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Dear Parents/ Carers,

Welcome back! We hope that you managed to take some time to rest over the summer and were able to enjoy being with family and friends; the children have returned with enthusiasm and maturity and have already begun to embrace the roles and responsibilities of Year 6. We are looking forward to the year ahead, ensuring that the children get the most out of the experiences and enrichment here at Theale Primary whilst helping to prepare them for their transition to secondary school.

As I'm sure that you are all aware, the children take their end of primary school SATs this year and, whether we like them or not, we cannot deny that they are a huge part of the judgements made by the government about your children and the school. High expectations within the curriculum will continue to be reflected in the assessments and standards required of the children. We are proud that our curriculum provision in maths and English ensures that the children achieve well and fulfil their potential; we are confident that this year's cohort will be highly successful in reaching their full potential and acquiring skills that they will carry with them to secondary school and beyond.

Please find below an overview of the topics that the children will be learning about within each subject area.

Subject	Overview
Maths	<ul style="list-style-type: none"> <li>Place value.</li> <li>Negative numbers.</li> <li>Addition and subtraction.</li> <li>Multiplication and division.</li> <li>Volume and measure.</li> <li>Fractions, decimals and percentages.</li> </ul>
English	<ul style="list-style-type: none"> <li>Biography and autobiography.</li> <li>Setting &amp; character descriptions.</li> <li>Poetry.</li> <li>Expository text.</li> <li>Reading skills and strategies.</li> <li>Grammar, punctuation and spelling.</li> <li>Persuasive letter.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Inheritance and evolution.</li> <li>Light – movement of light and explaining shadows.</li> </ul>
History	<ul style="list-style-type: none"> <li>Maya Civilisation 2000 BC – 250AD</li> <li>The world's first cities</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Rainforests - focus on the Amazon Rainforest, layers of the rainforest and deforestation.</li> </ul>
Art/DT	<ul style="list-style-type: none"> <li>Rainforest- using clay to create tiles, observational drawing.</li> <li>DT project- using felt to create a Christmas ornament</li> </ul>
Modern Foreign Language - French	<ul style="list-style-type: none"> <li>Greetings, revisiting basic personal information, asking and saying how you are feeling, school subjects and extended opinions on these</li> <li>Numbers 1-60</li> <li>Telling the time</li> <li>Daily routine</li> <li>Describing rooms of the house</li> <li>Jobs, professions and future aspirations</li> <li>Christmas church traditions in France vs. 'la laïcité'</li> <li>French phonics – eux; ou; faim; soif; oid; au; é; revision of ç; oi; g; endings of opinion adjectives (cile; ant; ile); silent 'h'; ll</li> </ul>
RE	<ul style="list-style-type: none"> <li>Christianity: How can music and the arts express religious beliefs and concepts? How significant is it that Mary was Jesus' mother?</li> </ul>
Music	<ul style="list-style-type: none"> <li>Opera &amp; Oratorio: Understanding the difference between opera, oratorio, operetta and musicals, voice parts, arias, recitativo and chorus, understanding vocal scores and</li> </ul>

	dynamic markings
Life Skills	<ul style="list-style-type: none"> <li>• Democracy; Diversity; Individual Liberty; Career and Finance</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Online safety and citizenship.</li> <li>• Programming and evaluating algorithms to achieve a planned outcome.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Gymnastics – paired and small group work incorporating balance and counterbalance</li> <li>• Football skills – small team games, peer refereeing, developing speed and accuracy.</li> <li>• Netball skills – match technique, developing accurate passing and movement</li> <li>• Tag Rugby – mini-games, strategy and team values.</li> </ul>

### Homework

We are mindful of the children's workload, so we have focused their homework on key skills that will support their progress. Each week, your child will be assigned reading, spelling, and times tables practice as part of their homework.

Reading is one of the most important skills for your child's development, and its benefits cannot be underestimated. Therefore, we ask that your child reads at home every day. They have a reading record where you can log their reading progress so that we can appreciate their efforts. Ideally, they should read aloud to an adult to improve fluency and comprehension.

Spelling homework will be assigned weekly through Spelling Shed, in preparation for a spelling test every Monday. Your child will have a set number of games to complete, which focus on the spellings they are learning that week. They will receive a reminder of their login details, and if you need any assistance accessing the platform, please don't hesitate to contact us.

Times tables practice will be set weekly on Times Table Rockstars. Again, we will provide your child with a reminder of their login details. Should you need any support accessing the platform, please let us know. We will also celebrate students' progress on Times Table Rockstars in our weekly collective worship.

The best approach to practising both spelling and times tables is little and often, preferably a few minutes of each every day.

### Specialist Teaching

We are fortunate enough to have many specialist teachers across the school. In Year 6, the children will have drama, dance and music on Thursday afternoon, taught by Carrie, Claire and Miss Rowden. Madame Bastable will teach French language and cultural studies on a Monday afternoon and Mrs Dobashi will teach Japanese on a Tuesday. Fortnightly, the children will be taught art and design technology by Mrs Lockhart. In addition to this, teachers from across the school will be teaching the children in their areas of interest and expertise.

### PE

The children will have PE on alternate Mondays, as well as a weekly dance lesson with Claire. Please ensure that your child's PE kit is in school all week to allow for any timetable changes. Within their PE kit, the children should have red or black shorts, a white t-shirt, trainers, black tracksuit bottoms and a black jumper for outdoor PE. They should also have a change of socks. This is especially important for children who will need to change out of tights for PE. Children with stud earrings should be able to remove these themselves before PE and dance for safety reasons. Only during the 'healing' period will children be allowed to wear tape to cover these.

### Uniform

Thank you for returning your child to school looking so presentable. The smart appearance of our children is often noted by the public. Please ensure that all clothing is clearly labelled, especially jumpers. It is school policy that children should tie their hair up if it is long enough (shoulder length) due to health and safety requirements. We also request that children do not have any unnatural colours or extreme styles, i.e. no stripes or shapes cut into their hair, and makeup is not to be worn. Please also note that only discreet hair accessories are permissible. Jewellery is not allowed at school other than a pair of stud earrings; this is again for health and safety reasons.

### Water Bottles

We would like to take this opportunity to remind you of the school's policy on water bottles. Children are kindly requested to bring a bottle containing water which they will have access to throughout the day. We ask for water instead of drinks such as squash because this can be very sticky when spilt and can do a lot of damage to books and equipment. Therefore, water is far better for the children to have within the classroom should any spillages occur! Having water readily available also helps to support our Healthy Schools initiative. The children may however have a separate drink of squash or similar (no fizzy or energy drinks please) in their lunchbox to be taken into the lunch hall. Thank you in advance for your support in this matter.

We hope that you will find this information useful. If you have any questions or concerns as the term continues please feel free to speak to class teachers at the end of the day or ring or email the school office, and we will be happy to respond as soon as possible. Here's to an inspiring and fulfilling term of hard work, success and exciting opportunities!

Best wishes,

Lydia Parsley and Charlotte Rowden  
Year 6 Class Teachers