

# **Bankfoot Primary School**

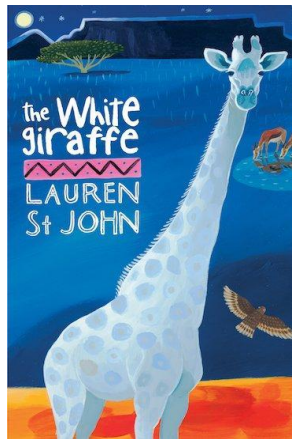
## **Year 6 Spring 1 2024 Newsletter**



Dear Parents and Guardians

Happy new year and welcome back after a well-earned holiday. During the last half term, the children were very busy learning about the Vikings.

We are now ready to move to our new topic: 'Out of Africa'. During this topic we will be using the class reader, **'The White Giraffe' by Lauren St John.**



We will be focusing on giving the children many opportunities to develop their independent learning skills.

They will use VIPERS skills to learn about a child, Martine, who goes to live with her grandmother in Cape Town, South Africa after her parents' tragic deaths.

Pupils will use their inference skills to investigate how the girl's life changes on a wildlife sanctuary called Sawubona.

Using prediction and retrieval, they will learn how Martine wrestles with losing her family and adapting to life on another continent.

Through explanation and summarising, children will learn the value of finding friendship in unlikely places and discover how Maxine finds the power to change her life and the lives of others for the better.

### **Fundamental British Values**

During debates, children will have the opportunity to express their opinions on the fundamental British Values below.

#### **Tolerance**

Students learn to embrace and respect the diversity of physical abilities, mental health experiences, and individual differences. They understand the importance of equal access healthcare and support for all.

#### **Mutual Respect**

Students learn to appreciate the importance of physical and mental health and show empathy and understanding towards those facing health challenges.

#### **Rule of Law**

Students learn about laws and regulations that promote health and safety, such as food hygiene regulations, road safety rules, and laws against substance abuse. They understand the role of following these laws in maintaining personal and community health.

We will also study copyright laws in our computing lessons.

#### **Individual Liberty**

We will look at African history, thinking about the rights of different people during different times in history. Students learn about making informed choices that promote their health and wellbeing, such as healthy eating, exercise, and self-care. They also learn to respect the choices of others in relation to their health and wellbeing.

#### **Democracy**

In the context of health and wellbeing, students learn about the importance of voicing their needs, concerns, and ideas related to health policies, healthy school environments, and community health initiatives.

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### **Spiritual, Moral, Social and Cultural (SMSC)**

The climate and ethos enables pupils to grow and flourish, become confident individuals, and appreciate their worth and that of others.

#### **Spiritual Thinkers**

This half term, we will continue investigating the beliefs and practices of religions and other world views.

This unit further develops the knowledge and understanding of Buddhism, including worship practices and invites pupils to reflect on areas of faith in action in Buddhism.

The content of the unit supports pupils to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Buddhism.

We will be visiting the Buddhist Temple this half term. Visits to places of worship are an integral part of pupils' spiritual development. They bring a sense of awe and wonder into their lives. These visits form an important part of the citizenship/PSHE curriculum. They give pupils an insight into how religion affects them, their family, community and culture.

#### **Writing /Pen licences**

In Literacy, we will focus on our Literacy and Language – Unit 3. This unit explores a historical text, 'Brashem's Tortoise' which is set in 1938.

By the end of the unit, the children will have the opportunity to write a narrative from a genre of their choice.

The children will also study examples of impersonal/formal writing, including work on the passive/active voice in sentences, present tense and complex sentences. They will write short examples of formal/impersonal texts.

Finally, the children will plan and enact a short role-play based on an encounter between a customs officer and someone they suspect is trying to smuggle an exotic animal for the pet market.

Pupils will work hard on the handwriting and presentation. More than a third of the class have achieved a pen licence so far. Well done!!

#### **Maths**

In Numeracy, we will continue to focus on arithmetic skills to consolidate and use secure methods for the written operations of all four calculations: addition, subtraction, multiplication and division. We will also be studying the topics ratio and percentages to reason and solve problems.

They will use the concrete, pictorial and abstract approach to help them embed the learning. They will have the opportunity to use apparatus such as 3d shapes, Numicon and Dienes (Base 10) to develop and deepen their understanding.

Throughout the term, pupils will carry out tests to help increase and improve their fluency and understanding of mathematics.



#### **Computing**

Learners will continue creating websites for a chosen purpose. They will design and evaluate their own website using Google Sites. The children will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

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After, they will start unit 3 - **Computer Science Programming A - variables in games.**

This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. The children will follow the Use-Modify-Create model to experiment with variables in an existing project, then modify them, before they create their own project. Finally, pupils will focus on their designs and apply their knowledge of variables and design to improve their games in Scratch.



### **Historians**

As historians, the children will continue exploring the unit – what was the impact of WW2 on British people?

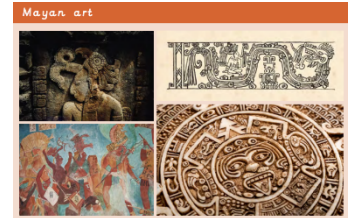
They will identify the different phases in the Battle of Britain and make inferences and deductions about photographs. They will describe how children may have felt when evacuated and evaluate the accuracy and reliability of sources.

To help make the learning meaningful, they will study how the events of WW2 changed Britain in terms of migration to the United Kingdom, and cities such as Bradford.

### **Artists**

As artists we will start a new topic – Drawing: make my voices heard. The children will begin by exploring expressive drawing techniques using mark making. Then, they will consider how symbolism in art can convey meaning. Next, they will apply understanding of the drawing

technique chiaroscuro. Finally, they will apply an understanding of impact and effect to create a powerful image. The children will explore Mayan art and the work of artists such as: Banksy, Diego Rivera, Pablo Picasso and Leonardo Davinci.



### **Geographers**

We will be exploring the unit Journeys: the story of migration to Britain. The children will investigate three main areas: **Why did migrants come to Britain?** We will define the term migration and identifying push and pull factors.

### **What were the experiences of migrants in Britain?**

Children will learn about the diverse experiences of individuals and the different places they migrated from. Children will use map skills to identify and locate different countries.

### **What was the impact of migration to Britain?**

Children will learn about the impact of migration on food, how different migrants have influenced British music and about the ways in which migrants have been portrayed in art.

We will study the impact of migration on the local community; looking at similarities, differences, change and continuity in the local environment.

### **Scientists**

Electricity: The children will build on their prior learning from year 4 and learn how to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; how to 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; and finally, they will use recognised symbols when representing a simple circuit in a diagram.

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### **Languages**

In French, the children will continue unit 2 – French footballers. They will use words and phrases to say from which place or country a person comes from and revise all vocabulary from the unit to compete in a vocabulary tournament.

The children will apply their learning by using their knowledge and understanding of football related vocabulary and phrases to create their own football player profile.

### **Musicians and Actors**

As musicians, the children will have the opportunity to listen with concentration and understand a range of high-quality live and recorded music. They will also experiment with a range of sounds.

In Drama, the children will explore acting with objectives such as working on non-verbal communications, analysing a script and understanding the layout of the stage.

The children performed in their class assembly last half term, with many taking on roles of influential black people in history and modern times. They all remembered their lines and lyrics, and performed loudly, slowly and clearly. Well done!

### **PE: Health & Fitness advisors**

The children will continue to develop their fitness this term through a range of physical activities such as dance and badminton.

### **Attendance and Punctuality**

**Attendance Autumn Term: 93.2%**

We want to increase the number of children with 100% attendance and punctuality each half term.

### **Behaviour**

We endeavour to be a school where children feel safe and happy, and always behave their very best at school, in the

wider community and in all other aspects of life..

### **Safeguarding** **Speak Out Stay Safe** **Tell. Tell. Tell.**

We want children to speak out and stay safe. In Year 6, the children are taught this and are regularly reminded to speak to a trusted adult about any of their concerns. We also have a worry box which allows children to express their feelings in a more discreet way, should they feel the need to do so.

### **Forthcoming events**

**Safer Internet day** Tuesday 6 February

**Temple visit** Tuesday 6 February

**Road Safety Training** Thurs 8 February

**Break up for half term** Frid 9 February

**Return to school** Monday 19 February

### **Websites**

You can support your child through using the suggested websites:

[www.educationcity.com/](http://www.educationcity.com/)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.edshed.com/en-gb/login](http://www.edshed.com/en-gb/login)

[www.discoveryeducation.co.uk/resources/primary/espresso/](http://www.discoveryeducation.co.uk/resources/primary/espresso/)

[www.topmarks.co.uk/maths-games/](http://www.topmarks.co.uk/maths-games/)

### **Finally...**

We very much acknowledge, appreciate and value the support you give your child. The home/school partnership plays an extremely important role in your child's progress and their learning journey. Should you have any queries, please do not hesitate to contact a member of the Year 6 team.

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