

**PARENTS
HANDBOOK**

Year 6

2008- 2009

General Information

General Prep School Matters

From Year 3 through to the end of Year 6 children are placed in mixed ability classes. During these years the building blocks of education are continuing to come together on the solid foundations built in Chestnut. The mixed ability nature of these classes allow children to continue to develop without the pressure of a label. Those for whom academic work is a strength will continue to be pushed to ensure that they make excellent progress whilst those who need a little more support will also be challenged so that they too make similar progress. Teachers across the year group will plan together. This not only helps to share ideas about best practice amongst the teachers but also ensures that all children are covering the same curriculum.

In these important formative years children will flourish because of the expectations made upon them rather than on the pressure of feeling that one is failing because one is 'bottom set' or because one can't keep up in the 'top set'. These are expressions heard in the past from children and sometimes from parents. They are not terms that Hazelwood uses.

Once your children reach Year 7 the fundamental learning blocks will normally be in place. All children will continue with a broad curriculum, satisfying the needs of the national curriculum and more. Whilst the curriculum is essentially the same, the children will have different needs. Where possible, therefore, years 7 and 8 will be streamed to take in these differences. At all times our aim will be to help your children prepare for transfer to their Senior Schools

Children will always be competitive but this needs to be in a healthy fashion. The very best form of competition is that which is against oneself as an individual as that is something one can control. Setting personal targets, working hard to achieve success and being able to measure that progress is the child's input into helping maximise potential. With this in mind Form Tutors will assist children formulate three targets for each term.

Teachers play their part by providing stimulating challenges, motivating children and ensuring that progress is made. Parents also have a role to play and we would urge you to continue to be involved in your child's education, as we know you already are.

At the end of Year 6 some children, and at the end of Year 8 all children will opt to enter Senior Schools by various different entry methods. Hazelwood prides itself on preparing children for their next school and whilst we hope that what we offer in terms of confidence building and self-esteem boosting in Years 7 and 8 is very attractive to you, we do also recognise that some choose to move at 11+.

Whatever your choice we wish to help make it a successful one. The timetable allows for plenty of mathematics and English teaching; the mainstays of all entrance tests. Children are made familiar with non-verbal reasoning and verbal reasoning papers and finally, we will also offer the children sitting 11+ and 13 + exams, interview practice so that this too will be an area of strength for them.

Forms

There are two mixed ability forms in year 6. The form teachers are:

Form	Form Tutor	Form Room
6J	Mr J Jarvis	History
6Y	Mrs S Young	Geography

All subjects will be taught in class groups with the exception of Mathematics which will be taught in sets. The children are divided into Set C (Common Entrance), set M (Extended Common Entrance) and Set E (Extension). Throughout the year there may be a strong case for movement between sets. Parents will, of course, be contacted prior to any final decision being reached.

Subjects

The following subjects are studied: English, Mathematics, Science (Biology, Chemistry and Physics), French, Latin, Greek (optional), History, Geography, Religious Studies, Personal Social Health Education (PSHE), Information Technology, Art, Design Technology, Music, Physical Education. In order to enhance their learning, pupils may be advised to take lessons with teachers in the Study Support Department. Any such lessons will be discussed individually with parents in advance.

Preps

Each prep slot is 25 minutes. There are two preps set on Monday, Tuesday, Thursday and Friday. Children will normally be given at least two nights to complete each prep in order that they may be fitted around any outside commitments. Each child has a prep diary in which details of the work set should be recorded. **We would be grateful if you could sign this on a daily basis, as it will aid communication, and help to refine the prep system.** If children stay for Tea and Prep they should be able to complete most of their prep at school. If any problems arise regarding homework please do contact the subject teacher concerned, or the Form teacher or Director of Studies.

School Examinations

In year 6 there are two major examinations, the 11+ (only for those opting for entry to senior schools via 11+) and Key Stage 2 National assessment tests SAT's.

11+ Examinations set by Senior Schools and LEAs: dates to be confirmed and advised.
Key stage 2 tests will be taken in English, Maths and Science during the second week of May.

11+ candidates will be given past papers/extra prep in the autumn term in the run up to the examinations. If a child's entrance procedure requires an interview, practice interview sessions and guidance will be scheduled.

All examinations are important and we are obviously keen that pupils do well. They are though, only one of many forms of assessment used by the school. Pupils will be given guidance by their class teachers on what and how to revise. They will also receive an examination timetable about two weeks before the exams begin.

Parents' Evenings

The Year 6 Parents' Consultation Evenings will be held in the Autumn Term. These will be on

Tuesday 25th November and Thursday 27th November. Parents' evenings provide an opportunity for staff and parents to discuss children's progress, identify strengths and weaknesses and talk about any problems. Before the parents' evening you will be sent an interim report that can be used as the basis of your discussions with staff.

Reports

In addition to the pre-parent's evening report, you will receive an abbreviated report at the end of the Spring Term covering each subject, with recommended targets. At the end of the Summer Term a full written report will be sent. Our aim is that these do not contain any hidden surprises, as you can expect to have been notified by staff about any problems that have arisen during the term.

Grades

Grades for effort are sent out twice per term. We use a scale of A to E with the following definitions :

- A: excellent presentation; all work completed on time; participates fully in all activities; gets down to work quickly; seeks help when experiencing difficulties.
- B: consistently good presentation; all work completed on time; prepared to ask and answer questions in class.
- C: most or all work in on time; presentation usually neat; sometimes prepared to ask and answer questions in class.
- D: sloppy or careless presentation; more than one late or missing piece of work; little enthusiasm for overcoming difficulties; rarely contributes in class; negative attitude at times
- E: disruptive in class; many late or missing assignments; negative attitude.

With all sets of grades pupils will also receive a numeric grade using the following definitions :

- 1 Working at a level well in advance of National Curriculum expectations.
- 2 Working at, or above, National Curriculum expectations.
- 3 Working at a level in line with National Curriculum expectations.
- 4 Some or all work at a level below National Curriculum expectations.

Equipment

Pupils may use a case to bring books and stationery to school but these must be kept in the allocated area during the day. Pupils should transfer materials from their case to lockers or desks at the beginning of the day. All exercise and text books will be provided by the School but pupils should have the following items of stationery :

- A fountain pen (blue cartridges)
- 2 pencils
- Pencil sharpener
- Rubber
- 30cm plastic ruler
- Set of coloured pencils
- Geometry set
- Calculator (available through the School)
- Glue stick

Please ensure that all equipment is clearly named.

Music

We offer a wide range of individual instruction. If you wish your child to start a new instrument please contact Mrs Louw. Please remember that a term's notice must be given if you wish to stop instrumental lessons. Music lessons take place during the normal school day and therefore pupils will miss lessons. The music programme is planned so that children do not miss the same lesson each week. Pupils are expected to arrange to catch up on any work missed and teachers will ensure this can be achieved easily. This process of "rotated extraction" has worked very well for some time. If any problems arise as a result of any pupil taking individual instrumental tuition, please contact Mrs Louw.

Dance

There are classes in a variety of disciplines including ballet, tap and modern, both during and after school. These vary depending on the demand. Please contact the school office for details of current classes.

Contacting Staff

Please feel free to contact staff if there is a problem. If you leave a message with the School office the teacher concerned can ring you at a mutually convenient time. If the problem is with a particular subject then you should speak to the teacher concerned. Form tutors will deal with any pastoral worries. Other staff you may wish to speak with would be Mr Weston (Director of Studies), Mrs Louw (Deputy Head / Director of Music), Mrs Corfield (Head of Upper School), Mrs Bankes (Learning Support Department) and Mr Wiseman (Director of Sport). Mr McDuff can also be contacted directly if you feel this is more appropriate. All of the above named staff have a voicemail facility and can be contacted via the School Office.

Subject Teachers

The following staff will be teaching Year 6 :

Subject		Teacher	Lessons per Week
English		Mrs Jenny James Mrs Heather Weston	4.5
Mathematics	M C E	Mr Diljit Babbra Ms Caroline Turk Mr Martin Weston	5
Science		Dr Carolyn Orr	4
French		Miss Tessa Geerhaert/ Miss Aude Prieur Miss Julie Doumic	2.5
Latin		Mrs Becky Hunter	1.5
History		Mr Jonathan Jarvis Mrs Sara Young	2
Geography		Mrs Karen Corfield	2
Religious Studies		Mrs Sue Barnard	1
PSHE		Form Tutors	0.5
Information Technology		Mr Jonathan Jarvis	1
Art		Mrs Carolyn McGivern	1.5
Design Technology		Mr Ben Brownless	1.5
Music		Mrs Lindie Louw/ Mrs Sara Young	1
Physical Education / Games		PE Staff	7

Lessons are 50 minutes in duration.

Daily Routine

Below is the daily routine for the coming year.

Registration	08.30
Assembly - Monday Chapel - Tuesday/Thursday Form Period – Wednesday/Friday	08.40
Lesson 1	08.55 - 09.45
Lesson 2	09.50 - 10.40
Break	10.40 – 11.05
Lesson 3	11.05 – 11.55
Lesson 4	12.00 – 12.50
Lunch	12.50 – 13.45
Registration	13.45 - 13.50
Lesson 5	13.50 - 14.40
Lesson 6	14.45 - 15.35
Lesson 7	15.40 - 14.30
Tea and Prep	16.50 - 17.50

Subject Guide

English

The proficient use of English is central to all areas of our curriculum. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils learn to choose and adapt what they say and write in different situations.

We follow the requirements of the National Curriculum and Common Entrance to give our children a firm grounding in language, so that they speak, listen, read and write confidently, skilfully and with enjoyment. In Year 6, 11+ candidates are prepared for 11+ examinations and all pupils take the National Curriculum Key Stage 2 SATs tests in May.

The skills of **speaking and listening** with confidence are encouraged through discussions, readings, presentations and recordings. Drama is incorporated as an important extension of language work and the range of activities includes, improvisation, scripting and performing plays and responding to performances. In Year 6 pupils have the opportunity to take part in a year group play. Listening comprehension exercises are employed to improve listening and to train auditory memory skills.

Reading is taught and encouraged through a wide variety of methods and the development of fluency, prediction, understanding and expression is emphasised. Group Reading is undertaken where pupils are given a balanced programme of guided reading from books of graded difficulty, matched to their own independent **reading level which is assessed annually**. As they gain fluency the emphasis shifts to advanced reading at text level. They also read books of their own choice in order to develop interest and independent reading habits. A Recommended Reading List is issued and the children are expected to read at home every night. In addition, set books are used for study within the classrooms.

Comprehension skills are developed by means of structured exercises. In addition, formal Common Entrance style comprehension papers, as well as the diverse Key Stage 2 SATs type papers are set. Pupils are required to demonstrate a capacity to differentiate between fact and opinion.

Attention is given to **language work** and to the correct use of **grammar, punctuation and spelling**. This is developed in conjunction with writing, where the pupils are taught to write appropriately and imaginatively in a variety of genres, as well as in specifically structured lessons. In addition, they are taught to use a dictionary, thesaurus and other information sources available in libraries and on computers.

We continue to practice a cursive style of handwriting and high standards of presentation are encouraged throughout the school. Word processors are available in the classrooms and are used by the children to draft, edit and present work. Information and Communication Technology is incorporated where appropriate in lessons and specific sessions take place in the ICT suite with specialist staff on hand to work alongside the English teacher.

Children with specific learning difficulties are taught on a withdrawal basis, once or twice a week, by specialist staff in the Study Support Department, whilst within the classroom individual needs are met by careful differentiation. The needs of the more able pupils are also met by differentiation within the set or year group.

Homework is set to reinforce work covered and to encourage independent study habits. Reading is monitored and the children are expected to read for at least ten minutes at home every day. This is vital to their overall progress, as these skills can only be developed if a daily programme is adhered to.

Mathematics

In year 6 maths is taught daily in three sets based on ability; the sets are reviewed regularly in the light of children's progress. All sets follow a scheme of work based on the key objectives set out below. Teachers across the year group plan the work in general terms and it is then tailored to the needs of children in each set, by providing either extension or reinforcement of earlier concepts.

Some year 6 children will be sitting 11+ exams during the year. Our normal curriculum prepares them very well for these exams with the exception of a few aspects of algebra required by some schools. We ensure that children cover these extra topics as required and provide and mark practice papers in the weeks leading up to the exams. Extra classes may also be provided.

In year 6 we aim for children to continue to develop a solid understanding of the key concepts and a positive, questioning attitude. Children use practical and visual resources to support their ability to work at a more abstract level. They work individually, in pairs, small groups or as a whole class on a variety of activities. We particularly value investigative work and discussion, which help them to reason mathematically and think for themselves. As in all year groups, children are encouraged to tackle problems in their own ways at first and to do activities which allow them to discover efficient methods and solutions for themselves. This develops a confident 'can do' attitude towards maths and fosters solid understanding and enjoyment.

The maths curriculum for year 6 continues to emphasise mental methods of calculation, the reliable use of efficient written methods, and use of a calculator. It is expected that knowledge of basic number facts will have been thoroughly acquired in previous years, and in year 6 children are taught to apply these facts at a higher level to do harder mental calculations. Practising 'little and often' at home is expected. This year we have introduced a reward system to encourage children to learn their number facts. Most year 6 children should be capable of obtaining the Gold level award. As well as keeping number facts honed, children are expected to complete one piece of homework a week; this may be a written task or a game or activity to reinforce or extend class work. It is always very beneficial to the child for parents to encourage them with their homework. 'Probing' questions such as, 'Can you explain how you are doing that? What would you do if...? Is there another way to do it?' are particularly useful in supporting the approach we take at school. Class teachers and the Head of Maths are always happy to talk to parents about any aspect of maths which concerns them.

While a simple calculator suffices for year 6 work, a scientific one is slightly preferable as it allows children to become familiar with some of the operations they will need in year 7. We recommend the Casio fx83 or 85. Please would you support us in helping to ensure that your child has a working calculator (as well as other maths instruments) with them every day?

The following is a list of key objectives applicable to the majority of children in year 6 by the **end of the year**. It will be too demanding for some, in which case, more appropriate objectives will be used.

- Solve multi-step problems involving fractions, decimals and percentages, choosing appropriate operations and setting out clear working. Use a calculator appropriately.
- Simplify fractions and order them by converting to a common denominator.
- Calculate percentage changes, express one number as a percentage of another.
- Know multiplication tables and use them to derive related facts (e.g. $7 \times 8 = 56$ implies $56 \div 7 = 8$, $70 \times 0.08 = 5.6$, $56 \div 0.7 = 80$ etc)
- Know squares and square roots up to 12×12 .
- Understand that prime numbers are those with exactly 2 factors; find prime factors of a 2 digit number.
- Use a reliable and efficient method of written multiplication (usually grid or standard) and the standard method of division.
- Work with co-ordinates in four quadrants.
- Know properties of different types of triangle and quadrilateral.
- Transform shapes drawn on grids using reflection, rotation and translation.
- Calculate angles on a straight line, in a triangle and in a quadrilateral.
- Convert between standard metric units of measurement.
- Calculate perimeters and areas of rectilinear shapes.
- Solve problems by collecting, selecting, processing, presenting and interpreting data using ICT where appropriate. Calculate and interpret statistics (mode, median, mean and range).

In order to monitor progress, children take a short test at the end of each half term, and the Key Stage 2 SATs exam at the end of the year. The latter consists of two papers, one of which permits calculators, and a mental test. These tests help to determine achievement grades which are reported to you each term. The results of the SATs exam are in the form of national curriculum levels and we expect the vast majority of children to achieve at least level 4 (the national benchmark for success at age 11). Although the best candidates will be working at level 6, the highest possible grade in these tests is level 5.

The tests are also used to diagnose problems and plan future work. The children are encouraged to become aware of their own strengths and weaknesses and thereby to play a part in directing their own learning. By year 6, children are very well equipped to do this.

Science

Pupils will complete the Programme of Study required for C.E. 11+ and National Curriculum K.S.2. There will be some practice tests for each examination in the term preceding these examinations. (All pupils will sit the Key Stage 2 tests SATs (levels 3-5).

Biology

Life Processes

Pupils will extend their knowledge of life processes. They will identify basic parts of plant and animal cells, know their function, and label them on a diagram. Pupils will extend their knowledge of plant organs and their functions.

Green Plants

Pupils will investigate the life cycle of a plant through rapid growing plants. They will study how sexual reproduction occurs in flowering plants and identify parts of a flower, labelling the structures. Pupils will observe how seasonal variation, and variation in light, water and temperature affect plant growth. Pupils will understand the role of the sun in food production and will perform simple photosynthesis experiments, as extension work.

Variation and Classification

Pupils will study locally occurring animals and plants and will use keys to assign them to groups. Pupils will discuss classification of plants and animals into the major vertebrate and invertebrate groups.

Living things in their environment

Pupils will extend their knowledge by comparing organisms from two contrasting habitats. They will study one plant and one animal in detail, including investigating adaptations and responses to different environmental conditions. They will construct more complex food chains and identify the different types of consumer; they will study the relationship between predator and prey.

Chemistry

Materials and their properties

Pupils will extend their knowledge of the properties of materials. They will identify the gases of the air and study their uses. They will investigate separating solutions by distillation and paper chromatography. They will investigate the reactions of metals with acids and water through rusting and other experiments. They will extend their knowledge of dissolving, evaporating and filtering and compare rates of dissolving under different conditions.

Energy

Pupils will investigate energy production and energy changes, study fossil fuels and alternative energy sources. They will understand how electricity is generated using a turbine.

Physics

Electricity

Pupils will construct more complex circuits and will learn how to represent series circuits using conventional symbols.

Forces

Pupils will investigate opposing forces and will measure forces and identify the direction in which they act. They will identify balanced and unbalanced forces and their effects. They will perform simple investigations concerning upthrust, air resistance and gravity.

Light and sound

Pupils will extend their knowledge of light by using lenses, prisms and mirrors to study refraction of light rays.

They will investigate amplitude and frequency of vibration and their relationship to the pitch and loudness of different sounds. They will understand that sound requires a medium through which to travel.

French.

All Classes will be following the same scheme of work and they will use the same textbooks – So you really want to learn French prep book 2 and parts of 3.

The students will essentially carry on their work from Year 5 with the aim of completing unit 1 to 10 of the textbook at the end of the year.

Area of work covered

- Telling the time
- Linking time with daily routine
- Jobs
- Mealtimes, food and drink
- Revision of numbers 0-1000
- Quantities
- Shopping for food and drink
- Revision of clothes / colours
- Shopping for clothes
- Leisure activities - sport and music

Grammar

mon, ma, mes

ton, ta, tes

son, sa, ses

le, la, les

un, une, des

du, de la, des

ce, cet, cette, ces

revision of regular -er verbs (present tense)

irregular verbs: prendre, acheter, avoir, vendre,

mettre, aller, être, faire

ton, sa, ta, son,

Perfect tense with avoir and être, and

exceptions.

Assessment

Each student in all sets will be tested on the work covered in each unit, by an end of unit test, in all four skills. This will include a brief speaking test carried out in class. During the summer term there will be an end of year examination. For the Summer examination reading, writing and listening assessments are timetabled in exam week.

Latin

During Year 6 pupils continue to make their way through Latin Prep, but at a much faster pace. This is due to their having 2 lessons of Latin per week plus one prep. Preps alternate between written and learning to ensure vocabulary and grammar are learnt throughout the year whilst at the same time making sure that class work has been properly understood. The aim is to cover Chapters 3-8 over the course of the three terms and thus the majority of the work needed for Common Entrance Level 1. The following topics are taught:

- Revision of case names and roles.
- The 2nd declension nouns DOMINUS, PUER, MAGISTER, DEUS, VIR, FILIUS and BELLUM.
- Prepositions
- 2nd declension adjectives BONUS, PULCHER and MISER.
- The imperfect tense of AMO and SUM
- Cardinal numbers
- The perfect tense of AMO and SUM
- Principal parts
- The 2nd conjugation verb MONEO
- Pronouns
- The 3rd conjugation verb REGO
- Ordinal numbers
- The 4th conjugation verb AUDIO
- The mixed conjugation verb CAPIO
- Imperatives
- Classical Studies; the wonderful tales of Jason, Theseus and Perseus as light relief!
- Vocabulary; approx. 20 words with each chapter

Children are assessed at regular intervals by vocabulary and grammar tests and prep and class work is checked promptly. Assessment also happens in class during oral translation work as a matter of course.

Greek

Classical Greek is available as an extra curricular activity to pupils who have made an excellent start in Latin in Year 5. Children have one lesson per week during a lunch time plus a half hour prep which is an extra commitment on top of the normal prep timetable.

The aim is to cover the first 7 chapters of Greek- A New Guide for Beginners in which the following topics are introduced:

- The Greek alphabet
- The present tense
- The definite article
- Conjunctions and the negative
- 1st declension feminine nouns
- Vocabulary checklist 1 and 2

This takes us well on the way to Common Entrance Level 1 and beyond!

History

Aim of Year 6

To ensure all pupils develop an understanding and appreciation of a variety of historical periods and key events. A wide range of teaching and learning resources should be used to make the subject both enjoyable and accessible to all pupils. The historical content should be balanced against the essential source evaluation and essay writing skills, which are required for examination.

Philosophy

To teach history so it intrinsically motivates the pupils and encourages them to develop both their understanding and interest of the subject.

Course Content

A chronological approach is taken towards teaching. In year 3 a topic-based approach is applied with the main focus being on the Egyptians. In Year 4 the pupils focus on the Romans and year 5 pupils study Medieval History from 1066-1485. In year 6 the Tudor and Stuart periods are studied starting with Henry VIII and finishing with the Civil War and the execution of Charles I in 1649. The Common Entrance Syllabus starts in year seven and pupils study Britain 1750-1900. The focus is on British, economic, political and social history including a wide range of key events and turning points such as the French Revolution and Napoleonic Wars.

Source Skills

The pupils are introduced to the basic concepts of what evidence is and then comprehension from both written and pictorial sources.

Resources

Department created worksheets provide much of the hard core of the factual content of the course, "The Middle Ages" by R.J.Cootes is a well used text book. Videos and accompanying worksheets and computer software are used to supplement the teaching of the course. In 2008 an increased number of interactive whiteboard resources will be used.

Trips and Visits Visit to Hampton Court Palace

Geography

Geography is taught as a separate subject. Children have 2 lessons per week, plus a 30-minute prep. All classes are taught by the Head of Department Mrs Karen Corfield a specialist geography teacher.

By the end of the year, children are expected to have covered the following topics;

Settlements - extending from Year 5 - functions of settlements, why they grow and decline, to know and understand the reasons for historical location, the benefits and problems of growth, how they change over time, land use theories, settlement hierarchy, land use change and effects, life in urban Kenya. To know and understand shopping hierarchies, current land use trends. The children will look at changes in urban land use and complete a case study on the effect of the Olympics on London.

Global Location - recap and extend. Major countries and capitals, other major cities, the UK and water features - as per Common Entrance syllabus. Ordnance Survey map work and skills will be practised.

Development – what does the development of a country mean. How do we measure it. Differences between LEDC and MEDC'S.

Tectonic Processes - to know and understand the earth's makeup, tectonic plates, effects of volcanoes and earthquakes and how people respond to these hazards. Case studies into Merapi, Mt St Helens, Kobi and Afghanistan will be completed.

Children are not issued with a set textbook.

The *Geography for Common Entrance* textbook is mainly used.

A wide variety of resources are used within the classroom and IT is integral to much of the course.

Religious Studies

During year 6 the second half of the Common Entrance Old Testament syllabus is covered, starting with the giving of the Ten Commandments to David through to the prophets. At some time during this year there will be specific teaching on Judaism including some of the important festivals such as Passover and their worship both today and in the past with reference to the significance of the Temple. The pupils are encouraged to relate their work to contemporary issues not only in discussion but also at this stage in written answers to specific questions. Exam technique is introduced at the latter end of the year.

Personal, Social and Health Education (P.S.H.E.)

Our PSHE programme aims to encourage the development of life skills to help the children build confidence and self esteem. This includes: basic health knowledge enabling pupils to make informed lifestyle choices; development of group interaction skills such as communication and co-operation enabling pupils to live and work with others; an awareness of the wider world exploring themes of Citizenship.

Our programme will include:

1. Taking care of myself

Hygiene, diet, exercise, the body – puberty and sex education, keeping our bodies safe – appropriate use of medicines and drugs

2. Taking care of others

Discussing listening, communication, co-operation and respect for the feelings and views of others. Making and sustaining friendships and working relationships.

3. Taking care of our society

Becoming a good citizen, discussing public institutions and our role within society.

Information Technology

The primary aim of Information Technology across the curriculum is to facilitate the use of all the tools available to enhance the output in every subject area.

In Year 6 the following will be covered by individual subject specialists.

1. Word processing with clipart and columns. Producing a newsletter.
2. Control. The Traffic Lights Project.
3. Presentation Skills. The Slide Show, using Microsoft Powerpoint. Project: to market a Theme Park.
4. Create a multiple choice quiz in Powerpoint
5. Introduction to Scanning and the Digital Camera.
6. Spreadsheets. The Disco costing exercise.
7. Introduction to Desk top Publishing-Create a business logo and design publicity material.
8. Advanced searching and research on the Internet.
9. Create a simple web page. Write your own HTML.

Art

In Year 6, children will be expected to show increasing control over the tools and materials they are working with, and will be expected to become increasingly autonomous in their choice of materials and their style. They will be expected to show more accuracy and attention to detail in their work. Activities will include studies of various artists including those from non-Western cultures, printmaking, textiles and three dimensional work as well as an emphasis on line, tone, form, shape, colour and pattern in drawing and painting work.

Children will be encouraged to experiment and explore techniques and materials in order to express their ideas creatively. They will be taught to compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context of the work. They will be expected to adapt and improve their work to realise their own intentions.

Design Technology

Design Technology requires pupils to apply knowledge and skills creatively to solve practical problems. Each child spends one double period per week, usually working individually but sometimes in small groups. They will use various materials and learn about their physical properties. They will be taught to use various tools and machinery safely. Emphasis will be placed on the quality of work produced, time taken and cost of materials. Each main project incorporates an investigation, a practice task, a design and make assignment and simple evaluation. A short graphics course will be included each year to develop the child's design skills.

All pupils from Years 3 to 8 use the Design Technology classroom.

Year 6 work more with resistant materials, learning how to cut, shape and finish wood and acrylic items as well as being introduced to simple electronic projects. They will have to plan more carefully and start some 3D drawing work. Their work will consider commercial principles and what constitutes 'good design'.

Music

Music is an important part of life at Hazelwood. Pupils are introduced to many aspects of music in the class music lessons. We also offer all pupils the opportunity of taking individual music lessons in an instrument of their choice. We currently offer tuition in piano, clarinet, saxophone, flute, brass, guitar, singing, percussion, violin and cello. Many music activities take place outside the classroom; choirs, orchestras, string band, string quartet, brass band, clarinet group, saxophone group and percussion group. We offer a series of opportunities, both formal and informal for all our pupils to perform for their friends and family throughout the year.

The scheme of work comprises a series of projects closely linked to the National Curriculum Programme of Study in Music. It provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. The programme is designed to develop knowledge and understanding of musical styles, structures, contexts and purpose; the appraisal and self-assessment build up musical vocabulary and develop an increasingly critical and analytical ability.

Materials range throughout the western European repertoire from the earliest times to the present day. They also include a range of World Music, selections from the folk and popular music repertoire, and introduce a similar wide range of performers and performing styles. Each project covers listening and appraisal, composition and performance.

Physical Education

P.E. is an integral part of every child's learning and development. Every child shall be given an opportunity to experience activities that provide satisfaction and a sense of achievement. Participation in lessons is encouraged at all levels of ability and we strive for every pupil to be developed to the fullest of their potential. This includes provision for gifted sportsmen and women, in order for them to have the opportunity to pursue their aspirations (often through sporting or all-rounder scholarships at their senior school). Lesser able pupils are also valuable members of the school and the broad P.E. curriculum allows for variety and differentiation wherever possible.

Children will have Games lessons on three days a week. In addition to these days, those pupils in team squads may often be required after school, or at the weekends, for matches and/or practices. While representative teams may not be the goal of everyone, teams do exist at lower levels to allow every pupil who deserves the chance to represent his/her school the opportunity to do so. Logistically, it is not always possible to include all pupils in inter school fixtures on a regular basis, but "sport for all" is a goal we hope to achieve at some point in each term. There are also other non-team after school clubs(eg, judo) that operate throughout the year, which may be of interest to your child.

Participation in these school team fixtures is very important and if selected, we do ask that all children are present wherever possible. In the event of a clash between a local club and a school team, it is generally accepted that school must come first. All sporting fixtures will be published on the school calendar, as well as on the sports notice boards. Please check in advance of any important dates when making arrangements for the term.

In the autumn term, boys play football as their main sport, which is replaced by rugby about two weeks before the Christmas break. Swimming and Cross Country Running are the two minor sports which run from September through to April and December respectively. In the summer term, Cricket is the main sport (and Athletics the minor sport). The main girls' sports are Netball, Lacrosse and Rounders. There is also some tennis and hockey.

Inter House sporting events are organised each term in all the major and minor sports. Entry and scoring guidelines for these competitions aim to give every pupil in the school a goal to achieve and an opportunity to participate as part of a team whatever their ability.

In addition to Games lessons, P.E. lessons are also timetabled parts of the curriculum. Throughout the school, pupils will cover Gymnastics, Swimming, Health Related Fitness, Athletics, racquet/net sports (badminton, tennis), Invasion games (basketball, hockey) and Orienteering as parts of a varied and extensive programme.

Learning Support

The role of the Learning Support Department is to ensure access to high quality education for all pupils at Hazelwood. During a child's time at school, it may become necessary to provide additional support either within the classroom or on a withdrawal basis for a period or two a week. The teaching is based on multi-sensory techniques and is given by specialist teachers. Referral to the Department is made by teachers as soon as a problem or discrepancy in achievements is noted. However, parents who feel that their child is experiencing difficulties are welcome to contact Mrs Banks at any time.

The following is a brief outline of the role of the department.

- Individual, paired or group specialist tuition is given to children with specific learning

difficulties (Dyslexia, Dysgraphia, Dyspraxia, Attention Defect Disorder, Speech and Language Difficulties, Dyscalculia and other Mathematical Difficulties and on request for non-specific areas of need).

- Both informal and formal assessments are undertaken and if necessary, referral to other agencies, including Educational Psychologists, is arranged.
- Close liaison between Form and Subject Teachers on the one hand, and the Learning Support Department on the other, is maintained to ensure individual provision for pupils experiencing difficulties.
- Individual Education Plans are drawn up to specify the nature of a child's difficulties and to recommend ways of addressing them. The Head of Learning Support meets regularly with staff to monitor their implementation and parents are kept informed by means of written reports and contact with members of the Learning Support Team. Subject teachers are responsible for the delivery of a differentiated curriculum where necessary.
- Group teaching (4-6 pupils) takes place to develop Reading, Spelling and Study Skills. Support in class may be given by a Learning Support Assistant.
- Regular monitoring of progress towards learning support targets is maintained and recorded.
- Access to computer-assisted learning is provided and encouraged. There is a touch typing programme called English Type Junior which is networked throughout the school (including the ICT suite) which all pupils can access during their IT lessons. Mrs Bankes is currently running a Touch Typing club for Year 6 & 7. Laptops (Alpha Smart word processors) are also available for pupils where necessary.
- Parents and pupils are advised and guided towards schools with the appropriate level of support at secondary level.
- Advice and in-service training are given to all staff in areas such as differentiating the curriculum according to individual needs, how best to recognise learning difficulties and extending the more able and gifted children.
- Extra time and help with reading papers is given to some pupils in the Learning Support Department during the external school examinations (Year 6 SATs, Common Entrance for Year 6 and Year 8, including the Year 7 mock exams. The use of laptops is recommended where appropriate.

The School Library

Children from Y4 to Y8 use the Library upstairs in the Gym block. It is very well stocked with almost 6,000 titles, many of which are recent publications.

Children can come to the Library during fruit and lunch breaks. It is a peaceful place where they can read, do homework or play quiet games like chess.

There are two computers that children can use for research purposes.

Reading is a vital part of the children's education. Our aim is to guide and encourage private reading for enjoyment throughout their time at Hazelwood. And the correlation between good

reading habits and excellent exam results (either at Scholarship or at Common Entrance level) is not accidental!

Lessons

Year 4 classes have a 50-minute weekly lesson in the library.

Years 5 and 6 come for a 50-minute lesson on a fortnightly basis. Years 7 and 8 may come occasionally, depending on the demands of the English syllabus. Other subject teachers can also make use of the Library if they wish their classes to do project or research work.

During these lessons, children can borrow and return books. They also discuss books they have enjoyed, recommending titles to one another. Sometimes they do research using the non-fiction books. Other lessons may include the reading of newspapers, listening to stories read aloud (or on tape), discussing current affairs or an activity requested by the accompanying teacher.

Book Borrowing

Children from Year 4 to Year 8 are entitled to **THREE books** at any one time. They can change books every day if they wish to do so. Occasionally, if a child is both an avid reader and a reliably fastidious returner of books, I do allow four or even five books out at a time. This is by special arrangement only.

The borrowing period is for **two to three weeks** and is indicated by the date stamp at the front of the book.

Books can be kept over half-term if they are legitimately due back after that week. During the Christmas and Easter holidays, books can be taken out but only if they have been stamped with a **GREEN date stamp**. I need to differentiate between books that have been borrowed for the purposes of holiday reading and others that have been mislaid during the previous term. Borrowing over the summer holidays is not usually possible because of the need for stocktaking.

Fines And Replacement Costs

If a book is three weeks (or more) overdue and has not been returned at the end of a term, a fine of £3.00 per book is charged on the end-of-term bill. If the book is still not returned after the holiday, the full cost of replacing the book will be charged. If an overdue fine is levied, and the book is then found to be lost, the overdue fine is subtracted from the "lost book" charge.

To make it easier to keep track of library books that go home, a luminous yellow label is stuck to each book spine so that Hazelwood books are instantly identifiable amongst others! It is much appreciated if parents help their children keep track of library books, as we would prefer to maintain the stock we have rather than constantly be fining for and replacing mislaid books.

Reading Certificates

This system was devised to help children structure their own reading programmes, according to their own particular levels, interests and pace. In brief, children can choose a certificate, or more than one, on which to work; they put a list of the books into their own plastic folders and come to have the books signed off as they finish reading them. Each certificate has three levels – gold, silver and bronze – with each level requiring a different number of books to be read. When a certificate is achieved, the child is awarded a personalised, laminated bookmark, in the context of the Monday assembly. In this way, reading is recognised publicly as a "Good Thing" and children are able to target their own goals.

The Role Of Parents

We do what we can to guide and encourage children in their reading. If they are supported at home as well, the likelihood of success is greatly increased. Parents can help in the following

ways:

By helping children to keep track of what they have borrowed and when the books are due back

By encouraging them to read what suits their interests and their reading abilities

By building time into their busy lives for leisure pursuits such as reading