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| Language and Literacy **When talking and listening:**   * Listen and respond to a range of fiction, poetry, drama and media texts. * Participate in group and class discussions for a variety of curricular purposes * Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.   **Read:**   * Participate in modelled, shared, independent, silent, paired and guided reading experiences for enjoyment and information * Read, explore, understand and make use of a wide range of traditional and digital texts * Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital * Use a range of cross-checking strategies to read unfamiliar words in texts * Use a variety of reading skills: reviewing, recalling, skimming and scanning.   **Write:**   * Participate in modelled, shared independent and guided writing including composing on screen * Discuss various features of layout in texts and apply these within their own writing` * Experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect * Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form * Express thoughts, feelings and opinions in imaginative and factual writing * Develop competence in handwriting and in grammar and punctuation. | **Mathematics and Numeracy**   * plan and organise their work, learning to work systematically * develop a range of strategies from problem solving, looking for ways to overcome difficulties * understand mathematical language and use it to discuss their work and explain their thinking * check results and consider whether answers are reasonable using approximation and estimation * place value up to 1 million * four operations of number and application to problem solving * patterns and sequences in number * multiples and factors * revise and recall times tables * relationship between fractions, decimals and percentages * 2D and 3D shapes – properties, symmetry and tessellation * Language associated with angles and lines * Co-ordinates / 8 points of the compass * Relationships between units of measurement * Area / perimeter * 12 / 24 hour clock * Creation and interpretation of a variety of graphs – line, bar, pie * frequency tables and tally charts * probability and the language associated with it. |
| Four Golden School Rules  1. Always try your best. 2. Treat yourself and others with respect. 3. Listen and learn when you come to school. 4. Keep yourself and your school tidy. |
| RE Children will read and explore Bible stories from the Old and New Testaments through discussion, art and drama. They will develop prayers and Mass responses appropriate to their age. Children will also participate in regular school assemblies and masses in St. Patrick’s Church. They shall learn about special feasts and saints while following the liturgical year. P6 follow the Grow In Love model for religious learning. | |
| PEChildren will have opportunities to follow programmes in games, athletics, gymnastics, and dance. Children will continue to develop an understanding of the relationship between physical activity and good health. Children will have GAA training from a coach from Ulster Council. | |
| ICTChildren will develop their personal ICT skills and use drafting skills to create and edit work. They will know how to use the internet for research purposes. P6 will access their learning across various topics using online resources such as IXL, Mathletics, ActiveLearnPrimary, Accelerated Reader, Collins and BBC Bitesize. P6 will work on various projects that showcase their skills in the “5Es”. These projects will use programs such as Scratch, Google Docs, Sheets, Jamboard, Google Drive, Minecraft and Google Slides. | |

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| **Thinking Skills and Personal Capabilities**  The learning opportunities experienced at St. Patrick’s will help your child to develop social, learning and investigative skills. These skills will be developed across the curriculum and will include:   * Managing Information – asking, assessing, selecting, recording and interrogating; * Thinking, Problem Solving and Decision Making – activating learning, deepening understanding, coping with challenges; * Being Creative - imagining, generating, inventing, taking risks; * Working with others – being collaborative, being sensitive to others’ feelings, being fair and responsible; * Self Management – knowing strengths and weaknesses, setting goals and targets, managing and regulating self. | |
| **Personal Development**  Pupils will:   * have an understanding of how they learn best and will develop a positive disposition to learning and to school itself * be aware of the importance of a healthy lifestyle and the means of achieving this * have an awareness of their own feelings and emotions and how these affect others * take a proactive approach to their own personal safety, including road safety and safety whilst on-line * develop an understanding of other cultures and traditions. | |
| The Arts Pupils will take an active part in school assemblies and productions to develop dramatic skills appropriate to audience, context, purpose and task.  Pupils will handle a variety of art and design tools, materials and techniques. They will have opportunities to look at and talk about the work of artists, designers and craftworkers from their own and other cultures.  Pupils will be involved in making their own music and in responding to the music they hear. They will be encouraged to compose and perform their own music and listen to different types and styles of music. | The World Around Us This area encompasses Geography, History, Science and Technology. Through a range of interconnected themes and topics – such as **The Titanic, The Vikings, Greek Myths and Legends, Space and Independent Research** - pupils will:   * collect and examine information from the environment * investigate similarities and differences, patterns and change * carry out fair tests * use subject specific vocabulary, notation and symbols * use resources such as atlases and maps and digital sources to identify and describe places and environments * develop a sense of change over time and how the past has affected the present. |
| Homework Different forms of homework given include –   * Reading. * Reading assessment in Accelerated Reader. * Spelling Workbook. * Mathletics. * Use of home devices. * Research/project work – art, writing, coding, spoken etc. * IXL Numeracy and Literacy Activities. | Ways to help your Child  * + Praise and encourage your child’s efforts.   + Read with them regularly.   + Don’t tell your child that you find a subject difficult   + Encourage your child to ‘have a go’   + Encourage your child to talk about how he / she works things out   + Ask questions to help your child to solve a problem, instead of giving the answer.   + Have a “Growth Mindset” that focuses on growth and improvement of individual targets. |