



# St John's Church of England Academy

## Year 6 Parent Information 2023 – 2024

What can you and your child expect from  
this year?



# St John's C of E Academy- Our Vision, Mission and Motto

Our vision is to be an excellent school, embedded in Christian values, that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future.

Our vision is founded on Matthew 5:16 "***Let your light shine before others, that they may see your good deeds and glorify your father in heaven.***"

Our mission as a school is to provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of "I will shine!" intertwined with our school values of:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship



# Behaviour Policy

## **St John's Primary School Golden Rules:**

### **Respect**

(Matthew 7:12 – “So in everything, do to others what you would have them do to you.”)

### **Kindness**

(Ephesians 4:32 – “Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you.”)

### **Perseverance**

(Luke 1:37 – “For nothing will be impossible with God.”)

# The St. John's Learning Ethos

***'Reflection' is an important part of teaching and learning at St. John's. We actively provide children with several opportunities to reflect on their learning as well as their personal wellbeing.***

**1. Time to Reflect:** During lessons, children are given 'time to reflect'. Teachers include a range of questions on their flipchart. These questions allow children to self-regulate their learning. Time to Reflect prompt mats are also on used by children daily. They include questions to prompt self-reflection and regulation.

**2. Shine Time:** Shine Time gives adults working in school the opportunity to provide regular, high quality feedback to all children in their class- both within and outside of lessons. This may be 1:1, in small groups or as a class and the focus will be either to *address misconceptions* or *provide further challenge*.

**3. Learning Partners:** Learning Partners' help to foster a culture of collaboration within school. It is also an important part of building relationships.



The moment  
is **NOW.**  
NOT tomorrow, OR  
yesterday  
or **SOMEDAY.**  
Right here. Right now.  
THIS is YOUR moment to  
**SHINE.**

## St. John's Church of England Academy

### Our Curriculum Vision: *The St John's Way*



**Discover**

**Captivate**

**Excite**

**Challenge**

**Flourish**

At St John's Church of England Academy, we will excite, engage and inspire pupils with a relevant, inclusive and memorable curriculum that makes learning irresistible. We will ignite children's curiosity, instilling a passion for lifelong learning. At the heart of their learning, children at our school will develop an understanding the core values we've developed as a community, the core values that we believe make our school special, the core values that will allow our children to shine and grow into respectful, global citizens.

Our core values are:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship

Alongside our core values, we will be relentless in our desire for all pupils to become independent self-regulating learners and we will provide regular 'WOW' moments for our children to have fun, encounter challenges and develop problem-solving strategies whilst planning, monitoring and evaluating their own learning. Children will leave St John's equipped with a range of strategies that will enable them to access future learning in a variety of ways - overcoming barriers to learning through resilience and perseverance, and achieving great success. Children will know how to live a healthy lifestyle, both physically and mentally.

Our 'Topic' curriculum will cover statutory objectives from the National Curriculum with the key knowledge, skills and understanding carefully mapped out and built upon over time. Children will be encouraged to re-visit prior learning and then delve even deeper, building on the skills and knowledge taught progressively each year. We are confident that this will lead all children at our school to flourish— both academically and personally, throughout our curriculum, within their school life and beyond.

# Website, Twitter, Facebook

## Website

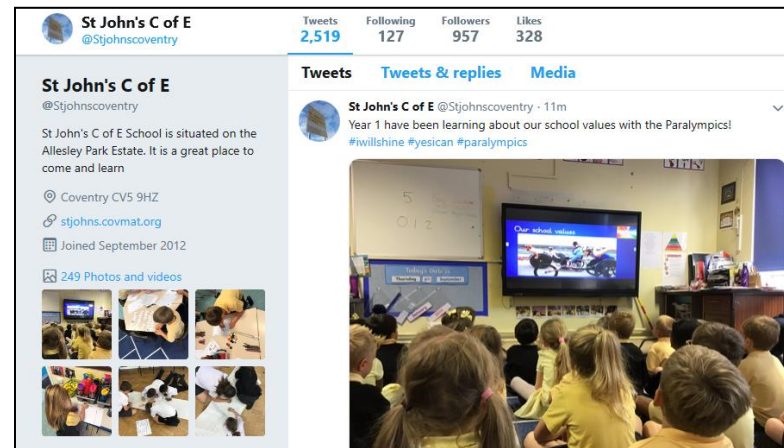
<http://www.stjohns.covmat.org/>

## Twitter

@Stjohnscoventry

## Facebook

@stjohnscoventry



You do not need a Twitter account to look at learning on the @Stjohnscoventry page. Just type @Stjohnscoventry twitter into Google.

Miss Ward - Class Teacher  
Mrs Davis – Teaching Assistant



Miss Ward



Mrs Davis

# Year Group Timetable- flexible!

KS 2 Timetable – Year 6												
Autumn 1												
	8.45-9.30 9.30-10.30		10.30-10.45am 10.45-11.10am 11.10-12pm					1.30pm-2.30pm 2.30pm- 3.30pm		Read to class	3.30pm	
Monday	Readers	Worship	Maths	B	Spellings	English	VIPERS	L	Topic		Read to class	
Tuesday		Worship	Maths	R	Spellings	English	VIPERS	U	Topic		Read to class	
Wednesday		Well-being	Maths	E	Spellings	English	VIPERS	N	Science	Learning Forum	Read to class	
Thursday		PE JC		A	PE JC		RHE	C	Maths	RE	Read to class	
Friday		Celebration assembly	Maths	K	English		French	H	Computing	Music	Read to class	

JC – Mr Chatland

Drop-offs (8:45am-9:00am)

End of day: 3:30pm (gates open at 3.25pm)

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

# English Coverage

## What's coming up in the Autumn term?

Contemporary poems

Descriptions

Non- chronological reports

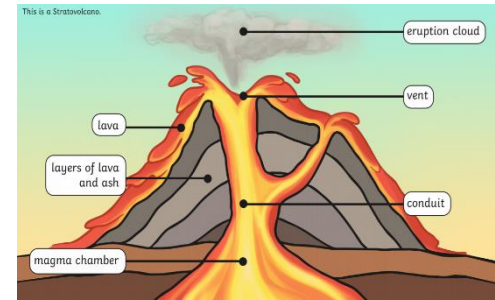
Letters

# Maths Coverage

	<u>Week 1</u>	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place value		Addition, subtraction, multiplication and division				Fractions			Geometry properties of shapes		Geometry position and direction
Spring	Decimals	Fractions, decimals and percentages			Algebra		Ratio		Measures (converting units)		Measures (perimeter, area, volume)	
Summer	Statistics	Revision	SATs	Problem solving investigations							Consolidate	

# Topic-based learning for the Year

## Year 6– Autumn Term Catastrophe!



At the start of Year 6, we will be introducing you to the wilder side of Planet Earth through an in-depth geographical look into the world of natural disasters, with a particular focus on earthquakes and volcanic eruptions. You will gain knowledge and understanding of how advances in architecture and Design and Technology have helped prevent bigger disasters.

Find out what's bubbling beneath the surface...



# Themes for the year...

## Operation: Moonlight Sonata



Driver: History

What impact did World War 2 have on the City of Coventry and beyond?

If there is to be reconciliation, first there must be truth! This topic will lead the children on a journey of discovery and self-reflection. They will look at how, when and where World War 2 began. We strongly value the importance of our local history and heritage so this is followed by an in-depth study into the impact on Coventry and the surrounding areas. The Coventry Blitz will be a key focus with links to how Coventry was re-built, through the world-wide acknowledgement of peace and reconciliation.

## I will shine!



Driver: Values

What have I become and where am I going?

As the children come to the end of their St. John's journey, the emphasis for this topic focuses on them as individuals and how they can contribute effectively as part of a team within school and across the wider community, both now and in the future. Through performing arts and creative projects, the children will become playwrights, actors, set designers, stage managers and marketing directors. They will use strategies they have developed throughout their time at school to solve problems, self-regulate their learning and develop their ideas further. Steven Spielberg- watch out!



# Knowledge Organisers

These were emailed home on Friday 8<sup>th</sup> September

## Year 6– Autumn Term Catastrophe! Knowledge Organiser



### Geography Knowledge

What causes earthquakes and volcanoes and where are they located? An earthquake is the shaking and vibration of the Earth's crust due to the movement of the Earth's plates (plate tectonics). Earthquakes can happen along any part of the plate boundary and occur when tension is released from the Earth's crust. Plates do not always move smoothly. Sometimes, they get stuck. When this pressure eventually releases, an earthquake tends to occur.

Volcanoes are formed when magma rises through cracks or weaknesses in the earth's crust. Pressure builds up within the Earth. When this pressure is released, magma explodes to the surface, causing a volcanic eruption. The lava from the eruption cools to form a new crust. Over time, after several eruptions, the rock builds up and a volcano forms.

Earthquakes and volcanoes can be found all around the world in different climate zones and biomes. They are located 'near' the edges of plate boundaries.

**Mount Vesuvius**

Mount Vesuvius is located in the continent of Europe in the country of Italy. Vesuvius is still regarded as an active volcano. It is famous for its eruption in 79AD which destroyed the city of Pompeii. Although there were tall tide signs, 'earth tremors' were common and didn't cause the residents any concern. By the time many residents were aware of impending danger and began to flee northwards, a dense black cloud of ash blotted out the light. The eruption began on the morning of 24th August and lasted for more than 24 hours. A rain of ash and pumice descended on the town for several hours. It is impossible to tell what proportion of the inhabitants died, but it is believed that the devastating eruption killed more than 10,000 people. The effect of the eruption was totally traumatic. Typically after even the most massive earthquakes, cities would be rebuilt but neither Pompeii or Herculaneum nearby were reoccupied. The site of Pompeii was attacked by looters and Romans created tunnels to find any riches that had been preserved.

### Vocabulary

Climate zones	Divisions of the Earth's climates into general climate zones according to average temperatures and rainfall.
Biome	An area of the planet that can be classified according to the plants and animals that live in it.
Mountain	A large landform that rises above the surrounding land in a limited area, usually in the form of a peak.
Volcanoes	A mountain or hill having a crater or vent through which lava, rock fragments, hot vapour, and gas are or have been erupted from the earth's crust.
Crust	The outermost solid shell of a rocky planet.
Magma	Molten or semi-molten material found beneath the Earth's surface—igneous rocks are made from this.
Lava	Molten, fluid rock that is ejected from a volcano and solidifies as it cools.
Extinct	A volcano that has not erupted in the last 10,000 years and will not erupt in the future.
Eruption	The ejection of rock and gas from a volcano.
Dormant	A volcano that has not erupted in the last 10,000 years, but it is possible it may erupt in the future.
Crater	A cup-shaped depression in the surface of the Earth, caused by volcanic activity.
Active	A volcano that has had an eruption in the last 10,000 years, and it is possible it may erupt in the future.
Earthquakes	Movements, fractures and vibrations in the Earth's crust as tectonic plates move.
Tectonic plates	Pieces of the Earth's crust.
Plate boundary	Where 2 tectonic plates meet.
Richter scale	A scale of numbers used to tell the size of earthquakes.
Seismic waves	Waves of energy that travel through the Earth's layers and are a result of earthquakes and volcanoes.
Settlements	A place where people live.
Land-use	The function of the land.
Equator	The equator is a line which is not real drawn around a sphere or planet, such as the Earth. It is one of the lines known as a line of latitude, or circle of latitude.
Northern/Southern Hemispheres	A half of the Earth.
Tropic of Cancer and Capricorn	The tropics are the region of the Earth surrounding the Equator. The Tropic of Cancer is in the Northern Hemisphere and the Tropic of Capricorn in the Southern Hemisphere.

### DT Knowledge

#### Vocabulary

Wires	A thin thread or rod of metal.
Motors	A device which converts electrical energy into mechanical energy and can be used to drive a product.
Sensors	Device which detects changes in its surroundings, such as light and dark, temperature or movement.
Ipod	A tablet computer used to control the electrical components using an algorithm.

#### William Henry Robinson

William (Bill) Henry Robinson was a New Zealand scientist and seismic engineer who invented the lead rubber bearing seismic isolation device (LRB). This device helps to absorb an earthquake's energy. LRBs are used under many structures around the world.

#### Emergency vehicles

Following natural disasters, such as earthquakes, specialist vehicles are used to support with clearing and re-building structures.

#### Designing

Computer aided design (CAD) is used by many engineers to create designs. Engineers use a range of technology including CAD software to create prototypes. A prototype is 'first draft' of the device you are creating. Computer programming can be used to control the movement of objects.

The Lego WeDo software is used to create algorithms (a set of instructions) to control the electrical components.

Gears and pulleys are both wheels. They are used to transfer rotary motion from one place to another. Motors change electrical energy into mechanical energy and can be used to drive a product. Sensors detect changes in their surroundings, such as light and dark, temperature or movement.

#### Modification

During the making process, programmers have to 'debug' their algorithms. Debugging is when you identify and remove errors.

#### Evaluating

Engineers complete the design process by evaluating their designs against the design criteria. They will reflect on how well their products meet the needs of their user.

### Art and Design Knowledge

#### J.M.W. Turner

J.M.W Turner was a famous Artist specialising in Romanticism. Romanticism is artwork with a greater focus on expression of emotion and imagination. A famous painting is 'Eruption of Vesuvius'.

#### Andy Warhol

Andy Warhol is a very different style of painter to J.M.W Turner. Andy Warhol specialised in a type of artwork known as pop art. He also created a volcano painting called 'Vesuvius'.

#### Vocabulary

Complementary	Complementary colours are pairs of colours that contrast with each other more than any other colour.
Contrasting	Two colours from different segments of the colour wheel are contrasting colours.
Layering	Painting a layer, letting it dry. Then painting another layer over it. Paint shows through the colours beneath it until you place down several layers.
Atmosphere	The tone or mood of the piece.

#### Depth

Making objects appear closer or further away and making a two-dimensional image seem three-dimensional.

#### Romanticism

Romantic art focused on emotions, feelings, and moods of all kinds. The subject matter varied including landscapes, religion, revolution, and peaceful beauty. The brushwork for romantic art became looser and less precise.

#### Comparison

Comparing two pieces identifying similarities and differences.

#### Emotion

A feeling that derives from a piece of artwork.

#### Art and design techniques









- Mixing and matching colours and using tones and tints help create an atmosphere in watercolour paintings.
- Layering is using more than one layer of paints in order to create a rich depth and atmosphere in paintings.
- Complementary and contrasting colours can be used to create emotion in oil pastel art. Oil pastels produce a paint-like effect, achieving depth in colour.
- Sketch books are used by artists for drawing or painting as a part of their creative process experimenting with art and design technique.

Your child will be assessed on their understanding of this knowledge. Any help you can provide them with will be gratefully received.

# Learning Logs



St John's C of E Academy  
Tic Tac Toe: Termly Learning Log  
Year 6  
Autumn Term - Catastrophe

<p><b>Geography</b></p> <p>Research volcanoes around the world and produce your own Top Trumps cards! You could include information such as how far they are from England, their height and width or include your own 'wow factor rating'.</p> 	<p><b>Maths</b></p> <p><b>Key Skill</b></p> <p>I can round any whole number to any degree of accuracy.</p> <p><u>Ex:</u> 4,824,453</p> <p>To the nearest 10 - 4,824,450 To the nearest 100 - 4,824,500 To the nearest 1,000 - 4,824,000 To the nearest 10,000 - 4,820,000 To the nearest 100,000 - 4,80,000 To the nearest 1,000,000 - 5,000,000</p> <p>Present your maths as creatively as you wish!</p>	<p><b>Art</b></p> <p>Look at images and artwork of a volcano to inspire you to produce your own piece of volcano art! You could have a look at the famous works by Andy Warhol and J.M.W. Turner which we will be exploring further.</p> 
<p><b>DT</b></p> <p>Create a model of a volcano! Use whatever materials you wish - be as creative as you like! You could even make a cross-sectional, labelled model. Remember to use things you at home, recycled materials or ask your teacher.</p> 	<p><b>Value - Identity</b></p> <p>Explore what makes you unique and why you are special! You could include your strengths, your likes and dislikes. Present your ideas as creatively as you wish!</p> 	<p><b>Geography</b></p> <p>Create your own information leaflet/instructional video showing others how to stay safe in the event of an earthquake.</p> 
<p><b>Geography</b></p> <p>Create a quiz all about our topic of 'Catastrophes' to ask the rest of the class! You could include questions about volcanoes, earthquakes, what the Earth is made of, tectonic plates and much more!</p> 	<p><b>English</b></p> <p>Create a shape (sonnet) poem about a natural disaster! Try to include lots of ambitious vocabulary and descriptive language.</p> 	<p><b>Your choice!</b></p> <p>Use this square if there is something you really want to write about, make or share with the class. Think about the things you love doing!</p> 

Try to complete at least 5 challenges so that you make a vertical, horizontal or diagonal line, or any three that you like! Try to include the middle squares if you can. Colour in each square as you complete that activity.

To be completed by **Monday 11<sup>th</sup> December** when we will celebrate and share all your projects. You are welcome to bring in your home learning earlier if you have completed it. Enjoy and have fun!

Year 6 Team: Miss Ward and Mrs Davis

Learning Log home learning is optional. They are provided for your child to explore areas of the curriculum at home. Some children will complete them independently and some will enjoy completing tasks with a parent or sibling. Your child can complete one, three, nine or none – the choice is yours.

All learning is celebrated in class.

Please use recycled materials or items you have at home, there are no expectations that you buy anything. If you think school can help, please ask.

# Other areas of the curriculum

## Computing

### Autumn 1:

Area of Computing: Information Technology  
(Data and Information) Strand: Spreadsheets  
Software: Microsoft Excel or 'Purple Mash –  
2Calculate'

### Autumn 2:

Area of Computing: Computer Science  
(Programming)  
Strand: Algorithms (selection)  
Software: Range of software to be used

### Spring 1:

Area of Computing: Information Technology  
(Media)  
Strand: Web Page Creation  
Software: Google sites

### Spring 2:

Area of Computing: Information Technology  
(Networks)  
Strand: Communication  
Software: search engines i.e. Google

### Summer 1:

Area of Computing: Computer Science  
(Programming)  
Strand: Algorithms (selection)  
Software: PurpleMash

### Summer 2:

Area of Computing: Information Technology  
(Media)  
Strand: 3D Modelling  
Software: <https://www.tinkercad.com>

# Other areas of the curriculum

## Science

Throughout the year, we will be learning about:

- Electricity
- Animals including humans
- Evolution and Inheritance
- Living things and their habitats
- Light

# Other areas of the curriculum

## Music

Autumn 1:

Topic: Happy

Genre: Pop/Neo Soul

Autumn 2:

Topic: Jazz

Genre: Bacharach and Blues

Spring 1 and 2:

Topic: You've got a friend in me

Genre: 70s Ballard/Pop

Summer 1:

Topic: Music and Me

Genre: Create your own music inspired by your identity and women in the music industry

Summer 2:

Topic: Reflect, rewind and replay

Genre: Classical

# Other areas of the curriculum

## P.E.

This year we will be covering:

Athletics, netball, football, dance, gymnastics, hockey, tag rugby, rounders, tennis and cricket.

# Other areas of the curriculum

## Relationships and Health Education (RHE)

### Our Relationships

We will be learning all about healthy relationships, love, marriage and how relationships impact us.

### Our Safety

In this strand of RHE, we will be learning how to keep ourselves safe and what to do when we are feeling unsafe. We will be learning about what physical touch is acceptable and unacceptable and how to respond to unwanted physical contact. We will recognise when situations are becoming risky or unsafe and how to deal with common injuries.

### Our Bodies

We will be learning how a range of factors can help us maintain a balanced, healthy lifestyle. We will learn about the risk and effects of drugs, including the effects of smoking. We will also learn about how our bodies will change as we grow up.

# Other areas of the curriculum

## Relationships and Health Education (RHE)

### Our Future

We will be looking at the role money plays in people's lives and how to be a critical consumer. We will learn about the common risks associated with money including how money can be gained and lost.

### Our Community

We will be learning all about role models in our community. We will also be looking at stereotypes and how to challenge stereotypes at home and school. We will learn all about what prejudice and discrimination are and our individual responsibilities for including everyone in our community.

### Our Feelings and Wellbeing

We will be learning all about mental health and strategies for managing our feelings. We will learn how to recognise negative feelings and how we can get help and support. We will also discuss changes in life, including the transition to secondary school.

# MFL - French



The French units that year 6 will be covering are:

- Unit 1 = **Le Week-end** – Asking about activities and what you do and don't like.
- Unit 2 = **Le Vêtements** – Giving opinions about clothes and talking about prices.
- Unit 3 = **Ma journée** – Daily routines and breakfast
- Unit 4 = **Les Transports** – Talking about forms of transport and buying tickets
- Unit 5 = **Le Sport** – Talk about sports you like and reason for preferences
- Unit 6 = **On va faire la fête!** - revisions on transport, people and clothes, food and in a café.

# Other areas of the curriculum

## SAT's

The key stage 2 tests are timetabled from Monday 8<sup>th</sup> May to Thursday 11<sup>th</sup> May 2023.

- ▶ Maths –
  - Paper 1 Arithmetic
  - Paper 2 Reasoning
  - Paper 3 Reasoning
- ▶ Spelling and SPAG test
- ▶ Reading

More information will be made available and we will have a parents meeting to further support your understanding of SATs.

We also make adaptations to ensure every child feels as prepared and at ease for these statutory tests.

# Expectations and Support from home

- Reading books- signed by Parents at least twice a week. If the book has been read to the end, please write 'finished' or 'read to end'. Books are changed by the children when they have finished their book.
- Spellings - new spellings are shared with the children on a Monday and there is an informal test the following Monday. Please support your child with learning these at home.
- Library book day - Thursday
- Learning Logs - out on Friday 8<sup>th</sup> September- returned Monday 11<sup>th</sup> December.
- Times table Rockstars is available for you to use with your child at home.
- PE is on a Thursday. (Children to come to school in PE kits and wear them all day.)
- Water bottles (named) in school daily.
- Uniform policy followed: please name all uniform! (For more information please see the school website.)
- If your child is being collected by someone different, please inform the office and the teaching staff.

# Inclusion and SEND

- ▶ If you have any concerns about your child's learning, behaviour or wellbeing, please speak with your child's class teacher in the first instance.
- ▶ Following this, meetings can be arranged with parents, class teacher and Mrs Henderson (SENDSCO).
- ▶ Further meetings will be arranged with Mrs Henderson, to begin to address any next steps.
- ▶ OR email, catch her in the playground or telephone the office to arrange a meeting at any time.
- ▶ [Sara.Henderson@stjohns.covmat.org](mailto:Sara.Henderson@stjohns.covmat.org)



# What's coming next?

- ▶ Termly Learning Conference - Wednesday 25<sup>th</sup> and Thursday 26<sup>th</sup> October
- ▶ 'Come and Shares' and 'Time to Shines'- look out for the dates of these on the newsletter!
- ▶ See the school website Calendar for dates for your diary  
<https://www.stjohns.covmat.org/diary/list/>

We know the start of the year can be a tricky time for you and your child. Please remember we are always here to support you as a family.

Together, we shine!

