



Welcome to Southville Primary School

Southville Primary School Values



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Purpose of the meeting

- Introduce staff team working in year 6
- Explain journey of year 6
- Share information about our expectations and how you can help your child



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Uniform

| Day-to-day uniform | PE kit | Swimming kit |
|--|---|---|
| <ul style="list-style-type: none"> • Plain or with school badge red school sweatshirts or cardigans • Plain or with school badge white or red polo shirts • Dark grey or black trousers, skirts or pinafore dresses • Dark grey or black shorts and gingham dresses may be worn in warmer weather • Plain grey, black, or red tights • Plain white, grey or black socks • Black flat shoes or sandals (fastening around the heel) • Where hairbands are worn, they should be plain red, white or black and no wider than 5cms. Flowers, bows or other accessories are not permitted. Hairclips should be plain. • Scarves or other head coverings are not allowed unless for religious/cultural reasons. | <ul style="list-style-type: none"> • Daps, plimsolls or trainers (age-appropriate fastening please) • Black shorts and house colours or white T-shirt • House colour t-shirt for sports day and house events • Black track pants and a warm red or house colour top for outdoor PE in winter • Children with long hair must have it tied or gripped back | <ul style="list-style-type: none"> • Swimming costume for girls and trunks (close fitting and ending above the knee) for boys • Goggles as approved by the pool staff • Towel to be sent from home • Children with long hair must have it tied or gripped back |



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Attendance

- Attendance is monitored by the senior team and the Family Liaison Officer. If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.



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Whole-school staff

Mr Bowman (Headteacher)

Mr Potter (Deputy Headteacher)

Mr Commander (Deputy Headteacher)

Mr Ellershaw (UKS2 Phase Leader)

Mrs Moody (SENCO)

Mrs Mathias (Family Liaison Worker)



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Year 6 staff team

Damian Ellershaw (Class Teacher)

Emily Moore (Class Teacher)

Harry Rogers (Class Teacher)

James Scull (LSA)



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Key timings

- Our regular PE days for **term 1** are **Monday Swimming and Friday outside PE.**
- Children will come to school in their PE kits.
- **Homework** –using online platform google classrooms. Children have their own username and password from last year.
- Goes Live on a Friday – due in on a Tuesday
- **Spellings** – tested on a Friday



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Reading

- This is one of the most important things that you can do to help your child make maximum progress
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud
- Read a range of texts your child is interested in
e.g, magazines, newspapers, websites, blogs, etc.
- Discuss the stories or facts you read about using a range of questions – not just about what happened e.g. why you think the author used those words?



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The curriculum

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|--|--|---|---|--|---|
| Topic | Banksy's Bristol | Mysterious Mayans | My, How You've Changed | Peace, Politics and Protest | Me, Myself and I | Curious Crime |
| Visitors / trips | Camp | | Bristol Uni?? | | Police Visit | Create Centre Bristol Science Fair |
| English | Journalistic writing - New Banksy. Discussion Text - Colston Statue (Black History) | Narrative - myths Non-chron report - Daily Life of the Maya | Factfile - Darwin Darwin- Biography Letters = Beagle return/ Darwin publication of theory. | Persuasive Arguments - royalist v parliamentarian? Protest Poetry Suffragettes (Homework) Research & Write Diary Entry - Emily Davison | Narrative - A monster calls RSE - informative leaflets? (if need extra writing) Writing review | Narrative - Detective Stories Writing to inform - Police Reports |
| Science | Light | Living Things and Their Habitats | Evolution and Inheritance | Revision & Experiments | Animals, Including Humans RSE | Electricity |
| History | History of Bristol | Ancient Mayans <u>Why</u> they collapsed? | Darwin & Voyage on the Beagle | History of Medicine | History of Democracy in the UK | History of Crime & Punishment |



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The curriculum

| | | | | | | |
|-----------|---|--|--|---------------------|------------------------------------|--|
| Geography | Human and Physical features of Bristol - how it affected settlement and growth Map to find Banksy's? | Physical & Human characteristics of Central America Weather - how location affects climate. | Compare Bristol to Galapagos & Central America - volcanic island. Tectonic plates. | | | Using maps, compass, 8 figure compass, four-figure grid reference - link to <u>maths</u> . |
| ICT | Online Safety | Coding | Blogginq | Spreadsheets | Quizzinq | Text Adventures |
| PSHE | Jigsaw - Being me In My World | Jigsaw - Celebrating Difference | Jigsaw - Dreams and Goals | Jigsaw - Healthy Me | Jigsaw - Relationships | Jigsaw - Changing Me |
| RE | Why do religious books and teaching matter? | | What does it mean to belong to a religion? | | What do people believe about life? | |
| PE | | | | | | |
| Art/DT | Design graffiti tags. Stencils. | Designing & Sewing Bags Glyphs | Observational Drawing | | | Victorian Crime Penny <u>Dreadfuls</u> Building Cars |



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The curriculum

Year 6: Banksy's Bristol



Essential Learning

By the end of this term, you will have learned...

- About places in the world where Banksy artwork is located
- About the local history of Banksy's Bristol
- How to: have a structured debate, form arguments, consider counter arguments and respond to arguments from the opposition
- How to construct a discussion text. Researching opinions, constructing arguments through evidence and explanation
- To write journalistic newspaper reports which discuss street art and include: an orientation paragraph, direct and reported speech and passive voice.
- How to design and create stencils, considering the use of different colours and the effects they have when layered

Hook Day

Introduction to Banksy and Bristol street art.

Designing graffiti tags and self-portraits

Block 1

- Journalistic Writing
- Science - Light

Block 2

- Discussion text - Colston Statue
- Local History

Block 3

- Creating street art
- Recreate graffiti with a personal style



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Measures of progress

- **Pre KS**
 - **Well Below**
 - **Working Towards**
 - **Secure**
 - **Working above**
 - **Greater Depth**
- Ongoing assessments, Regular pupil progress meetings with senior staff and the SENCo to ensure all children are making sustained progress



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SATS!

- Children are supported throughout the year and so they are confident in their own abilities
- Exam technique is drip fed throughout the year
- We do not teach to SATs. The children will have a full and rounded curriculum
- Supported through SATs week (breakfast club etc.)
- Year 6 is not just about SATs. Our aim is that through support and challenge your child is ready for that next step – year 7



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Inclusivity

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION



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The ZONES of Regulation

| | | | |
|---|---|--|---|
|  |  |  |  |
| <p>Blue Zone</p> <p>Sad Bored Tired Sick</p> | <p>Green Zone</p> <p>Happy Focused Calm Proud</p> | <p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p> | <p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p> |

Behaviour Expectations



BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH - EMPOWER OTHERS

Our whole school expectations for behaviour are **Be Kind** and **Aim High**.

Unsafe behaviour will immediately be addressed by Mr Bowman
Potter or Mr Commander



***Thank you for your support
Any questions?***



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