



St. John's Church of England Primary School

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Dear Parents and Carers,

Welcome message from the Year 6 team 2024/25

We hope that you have all had a wonderful summer and are feeling as excited as we are for this new chapter as the children enter Year 6. The Year 6 team is ready and waiting to ensure that the school year ahead is filled with creativity, productivity and many new challenges for the children to tackle and learn from. Following transition day, we have excellent faith in the children joining us in Year 6 and cannot wait to work with them within the classroom. We are equally looking forward to meeting and working in collaboration with each and every one of you! We hope that you are also able to enjoy the new approaches to learning that Year 6 encompasses and join us in celebrating the children's many accomplishments along the way.

The Year 6 Team:

Teachers: Miss Drew and Ms Banwell

Teaching Assistants: Mrs Janes, Mrs Murphy and Mrs Vause

This year we will be sending out termly year group newsletters (in addition to our weekly Purple Pages) to keep you updated with our year group news and inform you of our upcoming learning.

Term 1 Learning

Key Text: Arctic Star by Tom Palmer

Writing: Historical fiction, persuasive writing and speech-writing	Maths: Place Value and the four operations
History: The Georgians	Geography: Kenya
RE: Islam: Exploring the idea of commitment	Science: Living and Non-Living Things
PSHE: Being Me	PE: Dodgeball
Art: Block Printing	Music: Reggae
Computing:	French: Salutations and school belongings

What will my child need and when?

Physical Education

Year 6 children will need their full PE kits in school every Tuesday. Tuesday PE sessions will be taught by sports coaches from Forever Sport.

Children will need their PE kits on Thursdays during terms 1, 3 and 5. Appropriate PE kit includes:

- A purple school PE t-shirt or plain t-shirt
- Black shorts, leggings or joggers
- Trainers and/or daps

We advise that the children take their PE kits home every Thursday to ensure the kit is suitable for the following week.

Forest School

Both classes will be delivered Forest School sessions every Thursday throughout Terms 2, 4 and 6.

For these sessions, it is important that children are dressed in weather-appropriate clothing to remain safe. Each child must have the following items available for each session:

- Long sleeved t-shirt
- Long trousers
- Wellington boots
- Spare pair of socks
- Waterproof trousers and coats
- A hats and pair of gloves (winter months)

Children who do not bring the correct items of clothing in for Forest School and PE sessions will be subject to wearing school-lent property.

Home Learning Expectations

Reading

We encourage children to read on a daily basis, whether they choose to read an assigned reading book or a book of their choice, and record each reading session within their reading record. However, we ask that children evidence that they have read outside of school at least 3 times a week.

Your child has our permission to record within their reading journal independently, however, we would like parents to also engage with this document and to contribute their signatures each week. Reading journals will be monitored by teaching staff on a weekly basis.

Homework

This year we have launched a school-wide homework proforma. Children will receive their homework on a Friday and are expected to complete this by the following Wednesday. If children do not submit their homework by this deadline, they will be expected to complete it during their lunchtime with a member of the Senior Leadership Team.

Homework will include a selection of short activities for example; times tables revision, maths, spelling and handwriting activities.

In addition to this, children are encouraged to engage with **Doodlemaths and Doodletables** via <https://doodlelearning.com/> for ten minutes each day.

Non-negotiables

Children are expected to be fully equipped with their reading diary and water bottle every day - these are to be taken home at the end of every school day. All children are expected to arrive at school each morning wearing the full and correct uniform. School shoes must be worn and uniforms should not be embellished; sandals, trainers, jewellery and cosmetics (such as makeup and nail varnish) are not permitted. If they arrive in school without the correct uniform then spares will be provided for the school day.

Knowledge Organisers


Each term, we shall send home electronic copies of the knowledge organisers that children will be using in class to support their learning in history, geography, RE and science. These knowledge organisers contain definitions to key vocabulary and concepts, which the children will need to be familiar with in order to be successful in these curriculum areas. It would therefore be a great idea if children and grown-ups could spend some time at home looking at these knowledge organisers together as frequently as possible. Please find the knowledge organisers for the autumn term attached to this welcome letter. If you would prefer a paper copy for home, please do let us know.

Please do not hesitate to come to us with any questions or queries throughout the year.

Many thanks,

Miss Drew and Ms Banwell
Year 6 Class Teachers

Year 6 Knowledge Mat - Kenya

LIC (Low Income Country)	A country with a weaker economy (less money).	Kenya is located in the east of Africa.	
Biodiversity	The variety of life (plants and animals) of a particular area.		
Biome	A large area that is characterised by the plants and animals that are found there.		
Climate	The average weather patterns (temperature and precipitation) of a place.		
Conservation	The protection of wildlife and wildlife habitats.		
Equator	The imaginary line that runs through the centre of the globe. It is a line of latitude (0°)		
National Park	An area that is protected for conservation. Human development (e.g. construction) is restricted in these areas.		
Precipitation	Any liquid (e.g. rain) or frozen water (e.g. hail and snow) which forms in the atmosphere and falls back to Earth.		The capital city of Kenya is Nairobi
Pull factor	Something positive (good) which makes someone want to move (migrate) to the city.		
Push factor	Something negative (bad) which makes someone want to leave (migrate from) their home.		
Rural-to-urban migration	People leaving their homes in rural areas (the countryside) to live in urban areas (the city).		
Savanna	This biome is characterised by its vegetation (grassland and scattered trees) and wildlife (e.g. rhinos, giraffes, African elephants, cheetahs, etc.)		
Squatter settlement	An area of low-quality housing, often built without proper permission. Living conditions are usually very poor in these areas.		
Urbanisation	The process by which a place becomes more urban (built-up).		
Wilderness area	An area that has been largely undisturbed by human activity (e.g. building).		

Year 6 History The Georgians

Monarchs	
 George I 1714-1727	The great-grandson of the Stuart monarch James I. He is German but his relationship to James I gives him a claim to the throne.
 George II 1727-1760	Son of George I and the first Prince of Wales.
 George III 1760-1820	Grandson of George II. In 1801, the Act of Union joins Great Britain and Ireland into one nation. Therefore, George is the first king of the United Kingdom.
 George IV 1820-1830	Son of George III. He has no living children.
 William IV 1830-1837	Brother of George III. He has no living children so after he dies, the throne passes to his niece Victoria.

Abolished/abolition	When something is put to an end.	Monarch	A person who rules over a place, usually a king or queen.
Aristocracy (also known as 'the Landed Gentry')	The wealthiest group in society. These people make their money simply by owning lots of land, which they have inherited. They are often relatives or close friends of the monarch.	Palladian	A style of architecture that was very popular in the Georgian Era - houses were usually symmetrical with grand facades and dramatic columns.
Colony	An area of land ruled by another country.	Prince Regent	Prince George carried out many important royal duties whilst his father, King George III, was unwell.
Empire	A group of countries ruled by an emperor or government of another country (the British Empire existed during the Georgian era and made Britain very powerful and wealthy).	The Regency Period	The period of time during which King George III was unwell and his son carried out royal duties (1811-1820)
Enlightenment Movement:	When people started to look to science to understand the world rather than their religion; a period of scientific discovery and exploration around the world.	The Season	The time of year when balls and parties were held to help unmarried women find husbands.
Industrial Revolution	This was a time when the number of people in England working in factories with machinery started to grow. Lots of people left the countryside to find jobs in the growing cities.	Slavery	When one person is enslaved by another. This means they are treated as property and forced to work for no pay.
Merchant	A person who buys and sells things, also known as a trader or dealer.	Transatlantic Slave trade	This was the business of capturing, transporting and selling African slaves during the Georgian era.
Middle Class (also known as the 'Middle Sorts')	group of wealthy people whose jobs included bankers, doctors, lawyers and merchants.	Working Class	The poorest group in society. These people lived in poor conditions and worked in factories or on farms

Timeline		
Medieval 1066-1485	Tudors 1485-1603	Stuarts 1603-1714
Georgians 1714-1837	Victorians 1837-1901	

Big Ideas in RE - What I need to know by the end of Y5 (Y6 revision)

The Qur'an is the holy book of Islam and records God's Law. It is a record of the traditions or sayings of the Prophet Muhammad. Muslims believe Muhammad received instructions from the Angel Gabriel and so these are as valid as those in the Qur'an.

Muslims believe that humans have the role of *Khalifah* - trustees of Allah's creation. They believe that all things belong to Allah. This means that all humans have a duty to look after nature and the environment.

The story of Bilal is an important story for Muslims.

Bilal was a black African slave who refused to obey his master by not attacking one of Muhammad's followers who claimed that all people are equal. While imprisoned, waiting to be punished, he became a Muslim. Close to death, he was sold to Abu Bakr, one of Muhammad's closest companions. Bilal was freed and he became the first *Muezzin* (he gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). The meaning of this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands. It also reminds Muslims that Allah alone is worthy of worship. Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.

Key Vocabulary	
Islam	Islam is the second most popular religion in the world.
Muslim	A follower of the religion of Islam .
Allah	The Arabic name that Muslims use for God.
Five pillars of Islam	The five things that Muslims are expected to do.
Prophets	Special messengers sent from Allah .
Muhammad	The last prophet and the key prophet in Islam .
Mecca	Mecca is an important place to Muslims. It is where Muhammad was born. Muslims face Mecca to pray and try to visit it sometime during their lives.
Hajj	The name Muslims give to the special pilgrimage to Mecca .
The Qur'an	The holy book of Islam .
Remadan	A Muslim festival where Muslims fast during the daylight and only eat after the sun has set.
fast	A period of time when Muslims do not eat.
mosque	Muslim place of worship.
pilgrimage	A journey to a special place of religious meaning.



Key Beliefs
 Muslims believe that there is only one God called **Allah**. They believe **Allah** is the only ruler of the universe. The word **Taklan** means submission and obedience to **Allah**.
 Muhammad is so highly respected by Muslims that they will say "peace be upon him" after his name is spoken.

The Muslim place of worship is called a **mosque**. Services are held in **mosques** every day. The most important service for Muslims is on a Friday.

Mosques often have a domed roof. There are no images of people or animals in **mosques**. They are decorated with patterns and words from the **Qur'an**.

Muslims take off their shoes before going into the **mosque** and wash before they pray. Muslims pray kneeling on the floor on a prayer mat. The wall of the **mosque** which faces **Mecca** is called the **qibla** wall. It has an empty arch to show the direction of **Mecca**.

There is no official symbol of **Islam**, but the star and crescent symbol is the symbol most commonly associated with **Islam**.

The **Qur'an** The Muslim holy book is called the **Qur'an**. Muslims believe that it is a record of the exact words that **Allah** said.

Eid al-Fitr The main Muslim festivals are: **Remadan**, **Eid-al-Fitr**, **Eid-al-Adha**, **Dhu al-Hijja**. During **Remadan**, Muslims try to give up bad habits and become better Muslims by praying more.

Mecca Mecca is an important place to Muslims. It is where **Muhammad** was born and the direction that Muslims face when they pray five times a day. Muslims are expected to make a **pilgrimage** to **Mecca** once in their lifetime.

Muslim Festivals

