

YEAR 6 CURRICULUM GUIDE GUIDE 2025-26



ELTHAM COLLEGE
JUNIOR SCHOOL





Each day, discovery.



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Welcome

Dear Parents,

Students at Eltham College Junior School follow a broad curriculum comprising English, Mathematics, Science, History, Geography, Religious Studies, Music, Drama, Art & Design Technology, Modern Foreign Languages, Computing, Wellbeing and PSHE, Physical Education and Games.

We believe that 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 partnered with enjoyment. As teachers, we seek to instill in our students a sense of responsibility, a caring attitude, physical, mental and emotional resilience, and the ability to adapt to a competitive and changing world.

The education offered at Eltham College Junior School, both within the classroom and beyond, has the following aims:

- To offer a broad and balanced range of opportunities for achievement to all students
- To develop logical, critical and imaginative thinking at the highest level in each student
- To develop effective use of language, both written and spoken
- To establish sound foundations of numeracy, mathematical, scientific and technological understanding
- To encourage creativity through active participation in art, dance, drama and music
- To enable students to enjoy and develop skills in physical pursuits and competition and to promote healthy living
- To foster concepts of moral responsibility and to awaken students to the spiritual dimension of life
- To provide opportunities for the growth of leadership, team spirit, co-operative tolerance and compassion
- To inspire a love of learning for its own sake and to value scholarship
- To prepare students to take up places at Eltham College by building upon the foundations of good learning and well-established work habits.

This booklet, which is a guide only, has been produced to give you an overview of the curriculum that your child will study this year. It is subject to change as we adapt and evolve our curriculum to ensure its continuing suitability.

May I take this opportunity to wish you and your children a happy and successful year ahead.

Yours sincerely,

Mrs. Joanna Dudley
Deputy Head (Academic)



| Subject Teachers

| SUBJECT | TEACHER | CLASS |
|-------------------------|--------------------------------------------------|-------------|
| ENGLISH | Mrs Wearmouth | 6DT |
| | Mrs Wearmouth | 6AW |
| | Mr Taylor/Miss Johnson | 6EB |
| MATHEMATICS | Mr Oliver | 6DT/6AW/6EB |
| | Mr Taylor | |
| | Mr Wearmouth/Miss Johnson | |
| | Mr Morgan | |
| SCIENCE | Mrs Barber | 6DT/6AW/6EB |
| HISTORY | Mr Morgan | 6DT/6AW/6EB |
| GEOGRAPHY | Mr Morgan | 6DT/6AW/6EB |
| RELIGIOUS STUDIES | Mr Morgan | 6DT/6AW/6EB |
| MUSIC | Mr Alexander | 6DT/6AW/6EB |
| DRAMA | Mr Timbrell | 6DT/6AW/6EB |
| ART & DESIGN TECHNOLOGY | Mrs Dudley/Mrs Ball Miss Johnson | 6DT/6AW/6EB |
| FRENCH | Mrs Martin | 6DT/6AW/6EB |
| MANDARIN | Ms Pan | 6DT/6AW/6EB |
| COMPUTING | Mr Taylor | 6DT/6AW/6EB |
| WELLBEING & PSHE | Mr Wearmouth | 6EB |
| | Mrs Wearmouth | 6AW |
| | Mr Wearmouth | 6DT |
| PHYSICAL EDUCATION | Mr O'Dwyer <i>+ Senior School Games staff</i> | 6DT/6AW/6EB |
| GAMES | Mr O'Dwyer | 6DT/6AW/6EB |
| | Mr Morgan | |
| | Mr Wearmouth | |
| | Mr Dale | |
| | Mrs Martin | |
| | <i>+ Senior School Games staff</i> | |

Email contacts for form tutors

| | |
|---------------|--------------------------------------------------------------------------|
| Mr Taylor | dat@Eltham-college.org.uk |
| Mrs Wearmouth | aec@Eltham-college.org.uk |
| Mrs Barber | eba@Eltham-college.org.uk |
| Miss Johnson | msj@eltham-college.org.uk |
| (from Dec) | |

Please contact your child’s specific subject teacher for feedback about that particular subject, rather than the form tutors.

If you need to make changes to pick-up arrangements, please telephone the office rather than emailing, as an email may not be picked up in time.

| Homework

Students will normally be given at least 2 nights to complete homework before it is due in. Homework is set either to reinforce recent learning, to practice a key skill, or to prepare for future learning. There may be occasions when a teacher’s professional judgement dictates that a homework task is unnecessary, but the weekly timetable will largely adhere to the following structure:

English

English homework is set once a week and lasts approximately 45 minutes. In addition to this there will be a weekly spelling and reading homework set.

Mathematics

Mathematics homework is set once a week and lasts approximately 45 minutes; this is in addition to regular practice of times tables and number facts.

Science

Science homework is set once a week and lasts approximately 45 minutes.

Humanities/French

Humanities and French homework is set once on alternate weeks and lasts approximately 45 minutes.

Where an English, Maths or Science homework has not been set, teachers may choose to set homework in another curriculum subject instead, but this will not usually be in addition to core subject tasks.

All homework tasks and deadlines will be displayed on elthamcollege.satchelone.com

If your child encounters a problem with their homework, please contactthe subject teacher by email.

| Digital Strategy

The Junior School’s adoption of personal iPads for all pupils is part of Eltham College’s wider Digital Strategy to prepare students for a world in which digital fluency is increasingly essential. Devices are used across all subjects to enhance teaching and learning—supporting collaboration, creativity, personalised learning, and immediate access to a wide range of high-quality educational resources.

In Years 4 through to 6, each pupil is issued with a personal device, which remains in school during initial training and setup. Once pupils have demonstrated readiness, devices are taken home and used as part of a shared responsibility between school and home. Pupils are introduced to safe, respectful, and balanced technology use through structured activities and shared routines. Alongside technical skill development, pupils explore digital responsibility through structured activities and co-create a Junior School Digital Charter, guiding their use of technology with care, curiosity, and confidence.

This initiative represents an evolution of classroom practice—one that balances the richness of traditional approaches with the opportunities offered by modern tools. The use of devices is integrated thoughtfully with pupils continuing to write extensively by hand, engage in practical activities, and participate in discussion and debate. The iPad is a complementary learning tool, used only when it meaningfully enhances engagement, understanding, or access. Whether reinforcing phonics, supporting research in Humanities, or enabling creative expression in Art, the iPad is one of many tools used to support a well-rounded, engaging learning experience and helps lay the foundation for confident and mindful technology use in future years.



English

Reading

Developing confident and motivated readers is a core aim of English teaching at Eltham College Junior School. The staff and students share a common love of books and there is a real culture of reading here. The English curriculum is constantly evolving, building on its rigorous traditional foundations to create a cohesive, challenging and up-to-date programme of teaching and learning with great books at its centre.

Though we expect students to be free readers, teachers are on hand to guide them to the correct choice of books for their level. We hear students read on a regular basis as part of classroom activities and give extra help where possible.

Students should also be reading every evening at home. Regular reading aloud helps to develop fluency, comprehension and expression. We ask that parents assist by reading to and with their children, listening to them reading aloud, and completing their online reading diary and tasks appropriately. Students should also be encouraged to read silently at home for their own enjoyment. The library is available at lunchtimes and the use of public libraries is encouraged.

Comprehension will develop through dialogue, as well as more formal methods. Comprehensions are based on the novels studied and we use the Let’s Think in English method, a research-based, cognitive acceleration system developed at King’s College, London. It is designed to systematically develop students’ skills of inference, deduction and analysis and by introducing the programme at Key Stage 2, we will ensure that students at ECJS are best-placed to meet the challenges of the Senior School English Curriculum.

Writing

Whether they have ambitions to be the next J.K. Rowling, to write speeches for presidents, or to pen prize-winning theses, the students’ skills with language will play a crucial role in their future careers. But good writing doesn’t just come out of nowhere.

Writers of all kinds start their training as prolific and voracious readers and it is from engagement with high-quality texts that the students will develop their skills.

They will study a wide range of contemporary and classic texts, as well as non-fiction, poetry and film. Grammar is explicitly taught, but it is also embedded within the context of the text being studied, feeding logically and seamlessly into the students’ creative writing.

Creative writing will be taught through the texts being studied, and students will be encouraged to proofread, edit and revise their own work and give feedback to their peers. The students will have clear models to emulate and a strong purpose for their writing, be it blogging, performance poetry, or a short story competition.

Spelling

An online spelling scheme, with practice and application at its centre, has recently been introduced, and the students will begin to see the benefits of being taught how to apply learned rules to unfamiliar words. The students are encouraged to learn words that follow a particular spelling pattern, but their progress will be assessed with a weekly exercise and online activities, testing application rather than rote learning.

Handwriting

This is taught using the Collins Handwriting Scheme, which encourages starting all letters from the line. Correct formation of letters is taught from Year 3, and ‘joined-up’ or cursive writing is expected in Years 4, 5 and 6. Students in Year 6 are expected to use pen for their written work.

Presentation of Written Work

From entry to The Junior School students will be instructed how to present their work in Their books.

The following guidelines must be followed;

- All students will write in blue ink pen
- The date needs to be written on the left hand side of the page e.g. Monday 13th March and underlined using blue ink with a ruler
- The expect no graffiti on exercise books, and a high level of presentation at all times
- The following shows the layout of a typical page in an English book:

The following setting out sheet is used as a guide:

| | |
|-----------|------------------------------------------------------------------------------------------|
| | <i>This area at the top of the page is not a space to write in as it has no top line</i> |
| | Tuesday 5th September |
| | |
| | ‘Title’ or ‘Unit of Work’ |
| | |
| 1. | Start your work here... |
| | |
| 2. | Miss a line after each answer |
| | |





Mathematics

Scheme of Work

In Year 6 we use a textbook called “Mathematics - Year 6” produced by Galore Park, while continuing to follow the structure of the White Rose Education scheme. This approach is designed to support transition from Key Stage 2 to Key Stage 3 Maths content – studying and revising topics from the Year 6 curriculum scheme of work while introducing some concepts which will be covered in more detail in Year 7. A summary of the chapters and topics covered in the textbook is below. The resources and lessons from this textbook are supplemented by a variety of other engaging and relevant tasks, in order to give students the chance to develop their conceptual understanding of topics as well as applying them in problem-solving and structured practice situations.

Calculations

Students will meet, revisit, practise and perfect a range of calculation methods in all four operations (addition, subtraction, multiplication and division) over the course of the year. These will include formal written methods, mental approaches and informal methods, including with jottings. The key idea is efficiency – students will be encouraged to reflect on the numbers involved in a calculation and choose a method which will lead to the solution efficiently and securely, rather than always using a certain method whatever the problem.

Mental Arithmetic and Times Tables

Students will receive regular informal mental arithmetic tasks – designed to identify areas for extra practice and development – as well as check-ups of times table knowledge. As well as instant recall of all times table facts, students should be increasingly able to recall square, cube and prime numbers under 100 from memory.

Problem-Solving

Much mathematical content is learned or applied through problem-solving. As such, students will be given opportunities to use their ‘problem-solving toolkit’ regularly, involving skills such as

talk it through; act it out; make a list; try a simpler case; draw a diagram; use a system; trial and improvement; find a rule or pattern.

Explicit reference to these strategies within lessons will give students confidence to identify and use them in their own independent problem-solving. Students should be confident to explain and prove mathematical patterns using appropriate language.

- Investigations with numbers (*identifying patterns and finding general solutions*)
- Working with numbers (*place value, ordering, rounding, estimating, mental arithmetic, order of operations*)
- Calculations (*formal written work in all four operations*)
- Angles and triangles (*types of angles, measuring angles, angles in a triangle, calculating angles*)
- Number puzzles (*missing operations, using symbols, function machines, sequences*)
- More about numbers (*index numbers, squares, roots, multiples, factors, primes*)
- Fractions (*lowest terms, ordering, adding, subtracting*)
- Ratio and proportion (*finding the ratio, using ratios, using proportions, ratio and scale*)
- Congruent and similar shapes
- Decimals (*money, rounding, adding, subtracting, multiplying, dividing, remainders*)
- Fractions, decimals and percentages (*converting one to another, recurring decimals*)
- Finding fractions of an amount (*fractions of a whole*)
- Percentages (*percentage of an amount, percentages to fractions*)
- Negative numbers (*adding and subtracting*)
- Transformations
- Formulae (*brackets, order of operations*)
- More fractions (*multiplying a fraction by a whole number, multiplying a fraction by a fraction, dividing a fraction by a fraction*)
- Time and travel (*units of time, 24-hour clock, speed, distance, time*)
- Line graphs (*analyzing and drawing line graphs, conversion graphs*)
- 2D shapes (*regular and irregular, symmetry, properties of quadrilaterals, polygons, circles*)
- Pie charts and tables (*analysing and drawing pie charts and bar graphs*)
- Perimeter and area (*regular and irregular shapes, triangles, missing lengths*)
- 3D shapes (*capacity, volume, formula, missing lengths*)
- Averages (*range, mode, median, mean*)





Science

We have devised our own exceptional scheme of work for Science, which provides excellent coverage of The National Curriculum as well as incorporating additional strands. The students learn about a wide range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories.

They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and other contexts. They carry out more systematic investigations, working on their own and with others.

The students use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

Science work in the Junior School is focused on experiment, investigation and practical observation. Our scheme of work provides students with a clear knowledge and skills focus.

Scheme of Work

Topic 1: Working Scientifically

- Identifying variables
- Making predictions and writing conclusions
- Developing methods and drawing scientific diagrams
- Analysing and evaluating our experiments

Topic 2: Human Body Systems

- Circulatory system
- How the heart works
- Role of blood
- Water in our bodies

Topic 3: Keeping Healthy

- Being healthy
- Food groups
- Pulse rate and exercise
- Effects of exercise, diet and drugs
- Effects of smoking and drugs

Topic 4: Light

- How light travels
- Investigating shadows
- Exploring reflection and refraction
- The colour spectrum

Topic 5: Living Things

- Classification
- Micro-organisms
- Variation
- Inheritance
- Natural selection
- Selective breeding
- Evolution

Topic 6: Electricity

- Changing circuits
- Drawing circuit diagrams
- Current, voltage and resistance

History

Autumn – Second Half-Term

The students will begin with work linked to the Victorians, with a particular focus on local History, including the History of Eltham College – but also exploring and investigating influential people who had an impact on children's education during that era, as well as the development of Britain as a major power around the world, through the Industrial Revolution.

Spring Term

Throughout the whole of the Spring term, the students will be studying Europe in the late 1930s and the Second World War, with particular emphasis on Britain's involvement. This ties in with their English study. They will find out about aspects of life for children in war-torn Britain such as being an evacuee and living on rations.

Summer Term

No topic taught.





Geography

Autumn – First Half-Term

An investigation into Climate Change and how it is impacting the world around us. How and why are the changes happening and what can be done to help the situation.

Class work will involve a study of natural disasters including hurricanes, tornadoes, earthquakes, Tsunamis, volcanic eruptions, flooding, etc.

The students will also study extreme climate conditions from around the world.

Spring Term

No topic taught.

Summer Term

Throughout the term the students will be given an opportunity to study the continent of Africa.

The lessons will focus on the different climates, landscapes, habitats and wildlife located in different areas of the continent and how those animals have evolved and developed ways to adapt to their environments.

Religious Studies

Students learn about Christianity and another of the other main world religions, recognizing the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. Students consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings.

Students learn about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary and will have the opportunity to communicate their ideas, recognizing other people’s viewpoints. They consider their own beliefs, values, and those of others in the light of their learning in religious education.

Our assemblies deal with many issues, often through weekly themes.

They also study:

Autumn Term

- An introduction to Philosophy
- Identity

Spring Term

- Evil and suffering

Summer Term

- Religion in the UK

Music

In Music, classwork will reinforce the skills of performance, composition, listening and appraising. These elements will be taught through songs and practical activities, helping students to consolidate and develop their knowledge of the key musical concepts.

They will also have regular singing sessions. In these, students will extend their repertoire of assembly songs and hymns as well as learning a selection of light-hearted songs. They will develop their understanding of how the voice is produced and managed through a series of vocal activities.

Students can participate in the Years 5 and 6 Choir. Many will be invited to join ensembles by Heads of Section.

Scheme of Work

Autumn Term

- Minimalism and early C20 composers
- Theme and Variation form is studied using Elgar’s Enigma Variations to illustrate the form
- Melody writing and chord progression is analyzed
- Comparing Requiems from different countries and eras
- Christmas carol composition
- Preparation for Christmas concerts and services

Spring Term

- Preparation for The Inter-House Music Competition
- Performance skills are developed
- Jingles and music in advertising are studied
- Year 6 Song Writing Competition using MusicFirst software

Summer Term

- Film scores
- Jazz and Blues
- Preparations for Summer Concert





Drama

Throughout their time at Eltham College Junior School students will learn the key elements of Drama including Storytelling, Devising, Improvisation, Stanislavski and The System, Method Acting, Actioning and Playwriting. This will allow them to develop a range of skills within the 'Core Learning Outcomes' of Drama; Performance, Creativity and Reflection. They will explore a wide range of characters, texts and techniques whilst gaining confidence and developing their performance skills. The bespoke curriculum will lay the foundations for Drama as a subject, which will set them up with the tools and experience needed to pursue Drama in the Senior School and beyond. They will have regular opportunities to use these skills while working towards performances. Lessons will be highly interactive, physical and collaborative. Lessons will also incorporate elements of the pupils' study in other areas of the curriculum. Productions will happen for each year group once a year and will give each pupil the opportunity to experience a production process and live performance. Productions will include Shakespeare, Chaucer in Performance, Fairytales and Poetry in Performance.

Scheme of Work

Autumn Term

- Improvisation
- Introduction to Practitioner Work: Stanislavski and The System - Harry Potter and the Cursed Child

Spring Term

- House Fireside – Sketch Comedy
- Actioning: The Modern Actor

Summer Term

- Chaucer in Performance
- Year 6 Production: The Canterbury Tales





Art and Design Technology

They spend half a term on design technology projects and half a term on Art during the weekly timetabled lessons. This allows students time to develop their projects in greater depth. Whilst there is an overlap between Art and Design Technology, DT focuses on the design and making process of a product with a use or purpose and Art focuses on creating and responding to stimulus and developing creative skills.

Art

In Art lessons, students develop their creativity and imagination by experimenting, inventing and creating their own varied works of art using a range of materials. They will learn how to draw, paint, sculpt and explore other art, craft and design techniques.

Students are introduced to a wide range of media including paint, pastels, clay, collage, printing and textiles. They will have the opportunity to discover the work of a variety of artists from art periods and use their work as inspiration for their own pieces. They will have the chance to either visit our own gallery, Gerald Moore Gallery, and/or participate in a workshop day led by an artist.

Students will produce their own sketch books to record their learning and use them to explore ideas and themes.

Scheme of Work

This year our topics will have a strong focus on 3D Art and sculpture, whilst still developing skills when sketching and working with a variety of different paints. This year we will be exploring the Pop Art movement, focusing on American artist Lichtenstein. Pupils will learn how to work with a range of tools safely to create a low level relief piece of work. We will continue to work with a variety of tools when learning about how carvings can create sculptures, where pupils will study Lawren Harris. Pupils will also have the opportunity to work with a variety of materials including modroc, wire and clay.

Design Technology

Students spend half a term on Design Technology projects and half a term on Art. This allows the students to develop their projects in greater depth. Students work on their own and as part of a team on a range of designing and making activities. They think about what the products are used for and the needs of the people who use them.

They plan the making process and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

This year, the students build upon their knowledge of the design process and use each stage of it to support their ideas for solutions to everyday problems. The students also learn how to record and annotate elevations so that they are able to be used as a blueprint for construction.

Our projects will be based around the following areas:

Textiles

- The pupils will learn about different types of stitches and the different ways to embellish fabrics. They will then apply this knowledge to design and make their own pencil case.

Mechanical Systems

- Pupils will learn about CAM mechanisms. Whilst improving their technical drawings, they will design and make a moving toy that fits a design brief.

Computer Aided Design

- Pupils will develop their knowledge of CAD. They will use 2D design software to make electronic drawings of a product. They will learn how to combine vector drawings with text, bitmaps, photographs and clipart.

French

In Year 6, students will deepen their knowledge of French in order to equip them with a bank of language to assist them on their five-day trip to France in Term 3. This will build on the solid foundations established in Year 5 to foster confidence and independence when speaking French.

Topics include:

- Present Tense Verbs
- In town
- Directions
- Shopping at the market
- Prices and the Euro
- Ordering food and drink
- Festivals and Celebrations

We aim to develop the skills necessary for effective language learning, enabling pupils to spot rules and patterns to apply to their own spoken French, thus preparing students for the transition to Senior School.

Strong emphasis is placed on listening and speaking during lessons, whilst written accuracy is developed during class time. Games, song, video and learning technology are integrated throughout the curriculum to support and contextualise learning.

Mandarin

In Year 6, students have one Mandarin lesson of 40 minutes per week. During the first term, students will revisit and consolidate previous knowledge and then they continue learning the topics as listed here in more depth throughout the course of the year. Their language knowledge and four skills (speaking, listening, reading and writing) will continue to be enhanced by exploring the Chinese language and culture through a range of project-based activities, culture related lifestyle, events and festivals, and comparing them to their home countries'.

The students are encouraged to continue applying the key elements of Mandarin language including Pinyin, character writing and grammar rules in their learning. They develop a good foundation of the language system and can apply this when they communicate in Mandarin for their own uses. Songs, stories, dialogues, role plays, games, arts and crafts, videos and ICT based tasks related to their age and level will be integrated into the lesson activities.

Topics include:

- Countries and introduce one's nationality
- Numbers and shopping at the market
- Lunar New Year story and celebration
- Food and drinks and eat in a restaurant
- My favourite sport and hobby

Summer project and celebration



Computing

Welcome to our dynamic Computing curriculum, where young minds embark on a journey to become confident, creative, and responsible digital citizens. In this critical stage of learning, students are introduced to the fundamental concepts of computing, developing skills that are essential in today's technology-driven world. Our curriculum is designed to nurture problem-solving abilities, logical thinking, and creativity through engaging and interactive lessons.

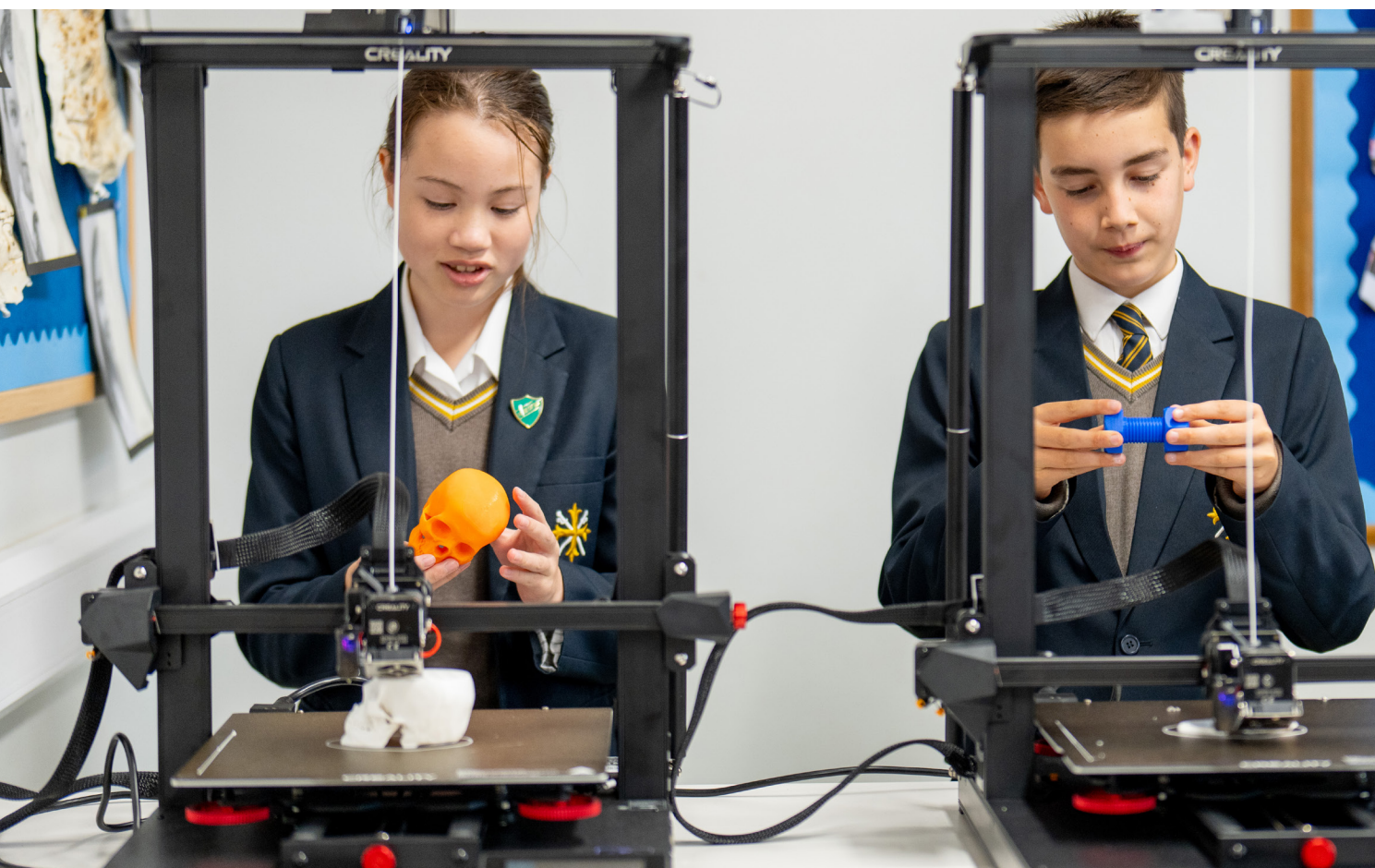
Students will explore a variety of topics, including basic coding, digital literacy, internet safety, and the responsible use of technology. In addition to these core areas, our curriculum emphasises the creation of digital media, allowing students to express their creativity and ideas through various forms of technology.

By working with a range of specialised software tools, students will gain confidence in using technology to bring their ideas to life. They will learn to navigate different interfaces, understand the basics of file management, and appreciate the importance of precision and attention to detail in digital creation.

In Year 6, they cover topics such as:

- Introducing Text Based Programming Languages
- Using Spreadsheets and Databases
- Digital Communication and Collaboration
- Encryption and Decryption
- Audio Production and Editing

Our aim is for our students to develop a strong foundation in both the technical and creative aspects of computing. Our hope is that they will become equipped with the skills to tackle more advanced challenges in their educational journey and prepared to navigate the digital world with confidence and creativity, in a safe and secure manner.



Wellbeing and PSHE

In Wellbeing & PHSE (Personal, Social and Health Education) lessons the students will continue to look at, and develop, themes concerning their own personal Wellbeing and that of others.

The Wellbeing & PHSE programme is flexible and will often be guided by issues that arise in the class or school. The Year 6 Wellbeing & PSHE Programme of Study focuses on preparing the students for their transfer to Senior School and the greater degree of independence they will have in their lives.

Relevant topics/subjects from the media may also be discussed where appropriate.

Some Year 6 students will also be trained to take on the role of Peer Mentors, enabling them to help out the younger children at break times.

The following topics will be looked at in PSHE:

- Me and My Relationships (includes feelings, emotions, conflict resolution and friendships)
- Valuing Difference (includes British Values focus)
- Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)
- Rights and Responsibilities (includes money, living in the wider world and the environment)
- Being My Best (includes keeping healthy, growth mindset, goal setting and achievement)
- Growing and Changing (includes RSE related issues)

During the year our School Nurse, Catherine Baker, will be taking the students for sex education lessons, which will include puberty in boys and girls and how the media portray relationships and gender roles.





Games, Swimming, and PE

The sports studied in Games lessons are:

Autumn Term

Netball

- Girls in Year 6 will play netball following the England Netball Scheme Bee Netball.
- Bee Netball enables children to play netball and develop other key skills such as friendship, inclusion and fair play.

Skills taught in Netball include:

- Passing and receiving the ball.
- Footwork & pivoting
- Reinforcing attacking & defending roles
- Shooting
- Reinforcement of the various player roles and building on the rules of the game introduced in Year 5

Rugby

- Boys in Year 6 will play full contact rugby as per the new continuum rules.
- Team sizes have been reduced as per the RFU requirements to a maximum of 9 a side.
- Boys are not assigned positions to enable them to experience a broad range of skills.

Skills taught in Rugby are:

- Passing (spin and non-spin, from hand and from floor), receiving, off-loading (from feet and from ground)
- Tackling (side, front and rear)
- Evasive running skills, lines of running, support lines
- Rucking and mauling
- Stealing opposition ball (tackling)
- Kicking from hand and fielding of kicks
- Game management

Spring Term

Football is the main sport taught in Games this term.

Skills taught in Football are:

- Passing (inside and outside of foot, along the floor, in the air.)
- First Touch
- Shooting
- Tackling
- Ball distribution and match play.

Summer Term

Cricket is taught this term.

Lessons are divided between net sessions where there is specific focus on batting and bowling and sessions on the square where match play, field positions and fielding techniques are taught.

Skills taught in Cricket are:

- Bowling (focus on accurate technique aiming to produce a consistent action.)
- Batting (correct grip, stance and footwork, calling, backing up)
- Throwing (underarm and overarm.)
- Fielding skills (long barrier, backing up, etc.)
- Fielding positions and match play.

PE Swim

The PE Swim programme for the Autumn and Spring terms has been revamped for this year with pupils taught in their forms as they were last year. Details of the plan has been mailed round to parents.

The PE programme will include at least one block of hockey.

Skills taught in Hockey are:

- Passing (push, slap and hitting.)
- Receiving the ball (both static and on the move.)
- Tackling
- Shooting
- Ball distribution and match play.
- Dribbling and evasive skills (open stick and Indian dribbling, rollouts, etc)

In the summer term the students are taught, and their scores recorded in, a number of athletic activities including, short-, middle- and long-distance running, long jump and turbo javelin.

Team Selection

The Junior School plays competitive fixtures against local schools in the major school sports (rugby, football, cricket and hockey) and in a selection of minor sports as well (tennis and swimming.)

Over recent years an effort has been made to extend our fixture card in the major sports by increasing the number of teams participating in fixtures which in turn increases the opportunities for students to represent the school.

At the start of each term, the students are placed into mixed ability groups to enable all students to be assessed by the members of staff responsible for running the teams in each year group.

Students that have played for a particular team in a previous year are not guaranteed a place in that team the following year. All students are assessed on where they are at that point in time and not based upon historically which team they have represented.

This enables all students to feel that the selection process is open and transparent and that team selection is not automatic from one year to the next.

If a student is not selected for a team that they have represented the previous year, the teacher responsible for the coaching of that team will endeavour to provide constructive feedback to the student in question to enable them to further develop their skills so that they understand what aspects they need to focus on.

Throughout the term there is scope for students to move between groups. Members of staff meet regularly to discuss the progress of individuals in their group and discuss their merits.





Learning Support

The aim of the Learning Support provision within Eltham College Junior School is to identify and support students with specific learning difficulties through a whole school approach, whilst working in partnership with parents and any other relevant outside agencies. ALL teachers are teachers of children with specific learning difficulties.

Specific Learning difficulty identification procedure

Children may require learning support either throughout or at any time during their career at the Junior School. We aim to provide targeted support to those with identified needs who join the Junior School and investigate and support those whose needs are identified whilst they are at the school.

The process is as follows:

Identification from a previous school

A Student may have an EHCP, a diagnostic report, be in the process of being assessed by an external body or have other relevant reports. A pupil passport including targets will be formulated, in consultation with the form tutor and parents. Targets will be updated regularly.

Identification at any other stage

A concern may be identified by a form tutor/subject teacher or parents at any time. The SENDCO will carry out a computerised screening programme, primarily to identify Dyslexia as well as conduct classroom observations. This screening can take place at any point within the school year. Parents will be notified of the results, a meeting will be arranged to discuss the findings and the child will be monitored and supported within class. If no evidence of a special educational need is found, the student will be kept under close observation by the form tutor. At this stage, they may also receive support in the form of in-class support or intervention lessons.

If evidence of a learning difficulty is found, a further meeting will be held with parents, and the student will be referred for formal assessment. A pupil passport will then be created, and support will be offered in line with the recommendations made.

Targets will be reviewed on a regular basis by the SENDCO, form tutor, the Learning Support Assistant, and the student. The SENDCO will meet annually with parents to review these plans, or more frequently depending on the changing needs of the individual.

Medical Needs

Some students may have specific medical conditions, which may impact on their learning. In these cases, a medical care plan will be formulated by the school nurse and a student profile formulated by the Head of Learning Support. There will be collaboration between the nurse, Head of Learning Support, LSA and the parents to ensure the best provision for the student.

Communication

At Eltham College we would like both students and parents to feel part of, and know what is taking place within, our community. General information can be found on our website www.eltham-college.org.uk

You can access information specific to Eltham College parents by visiting www.eltham-college.org.uk/parents where you can also find links to the secure Parent Portal and ElthamPost.

The Parent Portal will allow you to see reports and grades, as well as receive notifications for merits and detentions. ElthamPost is our communication portal, with copies of emails sent to you from the College. To access both of these portals, you should register with the Parent Portal; please contact the School Office if you have not received instructions for this.

You can also contact the College by post, telephone and email:

Eltham College Junior School
Mottingham Lane
Mottingham
London
SE9 4RW
+44 (0)20 8857 3457
juniors@eltham-college.org.uk

The College also uses various social media accounts to inform our community about news, events and achievements.

-  [@ElthamJuniors](#)
[@ElthamCollegeUK](#)
[@ElthamHead](#)
[@ElthamSport](#)
[@ElthamMusic](#)
[@ElthamCollLib](#)
[@ElthamCareers](#)

Some departments have curriculum specific X accounts which the teacher will inform you of in class.

-  [ElthamCollege](#)
-  [ElthamCollegeUK](#)

Gloria Filiorum Patres



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