



YEAR 6 INFORMATION

Mathematics

To improve teacher/pupil ratio children are grouped into three sets. The sets are based on mathematical ability, motivation and our knowledge of the children. Setting is reviewed at various stages throughout the year.

The approach to teaching recommended by the National Numeracy Strategy is based on 4 key principles:

- dedicated mathematics lessons every day
- direct teaching and interactive oral work with the whole class and groups
- an emphasis on mental calculation
- controlled differentiation with all pupils engaged in mathematics relating to a common theme

A typical lesson

1. A starter activity or a review of last lesson – to embed learning and sharpen skills.
2. Main teaching activity. Teaching input and pupil activities. Work as a whole class, in groups, in pairs or as individuals.
3. A plenary to round off the lesson. Work with whole class to sort out misconceptions and identify progress, to summarise key facts and ideas.

Short-term assessment

Short-term assessments are an informal part of every lesson.

Medium-term assessment

Review and record the progress children are making at the end of each topic block. These help to identify strengths and weaknesses

Long-term assessment

These are made through the November and end of year tests.

Year 6 text books

ISEB Maths One for Common Entrance and *ISEB Mathematics Year 6* textbooks along with variety of appropriate materials are used. Times tables are frequently used and should be practised at home as required. Targets set for Years 5 & 6 encompass all work needed for 11+ and Common Entrance and sets all follow a common scheme of work.

Maths prep (homework)

Monday

Teachers: Ms Carol Juxon, Mr Ian Culley, Mr. James Ashcroft

English

Year 6 really build up their Common Entrance style English this year. The school also pays due regard to the National Curriculum.

Text Types

They will extend their knowledge of the conventions of various types of texts through reading and analysing different examples. This may be done through both whole class and group teaching. They will use this knowledge to compose their own versions.

Grammar and Punctuation

Aspects of grammar and punctuation are taught alongside work on particular texts and allow the children to see them used by authors. This reiterates the importance of grammar and punctuation and allows them to see how vital this knowledge is to communicating accurately in their writing.

Spelling

Children will continue to revise and learn new spelling rules this year. There is a weekly spelling test on a Friday.

Comprehension

The children will be exposed to a variety of texts on which they will be expected to answer questions about. In Year 6 we will work on key skills such as inference, the author's use of language, word meaning in context, and retrieval and summarising.

Lessons and Preps

3 lessons of 60 minutes; 2 lessons of 30 minutes [includes drama]

Prep – up to 60 minutes on Friday with spelling and reading throughout the week.

Reading Lists

These are available on request.

How Parents Can Help

In English there is little to be “learned” by the way of facts, so it is not possible to cram. What is being sought are skills – the skills of reading, writing, talking and listening, and these can only be developed over a period of time and in a wide variety of contexts. Some encouragement may be needed to support spelling work for the weekly tests.

Encourage your child to read as much as possible and to talk to you about it and if you can find the time to read the same things so much the better. Encourage a discussion of how characters are described and to what extent their actions are in keeping with their character. Talk about how the scenes are built up and in what way they form an appropriate background to the action. Also try to encourage your child to consider what other purposes the author may have apart from telling a story.

Look at newspapers or magazines and ask your offspring to try separating fact from opinion and reasoned argument from unsupported assertion. Ask him or her to look at the effectiveness of advertisements: do they catch the eye or ear and, if so, how?

If you regularly discuss what you have read and listen to your child's opinions, you will be helping him or her to build up ability in oral communication as well as increasing awareness of the many different uses of languages.

Encourage your child to listen critically to the radio and television. Do people speak differently in different types of programme? Compare a discussion on one of the soap operas with a discussion on a current affairs programme and see if your offspring can spot the ways in which they differ. How formal is the speech in the news programme? The news is read from a written text, but some of the sports reports are spontaneous. Can he or she tell the difference?

Suggest 'fun' writing tasks – hand written and computer generated.

- keep a diary
- send party invitations
- design menus for special occasions
- write letters to pen friends and thank you letters
- send postcards when on holiday

In addition

- visit the theatre - locally and in London - to include, specifically, children's productions and suitable adult ones
- allocate a time for individual and whole family meetings
- discuss the construction of television stories and cinema films
- visit the homes of writers e.g. Kipling's Bateman's or the setting e.g. A.A. Milne's use of the Ashdown Forest.

Teacher: Mrs Sophie Laubach

Science

The pupils are taught science in year 6 in the school science lab by subject specialists. This year pupils will continue to build on the work done in Year 5, studying the Key Stage 2 and Common Entrance Science syllabuses. Work will have greater depth and we shall work from various resources including Year 6 Science by Sue Hunter and Jenny Macdonald from Galore Park (www.galorepark.co.uk). Revision guides are also available from Galore Park publishers and CGP (www.cgpbooks.co.uk).

In both the KS2 and Common Entrance curriculums there is now a greater emphasis on enabling the pupils to work scientifically in addition to their understanding of the topics studied. Therefore, experimental skills will be further developed through practical work and the correct use and spelling of scientific vocabulary will be encouraged.

IT will be used in most if not all lessons to provide interactive whiteboard activities as well as scientific animations. Throughout this year we shall also start to incorporate ipad activities to further the pupils scientific understanding.

Topics to be studied in year 6 will include:

Safety and experimental skills

Physics

- Light and sight
- Electrical circuits

Chemistry

- Heating and cooling Indicators (acids and alkalis)

Biology

- Classification and keys
- Healthy living (humans) including; circulation, breathing, human reproduction, microbes, drugs, nutrition and movement)

Evolution and inheritance **Lessons**

3 hours per week

Prep

Prep (homework) will cover a range of different activities, including research on a scientific topic, answering practise exam questions or writing practical reports. Prep is set for 1 hour every Tuesday.

Assessment of progress:

Short-term assessment

Short-term assessments are an informal part of every lesson and prep.

Medium-term assessment

End-of-topic tests will be set. The pupils will be given revision homework before each test.

Long-term assessment

End of year 6 test set in June.

Pupils should also try to be informed of the latest “advances” in science by watching news programmes, reading newspapers or looking at websites such as www.eurekaalert.org/kidsnews and www.planet-science.com. The KS2 and KS3 BBC bitesize websites are also helpful for explaining topics that we have studied in class.

Teachers

Dr Joanna Rolls (Wednesday, Thursday and Friday)

Mrs Felicity Mayrs (Monday, Tuesday and Wednesday)

French

Sevenoaks Preparatory School’s French syllabus is based on the National Curriculum and the Common Entrance syllabus. Key Stage 2 and part of Key Stage 3 are covered by the curriculum.

Attainment targets (aims and objectives)

AT1 Listening and Responding: To listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness.

AT2 Speaking: To use language precisely and cogently using appropriate vocabulary, grammar and pronunciation. To ask and answer questions. To initiate and develop conversations.

AT3 Reading and Responding: To understand short texts and dialogues made up of familiar language. To identify and note main points and personal responses. To use context and other clues to interpret meaning.

AT4 Writing: To encourage pupils to recognise the advantages of planning, organising and proof reading their material. To develop their own style and extend their writing. Although by now pupils have an awareness of sentence structure, punctuation and grammar reinforcement will play a key role.

Lessons

2 x 60 minutes; 1 x 30 minutes

Preps (homework)

30 minutes every Thursday. The tasks set may involve some learning and some written exercises. The primary purpose of prep is to develop in pupils the self-confidence and self-discipline to become independent learners.

Vocabulary lists (in the form of Look Cover Write Check sheets) are regularly stuck in the exercise books and all preps are written in the children's planners.

Dictionaries are not needed in Year 6 as we have a set of them in class. However, should you want to acquire one, please buy *THE OXFORD COLOUR FRENCH DICTIONARY* or *THE COLLINS COLOUR FRENCH DICTIONARY*, as they are the only two accepted by both the CE and GCSE boards for use in *preparation to ORAL exams*.

Using ICT for French homework

We should like to encourage your child to enhance their learning of the French Language by using I.C.T. but it is important that it is used in the correct way.

Please do encourage him/her to;

- Revise and practise vocabulary, verbs and grammar points- using Vocab Express and Languages Online- little and often
- Use websites like wordreference.com to look up new words and short phrases that enhances their work and improves their range of vocabulary
- Use word processing programs, like WORD, to type out their work but please encourage your child to add accents correctly using INSERT or ALT key + number – see sheet. French Spellings can be checked using the Review+ Language+ French(Fr)

Please do not allow your child to use translation programs and apps for longer sentences and paragraphs. They translate directly word for word and seldom correctly.

Stationery

A green and a red biro are requested in addition to the “basic” equipment (ink pen / ruler / pencil / eraser) please.

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Assessments will take the following forms:

Conversations / rôle-plays / Listening comprehensions / Reading comprehensions / vocabulary tests / grammatical exercises / worksheets / formal end of topic assessments ... etc. *Allowances WILL BE MADE for children with learning difficulties and different tasks set when appropriate.*

Examinations

Examinations in the summer term will follow the Common Entrance (13+) format of exercises, involve the four skills mentioned above and consist of the following:

AT1 Oral: rôle-play + questions / conversations on prepared topics

AT2 Listening Comprehension: answering in English, questions asked in English to check your child's understanding of excerpts of various lengths.

AT3 Reading: variety of exercises using the 13+ formats practised in class.

AT4 Writing: exercises of various lengths (one word / sentences / paragraphs / postcard / short letter etc.)

Programme of Study

This involves a "reprise" of some of the work covered in previous years, with constant updating of vocabulary and structures, putting *more emphasis on self-management and written work.*

Textbook

Tricolore Total 1 (Nelson Thornes) - Units 4-8

Unité 4 : Les animaux

Unité 5 : Des fêtes et des festivals

Unité 6 : Qu'est-ce que tu fais ? (weather & activities)

Unité 7 : Une ville en France

Unité 8 : Une journée scolaire

Should you wish to purchase a textbook the ISBN is : 7487 99510

French Exchange

We are run an exchange programme with a partner school in Lille, France. The Prep's Year 6 pupils spend three days in France in the spring term and we host the French children in the summer term.

Thank you in advance for your support, please remember your child should not panic. Should the work set prove to be beyond her / his capability, please simply write a note in her / his planner, the work will be further explained then re-set to make sure that it is fully understood. However, please bear in mind that the preps are explained when given out and that a positive attitude and perseverance can achieve miracles! Attention during lessons,

regular learning of vocabulary and structures and steady efforts are the ingredients to real and durable success.

Teacher: Madame Amanda Clark

History

One 60 minute plus one 30 minute lesson per week.
Homework is one hour on alternate weeks set against geography.

Year 6 history explores the world of the Ancient Greeks and Victorians. In preparation for the Common Entrance course in Years 7 and 8, we have moved towards a more challenging skills-based approach. This includes a stronger focus on source analysis and extended writing. Opportunities for extending more able learners are built into all lessons – this largely focuses on thinking skills, for example developing hypotheses.

Autumn Term – Ancient Greece

- How do we know about Ancient Greece? - using evidence and developing inferences
- When did the Ancient Greeks live? - time line of key events
- Locations of famous historical sites
- Were the Ancient Greeks religious?
- Architecture – key features
- The Parthenon
- How was Ancient Greece governed? - city states, the difference between Athens and Sparta
- Ancient Greek culture: myths, legends, theatre
- The Ancient Greek way of life: the agora, houses, theatre, farming, transport

End of autumn term – short assessment testing evidence-based skills

Spring and Summer Term – 1800s

- Who were the Victorians? Using evidence and developing inferences
- Why is Queen Victoria so famous?
- The British Empire
- What was the impact of industrialisation?
- Was life in the factories appalling for everyone?
- Aspects of 19th century life: medicine, women, the poor, education
- History visit t.b.c

End of spring term – short end of topic assessment

The Year 6 history examination during the summer exam week will focus on evidence-based skills, short answers and extended writing.

Teacher: Mrs Clare Harrison and Mr Robin Collings

Geography

One 60 minute plus one 30 minute lesson per week.

Homework is 45 minutes on alternate weeks set against history. *Global location quizzes take place weekly - the topic is published and should be revised for before the day.*

The Common Entrance course work is started in Year 6, but will, of course, be revised in Year 8 before the final examination.

Autumn/Spring Term

Tectonic Processes

- The basic structure of the earth
- Tectonic plates
- Global distribution of earthquakes and volcanoes
- Case study to show the nature, causes, environmental and human effects and responses.

Global locations: British Isles, Europe and Worldwide

Spring/Summer Term

Weather and Climate

- The difference between weather and climate on a local and national scale
- Microclimates
- The components and links in the water cycle
- Types of rainfall, relief, frontal, convectional
- How and why aspects of weather and climate vary from place to place, with particular reference to the British Isles

Global locations - as above

Teacher: Mr Aaron Bailey

Spanish

Year 6 are just starting Spanish but we fly in at pace. I try to cover a lot of breadth this year, encompassing a large amount of vocabulary; the depth of more complex grammar and speaking and writing at greater length is explored more in Year 7. This strategy gives all students a firm foundation, a quick sense of progress and plenty of fun; it means that those children who stay on at The Prep for Years 7 and 8 are the ones who undertake the work of

necessary depth for the Common Entrance exam, whilst our Year 6 leavers still get the benefit of having learnt a lot of vocabulary.

I use a large range of resources to enable my teaching. Parents might be interested to know that the two textbooks I use in class are called Encuentro and Caminos.

There are two websites I recommend at this stage: www.languagesonline.org.uk and www.spanishspanish.com. I recommend backing up class learning by looking at these websites at home from time to time.

Topics

Autumn Term

- The alphabet
- Numbers 0 to 100
- Days and months
- School objects & subjects
- Classroom language
- Colours
- Personal description: physique, character
- Jobs
- Family

Spring Term

- Pets & other animals
- Free-time: sports, other activities
- Emotions
- The time
- Countries of Europe & Latin America
- Weather
- Revision and exam skills and practice

Summer Term

- House: types of home, rooms, furniture
- Chores
- TV and films
- Revision and exam, skills and practice
- Summer holidays: destinations
- Activities
- Home activities

General Information

- Year 6 receive 4 lessons of 30 minutes per week in two blocks of 1 hour.
- When set, homework is given on a Thursday. It should take between 20 and 40 minutes to do.
- Some prep (homework) will consist of learning words or phrases. I usually give out 12 words or phrases to learn but I try to differentiate well when necessary. The learning should be an attainable challenge. The words need to be learned from Spanish to

English AND from English to Spanish with as much spelling accuracy as possible. Students are encouraged to learn the right quantity for their current ability to a high standard.

- Some homework will consist of writing. This will usually be due in at the next Spanish lesson. If students cannot produce the homework they should bring in a note of explanation from an adult, usually written in the Pupil Planner. If your child requests some guidance please give it but if your child is regularly struggling to complete set tasks please inform me so I can adapt the work as necessary.
- You do not need to buy a dictionary. I shall supply help sheets for homework when appropriate and I have some dictionaries (Collins) in my room for class work. Students are encouraged to use online dictionaries sparingly, especially wordreference.com and/or spanishdict.com for checking a few words and discovering a new phrase or two. They are not good for translating chunks of text to save the trouble of classroom-based learning. Not only is this a bad habit, the translations are not always accurate!
- There is a formal assessment (exam) at the end of the year in June. A Listening Comprehension is administered shortly before exam week and the Reading and Writing paper is held in the exam week.
- Please encourage your child to take an interest in all things Hispanic: language, sport, history, geography, music, food, festivals, current affairs etc. Not only is this broadly educational, the Spanish CE exam often contains a few comprehension questions on some cultural aspect.

Teacher: Mr Donald Smith

Art and Design Technology

Pupils in Year 6 will be offered experiences drawn from the following aspects of art: drawing, colour and working with pigments, working with textiles, 3D - including plaster, clay and cardboard, recycling junk, learning from other artists and cultures.

Pupils in Year 6 take 3 half term blocks in design technology and will be allowed a full and varied experience of materials and processes, techniques, tools and the acquisition of skills. Problem-solving, budgeting and marketing are built into the plan.

Work will be drawn from the following:

Autumn Term

Art

'Objects and Meanings'
Observational Drawing
'Still Life' inspired by 'A Pair of Boots' by Van Gogh
Watercolours, poster paints, acrylic colour, pencil and charcoal

DT

Crossing gaps

Properties of tension and compression
Basic types of bridges.
History of the Bridge
Bridge Designs and challenges
Materials, sheet and solid

Spring Term

Art

'Design and Pattern'

DT

Crossing gaps

Series of studies inspired by the works of 'Gustav Klimt'

Individual Designs
 Mass production Techniques
 3D and orthogonal structures
 Challenges emulating from different bridge structures

Summer

Art

What is Sculpture?

Using a variety of materials:
 natural, man-made and junk

DT

Food Technology

Biscuits

Design technology and art lessons will be designed to foster, among other personal qualities, the following: encouragement, confidence, pleasure, fulfilment, curiosity, creativity, enterprise, energy, fascination, appreciation, consideration, co-operation and challenge.

Teacher: Mrs Jacqueline Baldwin

Computing and Digital Creativity

| Theme | Software/App or Hardware | Skills and concepts |
|------------------------|--------------------------------|---|
| TERM 1 | | |
| 3D Design | Sketchup/Kodu Web resources | Navigating in 3D Drawing in 3D Scale and measurement |
| Data and Information | Excel | Basic formulae: sum, addition etc. Formatting a spreadsheet Inserting a chart |
| Online Safety | Childnet | Cyberbullying |
| TERM 2 | | |
| Computational Thinking | Code.org Course F | Solving problems using functions and conditionals |
| IT Security | Powerpoint | Viruses, Encryption and Firewalls |
| TERM 3 | | |
| Programming/Coding | Python/Scratch | Syntax Conditional Statements |
| Internet Research | Videos Web resources | Animations and transitions |

Teacher: Ronan Mr McNicoll

Physical Education

Multi-sports

Pupils will work as individuals, in groups and in teams, when developing their knowledge of different physical activities. These will include dodge-ball, bench-ball, basketball, table tennis, football, lacrosse, volleyball and badminton. Through the range of these experiences, it is hoped that pupils will become aware of and prepared for new PE lessons in their next schools and for life after Sevenoaks Prep.

Health-Related Fitness

Pupils will be taking part in health-related exercise to increase their knowledge and understanding of fitness and health. By the end of Years 3-6, pupils will understand how exercise affects the body and how to warm up and prepare for different activities. By the end of Years 7 and 8, pupils will be able to prepare for and recover from specific activities such as agility sprints or circuit training. They will also be able to relate how different types of activity affect specific aspects of their fitness (i.e. flexibility/strength and cardiovascular endurance).

Athletics

Pupils will be participating in a range of athletic activities, including both track and field events. These will include being taught specific running, jumping and throwing techniques. They will be taught how to set and meet targets, pace themselves in competitions and will understand the need for precision, speed, power and stamina in most events. Everything learnt in their PE lessons will also contribute to possible success in the end of term Sports Day event.

Games Kit / Uniform

Autumn Term School PE kit

Spring Term School PE kit

Summer Term School PE kit and trainers or running spikes

Off-Games / PE

Parents should write a note of explanation to their form teacher or Miss Lovegrove in their child's planner.

- those off-games within PE lessons will be given written activities to do, relating to the topic that they are covering (e.g. a child may be asked to give definitions for key words)
- those off-games may also take part in peer assessment and feedback relating to the task that is being covered within the lesson

Teacher: Miss Hazel Lovegrove

Girls and Boys Games

Autumn Term

Girls: Hockey School games kit as indicated on the uniform list
Boys: Football School football kit as indicated on the uniform list

Spring Term

Girls: Netball School games kit as indicated on the uniform list
Boys: Rugby School rugby kit as indicated on the uniform list

Summer Term

Girls: Cricket School games kit as indicated on the uniform list
Boys: Cricket School cricket kit as indicated on the uniform list

Off Games

Pupils who are off games should notify Mr Bailey or Miss Lovegrove as soon as possible and should inform their form tutor on a games morning via a note from home. Off games pupils should report to the science lab at the start of games unless told otherwise.

Fixtures and team sheets

Fixtures are published on the school portal a term in advance and team sheets displayed weekly in the portal and on the games notice boards with match details.

Games Co-ordinators: Mr Aaron Bailey and Miss Hazel Lovegrove

For school information go to:

Our website: www.theprep.org.uk

Parent Portal: <https://theprep.myschoolportal.co.uk/>

Schedule for Assessing and Reporting - Years 6, 7 & 8

| | Autumn Term | Spring Term | Summer Term |
|----------------------------------|--|---|--|
| Year 8 First Half | Parents' Information Evening | | |
| Second Half | <ul style="list-style-type: none"> • Internal CE Mock exams • Exams Grades Slip • Parents' Evening • Games Report • Meetings with teachers may be arranged by appointment | <ul style="list-style-type: none"> • Internal CE Mock Exams • External entrance and scholarship exams • Report with exam and effort grades with comments from subject teachers, form teacher and headmaster • Meetings with teachers may be arranged by appointment • Games Report | <ul style="list-style-type: none"> • External Scholarship exams • Common Entrance 13+ exams for all (either internal or external) • End of term report with CE/Summer Exam grades and comments from the form teacher and headmaster • Games Report |
| Year 7 First Half | <ul style="list-style-type: none"> • Parents' Information Evening | <ul style="list-style-type: none"> • Parents' Evening | <ul style="list-style-type: none"> • Cognitive Ability Tests for practice before 13+ entrance assessments in Year 8 • Year 9 13+ entrance test for Sevenoaks School |
| Second Half | <ul style="list-style-type: none"> • Report for examination subjects with effort grades and comments from the form teacher and headmaster • Games Report | <ul style="list-style-type: none"> • Internal Mock Exams • Exams Grades Slip with Form Teacher comments • Meetings with teachers may be arranged by appointment • Games Report | <ul style="list-style-type: none"> • Internal end of year exams • Meetings with teachers may be arranged by appointment • Report with exam and effort grades with comments from subject teachers, form teacher and headmaster • Games Report |
| Year 6 First Half | Parents' Information Evening | | |
| Second Half | <ul style="list-style-type: none"> • Assessment tests in English, maths and science • Assessment Results Slip • Parents' Evening • Games Report | <ul style="list-style-type: none"> • Effort Grades Slip with form teacher comments • Games Report | <ul style="list-style-type: none"> • Internal end of year exams • Meetings with teachers may be arranged by appointment • Report with exam and effort grades with comments from subject teachers, form teacher and headmaster • Games Report |

Procedure for Secondary School Entry

Year 3 and Year 4:

At this point of your child's education there is no need to begin the process for entry to secondary schools.

Year 5:

At the beginning of the year parents should make an appointment with the Headmaster to discuss their child's future education.

There will be an 11+ information meeting with Mr. Collings in the Spring Term, in which we will present the format for the 11+ Kent Test that takes place at the beginning of Year 6 along with test registration information which takes place in the month of June in Year 5.

If you would like to discuss any aspect of the process into secondary school, including scholarship applications, or discuss a particular school, then please make an appointment to see one of the following: Mr. Harrison, Mr. Ashcroft, Mrs Harrison or Mr. Collings.

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