

Year 6 newsletter Summer 1

Learning

English: Older Literature with a focus on Romeo and Juliet. In Spelling, we will be focusing on revising key spelling rules and we will be reading various fiction, non-fiction and poetry texts in Guided Reading. We will also be focusing on handwriting and presentation across all curriculum subjects.

Maths: angles, mean/average, properties of shapes and continuing to develop fluency in Arithmetic and problem solving/reasoning skills.

Science: Circulatory System

Art: Batik: Textiles with a focus on Gabrielle La Sparte

Geography: Our World in the Future

PSHE: Health and Wellbeing (see next page for more detailed information).

Computing: Systems and Networks,

Communication and Collaboration then

Creating Media: 3D modelling using TinkerCad

RE - Buddhism: What is meant by a good life?

PE: Netball/OAA problem solving

PE this half term is on a Tuesday and a Wednesday so please send your child in their PE kit on these days.

Dates

16th April: NFER Reading trial (future SATs test)

23rd April: SATs parent meeting after school

28th April - Emma (Coram) - PSHE workshop around making decisions etc. See Facebook post for further information.

29th April - KS2 seat belt and car seat checks.

30th April - BRGS head of Y7 in to see children.

1st May - Gold Book Assembly

4th May - Bank holiday

11th - 14th May SATs week

14th May - Haslingden High in to see children.

15th May - End of SATs ice cream treat!

20th May - Bacup Library visit (see letter). Y5/6 cross country after school - see separate letter.

22nd May- Finish school for the holidays.

1st June - Back to school

Contact

Please do not hesitate to get in touch.

My email is:

s.connolly@britannia.lancs.sch.uk. I shall respond to emails as quickly as is possible.

If it's urgent, please either let the office know or speak to me on the playground after school. You can also knock on the window in a morning!

Spelling

Y5/6 Statutory Words

The following will be focused on and tested at the end of this half term:

yacht, appreciate, communicate, conscious, criticise, definite, desperate, dictionary, environment, government

Please keep practising these at home.

PSHE - across the entire term.

Term	Topic	In this unit of work, pupils learn...
Summer — Health and wellbeing	Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
	Growing and changing Human reproduction and birth; increasing independence; managing transitions	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school

<p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life
<p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Some of the objectives will also be covered in more detail through visits from the children's new heads of year, additional transition sessions and work completed in class around new routines through looking at timetables, homework planners etc.

Emma from Coram Scarf (PSHE) has also completed a PSHE workshop with the children today which has focused on some of the objectives. Please see Facebook post for more details of what has been talked about. Emma will also be returning to talk to the children about puberty etc. There will be a separate letter sent home nearer to the time which states which objectives are being covered and explored within the session with Year

6.

As always, if you have any questions, please do not hesitate to get in touch.

I cannot believe we have only the Summer term left together with your wonderful children!