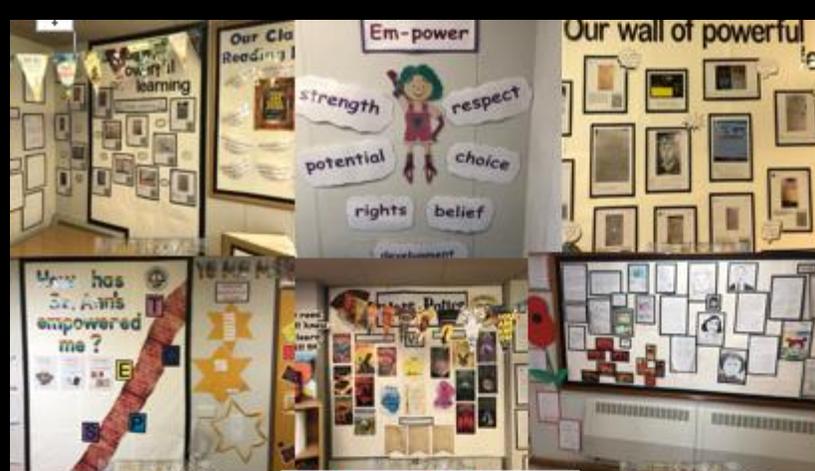




Y6 Summer Term 2020/21



HOW HAS ST. ANN'S EMPOWERED ME?

"I THINK THAT ST ANN'S WILL HAVE A SPECIAL PLACE IN MY HEART." HARLEY, AGE 11.

"ST. ANN'S HAS EMPOWERED ME TO GO OUT IN THE BIG WIDE WORLD" SUBHAAN AGE 11

SUMMER 2021 - YEAR 6

The children will try to unpick the term 'Empowerment'. They will use English as a main driver to be creative with poetry and come up with a RESPECT Poem. They will be **resilient and use teamwork** by creating and sticking at tasks in the form of a piece of installation art work. They will be **critical and creative** with their artwork which will form part of a RESPECT trail within the school grounds.

The children will be **empowered** to create a leaflet of the trail using skills learnt in ICT.

Children will continue with the school **respect** agenda and unpick what this has meant for their school journey.

They will look at how this affected their time in school, how they have rights and then **communicate**, through their work. As part of the final outcome, the children will look at their **successes** in school by being democratic and voting on the successful ICT, Poems and trail map and designs. The winner will be chosen as a **legacy** to be left behind at school – St. Ann's will have **empowered** children to choose a winner.

How has St. Ann's empowered me?

Outcome 1- To master techniques (sculpture)

Create 3D letter sculptures for RESPECT trail.

Outcome 2- Select vocabulary to add detail and for effect

To write a acrostic poem based on RESPECT.

Outcome 3- To communicate

Use ICT skills to create a leaflet which supports the RESPECT trail.

Final Outcome - To create a 'Legacy Trail' on the school grounds using RESPECT

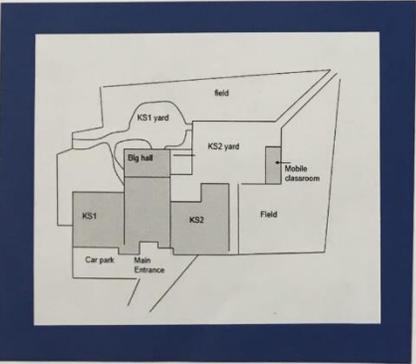
LINKED EXPERTS
Angela Hardwicke –
Installation artist

We started our project thinking about 'How St. Ann's has Empowered Me?' based on our RESPECT vision. The children were given a map of the school grounds and were challenged with following a trail to find items beginning with the letters R,E,S,P,E,C,T.

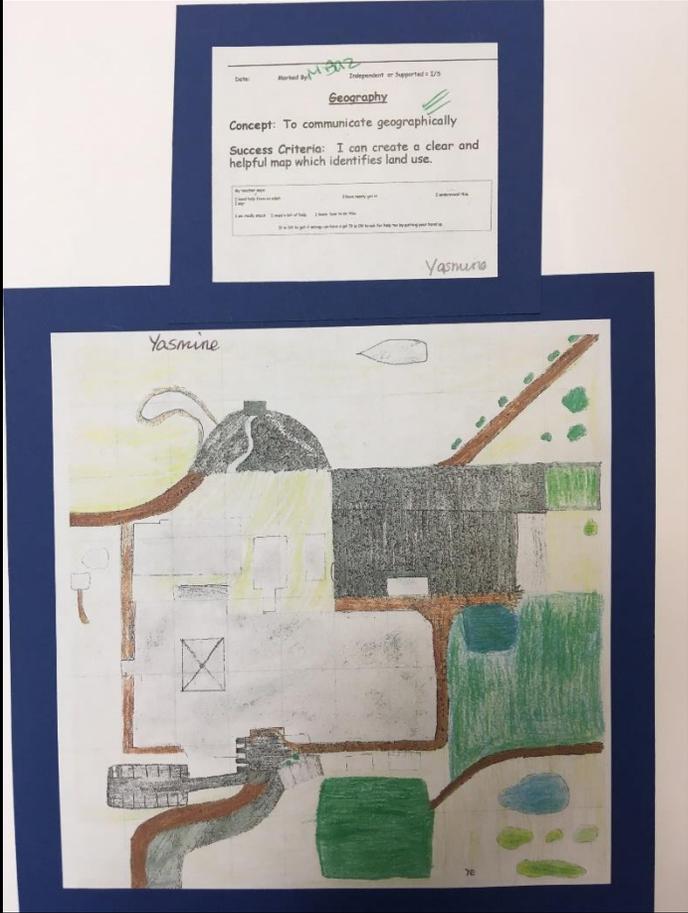
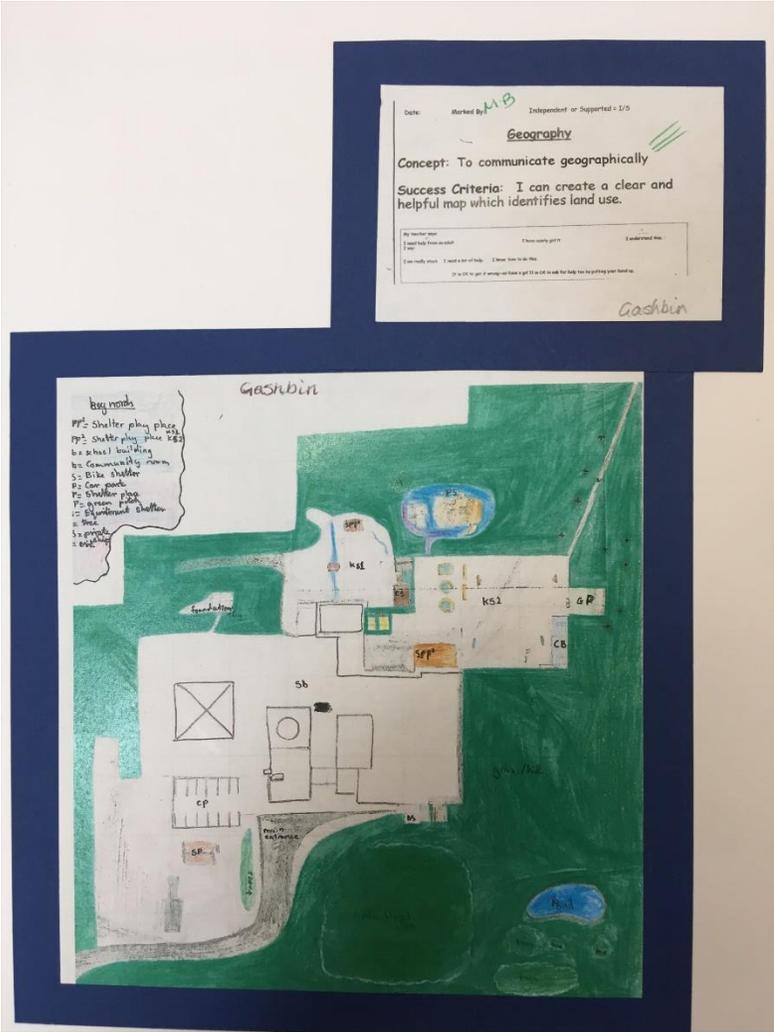
St Ann's Junior and Infant School Vision
Our vision at St Ann's is to promote RESPECT and inspire excellence in everything we do... in school, in Rotherham and beyond.

To promote...	R	E	S	P	E	C	T
Resilience	Enterprise	Success	Protection	Empowerment	Communication	Teamwork	
What should adults do in school?	<ul style="list-style-type: none"> Give praise when they see someone overcome difficulties Encourage creative ideas and predictions Try new activities Work with energy and enthusiasm, even when tasks are tricky 	<ul style="list-style-type: none"> Provide a rich creative curriculum Encourage creative ideas and predictions Try new activities Draw conclusions from information 	<ul style="list-style-type: none"> Ensure everyone has the opportunity to develop and use their talents and abilities Article 29 Be passionate about learning Ensure successful outcomes for all learners 	<ul style="list-style-type: none"> Get used to working with each other and respect others Follow safeguarding procedures Article 19 Provide fresh voices Use their own strengths and areas of expertise Article 24 	<ul style="list-style-type: none"> Show their culture with each other and respect others Article 30 Show their own strengths and areas of expertise Teach children about rights and responsibilities Article 24 	<ul style="list-style-type: none"> Offer their views and opinions Confidently and with respect Article 12 Be an effective listener to a variety of situations Respecting the views and the person Article 12 	<ul style="list-style-type: none"> Work as a team collaborating Respect fully with others across school Negotiate and discuss with others, building on their ideas and opinions
What should children do?	<ul style="list-style-type: none"> Be ready to learn and concentrate on tasks Accepting direction and know how to seek them Stick to tasks, even if they are not their favourite 	<ul style="list-style-type: none"> Generate creative ideas and predictions Identify problems and make logical plans to solve them Explain and discuss answers in depth 	<ul style="list-style-type: none"> Be confident to speak up and ask for help Article 12 Make sure they have a right to be safe in both body and mind Article 24 	<ul style="list-style-type: none"> Show their culture with each other and respect others Article 30 Make choices independently Show their strengths and areas to improve Show their rights 	<ul style="list-style-type: none"> Offer their views and opinions Confidently and with respect Article 12 Be an effective listener and think about other people's point of view Article 12 	<ul style="list-style-type: none"> Cooperate and work as a team in a variety of situations Negotiate and discuss with others, building on their ideas and opinions 	
What should parents do?	<ul style="list-style-type: none"> Have hopes, dreams and ambitions for their children Encourage children to try lots of new activities 	<ul style="list-style-type: none"> Make time to talk to children about what they are learning Attend parents meetings so they know how to help and support their children's learning 	<ul style="list-style-type: none"> Provide a safe home environment Ensure children eat healthily and have access to good health care Set clear boundaries Ask for help when they need advice and support Article 29 	<ul style="list-style-type: none"> Show their culture with each other and respect others Article 30 Ensure their children know they believe in their potential and values Article 29 	<ul style="list-style-type: none"> Offer their views and opinions Confidently and with respect Article 12 Listen to their children's views and answer Article 12 	<ul style="list-style-type: none"> Support children with homework tasks Talk to staff about children's progress Work in partnership with school 	

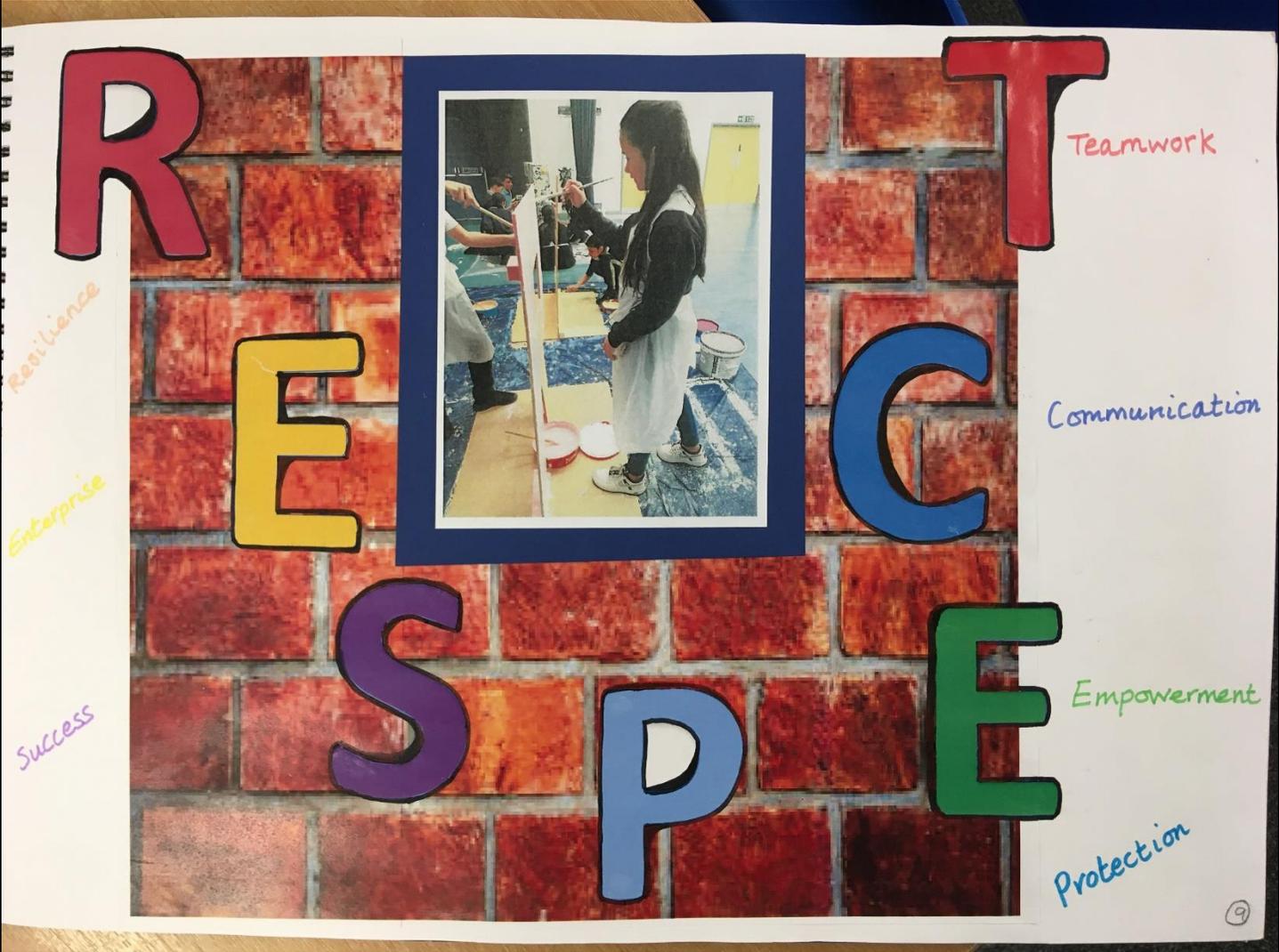
Mini Outcome 1
Concept: To master techniques (sculpture)
Create 3D letter sculptures for RESPECT trail.



Our whole project outcome was create our own RESPECT trail and leaflet for other children in school to follow. To start that, we created our own maps of the school grounds in Geography. This would lead into mini outcome 3 later. We had to ensure our map showed land-use clearly.



In Art, and for Mini Outcome 1, we created 3D sculptures of the RESPECT letters. These would form the points of interest on our trail. The children worked closely with an art expert (Angela Hardwick) to produce the sculptures using different materials..

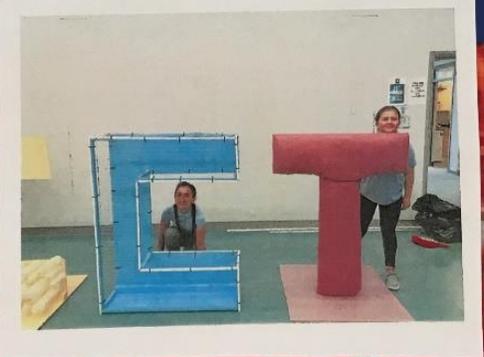






I really enjoyed working at St Ann's school the staff were friendly and helpful. The young people were a pleasure to teach. They were very enthusiastic and put 100 percent effort into the project. They were also well mannered and respectful. The project was a great success and I looked forward to working at the school. We'll done year 6.

From Angela Hardwick (art expert)



For Mini Outcome 2 we had to write an acrostic poem based on RESPECT. We had to select vocabulary to add detail for effect.

We thought about our experiences in school to help us generate ideas. We learnt about figurative language and applied this to our work.

Critique
Be Kind Be Specific Be Helpful

Warm Feedback
I really like how you used a simile...

Cool Feedback
Maybe next time use more personification...

Our Respect Journey Poem
Mini Outcome 2

Resilience is a spider that keeps growing that's got eight legs.
Education helps us to our goals to success.
It then's about bringing to our lives the shining stars to be a star right.
Prevent the bad in it then's solutions.
Empowerment walks with you even your mistakes.
Communication work involves in the key to business.
Trustworthy are your learning paths.
Respectful looks as sorry from anybody and leads us to the light of respect.

Rubric - (Poetry)

What I need to do...	Me	Teacher
Choose words that fit the topic, mood and audience	✓	✓
Choose good and meaningful vocabulary	✓	✓
Use at least 1 simile or metaphor effectively for the topic and mood	✓	✓
Effectively use alliteration or onomatopoeia somewhere in the poem	✓	✓
Effectively use personification somewhere in the poem	✓	✓
The poem is easy to understand, the message is clear for the reader and it fits the examples provided in class	✓	✓
Effective use of punctuation for effect on the reader	✓	✓

★ ★ ★ ★ ★ ★ ★ ★

Our Respect Journey
Poem
mini outcome.

★ Resilience is a spider carefully making its web.

★ Each step we take, we learn, enjoy and become enriched by life's opportunities.

★ Skills we learn will remain and hold tightly on to us as we spread our wings and fly off like birds to our new beginnings.

★ Politeness grows within me, teaching me how to be kind and courageous.

★ Empowerment is like the sun constantly spreading happiness to people worldwide.

★ Confidence is the key that unlocks the door to success.

★ Terrific teamwork wraps wraps its arms around us as we work together and become successful.

★ ★ ★ ★ ★ ★ ★ ★

R
E
S
P
E
C
T

Our RESPECT
Journey Poem-mini Outcome

Respect is a path to creativity which leads us to our destiny.

Empowerment helps me embrace my self-esteem.

Success leads us to the future of education and reflects light on us like a mirror.

Power has the strength to keep our learning alive and keep going.

Everyday (ing. ring) waking up to a new dawn to start building a new life.

Communication is the key to the door of teamwork.

Trust is like a new-born, bright bird ready to spread its wings and fly off into its own world.

Amianda

For our leaflet we wrote an explanation for how to follow our trail.

After our first drafts, we learnt about cohesion to ensure that our writing was clear.

It's almost the end of the year and Mr Brown has set our special letters (RESPECT) that represents the school! Luckily, the Y6 know where the secret locations of the letters are on the school but sadly are going to leave soon so they will not be able to receive them.

If you will be willing to contribute, ask your teacher for a piece of paper and look around St Ann's school ground including indoors - in either a pair or a team. Once you have found a letter, write down the letter and location (if you are in F1-Y3 is a teacher or someone in Y4-Y6 to travel with you rough the school ground) and your partner(s) full name.

After you have found the special word (RESPECT) give a piece of paper to Mr Brown or one of the Y6 teachers receive a special jumper with the words respect on the shirt or a respect sticker on the bottom left corner.

ask you for contributing to this special Y6 legacy trail.

What does respect mean to you and St Ann's primary school?

It's almost the end of the year and we have lost our special word (RESPECT) that represents the school! Luckily, the Y6 know where the secret locations of the letters are on the school but sadly are going to leave soon so they will not be able to receive them.

If you will be willing to contribute, ask your teacher for a leaflet and look around the school ground including indoors - in either a pair or a team. Once you have found a letter, write down the letter, location (if you are in F1-Y3 is a teacher or a pupil in Y4-Y6 to travel with you rough the school ground) and your partner(s) full name.

Explanation

Success Criteria

Checklist of things to remember when writing explanations -

- In my opening I have made the main purpose of this text clear.
- I thought about the questions readers might ask and clustered information which answers them into paragraphs.
- I have used connectives to give reasons and a logical sequence.
- I have used present tense verbs.
- I have included adverbials and expanded noun groups to add detail.
- I have used technical vocabulary about the topic.
- I have returned to the main purpose in my closing paragraph.

Date: 23.4.21 Marked By: / / Independent or Supported = 1/2
 Concept: Select vocabulary to add detail and for effect

✓	I can use stylistic features for purpose and effect - simile/metaphor/personification.
✓	I can use stylistic features that contribute to the effect of the text - simile/metaphor/personification.
✓	I can use poetic features: simile/metaphor/personification.

Date: 23.4.21 Marked By: / / Independent or Supported = 1/2
 Concept: Select vocabulary to add detail and for effect

✓	I can use different stylistic features for purpose and effect.
✓	I can use different stylistic features that contribute to the effect of the text.
✓	I can use different poetic features.

Perseverance bristles on the windows.
 Perseverance is like a powerful bear.
 Perseverance is a powerful bear.

friendship hugs me.
 friendship is like glue and paper.
 friendship is family.

over lifts weights.
 over is like sunny days.
 over is you.

courage walks with me.
 courage is like a friend, it comes and goes.
 courage is a book flying through the streets.

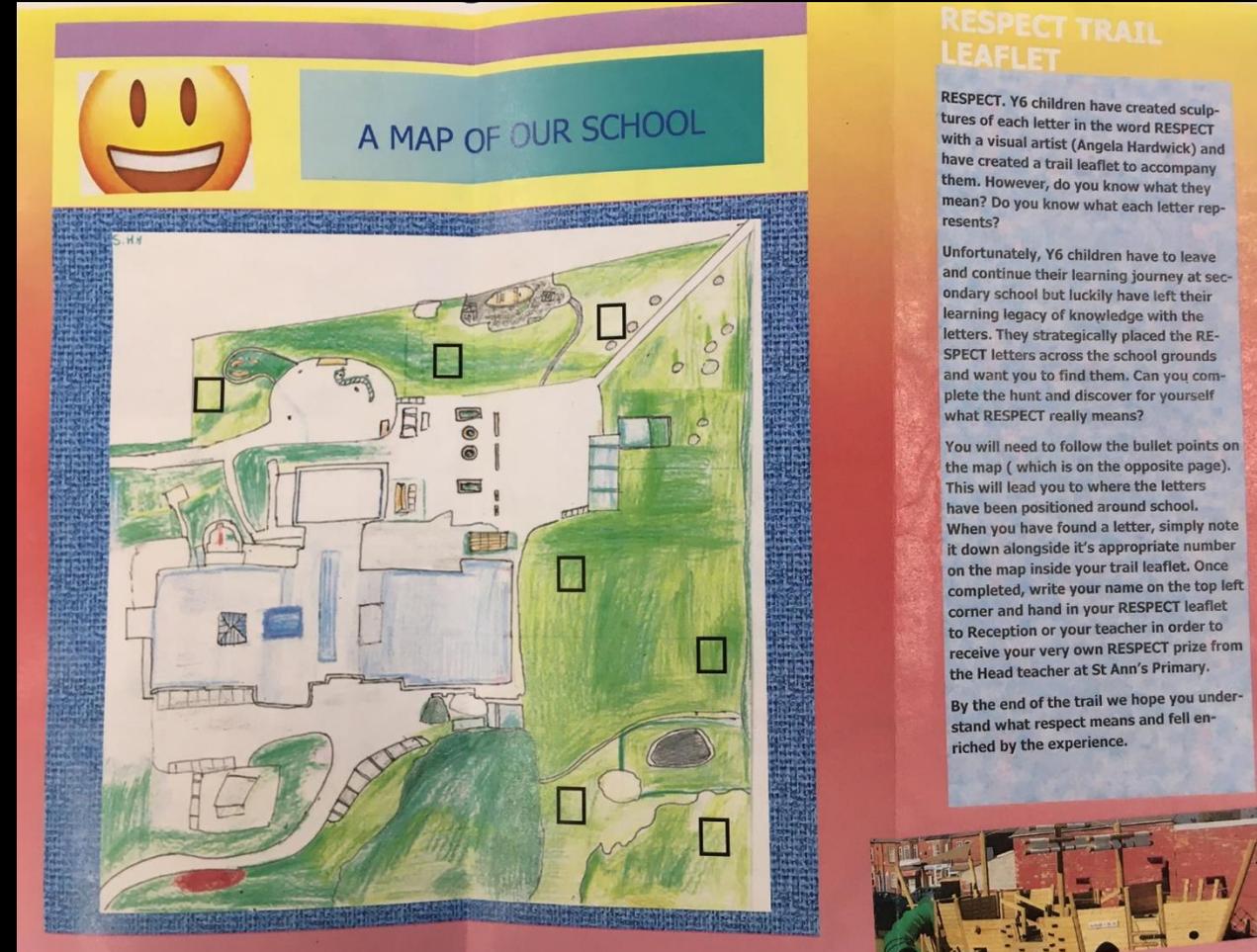
stark can die if you don't try.
 stark is like a life with hope.
 stark is strength.

dedication talks.
 dedication is like a tree.

Dedication is hope.

Adventure runs in me.
 Adventure is like a path, it can end a way.
 Your heart is full of adventures.

Mini Outcome 3 was a computing focus and we learnt how to create professional publications. We used all our work across the curriculum to create the RESPECT Trail Leaflet



Be Kind Be Specific Be Helpful



Warm Feedback

I like the way you draw the art and the school.



Cool Feedback

Maybe next time you can add some effective feedback that coaches others to success.



Article 29- You have the right to be the best you can be.

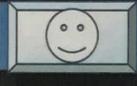
ASMARAH ALMAS

	Student reflection	Teachers reflection	
Going for green	I can use many of the advanced features in Publisher such as background colours.	/	///
	I can include text boxes which use engaging fonts.	/	///
	I can use snip and paste tools	///	///
	I can choose an appropriate layout and template to match the purpose.	///	///
	I can use spell and grammar check tools to ensure all writing has been check before printing	///	///
Going for Gold	I can create a high quality, professional digital design that includes a high level of professional finish.		///
	I can give effective feedback that coaches others to success.		///

My Reflection I need to think about my layout -
 My friend's reflection Next time, make the layout more easier to follow.

Article 29- You have the right to be the best you can be.

Asmara



St. Ann's Vision - empowering our children to have RESPECT

RESPECT LOCATOR - ST. ANN'S and the

St. Ann's
Tel: 01709828298

Nilofar

	Student reflection	Teachers reflection	
Going for green	I can use many of the advanced features in Publisher such as background colours.	///	///
	I can include text boxes which use engaging fonts.	///	///
	I can use snip and paste tools	///	///
	I can choose an appropriate layout and template to match the purpose.	///	///
Going for Gold	I can use spell and grammar check tools to ensure all writing has been check before printing	///	///
	I can create a high quality, professional digital design that includes a high level of professional finish.	/	///
	I can give effective feedback that coaches others to success.	///	///

My Reflection Next time I will use a nice font.
 My friend's reflection I like the background colors. Next time use dark colors.

Article 29- You have the right to be the best you can be.

	reflection	reflection
I can use many of the advanced features in Publisher such as background colours.	///	///
I can include text boxes which use engaging fonts.	///	///
I can use snip and paste tools	///	///
I can choose an appropriate layout and template to match the purpose.	///	///
I can use spell and grammar check tools to ensure all writing has been check before printing	///	///
I can create a high quality, professional digital design that includes a high level of professional finish.	///	///
I can give effective feedback that coaches others to success.	✓	✓

Asmara

Critique
Be Kind Be Specific Be Helpful

Warm Feedback

I like how you have used the advanced features of publisher.

Cool Feedback

Maybe next time you can make the layout more understandable to others.

Article 29- You have the right to be the best you can be.

Nilofar

Critique
Be Kind Be Specific Be Helpful

Warm Feedback

I like the background colours.

Cool Feedback

Next time you could use dark colors.

Article 29- You have the right to be the best you can be.

Our Outcome and exhibition was to let other children learn all about RESPECT and empowerment through following our trail. The children from Y6 were all on hand to explain and teach other children about the meaning of each letter. They also left their thoughts with each sculpture so that their learning legacy can stay for others to learn from in the future.



Hi all,

I just wanted to say a great big WELL DONE to you and all the Year 6's. **The Respect Trail was brilliant!!!!**

The letters looked fantastic and our year 2's were amazed listening to how they were made and how teamwork skills were used (they can't wait for all our teamwork activities coming up). They also really enjoyed the explanations of how each part of the respect agenda has helped to support and improve the children's learning. The children at each station were really good at explaining to the younger children in more simplified ways and were engaging in the way that they were talking. They asked good leading questions and answered questions from our children really well. I for one was very impressed, not only with the work that has obviously gone into the exhibition, but also with the maturity, knowledge and kindness of the year 6 students at each station. They are a credit to you.

It was great to see some of the other children in school's excitement when out and about looking for the letters this afternoon whilst we were out doing PE. I would say that the exhibition was a raving success.

Thanks again from all the year two children, they haven't stopped talking about it all day!

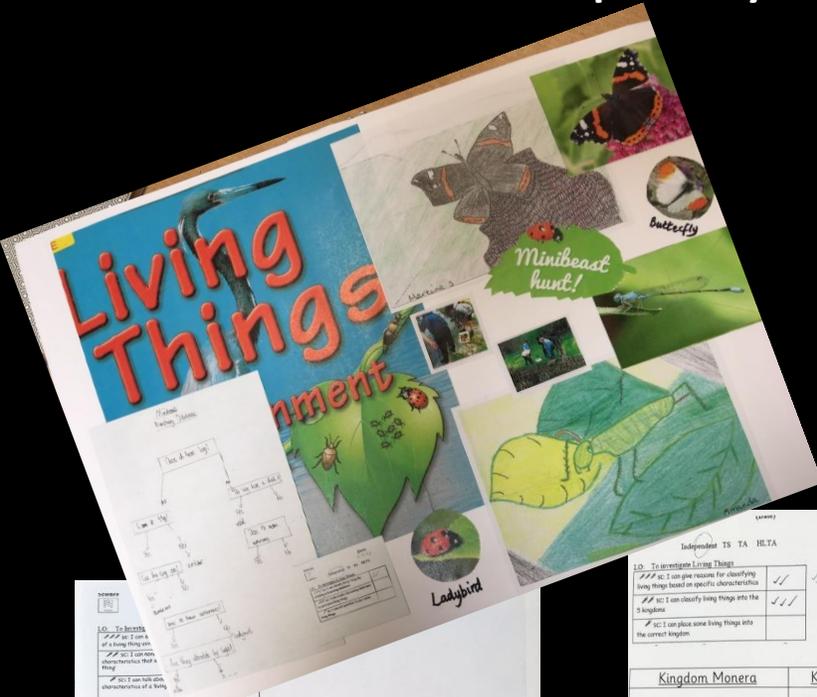
Just thought you would like to know,

Claire 😊



We completed lots of other work across the wider curriculum and this is just a selection of the quality work that went into our brilliant class books.

Science



What is classification?

Birds Reptiles Insects Fish

Mammals - These creatures have hair or fur and breathe air through lungs. They feed milk to their young and are warm blooded.

Birds - These animals have two legs and a beak. They have feathers and wings, with some being able to fly and others not. They lay eggs on land.

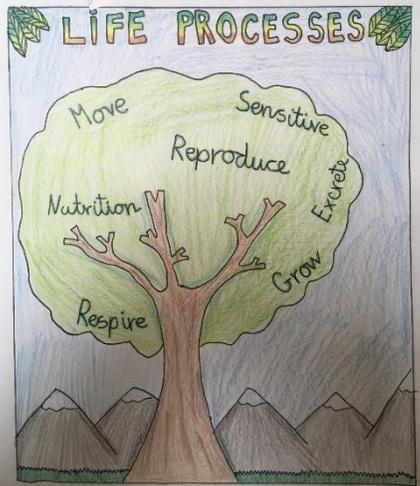
Fish - These creatures have scaly skin and live in water. They use gills to breathe. They have fins and lay their eggs in water.

Reptiles - They have hard, scaly skin, and are cold blooded. They use lungs to breathe air and lay eggs on land.

Amphibians - These animals live on land or in water. They are

Classifying animals into the 5 animal kingdoms

Kingdom Monera	Kingdom Protocista	Kingdom Fungi	Kingdom Plantae	Kingdom Animalia



Geography and History

Nilifer

Task 1 - Label this compass

Task 2 - Use the compass rose to complete these statements.

GREECE

To get from Zonnino to Larisa I would have to travel North.

To get from Larisa to Athens I would have to travel South-west.

To get from Argos to Skyros I would have to travel North-west.

To get from Chios to Rhodes I would have to travel South-west.

To get from Crete to Skyros I would have to travel North.

To get from Konstini to Anafioti I would have to travel South-west.

Task 3 - Can you write some compass statements of your own?

To get from Larisa to Larisa I would have to travel South.

If you were to travel from Larisa to Larisa I would have to travel South.

If you were to travel from London to Athens I would have to travel South-west.

History

Concept: To communicate historically & to understand chronology.

Success Criteria: I can use historical vocabulary and techniques to present information about the past (create a timeline representing the concepts of continuity and change over time, representing them, using evidence, on a time line).

A timeline of Ancient Greece

3000 BC Minoan civilisation begins on Crete

1200 BC Trojan wars

800 BC Greeks sail to set up colonies

776 BC First Olympic games

750 BC First Greek alphabet created

600 BC First Greek coins are used

500 BC Democracy used in Athens

490 - 480 BC Persian wars - Greeks win

447 - 438 BC Parthenon is built

334 - 323 BC Conquests of Alexander the Great

146 BC Greece part of Roman Empire

The Olympics

2,700 years of Olympia 776 BC

The Olympics normally last 16 days every four years.

50,000 people could camp and sit in the stadium, it was very hot and very crowded.

The flame represents light, spirit, knowledge and...

Olympic games are: running, boxing, wrestling, javelin, discus.

Task 1 - Which person find useful?

Write an explanation for your choices.

I would use 1 to find beaches and bays for my vacation.

I would use 2 because it is going to rain, to know what to pack.

I would use 3 to find roads and find places.

Person 2 is a researcher who wants to find out facts about Greece.

Which maps would they find useful?

Write an explanation for your choices.

I would use 1 for where to find the places.

I would use 2 for landmarks to go and visit places.

I would use 3 for labels and different places.

opinion of the characteristic features of a...

Food type	What does it look like/taste like?	Do you like it? Why?	Class tally of likes
Feta cheese	It looks like cheese. It tastes cheese but more salty.	Yes because it is flavoured some.	
Pitta bread	Bread	Yes it is cooked to perfection.	
Olives	It is circle. It is black and green.	Yes because it is soft and sour.	
Tzatziki	yogurt	It has mixture of flavours.	
Hummus	Brown	It is quite thick.	
Baklava	cookie	The pastry is on point.	

Alan Jeter award

I think I should be awarded the Alan Jeter award because I take responsibility for my action and show as much respect towards people and teacher. If or when I get in trouble I take full responsibility for my actions. Even though my behaviour is not the best, I try I can and enjoy most of my subjects. I try to be as independent as I possibly can but I ask for support when needed.

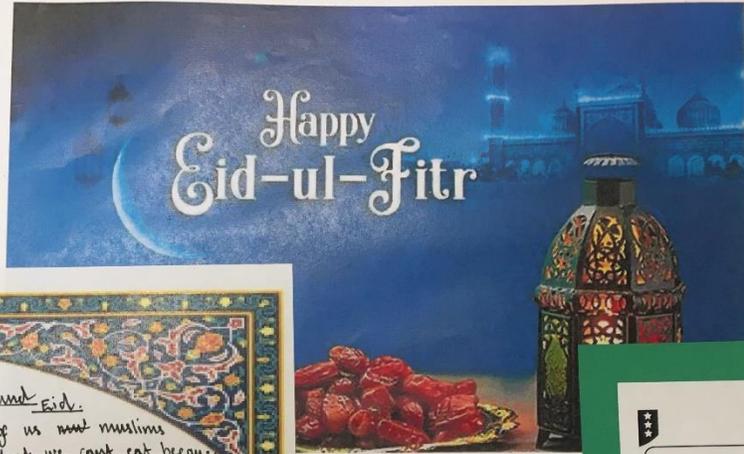
I enjoy most subjects with my favourite being art and music. I do my best in most of my subjects and I enjoy writing poems, mixing federal, fantasy and action stories, drawing, making, and more. I like to make friends and take part in extra activities with my peers or classmates. I take time on my activities as I know competition takes time. I try to help to help things such as bullying, cyberbullying, abuse, harassment and many more. I also am against racism and sexism.

History

Concept: To build an understanding of the past in order to interpret the present.

Success Criteria: I can describe the social, ethnic, cultural or religious diversity of past society.

Religious Education



Mara Almas.

Ramadan and Eid.

In Ramadan all of us muslims we all fast. Fasting is that we cant eat because we want to feel how the foodless people are feeling, we only fast for 30 days.

After Ramadan, We all celebrate with something called Eid. Eid is like christmas but a whole lot different. We all gather around (family) and we all eat together and do different things together!!

I learnt the things that Muslims cant do while fasting.
 I also learnt that Muslims fast for 30 days.
 I also learnt alot more about the Muslim religion.

Zakat

Draw and label 4 pictures in the hands to show which things Muslims could give for Zakat and then answer the questions.

What is Zakat?
 Zakat is a part of the 5 pillars of Islam. It's charity.

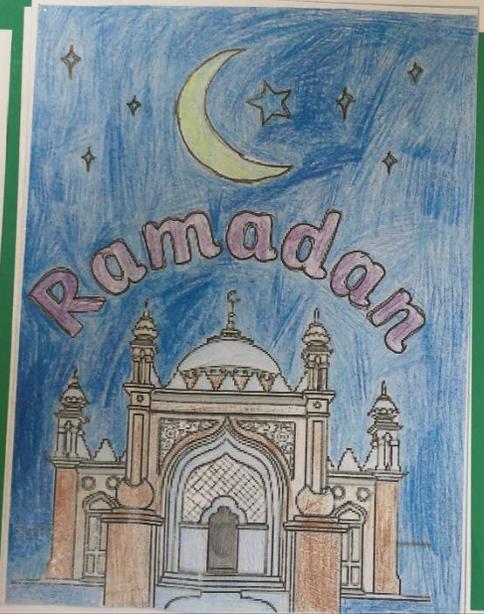
Who is Zakat given to and why?
 Zakat is given to other muslims around the world and to poor people and family!

Zakat

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Who is Zakat given to and why?
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Zakat

Draw and label 4 pictures in the hands to show which things Muslims could give for Zakat and then answer the questions.

What is Zakat?
 Zakat means to help the people in need and charities.

Who is Zakat given to and why?
 People who need it because Zakat means to help the people who really need it and charities.

Em-power

Respect

choice

Strength



rights

development

potential

responsibilities