

Y6 2020 / 2021 Curriculum



• Blocks of Work

Each unit runs for a different amount of time depending on which term it is in:

- Autumn Term – World War Two (T1 and T2)
- Spring Term – Glorious Galapagos (T3 and T4)
- Summer Term – Glorious Galapagos (T5) and The Victorians (T6)

This allows time for the end of Key State Two Statutory Assessments Tests in the Spring Term. (SATs)

A typical weekly timetable runs like this – however, Art and DT units will be chunked at certain points in the term and often taught daily to make up coverage.

	8.30	8.55	9.00	10.00	10.10	11.10	11.30	12.45	1.30	2.15	3.00
Monday	SPELLING	REGISTER	Maths	ASSEMBLY	CLIC – Maths Reading VIPERS	BREAK	Literacy	LUNCH	REGISTER	PE	ICT
Tuesday	SPELLING	REGISTER	Maths	ASSEMBLY	CLIC – Maths Reading VIPERS	BREAK	Literacy	LUNCH	REGISTER	History	
Wednesday	SPELLING	REGISTER	Maths	ASSEMBLY	CLIC – Maths Science	BREAK	Literacy	LUNCH	REGISTER	Science	
Thursday	SPELLING	REGISTER	French	ASSEMBLY	PE	BREAK	Maths	LUNCH	REGISTER	Geography	
Friday	SPELLING	REGISTER	Literacy	ASSEMBLY	Literacy	BREAK	Maths	LUNCH	REGISTER	RE / PSHE	Music

Published schemes/ resources we use:

- Big Maths- CLIC
- RWI Spelling (Intervention)
- Spelling Shed
- Talk for Writing
- NCCE Computing
- Charanga Music
- Diocese of Lincoln (RE)
- You, Me, PSHE
- Quigley Education
- My Book Blog
- Reading VIPERS

Marking

Whenever possible, pupils will self or peer mark their work. The teacher will often provide targeted whole class and individual feedback during the lesson known as live marking. Teachers will mark roughly 25% of work in detail in order to gain enough knowledge to inform planning for future feedback and teaching. Knowledge checks and verbal feedback will also be used for assessment.

Feedback

If needed, any common misconceptions will be addressed during a whole class feedback session in the next lesson. If the teacher deems it necessary, the whole class may repeat learning in order to deepen understanding. A minority of pupils may receive additional marking or feedback input if their needs are significantly different to the whole class.

Retrieval Practice

When the learning is deemed important enough to remember for the long term, (rather than been something you might research or re-read to trigger recall) the pupils will have a regular opportunity to complete a short retrieval mind map or quiz.

The Mastery Approach

Lessons are taught to all pupils together (unless SEND information indicates otherwise) following a mastery style. A key aim is for all pupils to be exposed to tasks and learning at a level that develops a deep understanding for all. In most lessons there will be an opportunity to progress through a set of tasks (practice / application / going deeper).

Dual Coding

We are experimenting with Dual Coding strategies and techniques this year, which is where you use both words and images together to help you learn; as well as things like graphic organisers to display and organise the information that you are using clearly.