

Dear Parent/Carer,

Please find below details of the work that your child's class will be doing during this term. I have also suggested ways in which you can help your child at home. Included with this information you will also find an overview of how we deal with behavioural issues in school.

Thank you for your support,

Mr. Thomas, Mr. Webster, Mrs Byrom, Ms. Thompson

Class: Year 6, and Year 5/6T

Term: Autumn

Theme: Frozen Planet

<b>Main areas of study:</b>	<p>Our topic for the <b>Autumn term</b> is Frozen Planet. We have included the pupils when planning this topic and collectively, we have decided to cover the following AOLE content:</p> <p>In <b>Languages, Literacy, and Communication</b> we will be looking at features of information text types in English in order to produce an information page on an Arctic animal. We will be working on handwriting, presentation, spelling and a variety of reading behaviours including visualisation and inference.</p> <p>During Welsh, we will be using speaking and listening skills including games, describing and talking about ourselves, sharing opinions and writing a first person profile.</p> <p>We will use the <i>Ice Trap</i> book and Ernest Shackleton's exploration of Antarctica to make links</p>
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with our topic and theme of Frozen Planet.

During **Mathematics & Numeracy**, we will cover the four operations of addition, subtraction, multiplication and division whilst learning about the inverse operation. We will also study place value, rounding and measure and then apply these skills across other AOLE areas during numeracy skilled based lessons.

In **Humanities**, we will focus on the history and geography elements of our topic and local explorers, explorers of the wider world and then the exploration of the polar regions. We will learn about Ernest Shackleton, and his exploration of the Antarctic.

We will also look at sustainability, climate change, pollution and recycling during this very current topic. We will invite a guest speaker in to discuss climate change and pollution.

During **Science and Technology**, we will look at the effects of climate change, and in particular ice melting. Whilst learning about ice melting, as in the polar regions, we will learn about the states of matter: solids, liquids and gases. We will also learn discrete investigation skills, such as making predictions, and build up to a scientific investigation simulating climate change and look at ways we can prevent global warming, climate change and reduce pollution. Following EPIC planning, we will also learn about animal adaptation, habitats of the polar regions and produce information pages on an animal of our choice. Applying our literacy skills within this AOLE.

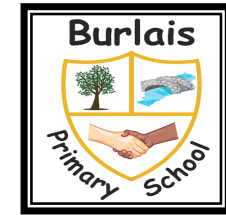
As part of our computational thinking, we will use spreadsheets, databases, coding and use of formulas to break down and analyse data, applying our digital and numeracy skills within this AOLE.

In **Expressive Arts**, our learners will have to opportunity to explore music with the Swansea Music Service, inviting specialist teachers to come into school with a range of instruments and digitally produced music.

We will also create portraits of Ernest Shackleton, and make polar collages.

	<p>For <b>Health &amp; Well-being</b>, we have weekly circle time sessions and empathy based lessons. We are also accessing wider assemblies, for example KS2 or Silver Star via TEAMS. We have also launched <i>Motivation Monday</i>, whereby we show a motivational quote and discuss this as a class.</p> <p>During PE, we will be learning gymnastics, team games, throwing and catching.</p> <p>As part of the New Curriculum for Wales, we apply <b>Cross-curricular skills</b>. These are <b>Literacy &amp; Numeracy</b> as part of the <b>Literacy and Numeracy Framework (LNF)</b> and <b>Digital Competence Framework (DCF)</b>. These critical elements of the new curriculum allow learners to apply skills learnt from discrete AOLE coverage, EG. pupils learn the laws of place value in mathematics and numeracy, and apply these skills in real life, meaningful contexts - such as reading and ordering polar country populations during our geography based work in the humanities AOLE.</p> <p>We aim to transfer as many of our teacher taught concepts and apply them through successful use of the LNF and DCF.</p>
<p><b>Ways in which you can help at home:</b></p>	<ul style="list-style-type: none"> <li>▪ Please send any interesting objects to school (not valuable items, please).</li> <li>▪ <b>The only homework that will be set this term is reading</b>, so please listen to your child reading at home every night (a Reading Diary is provided for you to make comments).</li> <li>▪ Visit the local library to choose books relevant to topics being studied at school.</li> <li>▪ Talk to your child about the range of geographical features in their locality.</li> <li>▪ Practise the Year 5/6 spelling words that have been sent home with your child.</li> <li>▪ Support and encourage your child to practise Times Tables Rock Stars at home.</li> <li>▪ PE day is on a Monday or Friday (Y5/6T) - children are to wear PE kit into school</li> </ul>

<p><b>Ways you can help us?</b></p>	<ul style="list-style-type: none"> <li>▪ Do you have any expertise in this area and would like to share it with us?</li> <li>▪ Do you have any artefacts or interesting objects we could use?</li> <li>▪ Read regularly with your child.</li> </ul>
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### How do we deal with problems at Burlais Primary School?

At Burlais Primary we believe in talking, sharing and working through our problems and we adopt a restorative approach when addressing any difficulties that arise. However, sometimes things go wrong and it is important for everyone to know what steps we take when dealing with problems that may arise in the classroom or at playtimes. If your child is in Foundation Phase you will see below a brief summary of how we deal with any problems that occur during the school day. If your child is in Key Stage 2 Y3-Y6 they will know all about our DOJO reward point system and how the report card system works. I'm sure they will be able to explain it to you so that you can discuss this policy with them. Working together will help us to ensure a positive approach to behaviour at Burlais Primary School.

#### Key Stage 2 Pupils

FIRSTLY, if your child is:

- Misbehaving in class
- Not completing tasks in the given time
- Annoying their classmates
- Misbehaving during Assembly time or during other whole school events
- Involved in minor incidents in the playground

Their class teacher or teaching assistant may: -

- Ask them to have a discussion using restorative questions
- Ask them to take time out

- Ask them to complete work in own time
- Tell them to miss Golden Time
- Use the three strikes rule

If your child is consistently demonstrating these behaviours and the sanctions haven't worked, then they will be put on a blue report card. Targets for improving behaviour will be set. The blue report card will need to be signed by the class teacher at the end of every day to check progress.

## SECONDLY:

If your child's behaviour does not improve or if they do any of the following: -

- Swearing
- Bullying
- Fighting
- Racist or homophobic comments
- Theft

Their class teacher or a member of our Senior Leadership Team may: -

- Ask them to have a discussion using restorative questions
- Take away any privileges
- Ask them to write a letter of apology
- Undertake a task from a member of staff
- Take away their Golden Time and put an amber report card in place

If there is no improvement following these sanctions then your child will be put onto an amber card. If your child is on an amber card, your child's teacher will contact you via ClassDojo or phone to talk about your child's behaviour. The amber card will need to be signed by a senior staff member at the end of every day to ensure that your child is

working towards their behaviour targets. Your child will spend playtime with a senior staff member and if this behaviour persists they might be moved onto a red report card.

### THIRDLY:

If your child's behaviour continues to be a problem or any of the following occur: -

- Persistent Bullying
- Persistent disrespectful behaviour
- Persistent swearing at pupils or staff
- Physical injury of another pupil
- Deliberate damage to property

Then your child will be put on a red card. Again targets to improve behaviour will be set. This time however, the red card will need to be signed by Mr Thompson/Mr Bowen/Miss Rowe and you will be contacted by school. Your child will spend playtimes and lunch play with senior staff and at the end of the week you can request a meeting with a member of SLT to discuss the progress made against the targets.

Should any of the following occur: -

- Serious physical assault on a pupil or member of staff
- Unprovoked attack
- Threat of serious injury/damage to pupils, staff or premises

Your child will be immediately excluded from our school pending an investigation and the police may be involved.



### LET'S THINK POSITIVE....

Our school continues to promote a positive approach to behaviour management and we hope that all children will take responsibility for their actions in all areas of the school so these sanctions never have to be used. We want to celebrate our Dojo rewards and ensure that report cards are a rare occurrence.