



Bridge Farm Primary School

Term 1 Parent Briefing 2023 – 2024

Welcome to Year 6

First and foremost, we would like to welcome the pupils of Year 6 back through the doors of Bridge Farm after the summer break and we look forward to what promises to be another successful year. We would also like to say a huge 'Thank You' for the incredible effort pupils put into their holiday Home Learning. We hope you enjoyed the mixture of fun activities and more academically focussed tasks: outcomes for both were fantastic.

We hope you find the information in this parent briefing informative and that it gives you a flavour of the expectations and learning that will take place in Term 1. In Year 6, we have an important duty to prepare pupils for the next stage of education and readiness for secondary school. With this in mind, the Year 6 team will continue to adopt an unwavering focus of the key skills of reading, writing and maths, as well as delivering an engaging cross-curricular approach. This will enable the teaching staff to focus their attention on closing any attainment gaps. If you have any questions or queries about the content of the curriculum or what is to come in Year 6, please do not hesitate to get in contact with a member of the Year 6 Team.

Mrs Smith

Miss Sheppard

Mrs Woodley

Miss May

Reading:

At Bridge Farm, we aim to develop pupil passion and love of reading and therefore expose them to a wide range of engaging and challenging texts. In Term 1, pupils will read *The Savage* by our 'Author of the Term'- David Almond and *Cogheart* by Peter Bunzl.

The school have recently invested in updating and improving the reading books that pupils can take home. Pupils will continue to be allocated a reading book based on their reading level and book band. Teaching staff will read with the children to ascertain whether the book band is still appropriate. We aim to hear pupils read as much as possible through whole class reading, small group work or 1:1 reading. In each of the Year 6 classes, we have redeveloped our 'Book Corners' to ensure they contain a range of age appropriate and challenging texts. We invite pupils to sign these books out if they wish to read them, on the condition that they look after them and return them responsibly.

At home, pupils are expected to read and have their reading record signed **at least 3 times per week**. A signature represents at least a 15-minute session observed by an adult and these must be dated. Please support your child with their reading by questioning them about what they have read to check comprehension. Reading records will be collected in every Friday and children who do not have at least 3 signatures (or a note from parents indicating that pupils have met the required expectations for weekly reading) will be expected to attend 'Reading Booster Club'.

Writing:

Through our reading texts, we aim to inspire pupil writing and give them opportunity to study a range of different writing genres and styles, both fiction and non-fiction. Model texts are used to support our learning and provide exemplars of what quality writing will look like. We also break down the writing process to ensure that pupils have the tools necessary to write for a specific genre. The purpose, audience and form of each extended piece are explained so that pupils understand the importance of writing for purpose. Expectations of pupil writing are clearly set in the school presentation guidelines. We expect children to join their writing in a neat and legible style and handwriting will be practised weekly, using the PenPals scheme of work. If children can demonstrate consistently neat, joined handwriting in all of their work, handwriting pens will be awarded accordingly. It is essential that children then continue to maintain the high standard they achieved in order to keep their pen.

Our Spelling, Punctuation and Grammar lessons will be closely linked to the key features of the writing genres we are studying. There will also be explicit SPAG teaching to reinforce the skills of writing and we encourage pupils to use these in their independent writing. Children will then be expected to incorporate the spelling strategies they have learned during their Read, Write, Inc. spelling sessions.

Maths:

Children will practise their times tables as part of maths lessons. They will be expected to learn times tables and relevant division facts up to 12 x12 and with speedy recall. Your child will also have a weekly times tables quiz (in various formats), so please support them with learning their times tables, especially the tables they are not secure with. The topics we cover in maths are set out in the Primary Curriculum, and the overview can be seen below. Children will have logs for Times Table Rockstars to practise their recall and will be set challenges using this.

The Mathematics Primary Curriculum aims to develop 'mastery' for the mathematical concepts we study, so that children have a deeper understanding and can apply the skills they learn to problem solving and reasoning.



Spellings:

This year, we will be using the Read, Write Inc. spelling scheme across Key Stage 2. Each week, your child will have a spelling rule that will be taught through explicit spelling lessons. These spellings will be sent home weekly for you to reinforce the rules that they have been learning. There will be a termly spelling assessment in school instead of a weekly spelling test.

The logo for Read Write Inc. Spelling features the words 'Read Write Inc.' in a bold, yellow, sans-serif font with a blue outline, set against a dark blue rectangular background. Below this, the word 'Spelling' is written in a purple, sans-serif font.

Behaviour:

At Bridge Farm we have high expectations of pupil conduct and behaviour. The expectations of behaviour at Bridge Farm Primary School are consistent throughout each year. Children will be given stickers, postcards home, dojo points and star of the week for good behaviour. Sanctions will be in place in line with school policy for unacceptable behaviour, including use of 'reflection time' to encourage pupils to take ownership of their behaviour. We aim to promote the development of a Growth Mindset for pupils and the feedback we provide to pupils will praise effort and celebrate the learning process. We thank you in advance for supporting us with this.

Uniform and PE Kit:

Please see the school uniform policy for acceptable uniform. Children who arrive at school without the correct uniform will be challenged and we will communicate with parents regarding persistent disregard for the school policy. If for any reason your child needs to wear something alternative, please discuss this with your child's class teacher.

As winter approaches, please ensure your child is wearing kit that is suitable for weather conditions. **PE will be taking place on Friday afternoons for all Year 6 classes** and will be taught by Future Stars Coaching. Pupils of Year 6 will be allowed to wear their PE kit to school on Friday, as this allows more time for pupils to participate in the activities. It is essential that appropriate uniform is worn for PE, in line with school policy. Appropriate kit will include plain (or with school logo) white/ blue t-shirts or jumpers, plain black/ blue shorts, plain black/grey joggers. Football shirts or branded kit will not be permitted. This is in the interest of fairness amongst pupil and we ask for parent support with this matter.

Home Learning:

Following the success of the projects last academic year, we will be continuing with the same format for home learning. This will involve the children completing a project that will link with our learning or activities, and presenting it in creative and imaginative ways. More information will follow in the first week of term 1 about the focus of our first home learning project. The piece will be due in the penultimate week of term and we expect it to reflect 5 weeks of home learning time.

SATS:

To support pupils with preparation, SATS revision guides will be available to purchase. More information will follow. We will also be completing baseline assessments in T1 to gather information on pupil attainment and where any significant gaps in knowledge may exist. SATS will take place the week commencing Monday 13th May so we ask for you to ensure that your child will be available to attend school during this period.

Morfa Bay:

We are excited by the prospect of attending Morfa Bay again this year. The trip is planned for **Tuesday 19th September – Friday 22nd September 2023**. More information for parents (i.e. kit lists, groupings, activities, medication etc.) will follow in due course. If you have any questions in the interim, please do not hesitate to contact the school office, Miss May or Miss Sheppard (who have both attended camp previously).

ENGLISH (READING):

The focus of our Guided Reading sessions this term will be on extracts from a range of quality texts and books written by David Almond – our author of the term. Here pupils will refine their skills of inference, deduction and prediction, analyse characterisation in detail and study the style and use of language by the author. We will also develop our skills of comprehension through a range of other non-fiction texts such as biographies, information texts and reports. Pupils will read a range of other literary works and short stories by different authors to help to develop their passion for reading.

ENGLISH (WRITING):

Children will be given a range of opportunities to write in T1. Based on 'The Savage,' they will write suspense-filled narrative, diary entries full of empathy and from the viewpoint of a main character, book reviews, newspaper reports and they will also write their own short story based on this graphic novel. Our focus in the latter parts of the term will be on non-fiction writing (based on Blue Planet and What a Wonderful World, using our Geography topic – North and South America - to elicit high quality responses. Pupils will learn the key language and structural features of each genre of text and this will be reinforced through our SPaG curriculum.

ENGLISH (SPAG):

This term, for Spelling, Punctuation and Grammar, Year 6 shall focus on word class, including: Nouns- types of nouns, expanded noun phrases, pronouns and determiners. Verbs, adverbs, modal verbs and auxiliary verbs. There are lots of amazing websites you can use to enhance your own grammatical knowledge. <https://classroomsecrets.co.uk/tag/spag/> <https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/> <http://www.primaryresources.co.uk/english/english.htm> SA

SCIENCE: Electricity and Light

In science this term, children will learn how to associate the brightness of a lamp and the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. As well as this, they will use recognised symbols when representing a simple circuit in a diagram.

MATHS:

In Maths this term we will be focusing on the White Rose units: place value and the four operations (addition, subtraction, multiplication and division).

As part of our place value unit, pupils will learn to read and write numbers up to 10 million, compare and order numbers (including decimals), round whole and decimal numbers and to use negative numbers in context. They will then be applying this knowledge in their calculations where they develop their confidence using written methods to add and subtract numbers with over 4 digits, multiply 3-digit by 2-digit number and solve long division problems. The children will be expected to interpret worded-problems carefully to identify the correct operation or combination of calculations that are required.

Alongside this, pupils will practise their times tables regularly and be tested on these on a weekly basis. They will also begin weekly arithmetic tests to develop their speed and accuracy in their mental arithmetic and written calculations.

Year 6 T1 Curriculum Overview



COMPUTING: Systems and Networks

Pupils will be taught how to use a search engine and compare results from different search engines, knowing that different search engines show different results. They will explore methods of communicating using the internet and know which methods of communication are suitable for a given purpose.

PSHE: Being Me in My World

During this topic, children will identify goals for this year, understand their fears and worries about the future and know how to express them. Pupils will examine the universal rights for all children and understand that for many children these rights are not met. Pupils will evaluate the impact of their actions and how they can affect other people locally and globally. The scheme aims to develop understanding of why children behave as they do because of how rewards and consequences feel and know how these relate to their rights and responsibilities. They will have the opportunity to explore the concept of democracy and how having a voice benefits the school community.

ART: Portraits

Linking to our topic of North and South America, our focus of T1 Art will be the artwork of Brianna McCarthy. Brianna McCarthy is a mixed media artist from Trinidad and Tobago who explores issues of beauty, stereotypes and representations. Pupils will be exploring their own self-portraits based on the work of this influential artist

MfL: French: At School

Pupils will learn all 18 French phonemes that require specific pronunciation, including the final 5. They will repeat and recognise the vocabulary for school subjects and express what subjects they like and dislike at school, including why they like/dislike them. Pupils will learn to tell the time in French and use this to say what time they study certain subjects at school.

PE: REAL PE –Cognitive Co-ordination and ball skills. Agility —Reaction/Response. Children will learn these skills through the games of throw tennis and bench ball.

Sport– Basketball

MUSIC:

Theme: Rhythm and Pulse
Children will participate in a group performance, maintaining a regular rhythm or ostinato.

HOME LEARNING TASKS TO SUPPORT PROGRESS:

- Times Table Rockstars
- Reading at least 3 times a week
- Key Instant Recall Facts
- Complete Home Learning tasks each week.

GEOGRAPHY: North and South America - Rio

Children will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. Through map work and ordnance survey work children will know how to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Pupils will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. They will compare and contrast their locality (Bristol) to that of Morfa Bay.

RE:

What do people believe about life?
How might you mark a child's entry into the world?
What do religions say to us when life gets hard?
Is death the end? Does it matter?
How does belief in moksha make a difference for a Hindu?
If you don't believe in life after death – would you mark someone's death?
Is religion a 'map of life'?