

Year 6 Curriculum Guide

2025-2026

jags

James Allen's Junior School

INTRODUCTION

We would like to take this opportunity to welcome you and your daughter to a new academic year at JAGS Junior School. We very much look forward to working in close partnership with you to ensure your daughter settles happily, enjoys school life and fulfils her potential in Year 6. This booklet has been produced to give you an overview of the curriculum that your daughter will follow over the course of this year.

The children in Year 6 follow a broad curriculum which consists of English, Mathematics, Science, French, History, Geography, Music, Art, Design and Technology, Computing, Religious Education, Physical Education, Swimming and Games.

We believe that young children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is fun.

We provide a broad curriculum so that the children develop a wide appreciation and understanding of the world. The academic subjects and class work are enhanced by school trips, enrichment activities, visitors to the classes along with events and activities designed to extend and offer learning beyond the traditional subjects.

It is our role as educators to foster in our pupils; growing responsibility, caring attitudes, eagerness to learn, physical, mental and emotional fitness and the ability to cope in tomorrow's competitive and changing world.

It is for these reasons that the education offered, both within the classroom and beyond, has the following aims:

Both in and out of the classroom:

- To celebrate our diverse and inclusive community.
- To champion social awareness and sustainability.
- To empower courage, creativity and compassion in each student.
- To inspire aspirational and authentic lifelong learners and leaders.
- To nurture respectful, resilient and kind individuals.

As pupils' progress through the Prep School they are encouraged to develop their growing independence so that that they are confident, resilient and ready to embrace the next part of their learning journey.

Please remember that you can contact me or any member of staff if you have questions regarding your daughter's education.

With warm wishes,

Mr Rhys Johnston Deputy Head Academic

CONTACTING TEACHERS

Teachers can be contacted via email using the following format firstname.surname@jags.org.uk, a message can be written in your daughter's home learning planner or email the office prep@jags.org.uk.

HOME LEARNING

The aim of home learning is to encourage our children to work independently and adopt good working habits when they are out of the classroom. Home learning is intended to reinforce or consolidate what your child has learnt in class or give them the opportunity to attempt something independently. The greatest support that you can give your child is to provide a quiet place to work, free from distraction, with encouragement to do their best.

Parents can see which home learning is scheduled by looking at the bottom of their daughter's timetable, a copy of which is on the inside, back page of her home learning planner.

If your child is getting frustrated or overwhelmed with the task set, then please put a note in her home learning planner and her teacher will follow this up at school.

HOLIDAY HOME LEARNING

Holiday Home Learning tasks are set on a Friday before a half-term break. In Year 6 practice papers in Maths and English are set during the holidays in preparation for the 11+ entrance examinations.

ASSESSMENT

The purpose of assessment is:

To provide staff, children and parents with information about individual progress

- To monitor and evaluate the progress that children make in all subjects
- To identify the strengths and weaknesses in learning
- To inform curriculum planning

Following a formal assessment, your daughter's teacher will provide her with feedback, outlining her strengths and next steps to ensure continued progress. This, along with ongoing discussions through teacher feedback, provides a clear picture of her learning and is more useful than merely a mark or score and will form the basis of her twice-yearly written reports.

During the school year there is also the opportunity for parents to attend Parent's Evenings. You then have the opportunity to meet your child's subject and Form teachers and to discuss your daughter's progress and attainment in greater depth.

FEEDBACK AND MARKING

We believe that three principles underpin effective feedback and marking; it should be meaningful, manageable and motivating, while providing constructive feedback to every child, focusing on success and improvement against learning objectives, success criteria and ability.

Feedback helps children to become reflective learners and gives them strategies to evaluate and improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and that informs and influences our planning and enhances children's learning.

All work should be marked within a week of completion. On-going work or project work is monitored by the teacher setting the task and children are given clear guidelines about requirements and 'check-in' points so that they are managing their time effectively.

'Assessment for Learning' is used wherever appropriate. Pupils are encouraged to look at the detail of the marking, and the comments made; 'WWW' = what went well, or 'EBI' = even better if.

Challenge or extension activities are indicated with the title 'Challenge' written in the child's book.

CURRICULUM INFORMATION

ENGLISH

The English Curriculum is based on the 11+ entry requirements and the Key Stage 2 National Curriculum. The curriculum is presented in a lively and stimulating way and our aim is to extend each child's potential in all areas of the subject.

Year 6 pupils by the end of the year should be able to:

- Write in a variety of forms for a range of purposes and audiences.
- Give a well-organised and sustained account of an event, personal experience or activity.
- Prepare and deliver presentations individually and in groups.
- Contribute and respond constructively to discussion and debates, advocate and justify a point of view.
- Read aloud expressively, fluently and confidently from a range of familiar literature.
- Read silently with sustained concentration.
- Respond constructively to a variety of written texts orally and in writing.
- Select information from a wide range of reference materials.
- Have some understanding of developing narratives for different mediums and genres.
- Structure and punctuate work effectively.
- Write timed essays and comprehension passages in preparation for 11+ exams.
- Spell words of greater complexity.
- Broaden vocabulary.
- Check work for spelling and presentation errors.
- Produce neat cursive handwriting.

Assessment is continuous but formal written papers are taken in the Autumn Term and in the Summer Term.

DRAMA

All girls have a weekly drama lesson. The lessons are designed to enhance the girls' confidence throughout their four years and teach them acting skills which culminate in a Year 6 play, performed in the Prissian Theatre, JAGS. Topics may be revisited each year in order to consolidate prior knowledge and extend skills, abilities and range. The girls watch and assess each other's work and are asked to offer constructive feedback to their peers.

Topics and skills covered include:

- Drama strategies and games: unite pupils and foster positive group dynamics.
- Team games: promoting group work.
- Observational skills and improvisation.
- Memory work: using poems and scripts.
- Developing facial expression and physical gesture as a form of communication.
- Character work: exploring a variety of ways to create characters, including inventing character histories.

- An introduction into key theatrical genres, such as physical theatre.

SPEECH & DRAMA

(£ Optional Extra)

- To encourage self-confidence in the use of the spoken word.
- Girls are taught in a small group by a drama specialist.
- Speech and projection exercises.
- Oral presentations: solo. Children are encouraged to speak freely in an unscripted manner, always with the help of visual aids.
- Rhythmic speech and vocal freedom explored through poetry.
- Discussion of vocabulary and verbal dynamics practised in poetry and drama.
- Improvisation to promote imaginative ideas and vocal freedom.
- Character development using short scripted scenes.
- Pupils read aloud from a favourite book and learn the skills of timing, expression and fluency. They are also encouraged to develop their use of sustained eye contact so that they share fully with their listeners.
- All pupils are entered for the Level 1 Grade 1 English Speaking Board examination in March. Preparation for this examination takes place in the Autumn Term.

MATHEMATICS

The Mathematics Curriculum is based on the 11+ entry requirements and is generally in alignment with the Key Stage 2 National Curriculum. Our lessons are based around the White Rose schemes of learning whilst extending beyond the curriculum within the topics we cover as appropriate. Throughout our learning we use concrete resources and pictorial examples to build a deeper understanding of the concepts for all pupils, which they can then relate to the abstract formal methods. We aim to provide girls with a sound foundation of the concepts taught, from which we use problem-solving and investigations to develop and extend their skills and understanding.

Number, Place Value & 4 Operations

- Read and write any number up to and including millions
- Use mental and formal written methods for the four operations
- Use rounding to find estimates for answers
- Roman numerals
- Negative numbers
- Order of operations

Fractions

- Simplify fractions
- Fractions on a number line
- Compare and order
- Add and subtract fractions
- Multiply fractions
- Divide fractions by integers
- Fraction of amount

Decimals

- Three decimal places

- Multiply and divide by 10, 100, 1000
- Multiply and divide decimals by integers
- Decimals as fractions
- Fractions to decimals

Percentages

- Fractions to percentages
- Equivalent FDP
- Order FDP
- Percentage of amount
- Percentage increase and decrease
- Percentages – missing values

Ratio

- Ratio and fractions
- Calculating ratio
- Using scale factors
- Calculating scale factors
- Ratio and proportion problems

Statistics

- Line graphs
- Circles
- Pie charts
- Averages & range

Measurement

- Area and perimeter
- Area of a triangle
- Area of a parallelogram
- Volume of a cuboid
- Metric measures
- Imperial units

Algebra

- Find a rule
- Forming expressions
- Substitution
- Formulae
- Find pairs of values
- Enumerate possibilities
- Form and solve equations
- Simultaneous equation style questions

Geometry

- Co-ordinates
- Transformations
- Tessellations
- Polygons
- Shape properties – 2-D & 3-D shapes
- Draw shapes accurately
- Angles in regular polygons
- Construct triangles

- Draw nets of 3-D shapes



SCIENCE

The Science Curriculum covers the three disciplines of biology, chemistry and physics, as well as including many opportunities to develop practical and enquiry skills. Lessons take place in a fully equipped science classroom, where pupils are able to gain plenty of hands-on experience with a range of scientific equipment. The Year 6 girls have two one-hour lessons each week.

Working Scientifically (ongoing skills that are taught throughout the topics listed below)

- Planning different types of scientific enquiry to answer questions
- Making observations and taking measurements with accuracy and precision
- Recording and presenting data
- Presenting scientific information as labelled diagrams, classification keys, tables, scatter graphs, bar and line graphs.
- Reporting on findings from enquiries verbally and in writing
- Using results to draw conclusions, identify and explain causal relationships
- Describing the degree of trust in the results of an investigation
- Using results to make predictions to set up further comparative and fair tests
- Identifying scientific evidence that has been used to support or refute ideas or arguments

Chemical Reactions

- Identify chemical and physical changes
- Investigate rusting
- Investigate combustion
- Testing acids and alkalis
- Investigate the reaction between acid and bicarbonate of soda

Evolution and Inheritance

- That living things have changed over time
- Fossils provide information about living things throughout Earth's history
- Living things produce offspring of the same kind, but normally they vary and differ from their parents
- Animals and plants are adapted to their environment and how adaptation may lead to evolution

Light

- How light travels
- Why shadows have the same shape as the object that casts them
- How we see things
- What happens when light hits different materials
- How light is reflected by a plane mirror

Keeping Healthy

- The circulatory system
- How heart rate is affected by exercise
- Importance of a balanced diet
- The impact of drugs on the body
- The impact of exercise and other lifestyle choices on the body



COMPUTING

Computing is taught in our state-of-the-art Computing Suite. The Year 6 girls have a one hour lesson each week, taught in whole classes. There are opportunities to use a variety of educational software as well as Digital SLR cameras, voice recorders, Spreadsheets, Spheros, Crumbles, VR headsets, iPads and AI graphic generators. With the introduction of the new digital strategy some of the ICT/Computing skills will be used and taught within other subjects through the use of pupil assigned iPads and laptops.

Topics

- Creating webpages
- Podcasts
- Robotics
- Coding with Scratch, Crumble and Python
- Spreadsheets and Databases
- Exploring virtual reality
- Understanding AI
- Digital photography
- Internet Safety

Key skills

- General ICT Skills
- Digital literacy
- Planning and design
- Creating and debugging algorithms
- Coding
- Sensing and logging
- Games Makers

HUMANITIES

HISTORY

In Year 6 we work on further developing the skills of questioning, research, and analysing evidence in a logical manner. These are all things which encourage the girls to look at the world around them with curiosity and interest.

Topics covered:

- Significant Events in 20th Britain – titanic, WW2, WindrushThe Atlantic Slave Trade

KEY SKILLS

- Examine and analyse evidence.
- Use a wide range of historical vocabulary.
- Use a range of research techniques.
- Use a range of both primary and secondary sources of evidence.
- Plan, research and complete a project in a timely fashion.
- Pose their own historical questions.

GEOGRAPHY

TOPICS

- Water and Rivers
- The Caribbean

KEY SKILLS

- Ask geographical questions.
- Collect, record and analyse evidence.
- Use a wide range of specific geographical vocabulary.
- Use a range of fieldwork techniques.
- Use a range of secondary sources of evidence.

- Use atlases, globes, maps, digital maps and aerial photos.
- Use and make maps at a range of scales.
- Use 6 figure grid references, keys and scale.

FRENCH

French immersion carries on in Year 6, following the teaching and learning style of Year 4 and Year 5. French is taught in half classes throughout the school, and each class attends two half hour lessons per week.

We follow the course *Sésame*, which prepares for the Diplôme d'études en langue française or Diploma in French Studies – DELF Prim. This is supplemented by other textbooks, interactive software, audio and video materials. The French teaching room is equipped with an interactive whiteboard. Extensive use of iPads allows the girls to learn independently. Microsoft Teams is used to post some of the lessons' materials.

A wide range of topics is covered during the year, and French is used as the medium of communication during lessons and around school. Girls are expected to respond and communicate in French. They write a number of letters to their penpals from a partner school in France.

The emphasis is put on developing confidence and good pronunciation via the acquisition of new vocabulary and structures, and enjoyment of the language using the computer, interactive whiteboard, games, songs, stories, poems, videos, role plays etc...

Immersive French allows the girls to understand how to interact and function in a different language. It offers an opportunity to develop problem solving skills because the emphasis is put on how to deal with the unknown. This prepares the girls for other languages via transferable skills.

MUSIC

Music is taught very much as a practical subject, with activities consisting of performing, composing, listening and appraising. Each pupil has two lessons per week, one with the whole class and one as part of a half-group.

AUTUMN TERM

- Music for Social Change: lyrics, structure, chord progressions, melody writing techniques
- Harvest and Christmas songs

SPRING TERM

- Composing songs in Garageband

SUMMER TERM

- Year 6 show songs

SPORT

Each week the pupils enjoy one 60-minute lesson of Physical Education (PE) and one 60-minute lesson of Games using the extensive facilities at the Prep and JAGS Sports Club. For swimming they have 60-minute lesson every two weeks at the JAGS Sports Club pool. There are many further opportunities for pupils to take part in sport at the Prep through the squads, clubs and fixtures programme.

PE Lessons

In PE lessons the pupils are challenged to develop their Fundamental Movement Skills (FMS) which can be grouped into three main areas; locomotion, stability and object control and these form the basis for all sports and physical activities. They learn about how the body works in relation to physical activity and learn leadership skills and apply them in small group situations. The pupils will experience a variety of racquet sports such as badminton and tennis; basketball and other activities which aim to diversify their skills across a range of physical activities. It is also in these PE lessons where the pupils experience gymnastics and dance and in the Summer Term they participate in a variety of disciplines in athletics in preparation for Sports Day. In addition to FMS these activities develop the pupils' coordination, body control, flexibility, creativity, striving for personal bests and confidence to perform in front of their peers.

Games Lessons

In their Games lessons pupils learn traditional sports of football and netball in the Autumn Term and hockey in the Spring Term. In the Summer Term pupils take part in cricket. There are many competitive opportunities in these sports, such as open events, Interhouse, collaborative sessions and fixtures with other schools. Games lessons develop the pupils' understanding of rules, teamwork, communication and collaboration skills.

Swimming

Pupils swim every term and continue to develop techniques for front crawl, backstroke, breaststroke, butterfly and techniques for diving. Pupils learn how to increase their endurance for swimming and work towards swimming awards. In Y6 pupils continue to learn personal survival skills, elements of water polo and learn skills for and choreograph routines for artistic swimming as well as elements of water polo.

Clubs & Squads

Information for these can be found in the Sport at JAGS Junior document

Inter-House Events

All pupils in the Prep participate in Inter-House Events across the year. These include:

- Autumn Term: Netball & Football
- Spring Term: Swimming
- Summer Term: Cricket & Sports Day

ART

All girls have one double lesson a week, in half classes in the specialist, Art room. They work through a series of linked activities within larger projects, carefully designed to stimulate and ensure success and enjoyment. Some activities respond to current events or exhibitions and some repeat from year to year. However, they all fall within a rolling annual framework which targets specific fields of Art, Craft and Design, and builds progressively upon skills and techniques. The girls make regular use of their sketchbooks, started in Year 5, to record, develop and evaluate their own work and to appreciate and comment on the work of artists, craftspeople and designers. The girls continue to add their work to portfolios, which they take with them at the end of the year.

DESIGN & TECHNOLOGY



All girls have one double lesson per week, in half classes, within a specialist DT workshop. Design and Technology lessons are geared towards providing stimulating and challenging tasks that will prepare the student for a lifetime of learning, exploring and problem solving. Pupils learn to think and intervene creatively to improve quality of life. They learn to explore values and attitudes to their made world; critically analysing how we live, work and interact within it. This process encourages them to become independent and creative problem solvers, as individuals and members of a team.

The formative years of Design and Technology emphasises developing practical design and make skills, helping students gain confidence in their own creativity. Students develop knowledge and understanding of materials and components; systems and control; and structures. They learn to combine practical skills with an understanding of aesthetics, function, industrial practices and social and environmental issues. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through this all students can become discriminating and informed users and innovators of products.

As they progress, they will then able to tackle increasingly complex problems and tasks involving a variety of media and processes from the more traditional materials through to electronics and computer-aided design and manufacture. Pupils learn to look for needs, wants and opportunities and then respond to them by developing a range of ideas and making products and systems. They develop a critical understanding of technological processes, products and their manufacture, and how they contribute to our society. Involvement with industry and participation in competitions is strongly encouraged, all in endeavour to prepare pupils for making significant and worthwhile contribution to life and work in a technological society.



PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION)

This year we have further developed our PSHCE curriculum to make it bespoke to our school community and pupils. Largely, we work from PSHE Association's Programme of Study. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; relationships; and living in the Wider World) across the school year, with three topics per half-term. This approach allows different year groups to work on similar themes at the same time,

building a spiral programme year on year. It also strengthens our links with the Senior School who also work with the PSHE Association curriculum.

PSHCE is taught by form teachers in Years 3, 4 and 5, and by the Deputy Head Pastoral in Year 6. Our PSHE curriculum is further enriched through teaching and learning centred around our Bee Brilliant pastoral programme, our assembly programme, an abundance of leadership opportunities, a wide range of pupil workshops and two form times each week.

RELATIONSHIPS AND SEX EDUCATION

Relationships and Sex Education is taught to the Year 6s in the second half of the academic year by the Deputy Head Pastoral and our school nurse team and includes:

- Puberty
- Pregnancy
- Relationships

RIGHTS RESPECTING SCHOOLS

This year, we will be launching the Rights Respecting Schools Award across the Junior School in both the Prep and Pre-Prep settings. The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

The award essentially puts children's rights at the heart of school life with a focus on wellbeing, participation, relationships and self-esteem. During PSHCE and Form Time, we will learn about the UN Convention of a Child through age-appropriate activities. We aim to achieve the Bronze Award by end of Autumn term/early Spring and be well on our way to achieving Silver by the end of the academic year.

We are excited to engage students, teachers and support staff, parents and governors in the award, and look forward to sharing our journey with this.'

RELIGIOUS EDUCATION

Religious Education is the study of humans' systems of faith and worship around the world and over time. We explore this infinitely rich area to develop spiritual, moral and cultural knowledge and awareness. Religious Education helps the pupils to develop an understanding and an openness towards others and difference amongst people, thus also helping them to place themselves within this evolving human story. Throughout the year the pupils will acknowledge various religious festivals, look at features across major religions and recognise some of the religious threads woven into our everyday lives. In Year 6, we look first at Sikhism as one of the more recent major world religions with distinct features, principles and histories which shed additional light on humans' development of religion, its evolution and the generation and preservation of key traditions and practices. We then approach Easter with some time to view this key and complex centrum of Christianity with a bit more maturity than available in Year 3. Finally, the Y6 Pupils have a chance to consider the influence of individuals on our spiritual and moral development as a human society, with opportunity to focus on one who is of particular personal interest.

This year we will be introducing ethics and philosophy in RE lessons.

Autumn Term

Sikhism

Spring Term

The Adult life of Jesus, his Death and Resurrection

Summer Term

Moral and Spiritual Leadership in Humanity - 'Inspiring People'



James Allen's Girls' School

Ages 4-18

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