



A Turning Point in Time



Curriculum Information for Parents

What will my child be learning?
How can I support them at home?



Our new curriculum

At Joseph Turner Primary School, we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe that the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful. This enriches the education experiences of all children in our school to ensure that they become lifelong learners.

Through our exciting, stimulating and creative curriculum, we aim for every child to enjoy learning and gain knowledge, skills and attributes which will enable them to lead happy, fulfilling and successful lives in the future. We live in an ever-changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We take every opportunity to enrich the curriculum with outside providers, trips and visits, celebration days, whole school themed weeks and extra-curricular opportunities (e.g. book club, dance club and cooking club). This gives context to learning and also shows our pupils that education is relevant, fun and worthwhile.

Autumn Term - A Turning Point in Time

This topic focuses around World War 2 as a significant turning point in British History. Children will look at the history and geography of the war alongside exploring artists of the time and creating their own work.

Key Vocabulary

billeting officer	rounding	voltage
blackout	negative number	current
Blitz	hyphens	components
rationing	colon	characteristics
propaganda	emotions	sequencing

Autumn – A Turning Point in Time

English and Maths

English

- Using hyphens to avoid ambiguity
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Proofread for spelling and punctuation errors
- Use a wide range of devices to build cohesion across paragraphs

Maths:

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

COMPUTING

- To design, write and debug programs that accomplish specific goals.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.

ART AND DESIGN

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

SCIENCE

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

DESIGN AND TECHNOLOGY

Design

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world.

HISTORY

- To have a chronologically secure knowledge and understanding of British, local and world history,
- To establish clear narratives within and across the periods they study
- To identify and note connections, contrasts and trends over time
- A study over time tracing how several aspects of national history are reflected in the locality
- A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066

How Can I Help at Home?

Activities you can do at home to help your child with the curriculum. Please upload your activities onto Seesaw.

Spellings

Spellings will be taken home with your child on a Friday and will be tested the following Friday. These are also on the school website.

Please can you practise these spellings with your child using the Look, Cover, Write, Check method which we will be using in class.

Please can you also speak with your child about the meanings of the words given to them (this will be done in class) but it will help your child to use them in their writing.

Write a song/poem to boost morale of the soldiers during the War.	Write your name in Morse Code (a code used by spies in WW2). Write a message in code.
Think about our British Values. Explain how you think WW2 shaped the creation of these values?	Create a game that children might have played during World War II. Write instructions to teach others how to play it.
Using materials found in your house, create your very own spitfire plane from WW2. Attach it to a piece of string and make it fly.	Create a balanced menu for a family using only ingredients available with rationing coupons. How does this differ from your diet?
How do you think that God would view world wars? Create a mind map to show the thoughts religious people and non-religious	Design a poster with the flags of the main countries involved in WW2. What can you find out about each one?
Use secondary sources to find out and present your findings about the countries that sent soldiers to support Britain during the war.	Design your own army uniform. Think about the needs of the wearer. How will your design meet the needs?

Y6 spellings



Spelling test each Friday. Spellings will be written in their Reading Record and uploaded to SeeSaw each Friday after the spelling test.

<u>Date</u>	<u>Focus</u>	<u>Spellings</u>				
Week 1 15.9.23	Challenge Words	muscle	available	rhyme	accommodate	competition
		prejudice	determined	identity	suggest	existence
Week 2 22.9.23	Challenge Words	accompany	conscience	explanation	necessary	rhythm
		average	develop	immediately	privilege	symbol
Week 3 29.9.23	Challenge Words	according	conscious	familiar	neighbour	sacrifice
		awkward	dictionary	individual	profession	system
Week 4 13.10.23	Challenge Words	achieve	controversy	foreign	nuisance	secretary
		bargain	disastrous	interfere	programme	temperature
Week 5 20.10.23	Challenge Words	aggressive	convenience	forty	occupy	shoulder
		bruise	embarrass	interrupt	pronunciation	thorough
Week 6 27.10.23	Challenge Words	amateur	correspond	frequently	occur	signature
		category	environment	language	queue	twelfth

<u>Date</u>	<u>Focus</u>	<u>Spellings</u>				
Week 1 6.11.23	Challenge Words	ancient	criticise	government	opportunity	sincerely
		cemetery	equipped	leisure	recognise	variety
Week 2 13.11.23	Challenge Words	apparent	curiosity	lightning	recommend	vegetable
		committee	guarantee	parliament	soldier	especially
Week 3 20.11.23	Challenge Words	appreciate	definite	harass	persuade	stomach
		communicate	exaggerate	marvellous	relevant	vehicle
Week 4 27.11.23	Challenge Words	attached	desperate	hindrance	physical	sufficient
		community	excellent	mischievous	restaurant	yacht
Week 5 4.12.23	Words with the short vowel sound /i/ spelled 'y'	rhythm	symbol	lyrics	symptom	crystal
		system	mystery	oxygen	typical	antonym
Week 6 11.12.23	Words with the long vowel sound /igh/ spelled 'y'	rhyme	apply	hygiene	supply	multiply
		occupy	hyphen	python	identify	recycle
Week 7 18.12.23	Words with the prefix 'over-'	overbalance	overturned	overslept	overpaid	overtired
		overthrow	overcoat	overcook	overreact	overlooked