



New School Year

2024-25





A very big welcome back to you all!

I hope you all had a great summer and are raring to go once again!

I am really looking forward to working with your child and this wonderful class once again in their final year at Bliss Charity School. Year 6 is a very important time for your child to develop not only their academic skills but to also get them ready for their transition to secondary school.

This is such an exciting year, with lots of hard work, but there is also so much fun to be had along the way.

Here's to a great year ahead!

Mr Colton and Mrs John

If you have any questions after reading through this, please either ring the school office who will arrange a time for me to call you back or email me and I will get back to you as soon as I can:

R.Colton@bliss.northants.sch.uk

Staffing

Mr Colton - Class Teacher
Mrs John - Class TA and
Cover teacher.

Teaching

Every morning

Mr Colton and Mrs John in Class 6

Tuesday afternoon - PPA

DT, French/Music



Timetable

(general
overview -
subject to
change)

Year 6 Timetable






Monday	5 in 5	Mrs White Assembly	Maths	Outdoor PE	SPAG Spelling Test	RE
Tuesday	5 in 5	Singing Assembly	Maths	Literacy Guided Reading	DT	Music/French
Wednesday	5 in 5	British Values Assembly	Maths	Literacy Guided Reading	Geography/History	Indoor PE
Thursday	5 in 5	Kinetic Letters	Maths	Literacy Guided Reading	Science	ICT
Friday	5 in 5	Celebration Assembly	Maths	Literacy Guided Reading	PSHE	Art

Class 6 Curriculum

At The Bliss Charity School, we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the national curriculum in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into termly topics. While there is some discrete subject-based teaching, most learning is linked together through the topics for each term.

Plus lots of visitors and trips!

Class 6	<i>Birds of Prey</i>	<i>The Battle of Britain</i>	<i>Black History</i>	<i>Victorian School</i>	<i>Healthy Body, Healthy Mind</i>
					

Maths

We maintain focus on the 2 strands of maths:

- Arithmetic (Calculations)
- Reasoning - application of maths skills to solve problems.

Times table fluency is vital for success in so many areas of maths, e.g. scaling, fractions, percentages, ratio. They take time and effort to learn - regular practice using apps such as 'Hit the button' and 'Timetable Rock Stars' as well as more traditional methods (e.g. reciting them in order as fast as possible, singing them) will help them to stick.

Maths homework will focus on reinforcing children's mathematical strategies and problem-solving skills.

Maths

5 in 5

$$1) 383 + 2821 =$$

$$2) 2831 - 1823 =$$

$$3) \frac{3}{4} + \frac{3}{4} =$$

$$4) 30 \div 6 + 3 + (2 \times 6) =$$

$$5) 21.3 + 6.5 =$$

Here are some clues to a 7-digit number.

- There is nothing in the thousands or hundreds columns.
- The tens digit is 1 less than the millions digit.
- The ones digit is 1 less than the tens digit.
- The hundred-thousands digit is 4
- The digit sum is 15

a) What could the number be?

b) Write the number in words.

Compare answers with a partner.

Literacy - Writing

- Spelling, Punctuation and Grammar - Children will continue to deepen their knowledge of grammatical terminology through targeted sessions.
- Children will do lots of topic based writing, using interesting texts and real-life contexts to make writing meaningful and based within their realm of knowledge.
- Children will have their own individual literacy targets to work towards; children will be encouraged to review their own work and assess their progress towards achieving these.
- Every time children write, they will follow the process of:

Plan → Draft → Edit & Improve

- Writing skills will be encouraged across the curriculum not just in literacy lessons.

SPAG

1. **Circle** the **adverb** that shows how Dave danced.

Dave put on his best shirt before dancing energetically.

.....

2. **Circle** the right words in each of the boxes to make sure that the sentences are written in **Standard English**.

Dave has lived in London he was a boy.

He could moved but decided to stay.

Literacy - Reading

- Children will take part in guided reading sessions with myself four times every week. Books will be topic linked to reinforce children's learning and support their acquisition of subject related knowledge.
- A mixture of genres will be studied over the year.
- In guided reading groups, children all read the same text and answer comprehension questions to develop their analytical skills - there will be less scaffolding as the year goes on.
- Some children will be given the text to read in advance of their session to support their learning and give them added confidence.
- Some children may be asked to finish reading and/or answer questions in their own time between sessions.
- Reading can be best supported by encouraging lots of reading at home both independently and shared with siblings/ yourselves.
- Children are never too old to be read to! Reading to/with your child may allow them to access texts which they cannot access by themselves yet. These make great talking points and help them to develop a love for reading which they may not develop otherwise.

Homework



Reading - This is the most important homework you can do and ideally is for at least 20 minutes, 5 times a week. Checked on a Monday.



Spellings – Children will be given words to practise ready for a spelling test on a Monday.



One piece of class homework will always be set on a Friday and due in by the following Friday at the latest.

Reading Records

- Every child has received a new reading record. By Year 6, children should be responsible for filling this in themselves.
- Reading records contain lots of information pages for pupils and parents/carers, including:
 - *A guide to reading with your child*
 - *Questions to ask your child when reading together*
 - *Vocabulary building*
 - *Reading rewards*
 - *Behaviour and anti-bullying guidance*
 - *Metacognition and house points*
 - *School uniform*
 - *Multiplication tables*
 - *Kinetic letters*
 - *Packed lunch guidance*
- In Class 6, reading records will be checked every Monday. Children reading 5 times a week or more will move around our reading achievement board.
- Please ensure your child looks after their reading record. A replacement reading record will cost £3.00.



Reading at home

- Children should enjoy reading independently and/or to an adult for at least 20 minutes 5 times a week. It is really beneficial for children to still read aloud to someone regularly however good their reading.
- Children should be encouraged to fill out their own reading record and take ownership of it however we love adult comments too. Reading records will be taken in and checked on a Monday.
- Children need to read five times or more each week. When they achieve this over 10 weeks, they will receive a bronze sticker; over 20 weeks, a silver sticker; over 30 weeks, a gold sticker; and over 40 weeks, an individual prize.

My Reading this week		
Week Beginning: _____		
	Book & Author	Pages read
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
My comments		
Adult's comments		
Teacher's comments		

Reading Records

- We have kept the reading rewards the same this year and look forward to seeing them through to the end this time. Children will receive special stickers for 10, 20 and 30 weeks to stick into the back page of their records!

**READ
EVERY
DAY!**

My reading rewards for reading five
times or more each week at home

Going for Bronze!									
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your bronze sticker!


Going for Silver!									
11	12	13	14	15	16	17	18	19	20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your silver sticker!

Going for Gold!									
21	22	23	24	25	26	27	28	29	30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your gold sticker!

Going for the special 40 week prize!									
31	32	33	34	35	36	37	38	39	40
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Behaviour and anti-bullying

Pupil conduct and behaviour at The Bliss Charity School is very good and the children all get along really well with each other the vast majority of the time.

However, there will be occasions when pupils 'fall out' and someone becomes upset.

When this happens, it is important for both children and parents/carers to respond in the correct way so that any issues are resolved as quickly as possible. Please encourage children to talk to someone at school so their issue can be resolved as quickly as possible.

Children ...
<ul style="list-style-type: none">Follow the school's 'RESPECT Rules' at all times and use the skills and attitudes from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself.Remember that 'falling out' is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship.Be open and honest about anything you may have done (there usually are two sides to every story).Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our STOP message: <u>Several Times On Purpose</u>.Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our STOP message: <u>Start Telling Other People</u>.

<ul style="list-style-type: none">Don't wait to tell someone! Tell someone in school <u>the moment</u> it happens – don't wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others.Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself.

Parents/Carers ...
<ul style="list-style-type: none">Remember that 'falling out' is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact or have a 'knee-jerk' response. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher.Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from 'their point of view'.Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as '<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>'. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our STOP message (see below) helps both children and adults see what bullying is and what bullying is not.Trust that the adults in school have the ability – and the experience – to deal appropriately with misbehaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved.Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have 'in the moment' and not wait until they get home. It is much more difficult for school staff to deal with things 'after the event'.Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.

For more information, please download copies of our Behaviour Policy and our Anti-Bullying Policy on our school website: www.bliss.norhants.sch.uk/index.php/information/behaviour

Handwriting

At The Bliss Charity School we use the Kinetic Letters handwriting scheme.

Kinetic Letters is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.

In Year 6, children will be consolidating basic letter formation and sizing then focus on to joining when they are ready.

Kinetic Letters

Helping your child at home with writing

Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine — rolling, pinching, squeezing using different parts of the hand

Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

Learning the letters and their families

Lower-case letters

Jumper Family	h n m b r p
Abacadabra Family	c a o d s q g
Window Cleaner Family	l t i u
Fisher Family	y j f g
Squirtier	e
Slider family	k v w x z

Upper-case letters

Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.



www.kineticletters.com

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For more information, please see the Kinetic Letters page on our website:
<https://www.bliss.northants.sch.uk/index.php/pupils/kinetic-letters>

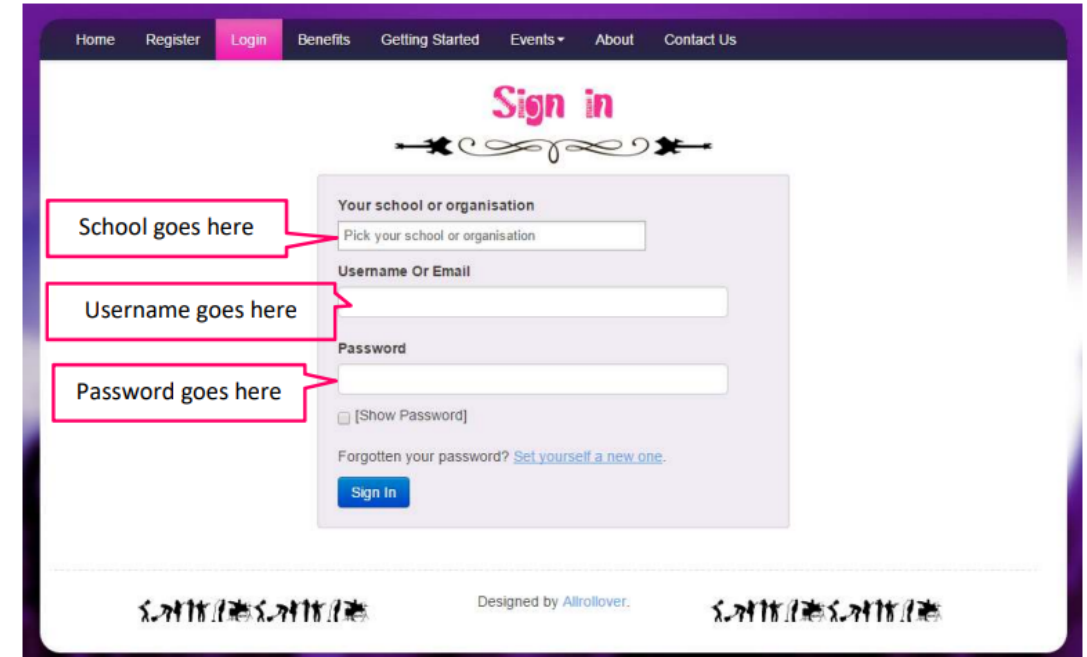
TT Rock Stars

To support your child's with learning their times tables we use the award-winning maths learning platform – Times Tables Rock Stars.

Times Tables Rock Stars is a maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division.

Once your child has been their login details, you can access the learning platform by downloading the app or by using the following link:
<https://play.ttrockstars.com/auth/school/student.play.ttrockstars.com>

When you first use the platform, your child will be able to get into role by choosing a rock star name.



The screenshot shows the login interface of the TT Rock Stars platform. At the top, a navigation bar includes links for Home, Register, Login (highlighted in pink), Benefits, Getting Started, Events, About, and Contact Us. The main heading is "Sign in" in pink, followed by a decorative flourish. The login form is a light purple box containing the following fields and elements:

- Your school or organisation:** A text input field with a placeholder "Pick your school or organisation". A pink callout box labeled "School goes here" points to this field.
- Username Or Email:** A text input field. A pink callout box labeled "Username goes here" points to this field.
- Password:** A text input field. A pink callout box labeled "Password goes here" points to this field.
- [Show Password]:** A checkbox.
- Forgotten your password?** A link labeled "Set yourself a new one".
- Sign In:** A blue button.

At the bottom of the page, there is a decorative border with small icons and the text "Designed by Alirollover."

TT Rock Stars

Once logged in, your child will need to select the single player option. They will then have access to five different time tables games: jamming, gig, garage, studio and soundcheck mode.

Whilst playing, your child will be able to earn coins to spend on cool rock star costumes and instruments.

Your child will be set times table homework to complete each week. Their homework can be accessed through the 'garage' game.



Classroom uniform

Top:

- Royal blue, crew-neck jumper with the school logo.
- Royal blue fleece with the school logo.
- Royal blue cardigan with the school logo.

Shirt:

- School logoed polo shirt: white or royal blue (preferred item).
- White shirt or white polo shirt (permitted item).

Bottom:

- Black or grey trousers.
- Black or grey knee-length skirt.
- Black or grey pinafore dress.
- Black or grey smart shorts.
- In the summer, blue and white checked summer dress.



Hair:

- Long hair (shoulder length or longer) should be tied back with simple accessories.
- No extreme haircuts.*

Other:

- Book bag with the school logo (preferred item).
- Ruck-sack or draw-string bag for other items (e.g. PE kit).
- Warm, waterproof coat for cold/wet weather.
- Cap, or summer hat, for sunnier weather (outdoor use only).

Footwear:

- Clean, flat, black shoes with no visible branding.
- Black or grey tights. Black, grey or white socks.
- Trainers to change into at break/lunchtime (optional).

* 'Extreme' haircuts are those considered by the school to be significantly different so as to cause distraction to others; and not in keeping with the school's smart ethos. These may include: tram-lines, or designs cut/shaved into the hair; or brightly-coloured dyed hair (this is not an exhaustive list).

PE uniform - Children should come dressed ready for PE every Mon & Wed
Please have both indoor and outdoor kit in school on these days as it may change.

Top:

- White, logoed PE t-shirt (preferred item).
or
- Plain, white t-shirt (permitted item).
- Logoed, house-coloured t-shirts for PE are also available (preferred items):
 - Fire (red)
 - Water (blue)
 - Earth (green)
 - Air (yellow)

Other:

- *Outdoor PE:* A plain, blue or black sweatshirt or tracksuit top and jogging bottoms can be worn for outdoor PE in cold weather. Logoed tracksuits are available from the school's uniform supplier (optional). A cap and sun protection lotion for sunnier weather.



Hair:

- Long hair (shoulder length) must be tied back with simple accessories.

Jewellery:

- No jewellery – including earrings – should be worn for PE. Pupils should be able to remove their earrings for this lesson or not wear earrings on PE days.*

Bottom:

- Plain, blue or black shorts.
- Black, blue or white socks.

Footwear:

- Clean, trainers or plimsolls. Football boots can be worn on the grass.

* Where an item of jewellery cannot be removed then it is the teacher's responsibility to try to establish a safe situation to enable participation. Where safe participation cannot be assured, the pupil cannot take part in that element of the lesson.

Lunchbox guidance



At The Bliss Charity School we support healthy eating and good hydration. Both help children to concentrate, learn and to develop lifelong healthy habits.

Our information sheet in the reading record gives guidance on packing up a school lunch for your child. "Brilliant Lunchbox Basics" tells you what to include daily in your child's lunchbox and "Lunchbox Limits" tells you the foods we are asking not to be provided.

Our aim is for every child to have a healthy lunch at school, but ultimately we hope the children will learn how to select healthy foods for themselves.

Time will be given after every break time for children to eat a snack - these should be healthy i.e. not include chocolate and be low in sugar. Good choices include fresh or dried fruit, vegetables, malt loaf or savoury rice cakes. Cereal bars are not great as they tend to be very high in sugar.

Brilliant Lunchbox Basics – Include daily

Starchy food – This could be bread of any type used in sandwiches or rolls or it could be pasta, couscous or rice used in a lunchbox salad or other main dish. Try wholemeal when possible.

Protein – Add a protein food as a filling for sandwiches or ingredient in a lunchbox salad or other main dish. Examples are chicken, turkey, ham, tuna, salmon, egg, Quorn or houmous. Cheese is a good sandwich filling but perhaps not every day – using these other protein foods helps deliver a wider range of nutrients.

Vegetables – Aim for 1-2 vegetables in the lunchbox each day. Include cucumber, tomatoes, carrot, sweet peppers, celery, salad or sweetcorn.



Brilliant Lunchbox Basics – Include daily

Fruit – Include 1-2 portions of fruit. Popular choices are apple, banana, orange, grapes, kiwi, pear and berries. Try dried fruit like raisins and apricots or fruit bars containing 100% dried fruit.

Dairy/dairy alternatives – Try one option from this group in the lunchbox each day. This could be cheese (including processed cheese), yogurt, dairy free yogurt or dessert.

Drinks – Pack a drink of water. Add flavour with a slice of lemon, orange or lime. Try and move away from squashes to plain water; start this by making squashes very dilute.

Providing these lunchbox basics should provide a filling lunch but if your child has a big appetite, you could include some fruit or malt loaf, cereal bars, scones, teacakes, flapjacks, plain pancakes or fruit cake.



Lunchbox Limits – Please do not provide

Whilst we recognise that all food groups can be enjoyed in a balanced diet, we suggest that these foods are not provided in a school lunch box. We wish to help children develop life-long healthy habits and so want to help children move away from these unhealthy choices:

Sweets including sweets from fruit concentrate (fruit strings/ fruit winders).

Chocolate including chocolate bars and chocolate spread.

Crisps, sweetened popcorn or sweetened rice snacks.

Fizzy drinks, juice drinks or sports drinks.

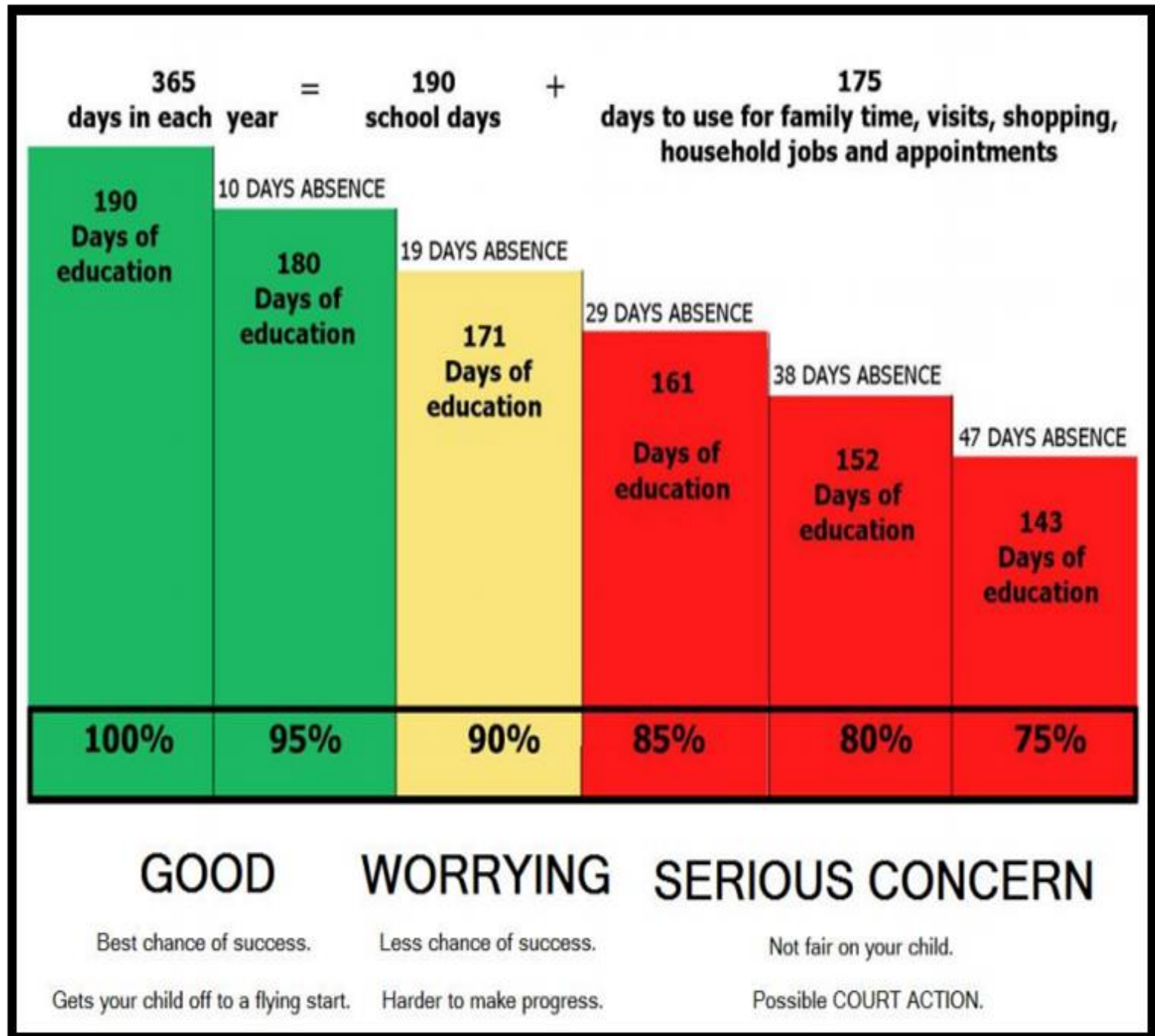
Nuts or peanut butter (due to the risk to those with allergies).



Attendance

Children with high attendance achieve more. This is because they can build on their learning progressively.

Whilst children do sometimes have to be off of school because of illness, please do not book holidays during term-time. Holidays will not be authorised.



Metacognition

Metacognition is about encouraging children to take responsibility for their own learning and to become more self-motivated as a result.

All skills and attitudes are displayed in the classroom and will be linked in to lessons.

Children will be given a token when they display a skill or attitude in the classroom, in their work or around the school/ in the playground.

