole (Phase Leader)** - [scole52.209@lgflmail.org](mailto:scole52.209@lgflmail.org)

## Support Staff in Year 6:

Buba, Alex, Kelly, Bev Hards.

**Please note, the preferred method of contact for individual teachers is through the class dojo messaging service. Contact your class teacher if you require support in accessing this. Please remember that during the school day it may be hard for us to reply to you; any urgent messages should go via the School Office.**

**PLEASE NOTE: the curriculum information on the following pages may change as the year progresses; this is a live document which is reviewed regularly and tailored to class interests/needs.**

# Maths

Year 6 children will be practising using column method for addition and subtraction, and multiplying and dividing numbers with up to four digits, using long multiplication and short division. They will be doing more complicated work with fractions, decimals and percentages. Children will also start to learn about scaling and proportion, and will be introduced to algebra. They will need to measure the perimeter, area and volume of different shapes, and convert between units of measure. Coordinates in all four quadrants are introduced in Year 6, as is the interpretation and construction of pie charts.

**The national curriculum for maths can be found at:**

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## English and Big Reading

In Year 6, children will read and analyse a range of different genres. They will enhance their inference of characters' motives and feelings and be able to discuss and evaluate how authors use figurative language. They will learn to spell a variety of more sophisticated words with different prefixes and suffixes. They will also think about how words are related by learning about synonyms and antonyms. When writing a text, they will carefully select vocabulary and use a variety of presentational devices (including bullet points and sub-headings) to structure text. They will use a range of punctuation correctly, including semi-colons, colons, dashes and hyphens.

**The national curriculum for English can be found at:**

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

## Science

This year, children will build on their knowledge from KS2 and learn about the following 5 topics through the school year:

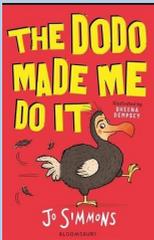
- **Living things and Habitats** including classifying micro-organisms, plants and animals
- **Electricity** analysing the function of lamps, buzzers, cells and switches
- **Evolution and Inheritance** looking at fossils, reproduction and adaptation
- **Light** looking closely at how it travels and how shadows are made
- **Animals including humans** focussing mainly on diet and exercise

**The national curriculum for Science can be found at:**

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

<b>Y e a r  6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
	<b>Topic Title:</b> The Windrush	<b>Topic Title:</b> Natural disasters
	<b>The Big Picture:</b> Who are the Windrush generation? What impact did they have on British identity?	<b>The Big Picture:</b> Why do Earthquakes happen? How do volcanoes erupt? We all see in the news when natural disasters happen but what causes them?
	<b>PSHCE:</b> Rights and responsibilities of children  <b>PE:</b> Dodgeball/Handball  <b>French:</b> Out and About: Giving and taking directions around a high street setting  <b>Music:</b> Develop Rhythmic precision  <b>Humanities:</b> Extended study of modern British history, focusing on immigration.  <b>Art/DT:</b> Painting using subtle tones of colour.	<b>PSHCE:</b> Health and Wellbeing: change and transition. Managing pressure and media influence.  <b>RE:</b> Christianity: How Christians respond to personal and social issues, locally and globally, in a number of ways and can draw inspiration from other Christians.  <b>PE:</b> Basketball/ TAG Rugby  <b>French:</b> Develop conversation around shopping  <b>Music:</b> Keyboard skills  <b>Humanities:</b> A study of the causes and effects of natural disasters.  <b>Art/DT:</b> Drawing—observational sketching of people.
	<b>Educational visits</b> Visitors in to supplement our Windrush research.	<b>Educational visits</b> Junior Citizen event
	<b>Core Texts:</b> 	<b>Core Texts:</b> 

<b>Y e a r  6</b>	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Topic Title:</b> The Plague	<b>Topic Title:</b> North America
	<b>The Big Picture:</b> What was the Plague? How did it spread? Could it have been prevented? Is it similar to any of today's diseases?	<b>The Big Picture:</b> Has the American experiment worked? Should Americans feel guilty about the treatment of Native Americans? Why is Canada different?
	<b>PSHCE:</b> Living in the wider world: topical issues.	<b>PSHCE:</b> Understanding relationships and puberty.
	<b>RE:</b> Hinduism: Theme of peace and Ahinsa	<b>RE:</b> Buddhism: Theme of right and wrong.
	<b>PE:</b> Hockey/Indoor Games	<b>PE:</b> Baseball and Cricket/ Gymnastics
<b>Humanities:</b> A study with local relevance about a turning point in British history.	<b>French:</b> My Hobbies and Interests	
<b>French:</b> Develop conversation around shopping	<b>Music:</b> Perform to class mates a piece on an instrument of your choice.	
<b>Music:</b> Music History: A look at Jazz music/Avante garde	<b>Humanities:</b> A comparison of a region of North America with the UK.	
<b>Art/DT:</b> Collage- creating a 3D image based on a painting	<b>Art/DT:</b> Continuing studying 3D aspects of art.	
<b>Educational visits</b> Trip to be confirmed		
<b>Core Texts:</b>  	<b>Core Texts:</b>  	

Year 6	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Topic Title:</b> The Mayans	<b>Topic Title:</b> This is me!
	<b>The Big Picture:</b> Who were the Mayans and what can we learn from them? What did they do during their leisure time?	<b>The Big Picture:</b> What do I want from life? What do I need to do to get there? What obstacles may I need to overcome?
	<b>PSHCE:</b> Relationships: identity	<b>PSHCE:</b> Relationships: educate and celebrate positive relationships.
	<b>RE:</b> Islam: Peace - Allah as 'As-salaam' - the 'Source of peace'.	<b>RE:</b> Worldviews including Humanism: contemporary views on ethical discussions.
	<b>PE:</b> Athletics/Tennis	<b>PE:</b> Football/Tactics in competitive games
	<b>French:</b> My favourite subjects	<b>French:</b> Preparing for secondary school
<b>Music:</b> Music tech: compose a ringtone.	<b>Music:</b> Music tech: create or reproduce a hit!	
<b>Humanities:</b> A study of a non-European society	<b>Art/DT:</b> Props and set design and construction	
<b>Art/DT:</b> Exploring different art from around the world	<b>Art/DT:</b> Props and set design and construction	
<b>Educational visits</b> Week-long school journey SATs celebration trip (class decide this... within reason!)	<b>Educational visits</b> Transition visits to secondary	
<b>Core Texts:</b>	<b>Core Texts:</b>	
		

# Home Learning

<b>Reading and Spelling</b>	Children are expected to bring their planners to school every day. They should comment on their independent reading in their planners approximately twice a week. They will write a spelling list into their planners on a Friday and will be tested the following Friday.
<b>Hegarty maths</b>	This is set on a Friday and expected to be completed by the following Friday.
<b>Bug Club</b>	Children will have the opportunity to read e-books and practise comprehension and grammar skills through the Bug Club website throughout the school year.

# Home School Agreement

At John Ball School we believe in **Achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success.

The School is committed to:

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Guardian Consultations, workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), yearly curriculum updates and letters

*Continued on the next page...*

# Home School Agreement

- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

The family is committed to ensure:

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week
- They will try to make time to read to their children regularly
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school

**At 'Meet the Teacher' you will have an opportunity to see your child's individual class charter. You will also be asked to sign to say you have read and understand this agreement.**