



Southill Primary

Term Talk

Autumn Term 2026-27

Bright Futures Curriculum News for Year 6

Welcome to the Autumn Term

Welcome to **TERMTALK!** This is our termly year group newsletter that will update you on everything going on in class this term. We are always looking for ways to improve communication and close the gap between home and school and we hope that you enjoy finding out lots about what is going on in your child's class.

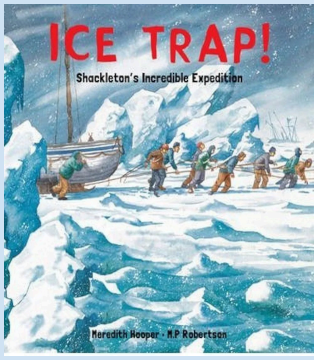
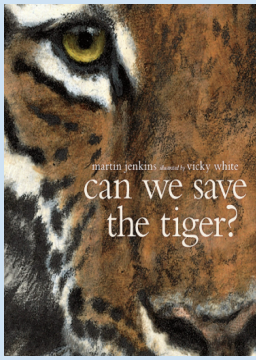
We are looking forward to having a wonderful term with some exciting new learning themes planned throughout linked to our new **BRIGHT FUTURES CURRICULUM**. Linked to these learning themes, we have some fantastic new books to share in class both in our English sessions and also in whole class reading and Book Talk sessions. This Termtalk should hopefully give you some key information about the year and the term ahead!

Reading

In year 6, we have chosen a series of high quality texts to use as class novels, ensuring that the pupils are exposed on a daily basis to a high level of literature. In our reading comprehension sessions, we are guiding the pupils through a series of lessons which are designed especially to help year 6 pupils strengthen the reading skills needed for SATs.

We also have weekly '**Booktalk**' sessions. During these sessions, teachers ensure a language rich environment discussing themes and vocabulary in the class readers and ensuring 'working walls' reflect new knowledge and vocabulary. This has a direct impact on pupil's writing. This term, our class novels are: **Leila and the Blue Fox** by Kiran Millwood Hargrave and **The Miraculous Journey of Edward Tulane** by Kate DiCamillo.

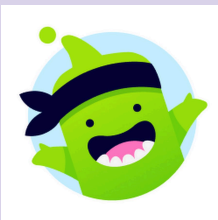


Writing	In our writing this year we follow book-based writing units that are based on a wide range of high quality and significant children's literature chosen to engage, challenge and support them to be critical readers and confident and informed writers. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. We will also delve into the world of animation, using incredible videos such as Francis and Umbrella in order to inspire pieces of writing. Our books this term are:
Key Texts for writing	  
Maths	We follow the White Rose Education scheme of learning that inspires maths to really focus on the 'WHY?' rather than the 'HOW?' in maths. We support our learners more thoroughly using the Concrete Pictorial Abstract approaches, but also extend through reasoning and problem-solving questions and Maths Journaling that flow throughout the whole scheme. This term, we are covering units on: place value, addition, subtraction, multiplication and division, Fractions and converting units.
Science	In Science this term, we will be learning about animals and their habitats, exploring the wonderful variety of living things found in the world around us. The children will learn how scientists identify, classify and group living organisms according to their similarities and differences. They will investigate different groups of animals, including vertebrates and invertebrates, and consider the characteristics that help us distinguish one group from another. As their understanding develops, the children will learn how to use and create classification keys, asking carefully chosen questions to identify unfamiliar animals and other living things. They will develop their scientific vocabulary and practise observing, comparing, sorting and recording their findings. Our learning will also extend beyond animals to consider plants and microorganisms. The children will explore how plants can be classified according to their observable characteristics and will be introduced to the fascinating world of microorganisms, considering how these tiny living things can be both helpful and harmful. Throughout the topic, children will investigate how living things are adapted to different habitats and environments, making connections between an organism's characteristics and where it lives. They will also consider how habitats can change over time and the impact that environmental changes can have on the plants and animals that depend upon them.

	Through practical investigations, observations and classification activities, the children will develop their understanding of the diversity of life while building important scientific enquiry and reasoning skills.
Computing	We will be looking at communication and collaboration within computing, which is all about how the internet works, how networks communicate, and how IP addresses enable websites to be hosted and accessed. This will then lead us on to designing our own web pages.
Geography	In geography this term, we will be exploring the important issue of plastic and plastic waste, considering how our everyday choices can have an impact on the environment. We will begin by investigating what plastic is, where it comes from and why it is used so widely, thinking about the properties that make it such a useful material and identifying the many ways in which we rely on plastic in our daily lives. We will then explore why plastic waste has become a global environmental problem, considering what happens to plastic after it is thrown away and how waste can affect our oceans, landscapes, wildlife and communities. The children will use maps, photographs, data and other geographical sources to investigate how plastic waste affects different places around the world. Bringing our learning closer to home, we will investigate plastic use and waste within our own school. The children will collect and analyse information, identify areas where plastic consumption could be reduced and consider practical ways in which we can make a positive difference. Using their findings, they will help to plan and carry out actions aimed at reducing plastic waste within our school community. Finally, we will evaluate how effective our actions have been, comparing evidence before and after our changes and considering what further improvements could be made. Throughout the topic, children will develop their geographical enquiry skills while learning how individuals and communities can contribute to creating a more sustainable future.
History	In history this term, we will be exploring how crime, justice and punishment have changed over time in Britain, with a particular focus on Dorset and our local area. Beginning with Roman Britain and Roman Dorchester, the children will investigate what was considered a crime, how laws were enforced and the different ways in which people were punished. We will then move into Anglo-Saxon England, exploring how communities maintained law and order and how ideas such as compensation, trial by ordeal and collective responsibility were used to deliver justice. The children will consider what evidence from Dorset can tell us about crime and justice during this period. As we move through the medieval period, we will investigate the significance of Magna Carta and consider why it was an important step in the development of rights, laws and justice in Britain. We will then explore crime and punishment during the Tudor and Stuart periods, examining how punishments reflected the beliefs and attitudes of society at the time and making connections with events and evidence from Dorset.

	Later in the topic, the children will investigate why attitudes towards crime and punishment began to change, including changing ideas about prisons, fairness, rehabilitation and the purpose of punishment. They will consider how developments in society, government and policing influenced the ways in which crimes were prevented and offenders were treated. Throughout the term, children will compare different historical periods, examining continuity and change and considering which developments had the greatest impact. By using historical sources, asking questions and evaluating evidence, they will build a chronological understanding of how crime and punishment have developed from Roman Britain to the present day, while making meaningful connections between national history and the history of Dorset.
French	Bonjour! This term in French, we will be developing our speaking, listening, reading and writing skills as we learn how to describe ourselves and others. We will explore vocabulary for physical appearance, clothes and colours, before putting it all together to create detailed descriptions in French. Get ready to talk about everything from <i>les cheveux</i> and <i>les yeux</i> to <i>les vêtements</i> – très bien!
Music	In year 6 this term we are following an interesting series of lessons all about celebrations around the world, and the different types of music you find. The lessons have lots of practical activities, ensuring the children get their hands on the instruments and learn a variety of skills relating to the celebrations.
PSHE	This half term in PSHE, Year 6 will be exploring how we can keep healthy as we grow. We will learn about the importance of looking after both our physical and mental health and consider the choices and habits that can help us lead healthy, balanced lives. We will explore how our needs may change as we grow older, including the importance of healthy eating, physical activity, sleep and personal hygiene. We will also discuss ways to look after our emotional wellbeing, manage different feelings and recognise when we might need help or support. As part of our learning, we will think about growing independence and responsibility, including making safe and healthy choices and understanding how everyday decisions can affect our wellbeing. We will also learn where to find reliable information, advice and support if we have questions or worries about our health. Through discussions, activities and reflection, pupils will develop the knowledge and confidence they need to make positive choices and take increasing responsibility for their health and wellbeing as they grow.
PE	In PE this term, Year 6 will be developing their volleyball skills, learning how to play effectively both individually and as part of a team. We will focus on the key techniques of the dig, set and smash, developing greater accuracy, control and consistency when sending and receiving the ball.

	Children will build their fundamental movement skills, including agility, balance, coordination and reaction time, while developing their spatial awareness and ability to move effectively around the court. They will learn how to position themselves appropriately, anticipate where the ball is going and communicate with teammates to maintain a rally and create attacking opportunities. As the term progresses, children will apply these skills within small-sided games and competitive situations, developing their understanding of tactics, teamwork and decision-making. They will learn the basic rules and scoring system of volleyball, taking responsibility for keeping score and officiating games fairly. Throughout the unit, there will be an emphasis on sportsmanship, cooperation and respectful competition. By the end of the term, children will be able to select and apply appropriate volleyball techniques with increasing confidence, work strategically as part of a team and evaluate their own and others' performance to identify areas for improvement.
Enrichment 	This half term, we will be learning all about animal classification in Science, and we are delighted to announce that BUGFEST will be visiting Year 6 to bring our learning to life! Pupils will have the exciting opportunity to get up close with an incredible variety of creepy critters during a fun, interactive and hands-on workshop. This promises to be a memorable experience that will spark curiosity, inspire questions and help the children develop their understanding of how animals are grouped and classified. Brace yourselves for bugs, beasts and plenty of fascinating discoveries! Further details, including the date and cost of the visit, will be shared very soon.

Other News	
Communication 	We are always looking for new ways to keep you, parents and carers, informed about what is going on in school. We use a platform called Class Dojo as a window into the everyday school life of your child at Southill Primary. It provides a way of positively noticing and rewarding children's behaviour in school, a messaging service to allow you to directly contact your child's class teacher and a 'class story' which allows you to get direct, whole class updates from the classroom. As a parent, you are able to connect to this app from home and see your child's school account. Class Dojo offers a paid for and free version. You do not need to opt for the paid for version of the app in order to use this from home. The school office will still be sending messages via the school messaging service and please continue to report absences in the normal way (not through Class Dojo). Urgent messages (such as change in who is collecting your child at the

	end of the day) should still be reported to the school office to ensure that the message reaches your child's class teacher (just in case they do not have time to check messages before the end of the day!).
Behaviour and rewards	We also use Class Dojo in school with the children to positively track behaviour where the children contribute to a whole class reward target. We have three key words to help the children remember our behaviour expectations at Southill Primary. They are: Ready. Respectful. Safe. All classes have a 'class charter' which clearly explains the school expectations for behaviour and is in line with the school behaviour policy. We expect all children to demonstrate excellent behaviour to enable them to reach their full potential and set good examples to other children in school. In an instance of behaviour not meeting the required standard, the class teacher will inform you and will discuss this with you. This could be via the phone or through Class Dojo. If the behaviour concerns continue you will be invited into school to discuss this further. Please read the school behaviour policy which gives clear information regarding the expectations of behaviour within the school.

Helping At Home

Reading	By far the most important thing that a child can do at home is read. Children are expected to read each day at home (minimum 5 times a week) and this should be recorded in their reading records. Children are never too old to be heard reading or to be questioned on a book that they are reading. The discussion that can come from reading with your child and questioning them can encourage a real love for reading that really helps them in all areas of the curriculum.
Times Tables	In maths there is an expectation that by the end of Year 4 all times tables are known and learnt fluently. Anything you can do to help that knowledge go in and stay in is fantastic. 1. Practise regularly and go back and repeat tables, previously practised. 2. Sing tables in the car; at mealtimes; before bed; walking the dog; at any spare minute! 3. Put a poster at the end of their bed or give them tapes to listen to in the car. 4. Download and regularly use Times Table Rock Stars to practise on a laptop or tablet. https://trockstars.com/ Your child will have an account already set up through school! Practising 'little and often' is always the best way! 
Numbots	 https://numbots.com/ As a school, we provide access to Numbots, which your child can access from home. NumBots is all about every child achieving the "triple win" of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating. The more that a child is exposed to these elements of maths early in their maths journey the better their understanding will be later on. Regular, short bursts of time on this platform work best to help develop their fluency.
Uniform	Please name all items of school uniform and PE kit. You will appreciate this later in the year if an item ever goes missing! Please read and support the uniform guidelines on the website which provides clear information regarding the expectations of uniform. Haircuts and colours must comply with the school guidelines. Long hair must be tied back (this is for safety and hygiene reasons!) Please send your child to school with a water bottle and a break time snack that is a fruit or vegetable. 
PE	On PE days, children should come into school in their PE kit. Please make sure that school PE kit guidelines are followed for PE kit. It is also important to note that children are not allowed to take part in PE whilst wearing earrings (for health and safety reasons). If they are unable to take them out themselves, children must not wear earrings to school on the days that they have PE. Taping over earrings is no longer permitted (in relation to health and safety guidelines issued to schools).

Additional opportunities to help from home

As a school, we believe that the most important thing that you can do from home is to support the children in their reading and developing maths fluency (through Numbots in KS1 and times tables in KS2). The school provides reading resources (through reading books linked to our scheme in KS1 and reading books that have been chosen after completing a Star Reader assessment in KS2) and maths licences to Numbots and Times Table Rockstars to complete as homework throughout the year.

If you do wish for additional homework opportunities for your child, below are a few ideas and links to resources that can help. Should you choose to use these resources they do not need to be brought into school (as teachers assess children based on in class work and activities) but they do link in with the school Bright Futures Curriculum.

Maths



The White Rose Maths Practice Journals provide a record of progress for each child and are a great way to rehearse learning at home that links in with our maths curriculum. Each homework activity is matched to the teaching and learning taking place in White Rose Maths lessons each week. It will take 20-30 minutes to complete. The homework books use the same layouts, colours and language used in the White Rose Maths Workbooks (that we use in school)- making them familiar and easy to access at home. You'll also find lots of great

vocabulary tasks to support children's language in the maths classroom and beyond. As well as real world maths activities using items from around the home.

The book for your child's year group can be purchased from [Amazon](https://www.amazon.co.uk/White-Rose-Maths-Practice-Journal/dp/1782900000).

Spelling

Each week, children will participate in 3 spelling practice sessions. These either link with our phonics scheme (in KS1) or with our book-based writing curriculum (in KS2). If you wish to practice spellings further at home, age-appropriate spelling resources that you could use at home can be found under 'Learning Resources' on the school website

