

# Bankfoot Primary School

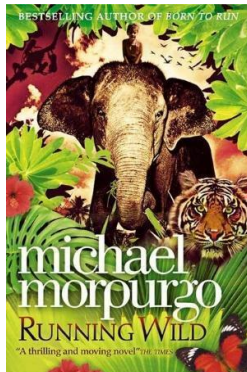
## Year 6 Spring 2 Newsletter



Dear Parents and Guardians

Welcome back after a well-earned holiday. During the last half term, the children were very busy learning about migration and its impact on Britain. They learnt a range of key vocabulary and were able to implement these into many subjects.

The class reader for this half term is ***Running Wild*** by **Micheal Morpurgo**.



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 boy, Will Robert, who gets swept up in a tsunami with only an elephant to help him survive.

Pupils will use their inference skills to investigate how the boy's life changes as he searches for help and other survivors.

Using prediction and retrieval, they will learn how with nothing on his back but a shirt and nothing to sustain him but a bottle of water, Will must learn to survive deep in the jungle.

The children will use this book to help them gain a deeper understanding of natural disasters.

### Fundamental British values

We will be challenging pupils in debates where they will have the opportunity to express their opinions on the fundamental British Values below.

**Rule of Law:** The rule of law is a core British value that helps establish a safe and orderly society. In the context of safety, students learn about laws, rules, and regulations that promote personal safety and well-being. They understand the importance of following safety guidelines, such as road safety rules or fire safety procedures.

**Mutual Respect:** Mutual respect is a fundamental British value that fosters positive relationships and empathy. Students learn to respect and value themselves and others as their bodies develop. They understand the importance of respecting personal boundaries, consent, and privacy.

**Tolerance and Equality:** Promoting tolerance and equality helps create a safe and inclusive learning environment. Students learn to respect and accept the diverse experiences and differences related to physical development. They understand that everyone goes through changes at their own pace and that differences should be respected and valued.

**Individual Liberty:** Individual liberty promotes personal autonomy and self-expression. In the context of the changing body, students learn about their rights to privacy and personal choices related to their bodies. They understand the importance of body autonomy and the right to make informed decisions about their own health and well-being.

**Respect for the Law:** British values emphasise the importance of respecting and upholding the law. In the context of safety, students learn about laws and regulations that protect their well-being, such as health and safety regulations in schools or child protection laws. They understand the importance of following these laws for their own safety and the safety of others.

Monday 19 February 2024 to Thursday 28 March 2024

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**Community and Citizenship:** Citizenship education promotes a sense of responsibility and caring for the well-being of oneself and others. In the context of safety and the changing body, students learn about their responsibilities in creating a safe and supportive community. They understand the importance of supporting and helping others, seeking help when needed, and promoting well-being within their school and wider community.

### **PHSE**

This half term we will be focussing on safety and the changing body. We will study the physical and emotional changes that occur during puberty. We will explore various methods of First Aid which will include choking and basic life support – what to do if someone is unconscious and breathing.

### **Spiritual, moral, social and cultural (SMSC)**

We aim to offer a curriculum focussed on promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing them for life in this school, their next school and beyond.

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

### **Mental Health**

#### **Children's Mental Health**

Last half term was children's mental health week. The topic was **My Voice Matters**, which was about empowering children and young people by providing them with the tools they need to express themselves.

This year, we want children of all ages, backgrounds and abilities to be empowered to work together to create a positive change for their mental health and wellbeing.

### **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 units: pie charts; area and perimeter 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.



The pie chart below shows the results.



### **Writing / Pen licences**

In Literacy, we will focus on our Literacy and Language Unit 5. This unit explores mental health and wellbeing using the text: 'The Elephant in the Room.'

The children will have the opportunity to explore the conventions of a playscript and then use this to write their own version with different endings.

Pupils have been working hard on the handwriting with more than a third of the class achieving a pen licence. Well done!!

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### Computing

Our topic this half term is 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 use a range of sources to identify why people migrate. They will build on their learning of migration from the last half term and will explore the push and pull factors influencing migration to Britain from 1066.

### Geographers

As geographers, the children will be studying the topic '**Why does population change?**'. They will start the topic by understanding the change and distribution of the global population. Next, they will define birth and death rates and describe why they change. Afterwards, the children will begin to understand the impact climate change can have on the global population. Finally, they will apply their learning of this unit by conducting fieldwork to collect data showing how population impacts the amount of traffic and litter in an area. The children will have the opportunity to write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.

### Design Technologists

In design technology, we will be studying structures, looking closely at playgrounds. We will design a playground with a variety of structures, build a range of structures, improve and add detail to structures and finally, create a surrounding landscape.



### Scientists

This term, we will be exploring the topic of Animals including Humans. The children will identify and name the main parts of the human circulatory systems; explain the functions of the heart, blood vessels and blood; learn how the body transports water and nutrients; investigate what affects your heart rate and the impact of drugs and alcohol on the body. The children will use their learning to study an animal's heart.

### Spiritual Thinkers

In RE, we will explore the beliefs and practices of religions and other world views. We will explore the significance of Jesus' death and resurrection, considering narratives found in the Bible such as:

- Good Friday and the crucifixion (*Luke 23:26-56*);
- Easter Sunday and the empty tomb (*Luke 24:1-12*);
- The appearance of Jesus (*John 20:11-18, Matthew 28: 9-10, Luke 24:13-53 Luke 24:36-49 and John 21:1-14*).

Pupils will explore the Easter story; study the celebrations of Jesus' death and resurrection; explain links between scripture sources and Christian beliefs, beliefs and practices of other religions, and other worldviews.

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### **Languages**

In French, we will continue our learning of unit 3 – in my French house. The children will understand the different types of houses and their rooms in French; ask and answer questions using key vocabulary; use a writing frame to create a written description of a house; accurately use prepositions verbally as well as in written sentences.

### **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. 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 characters in the story of Buddha. They all remembered their lines and lyrics, and performed loudly, slowly and clearly; well done!

### **PE: Health and Fitness advisors**

The children will continue to develop their fitness, through quick structured invasion games.

The children will develop their strength and stamina in team games such as orienteering.

### **Behaviour**

Children are to always behave their very best at all times. Children know that this contributes to their learning and creates a positive school ethos.

Children are taught to be considerate and supportive of each other. Children are encouraged to be welcoming and positive to visitors.



**This half term we will be focusing on the module 'Appreciate'.**

Appreciate is focussed on teaching children the following:

- How being grateful or being thankful makes us feel.
- The different ways to show gratitude or to express our thanks.
- The importance of taking time out to stop and be grateful or thankful.

**The modules of study will be:**

**1. Understanding why being thankful matters:** Children will learn to recognise that giving and receiving gratitude feels good.

**2. Identifying ways to be thankful:** Children will learn different ways to express gratitude.

**3. Taking time to show our thanks:** Children will develop a habit of stopping and sharing what they are grateful for.

### **Forthcoming events**

**Parents' Evening** Tues 27 & Wed 28 Feb

**World Book Day** Thursday 7 March

**British Science Week** 8 March – 17 March

**Practise SATs** Tues 12 to Thurs 14 March

**Close for Easter** 3:10pm Thurs 28 March

**Return to school** Monday 15 April

### **Finally...**

We very much acknowledge, appreciate and value the support you give your child.

Should you have any queries, please do not hesitate to contact a member of the Year 6 team.