

# Elmwood Junior School

## Curriculum

### Spring 2022



Elmwood is a diverse and multi-cultural school where pupils' personal development and well-being are central to our ethos. Every pupil is valued and their unique qualities are recognised, nurtured and celebrated. Lessons are creative and inspiring and encourage a love of learning in pupils. At Elmwood we work together to ensure each pupil reaches their full potential. Pupil voice is highly valued and we work in partnership with parents and carers to develop personal, social, moral, spiritual and cultural well-being. High expectations for all our pupils enable them to become resilient, independent, confident and successful life-long learners.

**Year 6 SATs will be on the week commencing:**

### KS2 Year 6 SATs Dates - May 2022

Date	Test
Monday 9th May 2022	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 10th May 2022	English Reading Test - 60 minutes
Weds 11th May 2022	Mathematics Arithmetic (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thurs 12th May 2022	Mathematics Reasoning (Paper 3) - 40 minutes
Friday 13th May 2022	No tests today

If you would like further information on the tests, please ask your child's class teacher or visit <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-2-sample-materials> to view sample test papers.

## Homework Timetable

The following table shows what homework is set on each day in Year 6. Please ensure homework is completed daily. Your child will be set activities on the online learning platforms in the table below. These platforms are a fantastic resource for extra work and can be used in addition to any homework sent. Any additional work completed is sent to your child's teacher.

Homework Timetable	
Monday	
Tuesday	 
Wednesday	
Thursday	
Friday	 Google Classroom

### Daily Reading

Your child should also read daily using the reading book provided by the school. Please initial or sign your child's contact book so that the class teacher knows that your child is reading regularly. The reading book will be changed weekly. If your child finishes the book, they can also read the book borrowed from the school library.

	WORK COVERED	HOW TO HELP YOUR CHILD AT HOME	Please discuss this vocabulary with your child
MATHS	<p><b>These topics will be covered in Maths this term.</b></p> <p>Read and write numbers with up to 7-digits, understanding what each digit represents.</p> <p>Solve subtraction of 5- and 6-digit numbers using written column method.</p> <p>Multiply and divide by 10, 100 and 1000</p> <p>Compare and order numbers with up to three decimal places.</p> <p>Know common fraction / decimal equivalents.</p> <p>Multiply pairs of unit fractions and multiply unit fractions by non-unit fractions.</p> <p>Use short multiplication to multiply amounts of money</p> <p>Use estimation to check answers to calculation.</p> <p>Use long multiplication to multiply 3-digit and 4-digit numbers by 2 digit numbers.</p> <p>Name, classify and identify properties of quadrilaterals.</p> <p>Explore how diagonal lines can bisect quadrilaterals</p> <p>Know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles.</p> <p>Recognise and identify the properties of circles and name their parts.</p> <p>Draw circles using pairs of compasses and draw</p>	<p>Help your child experience different topics of maths in real life as much as possible. You can make sure your child is better prepared for learning by highlighting the maths involved throughout life. Below are some examples.</p> <p>Set your child arithmetic problems that involve addition, subtraction, multiplication and division. These could be on paper or practical.</p> <p>Identify and name 2D and 3D shapes around your home.</p> <p>Shopping – encourage children to handle money and ask them to calculate or estimate their change.</p> <p>Shopping (percentages) - asking your child how much money will be taken off when shops have offers involving percentages and fractions.</p> <p>Quick fire mental calculations.</p> <p>Ensure your child can tell the time.</p> <p>Cooking- let your child use scales to measure ingredients.</p> <p>Measuring objects using a tape measure or ruler and converting the measurements from millimetres to centimetres or metres.</p> <p>Encourage continued and regular use of Mathletics.</p>  <p>Mathletics is a fantastic resource that the children can access at home. As well as the weekly homework, you can access a range of activities that can improve your child's times tables, arithmetic and problem solving skills. Each child has their own individual log-in. They can also achieve rewards when they complete activities and play live.  <a href="http://uk.mathletics.com/">http://uk.mathletics.com/</a></p>	tenth hundredth thousandth addition subtraction multiplication division less than more than equal to difference pounds pence change mean 2d shape 3d shape edge vertex face parallel perpendicular symmetrical reflection kilometres metres centimetres millimetres graph table chart results pattern plot tally

	<p>polygons using a ruler and a protractor.</p> <p>Identify common factors and common multiples</p> <p>Understand that a prime number has exactly two factors</p> <p>Use long division to divide 3- and 4-digit numbers by 2-digit numbers</p> <p>Solve addition and subtraction multi-step problems in shopping contexts, and add and subtract money using column addition and counting up.</p> <p>Calculate and understand the mean average</p> <p>Construct and interpret distance/time line graphs where intermediate points have meaning, including conversion line graphs</p> <p>Understand pie charts are a way of representing data using percentages, interpret and construct pie charts</p>	<p>Regular use of SATs Companion at home using 'Revision' tab to complete practice Maths activities.</p>  <p>SATs Companion is another fantastic online resource that the children can access at home. It has a range of activities for Maths, Reading and Grammar, Punctuation and Spellings (GPS) that can help your child develop knowledge to work towards the expected standard for Year 6.  <a href="https://satscompanion.com/">https://satscompanion.com/</a></p> <p>Times Tables  <a href="https://trockstars.com/">https://trockstars.com/</a></p>  <p> <b>Freckle</b> by Renaissance  <a href="#">Freckle Student Dashboard</a></p>	
ENGLISH	<p><b>Reading</b> - individual, group and class.</p> <p>Developing narrative and non-narrative reading skills:</p> <ul style="list-style-type: none"> <li>- Reading for meaning</li> <li>- Inference and deduction skills</li> <li>- Gaining an understanding of the layout features of non-fiction text (contents, index, glossary, pictures, captions, sub-headings).</li> </ul> <p><b>Writing</b> - for different purposes and audiences in a range of text types (developing confidence in the features of each text type) e.g. information texts, explanations, formal writing</p>	<p>Read a wide range of materials with your child such as books, magazines, newspapers, time-tables, recipes, instructions, poetry.</p> <p>Twenty minutes daily reading; spend time reading and discussing texts together, considering:</p> <ul style="list-style-type: none"> <li>- Your child's opinions and their ability to support these with evidence</li> <li>- Their ability to make sensible predictions based on evidence from the text.</li> </ul> <p>When reading with your child, choose words they may not understand and discuss the meaning. This will help their vocabulary.</p> <p>Read aloud to your child.</p> <p>Visit your local library.</p>	<p>Retrieve  Infer  Summarise  Brackets  Dashes  Ellipses  Semi-colons  Paragraph structure.  Contractions,  Homophones,  Conjunctions.  Synonyms,  Antonyms.</p> <p>Discuss and learn any new/unfamiliar words</p>

	<p>styles, stories, investigations, note-taking, report writing etc.</p> <p><b>Grammar - Punctuation:</b> full stops, commas, exclamation marks, question marks, brackets, dashes, ellipses, semi-colons</p> <ul style="list-style-type: none"> <li>- paragraph structure.</li> <li>- contractions, homophones, conjunctions.</li> <li>- synonyms, antonyms.</li> <li>- spelling and vocabulary extension work.</li> </ul> <p>Handwriting skills; joining, spacing and letter size.</p> <p><b>Speaking and Listening -</b></p> <p>Responding to stories/non-fiction texts</p> <ul style="list-style-type: none"> <li>- Drama</li> <li>- Forming opinions and supporting an argument with evidence.</li> </ul>	<p>Encourage your child to use a dictionary through games, e.g. find the word ..., what is the meaning of ..., etc.</p> <div style="text-align: center; margin-top: 20px;">  <p><b>Readiwriter</b></p> </div> <p>Readiwriter is a great online resource that allows the children to develop their spellings through a range of activities and games. To log-in, your child needs to use the same username and password as they do for Mathletics.</p> <p>Regular use of SATs Companion at home using 'Revision' tab to complete practice Reading and SPAG activities</p> <p>Read a wide range of materials: newspapers, magazines, timetables, instructions, and information texts (focus on how contents, index, glossary, pictures, captions, sub-headings can be helpful for research).</p> <p>Please refer to the key questions stuck at the back of your child's reading contact book to use as prompts when hearing them read.</p> <p>Help your child learn their weekly spellings.</p>	
COMPUTING	<p><b>TinkerCad- 3D modelling</b></p> <p>Pupils will continue to develop digital modelling skills and complete a project using the design software 'tinkercad'.</p> <p>Pupils will design and create a digital model by combining 3D objects.</p> <p>Pupils will also design and create their own websites using 'Adobe'.</p> <p><b>Online Safety</b></p> <p>Pupils explore different ways of staying safe on the internet.</p>	<p>Allow exploration of child friendly design software such as <a href="https://www.tinkercad.com/">https://www.tinkercad.com/</a>.</p> <p>Discuss how to stay safe on line.</p>	world wide web software tinkercad 3D modelling design website Adobe coding
	Children will develop an awareness of relevant safety issues and understand that personal information is	Encourage your children to explore the internet safely. Discuss the 5 pillars of Online Safety.	Safety Website Online

	<p>unique to them. This is taught through the use of Google Be internet Legends and the 5 pillars.</p> <p>The children will explore a range of age-appropriate digital resources and know that not everything they find online is accurate.</p> <p>Children will know that some websites contain advertisements (often embedded) and will learn how to ignore them.</p> <p>This day will be used to explore issues of online safety with the children using resources from the UK Safer Internet Centre.</p>	 <p>Use Interland at home.  <a href="https://beinternetawesome.withgoogle.com/en_us/interland">https://beinternetawesome.withgoogle.com/en_us/interland</a></p> <p>Visit The Thinkuknow website for fun games and interactive resources.  <a href="https://www.thinkuknow.co.uk/4_7/">https://www.thinkuknow.co.uk/4_7/</a></p> <p>Use this website to find out more about this Year's theme.  <a href="https://www.saferinternetday.org/">https://www.saferinternetday.org/</a></p>	<p>Personal Information Passwords Digital Resources Cyber-bullying</p>
<p><b>SCIENCE</b></p>	<p><b>Topics: Evolution and Inheritance, Animals and their habitats</b></p> <p><b>Evolution:</b></p> <ul style="list-style-type: none"> <li>- Evolution/Inheritance</li> <li>- Charles Darwin</li> <li>- How animals have evolved to thrive in their habitats</li> <li>- Advantages and disadvantages of change</li> </ul> <p><b>Animals and their habitats:</b></p> <ul style="list-style-type: none"> <li>- Classifying animals and discussing why animals belong in one group and not another.</li> <li>- The role of a food chain/web</li> <li>- Different types of microorganisms</li> <li>-The role or different microorganisms/the impact that they have</li> <li>- Reminding children about their personal hygiene-washing their hands etc.</li> </ul>	<p>Encourage daily use of the BBC Bitesize website for science  <a href="http://www.bbc.co.uk/schools/ks2bitesize/">http://www.bbc.co.uk/schools/ks2bitesize/</a></p> <p>Discuss the differences between evolution and inheritance. Understand that evolution is change over time. What do we inherit from our parents?</p> <p>Encourage use of BBC Bitesize to gather information on the topic:  <a href="https://www.bbc.co.uk/bitesize/topics/z6wwxnb">https://www.bbc.co.uk/bitesize/topics/z6wwxnb</a></p> <p>When seeing organisms outside with your child ask them where they would classify them and where they think the animal would be positioned in a food chain.</p>	<p>microorganism bacteria virus fungi infection hygiene medicine vaccination classify mammal bird fish reptile amphibian</p> <p>evolution inheritance Charles Darwin advantages disadvantages evolve adapt</p>

GEOGRAPHY	<p><b>Geography in the News:</b> Discussion of geographical issues from the news as and when they arise focussing on: Where? What? Why? And the impact on both humans and their environments.</p> <p><b>Location study: South America.</b> Children will be looking at maps of South America and features of the different countries, such as the River Amazon and Amazon Rainforest. They will be then investigating the impact of these different features on humans and the environment.</p> <p>Location based project on the Early Islamic Civilisation during Geography/History Week.</p>	<p>Discuss any geographical events from the news with your child.</p> <p>Encourage your child to watch a daily children's news programme on the TV, use the 'Newsround' website to research, and keep up to date with current affairs/geographical events.</p> <p>Read books themed around South America. Being able to identify the difference between human and physical features. Looking at the main exports and imports of South America and how this has impacted the different countries.</p> <p>Children can practise using maps and atlases and using key geographical language.</p>	atlas country capital city contents and index  land use ordnance survey map map symbols grid references questionnaire human and physical features
History	<p>Topic: Early Islamic Civilisation.</p> <p>Study of Early Islamic Civilisation, including the study of physical artefacts, placing Early Islamic Civilisation within greater historical context and considering the impact of Early Islamic Civilisations on science and technology.</p>	<p>Encourage use of BBC Bitesize website to gather knowledge on Early Islamic Civilisation:  <a href="https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw">https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw</a></p> <p>Discuss with your child how what they are learning about Early Islamic Civilisation compares to other civilisations they have learnt about in previous years.</p>	
RE	<p><b>Topic: Buddhism.</b></p> <p>To understand key elements of the Buddhist faith including its origins, festivals and key stories.</p>	<p>Discuss what they have learnt and help them to compare to other religions.</p> <p><a href="http://www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm">www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm</a></p>	Buddha monk eightfold path dharma wheel
MUSIC	<p><b>Topics: Film music</b></p> <p>Pupils will listen to and appraise a range of film music, using a range of musical vocabulary. They will compose and perform their own soundtrack to go along with a clip from 'Wallace and Gromit'.</p>	<p>Encourage your child to listen to a range of musical styles and discuss how they differ from film music.</p> <p>Ask your child to describe the dynamics, pitch and texture when listening to any style of music.</p>	rhythm beat dynamics pitch texture listen appraise film music compose perform

	<b>Dynamics, pitch and texture</b>  Pupils will listen to Fingal's Cave by Felix Mendelssohn and will appraise focusing on pitch, dynamics, and texture. Pupils will use their knowledge to improvise and create their own compositions as a group.		
DT	<p><b>Textiles:</b></p> <p>Design and make a waistcoat.</p> <p>Understand that fabric can be layered for effect, recognising the appearance and technique for different stitch and fastening types, including their:</p> <ul style="list-style-type: none"> <li>• Strength.</li> <li>• Appropriate use.</li> <li>• Design.</li> </ul> <p><b>Food Technology:</b> Children will research and prepare a 3-course meal and taste test and score their food. They will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe.</p>	<p>Encourage your child to explore the use of different fabrics, fastening, sewing, decorative and functional fabric techniques including cross stitch, blanket stitch and appliqué.</p> <p>Encourage children to research where food comes from. Encourage the use of recipes and exploring a variety of ingredients.</p>	waistcoat target customer fabric design criteria prototypes annotate design template pinning assembling decorative  equipment flavours ingredients method recipe
Art	<p><b>Design, sketch and create:</b></p> <p>Sketch dragon eyes exploring sketching techniques when using pencils and pastels. Create model of design using clay and then paint.</p>	<p>Encourage your children to explore and practise various sketching techniques using both pencils and pastels.</p>	In an art context: pressure graphite hardness precision smudging shading tone texture pattern blend
PSHE	<p><b>Dreams and Goals</b></p> <p>Children will identify dreams and goals that they have.</p> <p>Children will investigate jobs and careers that they are interested in.</p> <p>Children will compare their dreams and goals with children from other cultures</p>	<p>Discuss the future with your children.</p> <p>Talk to them about their goals, the steps to achieving those goals and the potential barriers that they might face.</p> <p>Talk to your children about the lifestyle choices that they make and the benefits and risks of them.</p> <p>Discuss what your children would do in emergencies at home or in public.</p>	Dreams Goals Targets Barriers Cultures  Diet Smoking Alcohol Health Recovery position

	<p>and identify ways to support others with their aspirations.</p> <p><b>Healthy Me</b></p> <p>Children will discuss a range of factors that can damage health including smoking and alcohol.</p> <p>Children will discuss what to do in emergencies.</p> <p>Children will discuss diet, body image and personal choice.</p>		
P.E.	<p><b>Games:</b> Football skills, basketball and wall games. Developing co-operation and teamwork.</p> <p><b>Indoor PE:</b> Dynamic and Counter Balance</p> <p>Dynamic Balance to Agility: Jumping &amp; Landing</p>	<p>Encourage your child to attend sports clubs/teams outside of school.</p> <p>Encourage your child to eat healthily.</p> <p>Ensure your child is active and takes part in physical activity on most days of the week.</p> <p>Please make sure your child has their PE kit in school, labelled with their name.</p> <p>Opportunities to go swimming outside of school.</p>	pass dribble shoot defence attack  balance jump coordination speed strength control
SPANISH	<p>Children make statements about travel:</p> <p>En/a + transport A+ place Ir: (yo) voy, (tu) vas Question with ¿A donde?</p> <p>Pupils discuss the different kinds of transport they use to travel to school.</p> <p>Grammar: Children are introduced to more forms of the verb ir ( to go):</p> <p>(tu) vas ( you go, sing informal) (el/ella) va ( he/she goes) (nosotros/nosotras) vamos ( we go, m/f) (vosotros/vosotras) vais (you go, pl informal, m/f) (ellos/ellas) van (they go, m/f)</p>	For vocabulary : <a href="http://www.espanyol.hu/en/vocabulary/words_countries.php">http://www.espanyol.hu/en/vocabulary/words_countries.php</a>  Latin-American history: <a href="http://www.lonelyplanet.com/south-america/history">http://www.lonelyplanet.com/south-america/history</a>  Expressing preferences: <a href="http://quizlet.com/18500945/spanish-ii-u3l1-express-preferences-and-opinions-flash-cards/">http://quizlet.com/18500945/spanish-ii-u3l1-express-preferences-and-opinions-flash-cards/</a>  Parts of the body: <a href="http://www.lingolex.com/bodyen.htm">http://www.lingolex.com/bodyen.htm</a>  General: primary resources/Spanish  Practice: BBC/languagesKS2/Spanish	¿como vas al colegio?  ( yo ) voy al colegio  en tren en coche en autobus a pie  <i>(i go to school by train by car by bus on foot)</i>

	<p>Students engage in conversations: Ask/answer questions: <b>¿Como vas al colegio?</b> (How do you go to school?) ( Yo ) voy al colegio en tren y a pie (I go to school by train and on foot)</p> <p>To learn some Easter traditions around the world.</p> <p>.</p>	
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All children can use their logins to access these sites at home:



Please also visit:

<http://www.elmwood-jun.croydon.sch.uk/learning-zone/>