

CURRICULUM PRESENTATION

Curriculum Evening Presentation for P6/7

Mr. Tierney



GENERAL INFORMATION



- Please continue to engage in all correspondence relating to school matters, such as newsletters, emails and notes home
- Please continue to be mindful of our school guidelines around Coronavirus in order to continue making our school a safe environment
- Absences: Please contact school before 9:30am
- Always bring a coat to school
- Please label all clothing

CLASS LAYOUT



All children have set labelled stations (desk and chair) in the classroom. They are encouraged as far as possible to stay at their station during lessons, while eating lunch and during wet breaks.

Every child has their own labelled pencil pot with the necessary stationary on their desk to avoid sharing where possible. Individual pupil drawers for jotters, white boards and other individual resources.

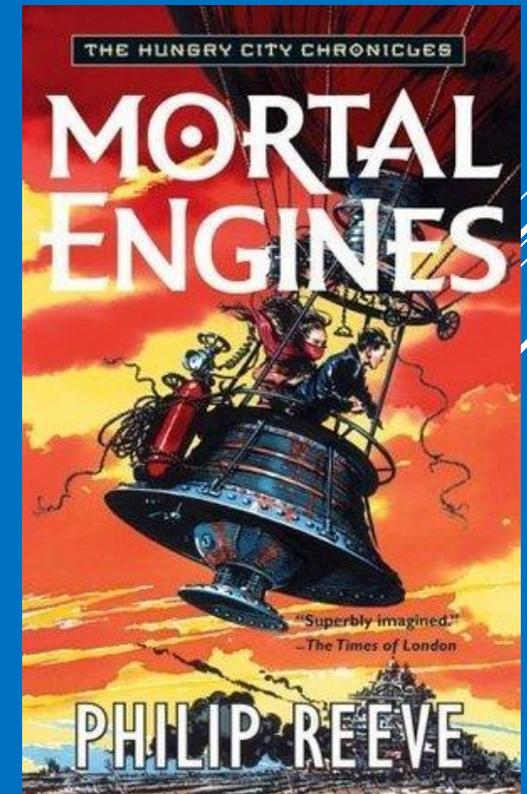
Topic and class work are displayed using our Learning Walls to promote our learning so far.

CROSS – CURRICULAR LEARNING



Cross-curricular topic work incorporates as many of the curricular areas that it can. These could include Technology, RME, Literacy, Numeracy, Social Studies, Science, Expressive Arts and Health and Wellbeing. Our novel study this year is 'Mortal Engines' by Philip Reeve which is a mature and exciting adventure story full of descriptive language, perfect for P6/7!

First Topic:



POSSIBLE TOPIC WORK: MORTAL ENGINES



Maths - Topic themed questioning

Literacy – Big Writing (descriptive stories)

- Talking and Listening
- Reading/Preparation
- Book Review and character profile

H&WB - Focus on relationships and friendships

- 'Loyalty' as a theme amongst characters
- - Using characters to discuss our differences and uniqueness

RME - Relationships/Responsibilities

Expressive Arts

- Drama : Role Play
- Link to Writing
- Art: Painting/Drawing/Poster Making

ICT - use of internet to research topic focused activities

- Powerpoint presentations to display our learning
- City research and use of Google maps for locations in the novel

NUMERACY



Numeracy at St Mary's is approached as 'Active Maths' where pupils can engage with one another and help each other learn. This can be achieved through numeracy related games and activities that encourage pupils to try new strategies and learn from others. It promotes problem solving and a greater understanding of how to manipulate number in order to find a solution to challenges in Real Life contexts. At the beginning of the year, the emphasis is on place value and the four operations of addition, subtraction, multiplication and division but all areas of math are covered over the course of the year.

Many different resources are used to promote the learning of numeracy in St. Mary's, including Number Academy related strategies, activities and rich tasks. Pupils also use dice, cards, spinners, laptop, function machines, clearboards and other physical resources to support their number work.

LITERACY



Pupils are given at least 15 minutes of independent reading time everyday for their AR Book which they can then take tests on afterwards to assess their understanding of the text. In P6/7, AR reading is an important focus as it not only encourages reading but also independence and the drive to improve your own skills.

Reading groups are three times a week – Tuesdays, Wednesdays and Thursdays. Reading groups rotate between a teacher led group, an activity group, a Blooms Question group and an independent reading group. Pupils must ensure they stay up to date with their reading homework and have their books in on the correct days. Support from home in the form of shared reading and asking questions would continue to be a valuable activity.

LITERACY – BIG WRITING



In St Mary's, we follow the 'Big Writing' approach in a way that suits our school. This includes giving pupils a variety of rich contexts to engage with in their writing, from descriptive stories to letters and factual reports. Pupils are given plenty of material and stimulus to get the creative juices flowing, while also being able to work cooperatively in their table groups to brainstorm together and share ideas. Work is marked using two stars and a wish (two things done well and something to work on) however in P6/7, we put a lot of emphasis into self and peer evaluation as well as this gives pupils even greater ownership and responsibility for their writing.

Our Big Writing approach is focused on the pupil and allows them to take on board many of the skills that they need to write independently, from using dictionaries and a thesaurus to checking for their own spelling errors. Self and peer assessment is a valuable way of learning from our own and others work.

LITERACY - SPELLING



The children work in differentiated spelling groups. New spelling words are introduced on Mondays with time for spelling activities given every morning of the week. These words are then assessed on Friday mornings.

Pupils also continue to learn new words through reading books, class novels, class topics and other areas of interest that they can then apply in their writing and other activities. Spelling words and improvement in spelling patterns filter through naturally into pupil's day to day writing and Big Writing.

The weekly spelling test is one way of assessing learning from the week but others include looking for pupils to use their new strategies in their regular work and jotters.

LITERACY - HANDWRITING



- Handwriting is usually practiced twice a week but is often practiced more than that at the beginning of the year as it is important to set high expectations from the beginning of the school term
- Practicing handwriting promotes the correct letter formation and improved overall neatness of writing in jotters
- It helps to reinforce spelling work and home learning
- It is a valuable transferable skill that can be carried on to jotter work, Big Writing time and then onwards into life after school
- This year P6/7 will also be continuing to use the laptops and improve keyboard skills during some handwriting time

PUPIL ASSESSMENT FOLDERS



This year pupils will continue to have a Pupil Assessment Folder that will be sent home at different times of the year so pupils can engage in conversations with adults at home about their learning. It will continue to detail and assess some activities pupils are doing in class as well as examples of their work from across the different curricular areas. It is a valuable form of assessment for teacher and pupil alike, by including a 'teacher's voice' and a 'pupil voice' through comments and pictures. It should continue to be signed and acknowledged by parents when brought home as a way of making the school/home link more transparent.

IMPORTANT EVENTS FOR P6/7



As this year looks set to be one of the most unusual in recent times, our ability to plan ahead for certain events is now dependent on national and council guidelines. As such, many events that we would normally plan far ahead in advance will now have to be undertaken closer to the time. Please stay informed by reading letters, newsletters and emails from the school relating to these events during the school year.

A link for our school website is included below which will be another source of information. Later in the year there will continue to be information sent to parents of P7 pupils regarding transition.

<http://www.edubuzz.org/st-marys/>

THANK YOU



- Thank you for taking the time to read through this introduction into life in the P6/7 classroom. In all aspects of learning here in St. Mary's, the importance of maintaining high standards is vital and as such your continued support from home would be greatly appreciated
- If you would ever like to discuss any queries or if you had any questions about your child's learning, please don't hesitate to get in touch with the school or speak to us in person