



Grade 6 Group Parents Meeting

Monday 2nd September 2019



Purpose of Meeting

- ▶ to give a brief outline of the curriculum and the experiences your child will encounter this year.
- ▶ to state clearly what we consider valuable and most beneficial to your children at this stage of their education.
- ▶ To examine your role and advise on strategies to support your child's learning.
- ▶ To explain how we can operate a Grade 6 class with large numbers

Splitting for Subjects

CLASSES SPLIT:

- ▶ Maths
- ▶ English
- ▶ Irish
- ▶ Technical Graphics/Art
- ▶ Spanish/French
- ▶ History/Music
- ▶ Geog
- ▶ Science/Coding
- ▶ Info. Technology

TOGETHER FOR;

- ▶ Phys. Ed.
- ▶ S.P.H.E
- ▶ Spelling/Mental arithmetic Tests **(THURS)**
- ▶ Punctuation/Grammar

Teachers in Grade 6 Programme

- ▶ Mrs Gibson
- ▶ Mr. Burns
- ▶ Ms. Roberts
- ▶ Ms. Kingston
- ▶ Ms. Castel
- ▶ Mr. O'Connor
- ▶ Ms. Wickstone
- ▶ Mr. Beattie/Ms. O'Hare/Mr Convery
- ▶ Ms. Sweeney
- ▶ Ms. Hauer
- ▶ Mr. Lynch

Our Priorities

- ▶ the provision of quality teaching and learning particularly with reference to the subjects of **English and Maths**.

“The acquisition of Literacy and Numeracy skills is central to effective learning in every area of the curriculum and to the child’s social and community life outside school. The successful development of these essential skills during the primary school years will be crucial for educational success in post primary school and in enabling every individual to realise his or her social and vocational potential.”

Primary School Curriculum: Key Issues in Primary Education

Priorities (cont)

- ▶ to give children the opportunity to achieve a competence in **Gaeilge** that can be further developed in secondary education and in later life.
- ▶ to focus on the **Science/Technology** element of the SESE programme and give it a prominent place in our curriculum.
- ▶ Teach I.T. skills in a structured, focused manner.

Promoting Independence

- ▶ promote a **sense of independence** in each one of our children.
- ▶ encouraged to think for themselves.
- ▶ use the resources available to them to access information.
- ▶ choose the best means of presenting their findings to their “audience.”

- ▶ **Vital that a similar approach is encouraged at home.**
- ▶ **Your role** will gradually be reduced to a more supervisory one, with your child making decisions and evaluating their work against clearly understood criteria.

Assessment for Learning

- ▶ We Are Learning To... W.A.L.T.
- ▶ We articulate what we expect the children to understand from our lessons
- ▶ Children record these in copies
- ▶ We give them criteria against which they can gauge their level of understanding.
- ▶ The children can revisit the topic to ensure a deeper understanding of the concepts covered.

English/ Literacy

- ▶ Emphasis on-
- ▶ **READING**
- ▶ Develop comprehension and enjoyment of reading.
- ▶ Children to read a **wide range** of texts fiction & non fiction.
- ▶ Reading at a **challenging level**.

English/ Literacy (cont)

- ▶ **WRITING**
- ▶ Writing genres- promoting different genres.
- ▶ Presentation.
- ▶ Grammatical accuracy.
- ▶ Increasingly proficient at constructing sentences.

- ▶ Spelling- to develop an understanding, not solely learn by rote. New spellings should eventually become part of child's vocabulary

Maths/Numeracy

- ▶ Promoting hands on learning - use of interactive whiteboard, games, mathematical apparatus, I.T. etc
- ▶ Move through stages-
- ▶ **Experiences of concrete activities**
- ▶ Associated mathematical **Language**
- ▶ **Pictorial** representation
- ▶ Formal mathematical **Symbols**

Maths/Numeracy (cont)

- ▶ We encourage children to show workings out/steps, neatly and great tool for revision.
- ▶ “Working out” NOT “Rough work.”
- ▶ Children encouraged to write rules, take notes.
- ▶ To be encouraged to be confident in all **four operations**.
- ▶ (+, -, X and ÷)
- ▶ Promote **very sharp mental calculations**. - mental maths
- ▶ **Problem solving** and investigation. This is an area that children find most challenging but really need to develop.

Mathematical Language and Problem Solving

When children use mathematical language it is important that they use it accurately.

Understanding mathematical language leads to the correct interpretation of mathematical symbols and accurate reading of word problems.

This helps the child to choose the correct operation for the task.

Problem Solving Strategy

R.U.D.E

R Read



U Underline



D Draw



E Estimate



Gaeilge

- ▶ Scheme Bun Go Barr- under review.
- ▶ Promotes new curriculum, bringing language alive.
- ▶ Role play, games and conversation.
- ▶ Weekly themes that the children can relate to.
- ▶ Multi- cultural characters .
- ▶ Emphasis on developing vocabulary, sentence composition, grammar and spelling.

Science/S.E.S.E

- ▶ **Emphasis on science as previously stated.**
- ▶ Experimentation and investigation.
- ▶ Primary Science Fair
- ▶ Some topics to be covered include,
Magnets, Sound, Electricity, the Heart, the Skeletal System etc.

Other Info

- ▶ **Homework (written) allocation:**
 - ▶ Grade 6 -READING- 15-20 mins per night
 - ▶ - Maths/English consolidation work -up to 30 mins per night
 - ▶ Structure of homework (English/Maths/ Irish) other areas at times.
 - ▶ Differentiation and certain amount set for children to work within their capabilities.
 - ▶ Assessment
 - ▶ Absences
 - ▶ **Healthy Eating Policy- Allergies**
 - ▶ Uniform
 - ▶ Flexibuzz
 - ▶ Timetable
 - ▶ **Communicating with teachers - first [name.surname@sps.ie](mailto:first_name.surname@sps.ie)**

Homework Format

<p>Grades 4-6</p>	<p>15 - 20Minutes per night</p>	<p>Question child on text read and sign Reading Record once satisfied that child has a good understanding of text read.(School will provide sample questions to assist)</p>	<p>Spellings and Definitions Multiplication/ division tables Maths vocabulary Irish Verbs + vocab</p>	<p>Up to 30 minutes per night</p>	<p>Options: -4-5 Comprehension Qs based on Class novel /comprehension book -Written definitions if not learning as required -Sentences for EAL students Grammar/punct uation exercises. -Various Writing assignments</p>	<p>-Sums/problems to consolidate previous learning. - Mental Arithmetic based on topics taught- Brain Teasers</p>	<p>Options: -learn 3-4 Irish spellings per night -Write 4 sentences using spelling words -specific spelling related exercises from spelling book -Grammar related written activities -learning class work for consolidation -daily rote learning of verbs (G4-AC, G5-AC+AL, G6-AC, AL, AF)</p>
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Stationery Requirements

- ▶ English Dictionary and Thesaurus
- ▶ English/Irish dictionary
- ▶ Pens (Black/Blue and Red)
- ▶ Pencils
- ▶ 30cm ruler
- ▶ 180 degrees protractor
- ▶ Compass
- ▶ Large glue stick
- ▶ Scissors
- ▶ Rubber/sharpener
- ▶ Calculator

Grade 6 Timetable 2019

Lesson	Times	Monday	Tuesday	Wednesday	Thursday	Friday
1	8.45-9.25	Maths LB/AG	Maths LB/AG	Maths LB/AG	English AG/JR.	PE
2	9.25-10.05			Punctuation/Grammar LB	English AG/ JR	French (1) SK Spanish(1) CC
	10.05-10.25	B	R	E	A	K
3	10.25-11.05	Music (1) FH Hist (1) AG	English AG/JR	Music (1) FH Hist (1) AG	Maths	Spanish (2) CC French (2) SK
4	11.05-11.45	5/6 Gaeilge AG/CL/AW	5/6 Gaeilge AG/CL/AW	5/6 Gaeilge AG/CL/AW	5/6 Gaeilge AG/CL/AW	Tech Graphics PT ART (JR)
5	11.45-12.25	Hist (2) AG Music FH (2)	English AG/JR	Music (2) FH Hist (2) AG	Maths LB/AG	
	12.25-1.05	L	U	N	C	H
6	1.05-1.45	English AG/JR	SPHE LB (LH Room)	CODING FH Science JR	Info Technology (1) (JR) Info Technology (2) AG	Geog (1) K.Sweeney Geog (2) JR
7	1.45-2.25		P.E.	CODING FH Science JR		
8	2.25-3.05	S.P.H.E- LB	Library JR	CODING FH Science JR	Spelling/Mental Arith Tests- LB L1	Golden Time/Assembly – Finish 2.45
				Finish 2.45		
9	3.05-3.45	Creative/Expressive class	Creative /Expressive class		Creative /Expressive class	