



Dear Parents and Carers,

Welcome to Year 6! We hope you all had a wonderful summer and are feeling refreshed and ready for the exciting year ahead. Our Year 6 team this year is **Miss Clifford (Monday and Tuesday)**, **Mrs Verhoeven (Wednesday)**, and **Mrs Whitton (Thursday and Friday)**, with **Natalie supporting us as our teaching assistant each morning**.

We are all very much looking forward to teaching your children and guiding and supporting them through their final year of primary school. Year 6 is an exciting year, with lots of opportunities for learning, challenge and growth, and we hope that both you and your children enjoy everything it has to offer.

This handout provides an overview of the learning we will be covering this term, along with our expectations for homework. We hope you find it useful as a guide to what your child will be learning and how you can support them at home. If you have any questions or concerns, please do not hesitate to contact the school office to arrange an appointment with a member of the Year 6 team.

You can also find the curriculum map for the whole year on the school website. This shows how the different areas of learning link together both within each term and across the year.

We are looking forward to a happy, successful and rewarding year together!

Reading

Each week your child will be read with in guided reading sessions. During these lessons, children will read aloud, answer questions relating to the focus text and discuss the text as a class. There will be follow up activities which your child will complete in their Read and Respond journals. To start the year, we will be studying the non-fiction text, *A World Full of Journeys and Migrations* by Martin Howard and Christopher Corr, which will take the children through some of the most fascinating stories of migration throughout history. From the very first humans who left Africa, to immigrants welcomed to America at Ellis Island, this book is packed with fascinating tales. We will also be spending some of our session delving into *Boy in the Tower* by Polly Ho Yen, which is a narrative text exploring themes such as friendship, loyalty and bravery. This book will also be read independently by your child at home each evening.

Your child has been given a reading record and will be provided with a book from the Big Cat reading scheme that is appropriate for their reading level. Although we will provide opportunities for independent reading in school, it is vital that children also read for at least 15 minutes at home every day.

Reading records should be used to record any additional reading your child does, including reading for pleasure. They should be brought into school every day so that children can record their reading and adults can also record any reading they do with your child. We also ask that you listen to your child read and sign their reading record at least once a week. Your support and encouragement with reading at home is extremely valuable in helping your child develop their fluency, comprehension and enjoyment of reading.

Your child will have a weekly visit to the school library, which will take place on Tuesday mornings. During this session, they will have the opportunity to choose a book to borrow. Library books should be returned or renewed the following week during their allocated library session. If a book is forgotten or misplaced, we are unfortunately unable to issue another library book until the original is returned or replaced.

Writing

We will continue to use a book-based approach to the teaching of our writing. Across the school, we have found that using a text as a stimulus for writing brings much enthusiasm and gives children a purpose to what they write. They will have a range of writing tasks both fiction and non-fiction, including writing letters, diary entries, stories, newspaper articles and non-chronological reports. In all lessons, children will be learning or consolidating skills in spelling, grammar, punctuation and handwriting. Our first writing stimulus will be *The Arrival* by Shaun Tan. This is a beautifully illustrated story of being a stranger in a strange place. Through this wonderful book, the children explore immigration and gain a deeper understanding of the experiences and challenges faced.

Maths

The expectations for Year 6 in relation to maths can be found in the maths handbook, which is on the school website, along with the sequence of study. We will have maths lessons every day following the *Maths, No Problem!* syllabus. We will start the term studying numbers to 10 million and then move on to the four operations on whole numbers, ensuring that all children have secured a good understanding of place value. If you're unsure how methods are being taught or of how they should be laid out, please check the Maths Methods Handbook, which is available on the school website.

It is expected that your child knows their times tables up to 12 in line with the national expectation for the end of Year 4. Please work with your children to support them with learning these if they are not yet confident as accuracy and speed in recalling multiplication and division facts is fundamental to mathematical reasoning and problem solving. The best way to practise these is for short periods (5-10 minutes) each day using *Times Tables Rock Stars*.

Religious Education

In RE lessons we will be trying to answer the question, how has the Christian message survived? Before moving onto understanding faith in Bermondsey and how it has changed over the years and factors such as migration that has caused it. Through our lessons children will have the opportunity to develop their understanding of theology, philosophy and sociology through the believing, thinking and living strand underpinning the units.

Science

This term, we will be learning about light. Your child will have opportunities to learn about reflection, refraction and how we see shadows. They will learn how light travels and how it enables us to see. They will have opportunities to work scientifically and carry out investigations through this topic. We will then move onto study evolution and inheritance where the children will recognise that living things have changed over time and that fossils provide information about living things. They will learn that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PSHE

At Boutcher School, we teach Personal, Social, Health Education (PSHE) and relationships as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We use the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The Curriculum map can be found on the school website. The first topic being covered across the school is: Being Me in My World. In this unit, children think about understanding their identity and how they fit well in the class, school and global community.

Computing

We will start the year by covering e-safety where children will further develop their understanding of how to stay safe online. We will continue to study computer programming through *code.org*. We will follow course F which begins by looking at how users make choices in the apps they use, moving on to use more advanced concepts, including variables and loops.

Topical Talk

We will continue to have weekly *Topical Talk* lessons. Through these lessons children will have opportunities to develop their critical thinking and communication skills and apply these to complex real-world issues.

PE

At Boutcher, we follow the 'Real PE' approach. Real PE is a unique, child-centred approach that engages and challenges children in their PE lessons. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. Real PE focuses on six key cogs, these are: Creative, Cognitive, Health and Fitness, Personal, Physical and Social. In the autumn term, we will be working through the 'Personal' and 'Social' cogs in our weekly PE lessons. Our PE day is Friday. On this day, children should come to school wearing PE kit and do not need school uniform.

PE kit is as follows:

- plain white t-shirt or polo top
- navy blue jogging bottoms, leggings or shorts (no logos)
- school navy blue jumper or cardigan
- suitable trainers for PE

Additionally, we will be starting the Boutcher Mile on Wednesdays with Mrs Verhoeven. Please ensure that your child has suitable footwear for running. They may wish to bring their PE trainers to change into for the session.

Humanities

In geography we will be studying Why Does Population Change? Through this topic we will be investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts. We will also be taking part in fieldwork.

In history we will be studying What can the census tell us about local areas? Through this topic, we will be investigating the census records of different areas and the children will make inferences about the lives of people from the past. They will explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. The children will identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they will plan and carry out their own enquiries about who lived in their local school area.

French

At Boutcher we will continue to teach French in our Modern Foreign Language lessons. French will be taught by Miss Simmons on a Wednesday morning and children will practise French throughout the week with their class teacher through daily greetings and classroom instructions.

Music

Children will continue to have violin lessons each week on a Monday afternoon.

Services

This year, our whole school will be exploring the theme of Belonging, helping children to understand how important it is to feel valued, included and connected to their school, family and wider community. Through Old Testament stories and heroes, we will explore what belonging means and discover how people in the Bible found their place, overcame challenges and played an important part in God's story. Please check the website for when our class will be leading service.

Behaviour

Celebrating Positive Behaviour

At Boutcher CE Primary School, we place a strong emphasis on recognising and celebrating positive behaviour. We do this in a variety of ways:

- **Praise and recognition** from class teachers, support staff and senior leaders.
- **'Green List' certificates** for children who have particularly excelled in demonstrating our three school rules: the right to learn, the right to be safe, and the right to be respected
- **'Proud as Punch' certificates** for children who demonstrate particularly positive or exceptional behaviour.
- **Special assembly awards**, celebrating academic and pastoral achievements, including *Pick of the Bunch* and *Presentation Awards*. *Pick of the Bunch* winners also enjoy lunch at the Golden Table with a friend.
- **Family Points**, with the weekly winning team going first for lunch and the half-term winners earning a non-uniform day.
- **Golden Time** on Friday afternoons.
- **Positive communication with families**, including informal contact from teachers and support staff.

At Boutcher CE Primary School, we believe that children need to understand that their actions have consequences. Our behaviour system helps children to reflect on their choices, take responsibility and learn how to make positive changes.

Check and Change

Before receiving a sanction, children will always be given the opportunity to 'check and change' their behaviour. They will be reminded of the expected behaviour and given a chance to make a better choice. If the behaviour continues, they will move onto the orange list.

Key Stage 2: Orange List

If a child continues to break a school rule after the opportunity to 'check and change':

- **Issue 1:** Their name is added to the orange list and they miss 5 minutes of playtime.

- **Issue 2:** They spend 10 minutes in the 'Stop, Reflect and Repair' area, completing a reflection sheet, and miss 5 minutes of playtime.
- **Issue 3:** They spend 10 minutes in another classroom completing a reflection sheet and miss 10 minutes of playtime.

An adult will discuss the reflection with the child as soon as possible. Children will also be expected to catch up on any work missed. The class teacher will contact parents/carers by telephone on the day. If a child is regularly placed on the orange list, we will work with parents/carers to agree how best to support them.

A Fresh Start

Every day is a fresh start. Where necessary, a playtime sanction may be carried over to the following day. If this happens on a Friday, the sanction will be taken from Golden Time so that Monday can begin afresh. We aim to manage behaviour discreetly and respectfully, avoiding unnecessary attention or embarrassment. The aim of every sanction is to help children reflect, repair relationships and make positive choices in the future.

Homework

Homework is an important part of your child's learning. It provides opportunities to reinforce and practise learning that has already been taught in school, helping children to consolidate their knowledge and develop independence. Children will have daily and weekly homework, with all expectations explained clearly to them in school.

Daily Homework

- **Reading:** 15 minutes each day.
- **TTRS:** 5 minutes each day, or 25 minutes across the week.
- **Maths:** 5-a-Day.
- **Reading comprehension** linked to our class book, or **SPaG**, alternating each day.

Weekly Homework

- **Newsround:** Read the weekly article uploaded to Google Classroom and write a comment in response to the question.

It is important that children arrive at school on time at 8:45am so that they are ready to receive feedback on the homework completed the previous evening. If a child is unsure about their homework or has not fully understood it, a member of the Year 6 team will support them. If homework has not been completed, children will be expected to complete it during lunchtime. We appreciate your support in establishing good homework routines and encouraging your child to take responsibility for their learning.

Safeguarding

For information about how we keep children safe and our procedures for safeguarding, please refer to the school's Safeguarding and Child Protection Policy, which can be found on the school website.

Many thanks for your continued support and we look forward to a successful year.

The Year Six Team