



Dear Parents and Carers,

Welcome back and a very Happy New Year; I hope you have enjoyed a brilliant, relaxing Christmas break. I hope you have had a good rest and created some special memories with your families. It is exciting to be back to school at the start of a new calendar year, and I am optimistic that the children will continue to embrace all aspects of their learning this term.

I hope that this newsletter gives you a flavour of what you can expect from the term ahead. Communication is so important, and although the beginning/end of the day does not allow for long conversations, you can always contact me via the school office. We will also have parents' evening later in the term.

I feel it is important that you have an understanding of what the school day looks like. Please see the timetable below, which illustrates a typical week in Blenheim Class this term- this can be used to help you have conversations about what your child has been learning in school each day.

I look forward to continuing our partnership to help your child develop and grow their confidence, self-esteem and attitude as we approach their final months at our school. I really hope your child enjoys their last terms as a Year 6.

Miss Tucker

	Reg. Bell 8.40 8.45- 9.00	Session 1 9.00-10.15	Break 10.15- 10.30	Session 2 and 3 10.30-12.10	Lunch 12.10 - 1.05pm	Session 4 1.05- 1.30	Collective Worship 1.30-1.50	Class book 2.00- 2.15	Session 5 2.15-3.15
Mon		Outdoor PE		Term 1· RE Term 2· Music	English	Independent Reading incl TAs		Class story	Term 1· Computing Term 2· RE (teacher-led)
Tues - No KS2 worship		Maths		English incl. spelling	Guided reading	Independent Reading incl TAs	French	Class story	Science
Wed - KS2 worship		Maths		English	Guided reading (Term 2· PSHE)	Independent Reading incl TAs		Class story	PPA· Indoor PE
Thu		Maths		English	Guided reading	Independent Reading incl TAs		Class story	Term 1· History Term 2· Geography
Fri		Maths		Punctuation and Grammar (PAG)	English	Independent Reading incl TAs	Term 1· DT Term 2· Art		2·40pm Celebration Assembly

SUPPORT TEAM

This is the team of adults, who support Blenheim class.

Mrs Shaw is our class Teaching Assistant. Mrs Monk is the school SENDCo. Mrs Langford is the school ELSA (Emotional Literacy Support Assistant).

Mrs Pook will teach the class on Wednesday afternoons.



Miss Tucker



Mrs Shaw



Mrs Langford



Mrs Monk

Our Ambitious Curriculum at Curry Rivel Church of England Primary School

Our curriculum is a 'knowledge-rich' and 'sticky' curriculum, based on the teaching of core concepts and skills.

WHAT IS A KNOWLEDGE-RICH APPROACH?

'The accumulated wealth of human knowledge, and what we choose to pass on to the next generation through teaching in our schools (the curriculum), must be at the heart of education' (Amanda Spielman).



Knowledge underpins and enables the application of skills. We strive for children to learn skills alongside knowledge, ensuring that both are developed. At Curry Rivel Church of England Primary School and Little Pips Nursery we see knowledge and skills as intertwined. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context. We have looked at every curriculum area individually, as we recognise that each subject is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We have sequenced the content of many of our subjects using 'rolling programmes' which ensure that whatever path a pupil takes through the school, the National Curriculum content is covered. More importantly, our curriculum is a 'spiral curriculum' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity.

PROMOTING READING

A good ability in reading is fundamental to everything that the children will learn in class during the year, and regular practice is therefore the most important aspect of homework that he or she will have. Please keep in touch with us if you are experiencing difficulties with helping your child with this vital regular activity. For our part, we will let you know if there is insufficient reading practice taking place. (Daily home reading is expected as least 4 times a week). Here are some top tips:

- All children need to read some of their book aloud to you whatever their ability
- Agree daily targets with your child. E.g. 10 pages or 20 minutes
- Discuss what your child is reading
- Read to your child regularly: this could be a book you have chosen together or could be your child's school book.
- Record all home reading in the reading diary.

ACCELERATED READER

We use a reading scheme called Accelerated Reader for Key Stage 2, and for some pupils in Year 2, once they have progressed through the phonetically decodable books.

As the children bring their reading books home you will notice a system of levelling books. The number on the front of the book indicates the reading level (which has been determined by the results of a reading assessment that all the children have completed). This enables us to have a much firmer understanding of the children's progress. You will also hear about 'quizzes'. This enables the monitoring of the children's comprehension and whether they've understood their reading - not just read the words. Throughout the term, we will continue to celebrate and support the children with their reading habits and their comprehension skills.

Your child's decimal reading range corresponds to books, which aim to challenge your child yet be decodable without your child getting frustrated or losing understanding. Teachers will adjust reading ranges at their discretion.

Children should aim to score at least **80%** on a quiz in school to show that they have generally understood their reading text.

If your child is concerned that they are finding this tricky, they could try any of these:



- ★ Choose a shorter book.
- ★ Choose a book, which they prefer and find more engaging.
- ★ Ask to read more of their text with an adult, who will help them to infer the meaning of new vocabulary and show them how to summarise whilst reading.

In Blenheim Class this term, we will be studying the following units of work:

English	Learning from the book, <i>The Invention of Hugo Cabret</i> by Brian Selznick, which is inspired by silent movies and set in Paris. We will develop our fictional writing, including describing setting and character and work towards writing an additional chapter for the text. As part of this unit, we may watch some clips from the film, <i>Hugo</i> .	History/Geography	History - prehistory learning including changes between the Stone Age, Bronze Age and Iron Age. Geography - Why is fair trade fair? With a focus on the Silk Road, UK trading, map skills including grid references and banana trading.
Maths	We will build our understanding of fractions and decimals over this term. Also, we will continue to apply our understanding of shape and statistics as well as learning more about perimeter, area and volume. We will also learn more formally about using symbols to represent number as we introduce algebra.	RE	Why can it be good to be there in person? Reflecting on journeys and religious pilgrimages.
Science	Light - including working scientifically	Computi	We will learn more about programming - about using variables in games using the Scratch platform to help develop our coding skills.
Design Technology	Strand: Electrical systems Designing and creating a steady hand game including a base and electrical circuit.	Art	Strand: Sculpture and 3D Making memories - of primary school and more widely. Using a variety of media and materials to reflect on what is important to us, on our identities and on our memories.
French	Raconte-moi une histoire ! Tell me a story! Including reading and understanding a familiar fairy tale in French and writing short, simple sentences in French using a noun and an adjective. A focus on the French <i>qu</i> sound and the nasal <i>an, en</i> and <i>on</i> sounds.	PE	Outdoor Adventurous Activities including problem solving, teamwork and orienteering. Dance unit, including street dance and sports-inspired movement.
Music	Film music including following a score and composing for film.	PSHE	Health and wellbeing, including a focus on mental health, resilience, mindfulness and physical health.

Over the term, we will distribute Knowledge Organisers for maths, science, DT and art for you to discuss what your child is learning in school. You can use a knowledge organiser in different ways: read through it together; discuss tricky vocabulary; quiz your child on the knowledge they have acquired; play true and false games with the facts.

PE Day: Mondays (outdoor PE) and Wednesdays (indoor PE)

If your child is unable to do PE for any reason, please provide a note/letter or phone the school office. Pupils should wear their school PE kits into school on those days. Jewellery including earrings, and watches, should not be worn for PE lessons.

Water bottles & Snacks

We encourage children to bring in a labelled bottle containing water for the classroom, each day. Ideally, a sturdy, sports cap re-useable bottle works best. The children are able to refill these throughout the school day. Children are encouraged to bring fruit or vegetables for a breaktime snack.

Personal belongings

We will work together with you to ensure that your child has learned to organise and respect their belongings. However, please ensure that your child's belongings are all labelled with their name. We supply all the stationery your child needs so a pencil case is not required. Children should not bring toys and cuddly toys or other precious items to school.

Homework in Year 6

The most important homework you can do is reading, as least 4 times a week. It is vital that this continues to be part of the children's homework routine.

This term, children have been provided with 3 SATs revision books, which have been purchased for them. Children are set a 10-minute task for reading, maths and SPaG (Spelling, Punctuation and Grammar) each week. This is a total of 30 minutes each week. Answers are provided to help children in the moment to check and fix their work. Children are expected to complete one 10-minute task from each book and to tick or correct their work by Friday each week. They complete the 10-minute tests in order - just complete the next one each week.

Your child has been given a book at their level of challenge to support them to work most independently. Please do support your child in any way - but this is not expected. Children can chunk homework into three 10-minute blocks or 1 session. They can stop after 30 minutes if necessary and ask for support in the mornings in class. They can use answers to support their problem solving and perseverance if they are finding work tricky. They can ask you, if you are willing - we are not fixed on certain methods but children can also ask for my help in school time.

Please do reiterate our sentiment and support your child with understanding that homework in Year 6 helps to prepare us for the routines and expectations of secondary school and to feel familiar and prepared to be best in Year 6 SATs. It is part of learning to succeed even with something that might be our first choice of activity! Thank you for your support with making Year 6 homework the most beneficial experience that it can be.

Communication

Please email the school (office@curryrivel.somerset.sch.uk) and your message will be forwarded to me. You can also phone the school office to ask to speak with me. Please know that I am very willing to support you and your child with their wellbeing and learning.

We will be organising a parents' evening this term.