BOROUGH GREEN
Primary School

Welcome Year 6 Parents

Mrs Glasswell, Mrs Gordon & Mrs Quantick

Learning Together with Kind Hearts and Determined Minds

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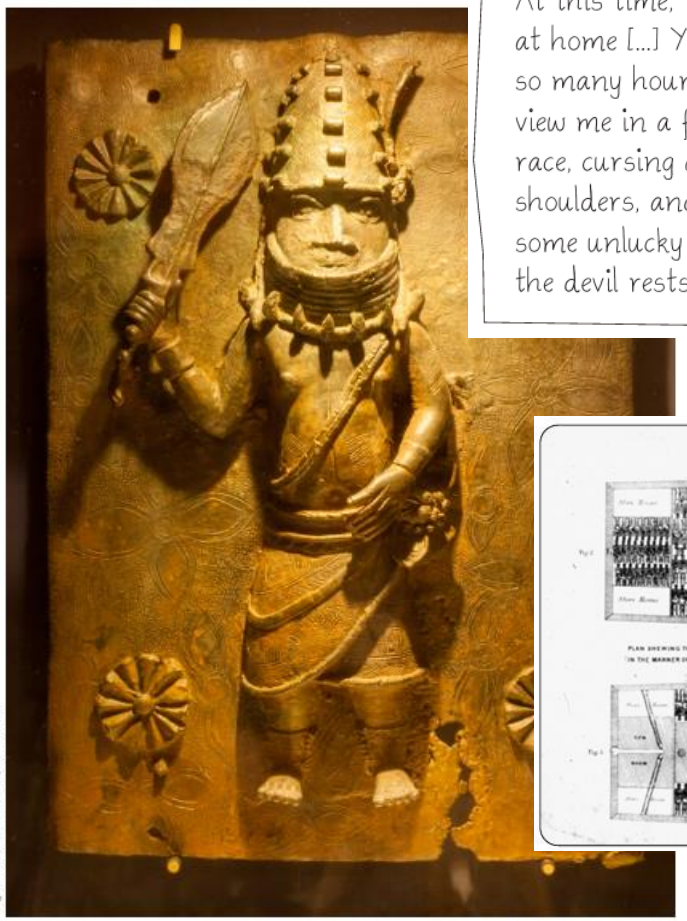
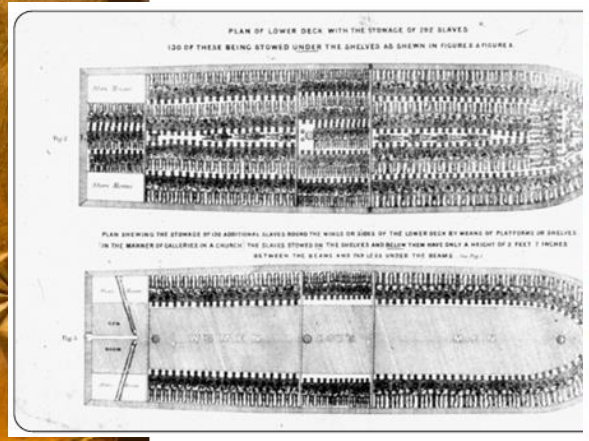
History

In term 1 & 2, we will be focusing on the history and significance of Maafa (Swahili for the 'Great Catastrophe'). We look at the ancient kingdom of Benin and move onto the transatlantic slave trade. We explore Britain's role including the causes and consequences of European colonisation of Africa.



At this time, that is in the year 1785, I find myself writing thus to a friend at home [...] You would hardly know your friend, with whom you have spent so many hours in more peaceful and more pleasant scenes, were you to view me in a field of canes, amidst perhaps a hundred of the sable [black] race, cursing and bawling, while the noise of the whip resounding on their shoulders, and the cries of the poor wretches, would make you imagine that some unlucky accident had carried you to the doleful shades [a place where the devil rests].



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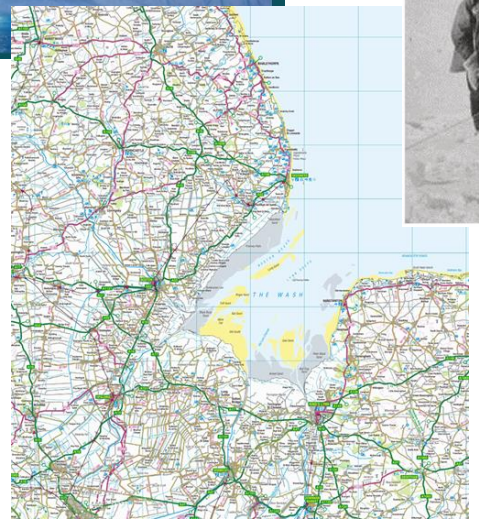
Geography

In terms 3&4, our driver subject shifts to geography and 'Frozen Kingdoms'. We will explore the Polar regions as well as considering the environmental factors that shape and influence them.

This builds on work undertaken in terms 1&2 through the geographical skills unit, Our Changing World.



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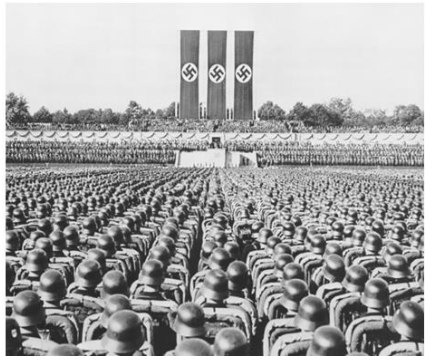
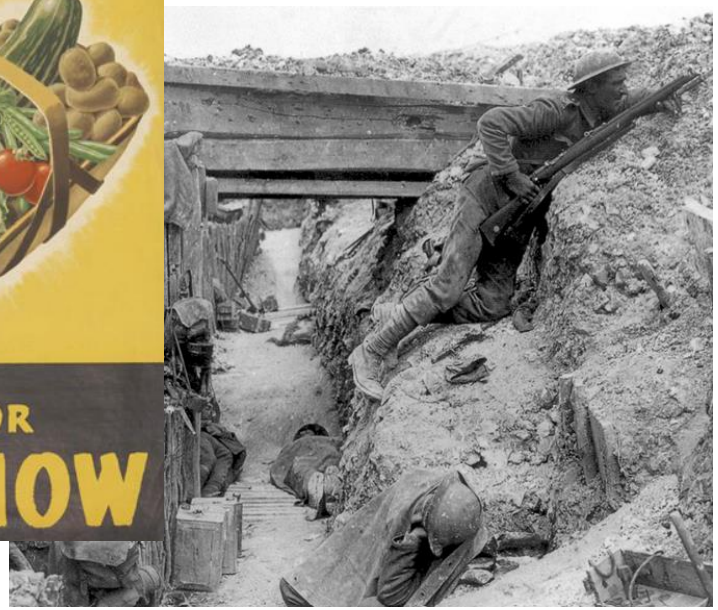
History

In terms 5&6, we return to a history focus with the topic ‘Britain at war’. We look at both World Wars, teaching the children about causes, events, consequences and the influence and impact of new inventions.





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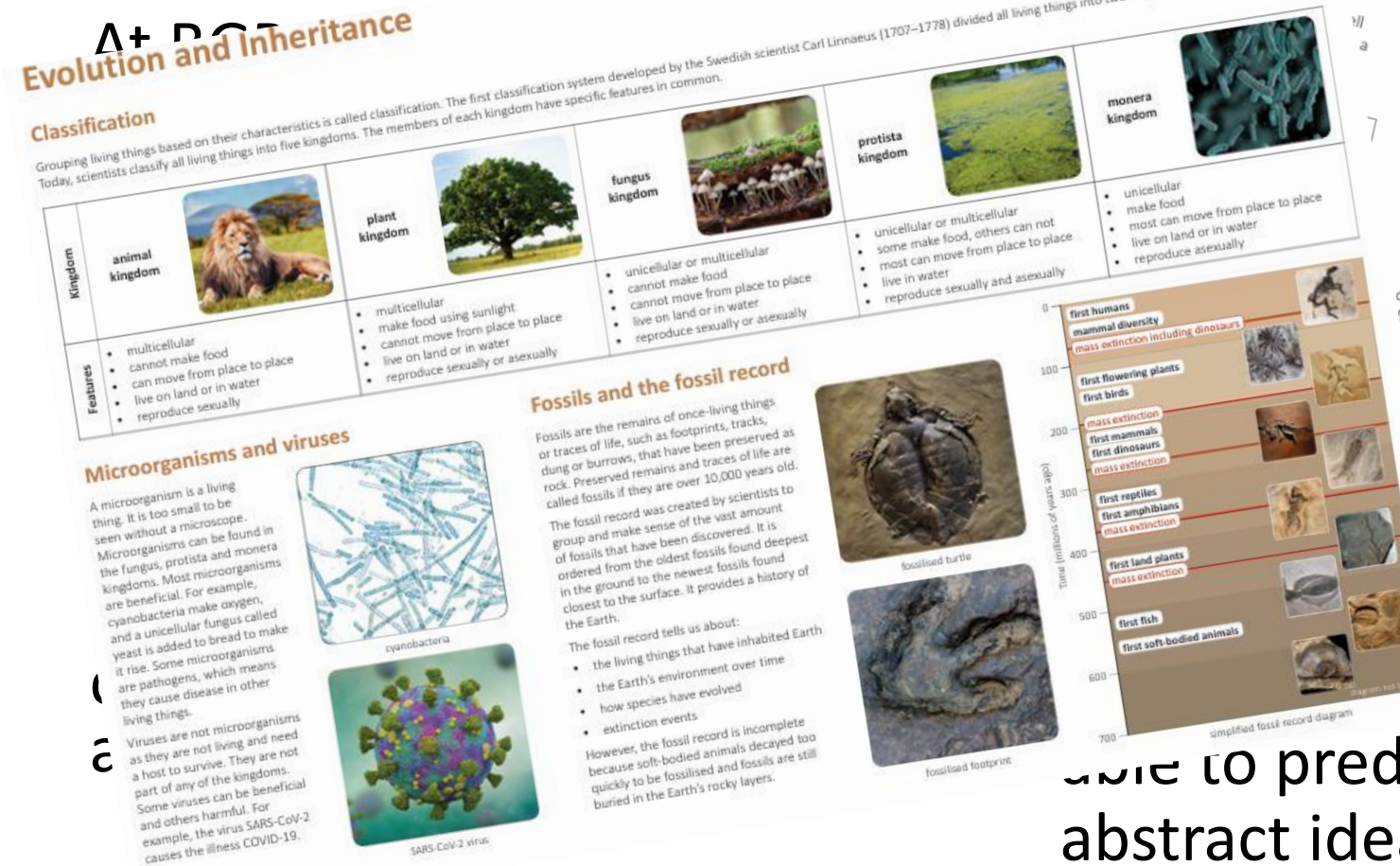
A+ BGS


Evolution and Inheritance

Classification

Grouping living things based on their characteristics is called classification. The first classification system developed by the Swedish scientist Carl Linnaeus (1707–1778) divided all living things into two kingdoms, animals and plants. Today, scientists classify all living things into five kingdoms. The members of each kingdom have specific features in common.

Kingdom	animal kingdom	plant kingdom	fungus kingdom	protista kingdom	monera kingdom
Features	• multicellular • cannot make food • can move from place to place • live on land or in water • reproduce sexually	• multicellular • make food using sunlight • cannot move from place to place • live on land or in water • reproduce sexually or asexually	• unicellular or multicellular • cannot make food • cannot move from place to place • live on land or in water • reproduce sexually or asexually	• unicellular or multicellular • some make food, others can not • most can move from place to place • live in water • reproduce sexually and asexually	• unicellular • make food • most can move from place to place • live on land or in water • reproduce asexually

Microorganisms and viruses

A microorganism is a living thing. It is too small to be seen without a microscope. Microorganisms can be found in the fungus, protista and monera kingdoms. Most microorganisms are beneficial. For example, cyanobacteria make oxygen, and a unicellular fungus called yeast is added to bread to make it rise. Some microorganisms are pathogens, which means they cause disease in other living things.

Viruses are not microorganisms as they are not living and need a host to survive. They are not part of any of the kingdoms. Some viruses can be beneficial and others harmful. For example, the virus SARS-CoV-2 causes the illness COVID-19.

cyanobacteria

SARS-CoV-2 virus

Fossils and the fossil record

Fossils are the remains of once-living things or traces of life, such as footprints, tracks, dung or burrows, that have been preserved as rock. Preserved remains and traces of life are called fossils if they are over 10,000 years old.

The fossil record was created by scientists to group and make sense of the vast amount of fossils that have been discovered. It is ordered from the oldest fossils found deepest in the ground to the newest fossils found closest to the surface. It provides a history of the Earth.

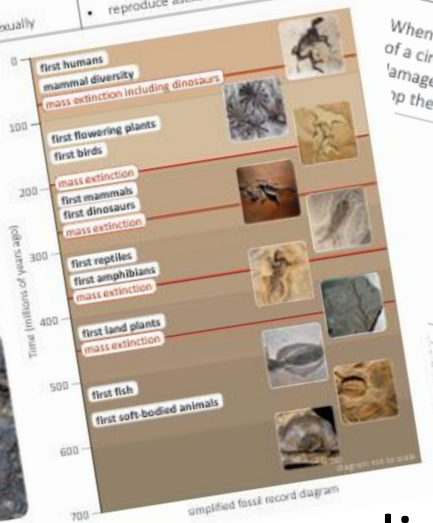
The fossil record tells us about:

- the living things that have inhabited Earth
- the Earth's environment over time
- how species have evolved
- extinction events

However, the fossil record is incomplete because soft-bodied animals decayed too quickly to be fossilised and fossils are still buried in the Earth's rocky layers.

fossilised turtle

fossilised footprint



simplified fossil record diagram

Electrical Circuits and Components

Electricity

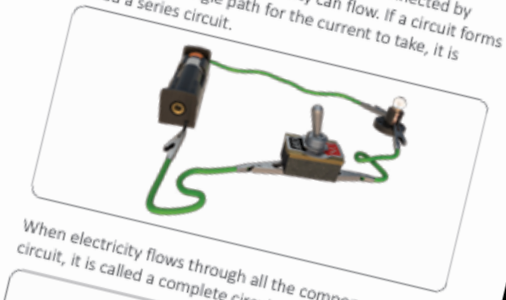
Electricity is a form of energy that makes things work. Electrical appliances with cords and plugs are powered from the mains power supply. Cordless and portable devices are powered by electrical energy stored in cells or batteries.

Components

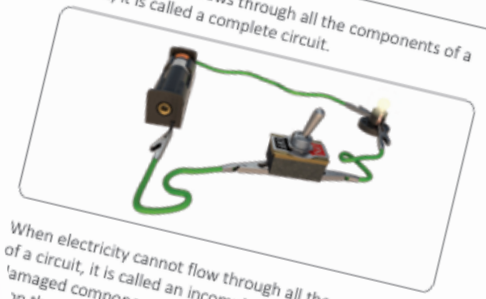
All ele

Circuits

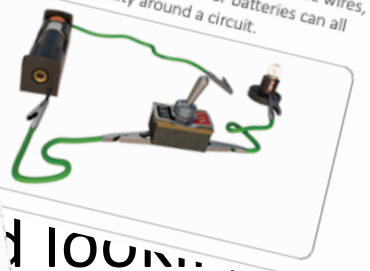
A circuit is a collection of components connected by wires through which electricity can flow. If a circuit forms a loop with a single path for the current to take, it is called a series circuit.



When electricity flows through all the components of a circuit, it is called a complete circuit.

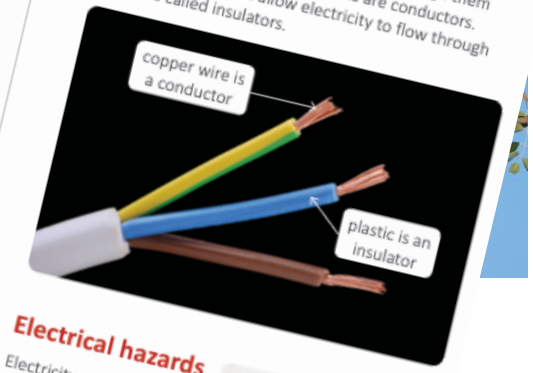


When electricity cannot flow through all the components of a circuit, it is called an incomplete circuit. Loose wires, damaged components and flat cells or batteries can all stop the flow of electricity around a circuit.



Conductors and insulators

Materials that allow electricity to flow through them are called conductors. Most metals are conductors. Materials that do not allow electricity to flow through them are called insulators.



Electrical hazards

Electricity can be dangerous. If a mains electric current goes through your body, it can cause serious injuries or death.

There are many situations where electrical appliances can be dangerous. For example, overloading plug sockets can lead to fires and touching electrical appliances with wet hands can cause electric shocks. Touching damaged wires can also cause electric shocks.

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able to predict how the world operates, even abstract ideas.

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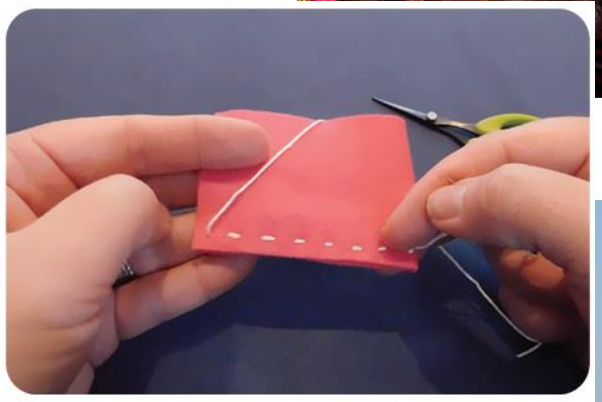
DT and Art

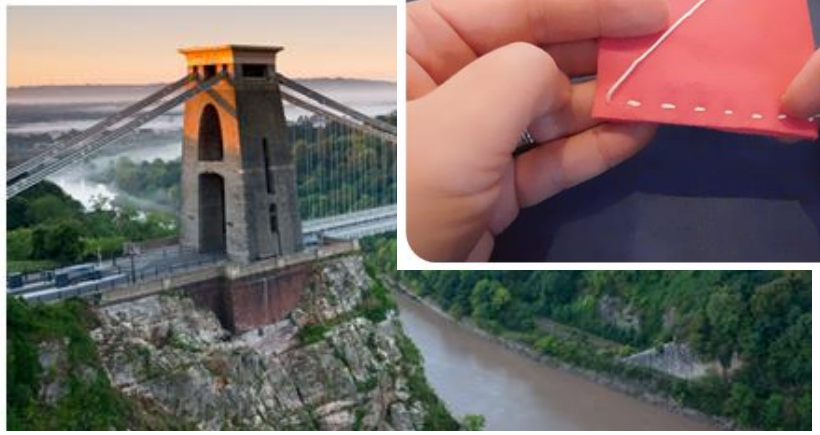
DT

Food for life

Engineer

Make Do and Mend





Art

Trailblazers & Barrier Breakers

Inuit & Environmental Artists

Distortion & Abstraction

Bees, Beetles & Butterflies

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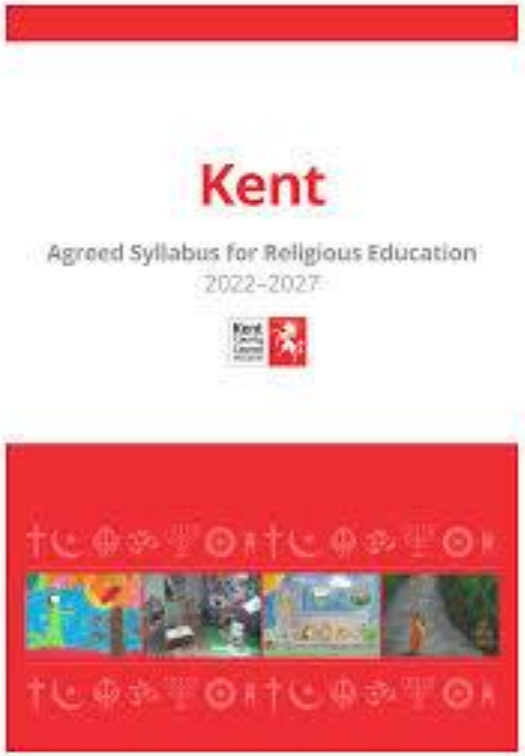
Safer Internet Day

RE
Computing
French
PE



Collette's
Swim School

LANGUAGE ANGELS


3+
YouTube Kids
PopJam
16+
WhatsApp
13+
Twitch
YouTube
Twitter
Monkey
Pinterest
TikTok
Instagram
Kik
House Party
Messenger
Facebook
Snapchat
BeReal
BeReal.

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Behaviour & Learning Expectations

Ready **Respectful** **Safe**

- Exemplary behaviour at the heart of productive learning
- Calm and consistent
- Self-esteem and self-discipline
- Celebrate success
- Restorative responsibility

Learning Together with Kind Hearts and Determined Minds

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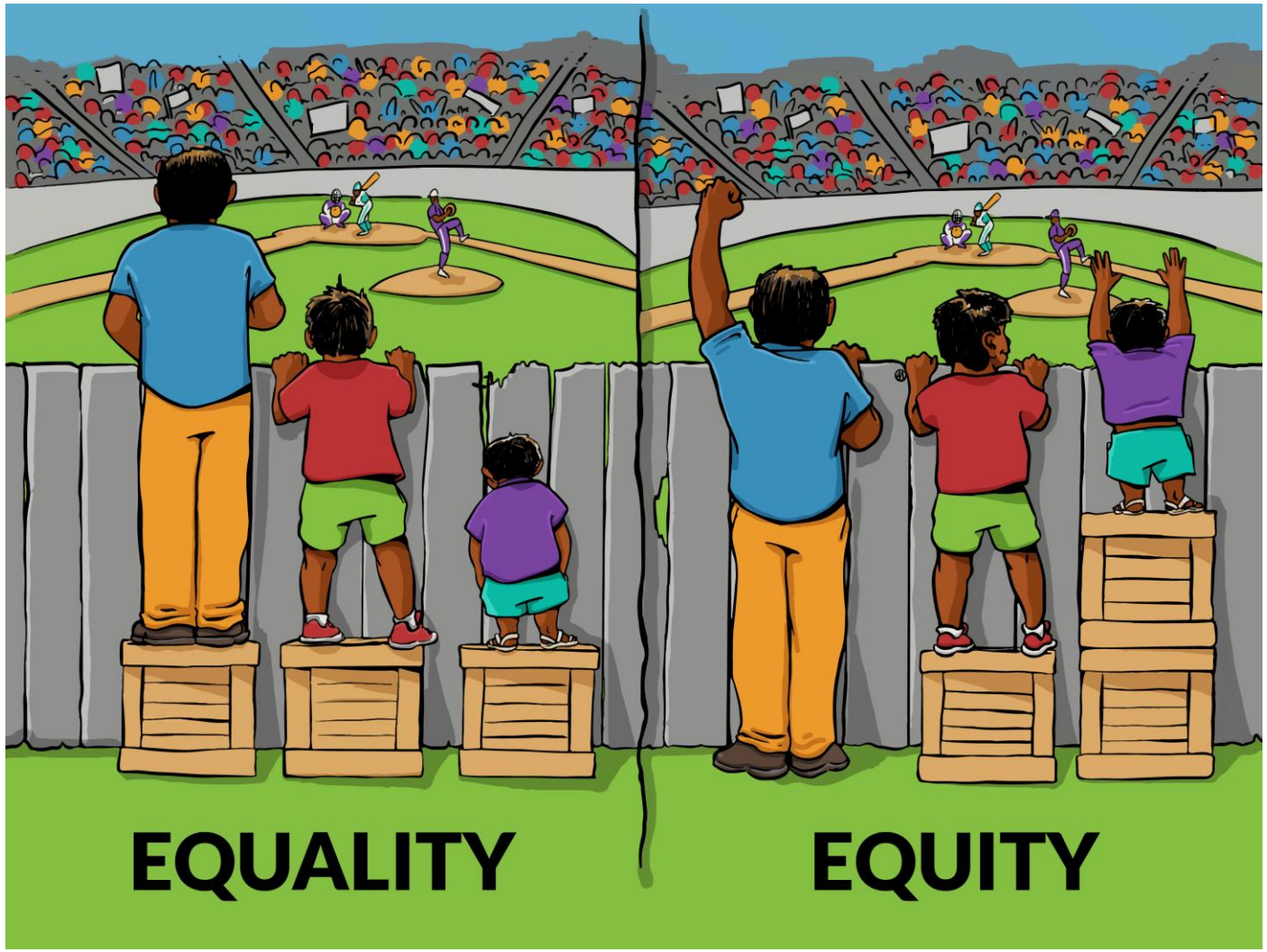
Zones of Regulation

Child first

Pupil second



“This is how we do it in BGPS”

I’ve noticed that…
I need you to…
I understand and yet….
No thank you.
Remember our rule about…
Thank you for listening.

Behaviour Steps

1. Reminder
2. Warning
3. Thinking Time
4. Restorative Conversation
5. Removal from Class
6. Time with Senior Leader
7. Time with Deputy Head or Headteacher

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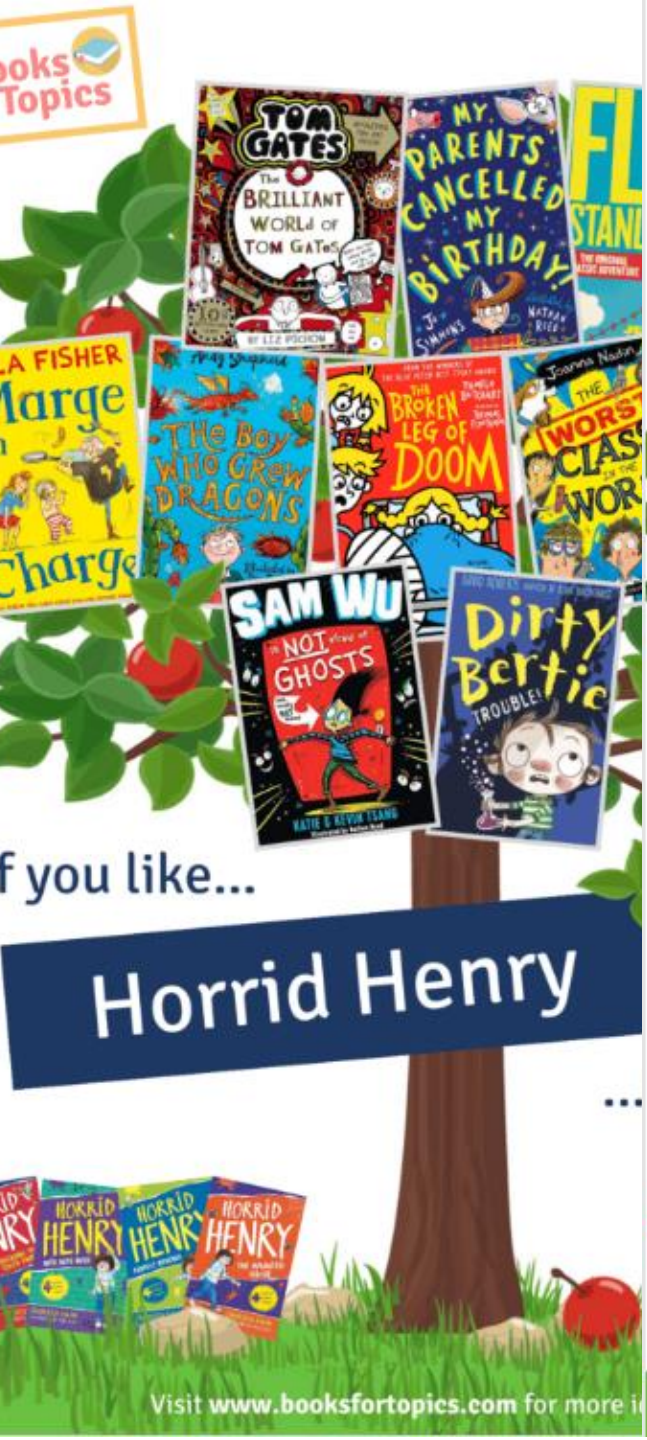
Are you showing PRIDE in your learning?

P	R	I	D	E
				
Present my work neatly	Remember my Title or Learning	I will always try my best	Do not damage my book or	Be extra careful writing neatly


Books for Topics
TOM GATES
The BRILLIANT WORLD of TOM GATES
MY PARENTS CANCELLED MY BIRTHDAY!
THE BOY WHO GREW DRAGONS
THE BROKEN LEG OF DOOM
SAM WU is NOT afraid of GHOSTS
Dirty Bertie TROUBLE!
If you like...
Horrid Henry
...
HORRID HENRY
HORRID HENRY
HORRID HENRY
Visit www.booksfortopics.com for more i


Books for Topics
SCAN ME
SAM WU is NOT afraid of GHOSTS
CHOCOLATE MILK X-RAY SPECS ME
THE DAY THE SCREENS WENT BLANK
DANNY WALLACE
SAM COPELAND
CHARLIE CHANGES INTO A CHICKEN
The Accidental Diary of B.U.G.
Jen Carney
SCHOOL SUCKS... when you're the only AWESOME ROBOT!
FREDDY VS SCHOOL
NEILL CAMERON
MIDDLE SCHOOL the WORST TEARS OF MY LIFE
James Patterson
PLANET STAN
KONNIE HUQ
COOKIE!
DANNY CHUNG does not do maths
MAISIE CHAN
If you like...
Tom Gates
Try these...
TOM GATES
RANDOM ACTS OF FUN
TOM GATES
BRILLIANT WORLD OF TOM GATES
TOM GATES
HAPPY NO MEAL
Visit www.booksfortopics.com for more ideas!


Books for Topics
SCAN
The Accidental Diary of B.U.G.
Jen Carney
THE BOSS OF EVERYONE!
DANNY WALLACE
Peanut Jones
ROLLER GIRL
THE EXTREMELY EMBARRASSING LIFE OF LOTTIE BROOKS
ANISHA ACCIDENTAL DETECTIVE
SERENA PATEL
RIXIE PICKLE ART AVENGER TOXIC TAKEDOWN
FRANKIE'S WORLD
AOIFE DOOLEY
MADDY YIP'S GUIDE TO LIFE
Super Secret Diary
HOLLY HOPKINSON
This is going to be a fiasco!
If you like...
Dork Diaries
...try these!
DORK diaries
DORK diaries
DORK
Visit www.booksfortopics.com for more ideas!

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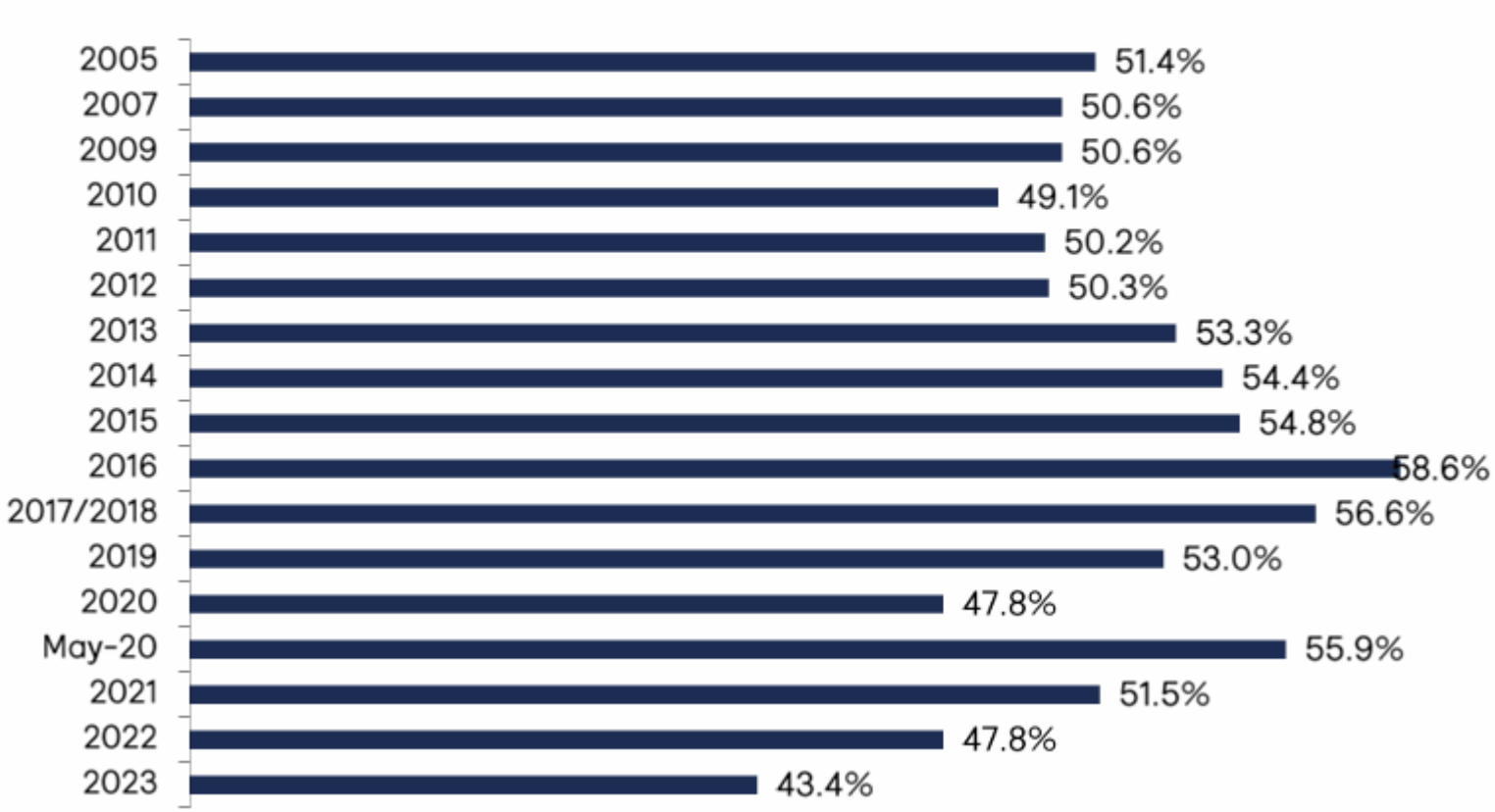
How to help your child succeed…

Research conducted by the National Literacy Trust

- Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily in 2023.

Figure 1: Percentage of children and young people aged 8 to 18 who enjoyed reading in their free time either very much or quite a lot from 2005 to 2023



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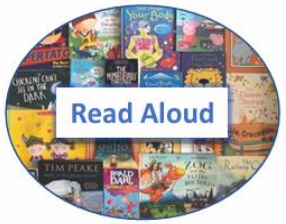
How to help your child succeed…

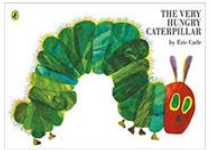
Supporting Readers at Home

The Open University

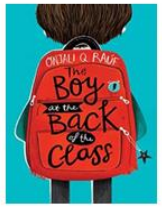
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

I wonder if...why... what...who...

For more ideas see the OU website: www.ourfp.org

Book Chat

Developing a Love of Reading

Book Chat encourages readers. Open questions, comments and prompts get the Book Chat going. Invite your child to make connections and share views. Join in with your thoughts too!

Book Chat develops language, comprehension and pleasure.

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Expectations in English

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
To describe settings, characters and atmosphere to consciously engage the reader.
To use dialogue to convey a character and advance the action with increasing confidence.
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
To create paragraphs that are usually suitably linked.
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
To use the full range of punctuation from previous year groups.
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
To use brackets, dashes or commas to begin to indicate parenthesis.
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

Another Dimension

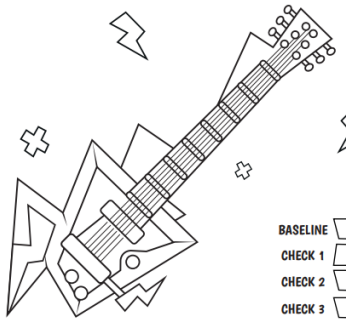
In 2621 on the planet Zordo, a young but poor boy carefully fixed his droid. ~~wich~~ which was the only source of income he had left. Whilst his mother was busy, he typed things on the micro tablet that ~~con~~ constantly shut down ~~without even~~ in the middle of a game. "Please fix the droid ~~proply~~ with care," his mother begged. "And when you've finished, take it to the market to be sold," she cried. "Yes, mother," he groaned and nodded as he said it. Quickly, Jack picked up the brand-new looking droid and raced out the door before he was shouted at again. ~~Soon, jack~~ Within a few minutes he was already at ~~the an all~~ the alley way which led to the market, when an old man in rags blocked the pathway. "Where are you going with that droid boy?" asked the curious old man. "I intend to sell it at the market, Sir," Jack said, feeling angry at being distrupted from his walk.

TIMES TABLES ROCK STARS

NAME:_____

4, 8, 12

4s 8s 12s



SCORE	
BASELINE	
CHECK 1	
CHECK 2	
CHECK 3	

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Expectations in Maths

1 The pupil can demonstrate an understanding of place value, including large numbers and decimals.

2 The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.

3 The pupil can use formal methods to solve multi-step problems.

4 The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.

5 The pupil can calculate using fractions, decimals or percentages.

6 The pupil can substitute values into a simple formula to solve problems.

7 The pupil can calculate with measures.

8 The pupil can use mathematical reasoning to find missing angles.

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Kent Test (11+)

- Results 17 October
  - By email
  - Headteacher appeals already done

- Your child will get 3 standardised scores, one for English, one for maths and one for reasoning, and a total (aggregate) score.
- To be given a grammar school assessment, children needed a total score of 332 or more, with no single score lower than 107.

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SATs

- Week of Monday 12 May 2025
  - Reading comprehension
  - Maths - arithmetic, reasoning 1 and reasoning 2
  - Spelling, punctuation and grammar

- Teacher assessment – writing and science

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Year 6 Residential

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Questions