

# Welcome to Year 6

North Cheshire Jewish Primary School



Mrs Becker – Monday, Tuesday, Wednesday  
and Friday

Mrs Ashcroft – Thursday

Mrs Devine, Mrs Cowan, Mrs Arnold -  
Murray



# Year 6

## Partnership between home and school



- \* Working together we can maximise our impact to help your children build skills for future success.

# Independence

- \* In Year 6 – the children are getting ready for High School. They need to become responsible for their own equipment, handing homework in on time, taking messages home ...
- \* On PE days children wear their PE kit to school – blue/black tracksuit bottoms/shorts, white t-shirt, blue school jumper/hoodie, trainers
- \* Astro shoes
- \* It is a good idea to have a small roll on deodorant in school on PE days





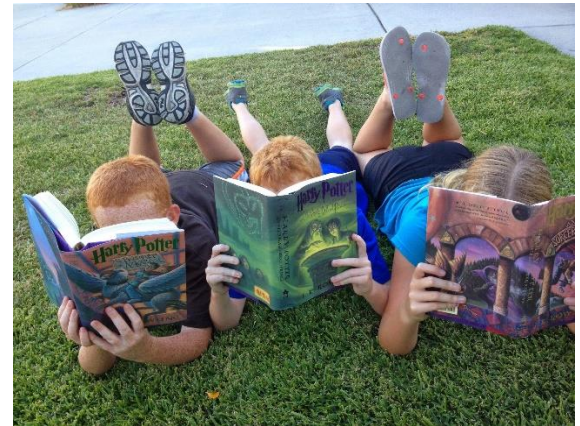
# Health and Safety

- \* Staff on duty @ 8:40am
- \* Please do not leave children unsupervised before this time.
- \* If it is wet play, Year 6 can come into the classroom.
- \* No jewellery to be worn in PE.
- \* Stud earrings and a watch can be worn during non PE days.



# Reading

- \* Building fluency and comprehension is key
- \* Predicting outcomes
- \* Inference
- \* Scanning
- \* Relating things to other areas to see the bigger picture
- \* Accelerated Reader
- \* Reading record books – under discussion



# Reading



- \* Reading for pleasure is important
- \* Ask your child to tell you a summary of the story or text they have read;
- \* Describe the character
- \* Predict what will happen next.
- \* Develop skills of inference and deduction.

# Writing

- \* Develop descriptive vocabulary
- \* Use complex compound sentences SPaG
- \* Short stories – timed
- \* Writing for audience
- \* Diary writing, playscripts, adventure stories, letters,



# White Rose Maths

We use White Rose Maths supplemented by NCETM and Classroom Secrets

Schofield & Sims Mental Arithmetic books will be used in school -Thursdays

Encourage your child to make jottings and to develop a range of mental strategies

Multi step problems

Explanations - reasoning



# Maths

Concrete

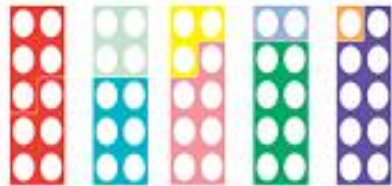


Pictorial

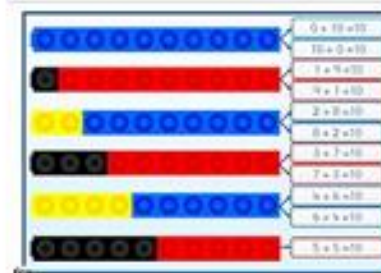


Abstract

$$2+2=4$$



5+5   6+4   7+3   8+2   9+1

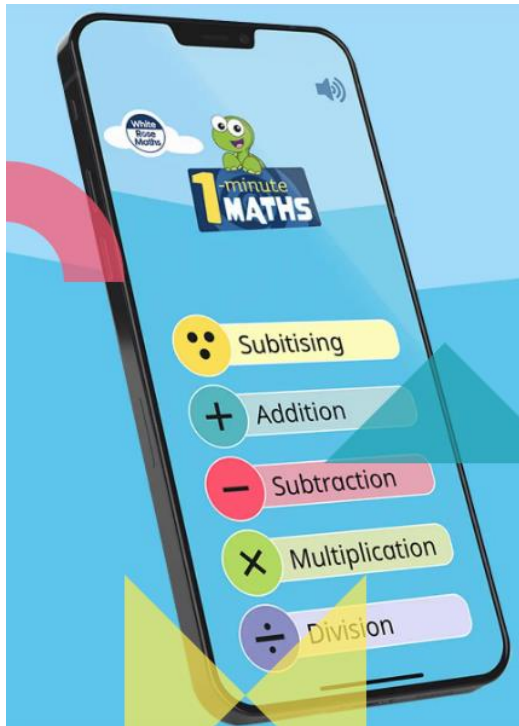


$$4 + 6 = 10$$



- 10 + 0 = 10
- 9 + 1 = 10
- 8 + 2 = 10
- 7 + 3 = 10
- 6 + 4 = 10
- 5 + 5 = 10
- 4 + 6 = 10
- 3 + 7 = 10
- 2 + 8 = 10
- 1 + 9 = 10
- 0 + 10 = 10

# White Rose app



- \* Designed for use both in class and at home, our 1-minute maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!
- \* Can also access on via the website

# Homework

Daily

Google Classroom  
– weekly  
timetable for  
homework

Maths.co.uk

Spag.com

Reading – plus  
task

Research

Papers

Daily reading

# Communication

- \* Appointments to see teachers.
- \* The end of the day is preferable to the morning due to daily preparation.
- \* Weekly Digest/newsletters/Class Dojo and on our website [www.ncjps.org.uk](http://www.ncjps.org.uk)
- \* email



# Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	<p><i>Is South America the same all over?</i></p> <p><i>Do you need teamwork in order to survive?</i></p> <p>(The Amazon)</p>		<p><i>What was the impact of some of Britain's wars on our local area?</i></p> <p><i>How do migrant communities use teamwork to survive and thrive?</i></p> <p>(Manchester)</p>		<p><i>How do we help others in our community?</i></p>	<p><i>How can we help each other to prepare for our new future?</i></p> <p>(Transition)</p>
History/Geography	South America - place knowledge	The Amazon - focus on a region Comparison between Awa tribe and life in Manchester	Wars through time- with a focus on The Holocaust	Manchester (local area study) -to start if there is time	Continue study of Manchester History of Migration	
Science	Animals including humans (Circulation) Classification of organisms	Evolution and Inheritance-Darwin	Light Microorganisms	Electricity	Living Things/ Habitats Healthy Bodies	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	 <p><b>The Explorer</b> Fiction - Diary entries, story openings, Newspaper reports, short (adventure) stories, narrative writing, characterisation</p> <p>Poetry - Maya Angelou - Life Doesn't Frighten Me - structure in poetry.</p> <p>Exam Practice - extracts for comprehension purposes Timed writing - for entrance exams</p>	 <p><b>Once.</b> Once and Kiss of Death – Fiction characterisation,</p> <p>Biographies - Shakespeare Lowry - non-fiction</p>  <p><b>Macbeth</b> - Fiction playscript Persuasive writing Descriptions Iambic pentameter - blank verse, rhythm</p>	 <p><b>THERE'S A BOY IN THE GIRLS' BATHROOM</b> Fiction</p> <p>Draft and write</p>	 <p><b>THE LIVING YEARS</b> Song Lyrics Analyse, Evaluate and edit</p> <p>Leavers' Assembly - play script and parodies</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value, Addition, Subtraction, Multiplication, Division, fractions, Prime numbers, Common factors square numbers, cube numbers, BIDMAS White Rose, Classroom Secrets, Deepening Understanding	High School exam practice Geometry, Position and Direction Ratio Algebra	Decimals, Percentages, Algebra	Measurement Perimeter, Area and Volume	Property of Shape, Problem Solving, Statistics	Consolidation Geometry Projects, investigations
Computing	Accurate Web Searches Website Design	Online Communication eSafety	Code Studio	Code Studio	Word Processing	Multi Media
Art / DT	Painting and Mixed media - Artist study - Kapow	Photography Photomontage Truisms Self Portraits expressions	Make my Voice Heard Graffiti Kathe Kollwitz Picasso Guernica - clay	Still Life Electrical games Playground Structures	Come Dine with me Art to say goodbye Challah covers T-shirt designs	Baking for the elderly
Music	Advanced Rhythms	Dynamics, pitch and texture	WW2 Songs	Film music	Pop Art - theme and variations	Composing Leavers' Assembly
PE	Gymnastics sequences	Dodgeball	Dance - WW2 Hockey	Hockey/ball skills/invasion games	Football	Games - cricket and rounders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social, Health and Economic Education (PSHE)</b>	<b>Keeping/Staying Safe</b> Empathy Watersafety  <b>Keeping/Staying Healthy</b> - the importance of sleep  Alcohol	<b>Feeling and Emotions</b>  Worry	<b>Relationships (Inc RSE)</b>  Puberty recap  Conception	<b>Being Responsible</b>  Stealing	<b>Computer Safety</b>  Making friends online  <b>A World Without Judgement</b>  British Values	<b>The Working World</b>  In-App Purchases
<b>Ivrit</b>	Vocab list from HaKol Chadash including מחברת, אופניים, מוסיקה  Using the new vocabulary in conversational and written Ivrit.  Instructions continued.  Preparation for King David entrance exam	Birthdays  Correct usage of first and second person, גוף ראשון, גוף שני  Correct usage of masculine/feminine and singular/plural.  Practice writing and translating vocab lists in correct Hebrew script  Preparation for King David entrance exam	Vocab list from HaKol Chadash including פתק, משחק כדורגל  Using the new vocabulary in conversational and written Ivrit.	Words that show possession - מילות יחס, NEW words.  Correct usage of first and second person, גוף ראשון, גוף שני  Correct usage of masculine/feminine and singular/plural.  Practice writing and translating vocab lists in correct Hebrew script	ocab list from HaKol Chadash.  Using the new vocabulary in conversational and written Ivrit.  Verbs  Asking questions (שאלות).	Correct usage of first and second person, גוף ראשון, גוף שני  Correct usage of masculine/feminine and singular/plural.  Practice writing and translating vocab lists in correct Hebrew script  Creating and glazing a clay challah board.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Jewish Studies</b>	Whole School Spiral Parashah Curriculum Whole School Spiral Festivals Curriculum Rosh Hashanah Yom Kippur Sukkot Simchat Torah The seven laws of B'nei Noach King David Exam preparation	Whole School Spiral Parashah Curriculum Whole School Spiral Festivals Curriculum Chanukah King David Exam preparation My Jewish Life Project	Whole School Spiral Parashah Curriculum Whole School Spiral Festivals Curriculum Tu Beshvat Visit St. Monica's Catholic Primary School, Warrington. Lessons from famous Jewish stories	Whole School Spiral Parashah Curriculum Whole School Spiral Festivals Curriculum Purim Pesach Visit the Jewish Museum Manchester Understanding providence. Why do bad things happen?	Whole School Spiral Parashah Curriculum Whole School Spiral Festivals Curriculum Yom HaZikaron Yom Ha'atzma'ut Jewish Cycle of Life Project	Whole School Spiral Parashah Curriculum Whole School Spiral Festivals Curriculum The Three Weeks Tisha B'Av Jewish Personalities
<b>Significant Events and Trips</b>	<b>Rosh Hashanah</b>	<b>Chanukah KD Taster Day</b>	<b>IWM Purim</b>	<b>WW2 workshop Pesach</b>	<b>The Queen's Platinum Jubilee</b>	<b>Chazak Week Waddow Hall/ Stratford Leavers' Assembly</b>

# SATS



- \* Children take tests in Reading Comprehension, Maths, Spelling and Grammar,
- \* Writing is teacher assessed throughout the year.
- \* Science is teacher assessed at the end of every topic.
- \* When: May 2023
- \* Please don't book any holidays out of school time during this period.
- \* We will undertake a range of assessments throughout the year, some formal and others informal, to give a true indication of your child's attainment and progress.

# Topics

- \* **Science topics – Classification, Evolution, Light, Electricity, Microorganisms**
- \* **History – World Wars – Spring Term, Made in Manchester, Migration**
- \* **Geography: South America. Atlas work. Use basic geographical vocabulary to describe physical and human features.**
- \* **Computing – use various programs to build on skills from Year 5. (graphics, Creating a website. Word processing, data handling, internet research). Coding – learning to programme a robot. Systematic scheme and use of iPads linked to other curriculum areas. Use of technology beyond school**



# Trips



- \* Tatton - WW2
- \* Waddow  
Hall/Stratford
- \* TBD

# Questions

Any questions?

