



Curiosity

in Year 6...

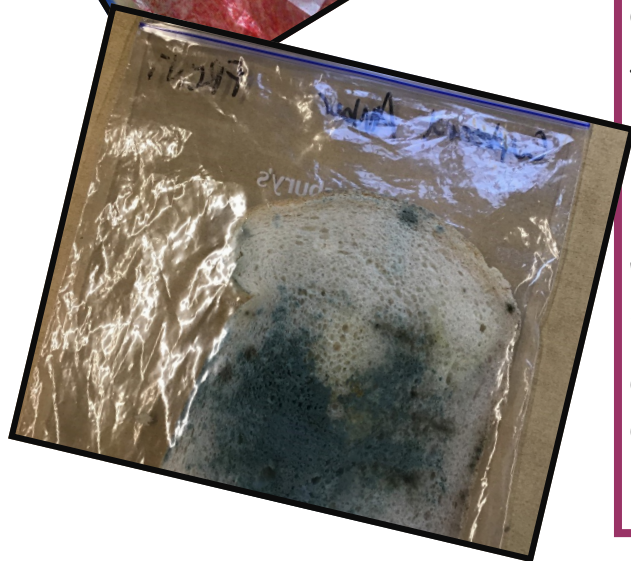
Children are able to question 'why' and 'how', then consider how they might best find out.

We model research strategies and encourage a love of learning to engage children with finding and acquiring more knowledge and understanding about areas of interest to them.

Every Science lesson begins with an enquiry question to initiate discussion. For example, in Science, we ask 'Why does mould grow on bread?' We then create a test in order to find out what circumstances encourage mould to grow based on our initial questions and predictions. By writing their findings in a DEAL conclusion, they are able to use the 'Link' section to link their findings to the wider world. This therefore encourages the children to question and draw connections.

We reflect on our learning and put the ownership onto the learner to identify what they might like to find out about next, how to do this and where to look.

This enables the children, upon leaving Year 6 and Pirbright School, to be equipped with knowledge, understanding and learning strategies and life skills to enable them to become productive and contribute as members of society.



Collaboration

in Year 6...



Children are able to work in a group, allocating or being allocated different roles. These roles may not always be their comfort zone. They are also able to support each other to be successful.

In English, there is always a focus on working collaboratively and making the most of each other's skills to support their learning.

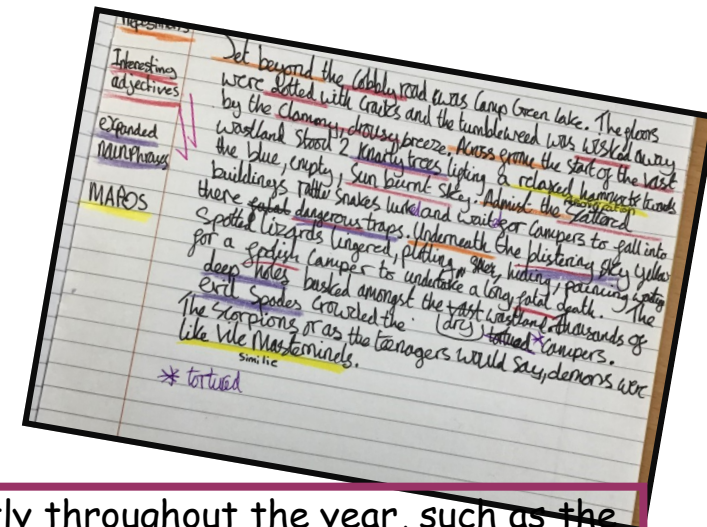
'I need to check my spellings, so if I ask _____ they can support me, whilst I can support them with _____.'

We talk about balanced arguments, considering why we think a certain way, but also what an opposing opinion would be. This enables the children to become tolerant of each other's opinions and beliefs. We are able to debate different topics and question our views and opinions. We collaborate on many projects in Year 6. In Science, we have different roles in an investigation and are able to apply our learning from other curriculum areas, such as recording data using Maths skills.

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Independence

in Year 6...



Year 6 run whole school projects independently throughout the year, such as the Money Circus, which raises money towards their school residential trip, taking risks that their ideas and presentation will be appealing.

On our residential trip, we are challenged with a wide range of different, broad and balanced tasks that require effective communication while playing to individual strengths and supporting children in developing their own sense of pride and achievement.

In Year 6, the children are given the responsibility to conduct their own research independently. They are encouraged to use and build upon the skills they have learned throughout their time at our school to achieve this.

Children conduct their own research, critically evaluating pieces of information as to whether they are interesting enough to include and also reliable.

In the classroom, they are encouraged to use initiative to improve their learning. They are encouraged to use writing wishlists and to identify where they have used them in their writing.

Forest School has given them the space to be independent and to take their own risks in a way they may not have been exposed to in the classroom or at home. This enables the children, upon leaving Year 6 and Pirbright School, to be equipped with knowledge, understanding and learning strategies and life skills to enable them to become productive and contribute as members of society.



Children are able to work independently on a project, given the expectation of the outcome, and to organise their time and resources accordingly.

In DT, the children worked on Carnival Floats, combining designing and making with programming the ICT required for the finished item.

The children prepared their own resources for events that they ran, such as the Money Circus, as well as ensuring they took responsibility for resources throughout their learning day. The children have also run other fund-raising events, such as the Easter Raffle. The children took responsibility in ensuring they had everything they needed to be successful. They were also given more responsibility over their personal resources and transferred them between home and school independently.

The Year 6 children were encouraged by all staff across the school to support the organisation of the school resources and to support younger learners. Examples of this include assisting in assembly preparations, managing the school library and music suite, and organising teams to care for others in the playground at break and lunch times.

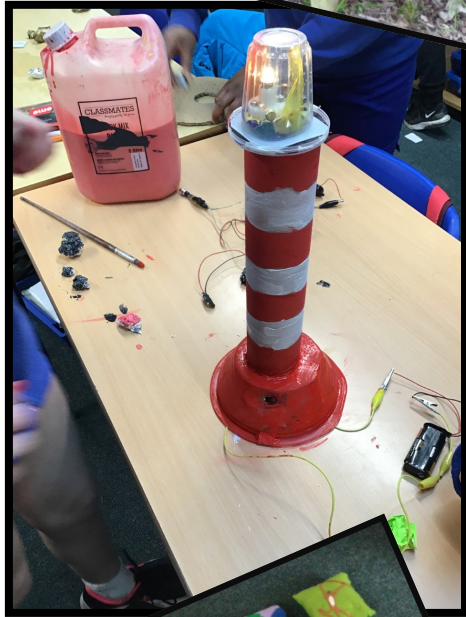
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Organisation in Year 6...

Creativity

in Year 6...



Children are encouraged to 'think outside the box'. There are different routes to success and they are provided with opportunities to explore these. This can involve taking calculated risks. There are different resources that can be used to be successful.

In our group projects, we have many unique ideas that we visualise and frequently manage to realise. There are opportunities to take risks in design or other creative areas such as English and Art. This leads to high quality outcomes. An example of this is during their DT project, where the children are incredibly creative with their approach to cushion designs, and creatively address challenges along the way.

Forest School enables the children to explore the outside environment, using tools and learning new and exciting techniques they would not usually have access to. This enables them to manipulate their environment in creative and developmental ways.

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Perseverance

in Year 6...



Children now understand that something worth doing is not always instantly achievable. They get less upset when it goes wrong, or doesn't end up as expected, and try again or try to improve it next time through effective evaluation. We discuss our learning openly and honestly without fear of judgement. We are reflective on our successes and failures, and sow encouragement and support for others.

From fire-lighting in Forest School to their SATS preparation, the children have learnt that hard work pays off, and it was excellent to see how resilient the children were, continuing to have a go until they were successful. In Science, creating working electrical circuits took some groups longer than others. The children were able to reflect and think of other possible approaches to meet the end goal.

During major whole school events throughout the academic the Year 6 children are expected to model perseverance and support younger learners in striving to meet a goal and reflecting on their success. An example of this is during our annual Sports Day events where the Year 6 children manage the event, participate, encourage Team efforts and 'step in' to help those younger learners who might be struggling at certain physical activities. This instil a sense of pride and achievement across the school.

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