





# Bordesley Green Primary School



We care, we create, we champion.  
Individually we succeed, together we  
excel.





# Bordesley Green Primary School



Welcome to meet the teacher.



This is going to be an important year for your child as:

- 1) Its their final year at Bordesley Green Primary and..
- 2) The children will be sitting the external SATS tests



FIRST

# Our School Values

Resilience  
Empathy  
Self-control  
Perseverance  
Equality  
Courage  
Teamwork

## RESPECT



One child per class who has shown our school values in their good behaviour will be picked each week to receive an award from Mr Holmes.

Just to go  
over ...



SECOND



## Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

**Use kind hands, feet and words to everyone**

**Be honest**

**Respect our equipment, school and grounds**

**Listen carefully and follow instructions**

**Work hard and help others to work hard too**

**Demonstrate self-control**

**Show empathy towards others**



# Our Positive Behaviour System

In keeping with our school motto, “Being Great Produces Stars”, children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

We don't have the “Good to be Green” display any more but we are still using the same system and have the same high expectations.

At the end of each week, 5 stars are awarded to every child who has maintained being on green every day.





# Consequences



Staff will use the following process when dealing with inappropriate behaviours:

1. A verbal reminder of appropriate behaviour is given.
2. A 'Stop & Think' card is given to help the child regulate their behaviour.
3. A yellow card is given: children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and 'stop & think', by improving their behaviour choices and hence earn back their break time).
4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.
5. A red card will result in children missing 30 minutes of their lunch time in Time Out.
6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.
7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. By the fourth red card, children are put on a behaviour report card with the Headteacher.





# Your Child's Year 6 Team

Mrs  
Mahmood-  
6M

Mr Austin- 6A

Mrs Kausir & Mrs Azeem – 6KA





Assistant Headteacher for phase 3

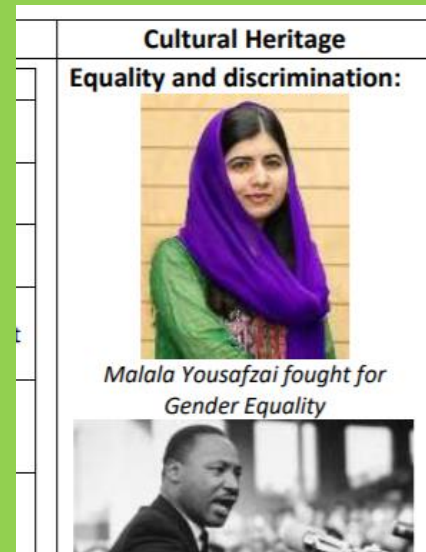
Mrs Clayton



# Our Curriculum: broad, balanced and full of cultural legacy

At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a **broad and balanced curriculum that reflects their cultural heritage.**

We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.





# English

## Our Vision



\*Every child will be challenged to reach their full reading and writing potential

\*Children to develop a love of literature that will guide them through their education enabling them to have natural curiosity and a thirst for knowledge.

\*Reading and writing will be interwoven throughout the curriculum

\*All children will have equal access to an English curriculum that is challenging, exciting and personalised

\*Children will be exposed to literature that represents who they are and allows them to establish their identity and cultural heritage



# Reading

Ensuring that your child is reading every day is a fantastic way to support their education

We will no longer be using Reading Eggs for homework this year as we feel it is so much more important that children have the time to read actual books and develop reading for pleasure at home with their families.

Comprehension skills can still be worked on by asking the children questions and having a discussion about what has been read.



# Writing

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# Reading

## Interim teacher assessment framework at the end of key stage 2 - reading

### Working at the expected standard

The pupil can:






- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

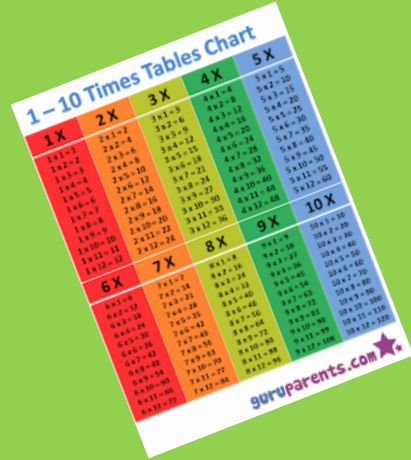
There are certain outcomes we will work towards in Reading and Writing



# Maths

## Our Vision

- 
- 
- \*All children will reach their individual mathematical potential.
  - \*All children will be confident, competent and able to reason.
    - \*All children will be able to explain 'how' or 'why' and identify how they could improve.
  - \*All teaching staff will teach competently and confidently, with secure mathematical and pedagogical knowledge, in order to maximise progress and attainment.
- 
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- 



# Maths



	2020 - 21					
autumn	First two weeks return to school No formal maths sessions	Number & Place Value Read, write, Order, compare Round	Addition & Subtraction Written and mental methods	Multiplication & Division Factors, multiples, squares and cubes x × 10, 100 and 1000	Fractions & Decimals Equivalence improper, mixed numbers, 3 decimal places compare, order, round	Geometry: Properties of shapes Angles on a straight line, right angles
weeks		3	3	2	4	1
spring	Number & Place Value Negative numbers, Sequences, Roman numerals	Multiplication & Division Written methods Mental methods including decimals	Geometry: Properties of shapes Angles at a point and triangle 2D & 3D shape	Fractions Calculating	Measure Area Perimeter	
weeks		2	3	2	4	1
summer	Measure (Time (overlearn as required)) Statistics	Decimals & Percentages Percentage of amounts Calculating with decimals	Measure Volume and capacity	Geometry: Position and direction Reflection Translation Co-ordinates	Measure Metric and Imperial units	Problem Solving Mixed operations, including fractions
weeks	2	2	1	1.5	1	2.5

Maths is taught in a cycle. The same topics are covered at different points through each year, with children building gradually within each topic and also increasingly seeing how the different topics link together.

One of the key things we encourage, to help children with their maths, is to learn key facts. This includes facts like number bonds and times tables. If they “know” these without having to think about them, they can then focus their thinking power on more complicated problems and explain ‘how’ and ‘why’ (reasoning and problem solving).

For this reason, we really value your support practising these facts (and at speed!) at home and ensuring they do homework.



Decimal Times Tables (1)									
x	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
1	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
2	0.2	0.4	0.6	0.8	1.0	1.2	1.4	1.6	1.8
3	0.3	0.6	0.9	1.2	1.5	1.8	2.1	2.4	2.7
4	0.4	0.8	1.2	1.6	2.0	2.4	2.8	3.2	3.6
5	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5
6	0.6	1.2	1.8	2.4	3.0	3.6	4.2	4.8	5.4
7	0.7	1.4	2.1	2.8	3.5	4.2	4.9	5.6	6.3
8	0.8	1.6	2.4	3.2	4.0	4.8	5.6	6.4	7.2
9	0.9	1.8	2.7	3.6	4.5	5.4	6.3	7.2	8.1
10	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0

Maths worksheets and activity cards with space-themed scenarios. One card shows a mission to Mars with a table for crew members:

Item	Mass	Current weight
Astronaut 1	82.55	
Astronaut 2	109.34	
Astronaut 3	78.43	
Astronaut 4	99.81	
Astronaut 5	104.48	
Astronaut 6	112.59	
You	84.88	

Another card shows a table for crew members' birth dates:

Astronaut	Date of Birth
Astronaut 1	...
Astronaut 2	...
Astronaut 3	...
Astronaut 4	...
Astronaut 5	...
Astronaut 6	...
You	01/04/14



# Maths

There are certain outcomes we will work towards in Maths.

But we will talk to you later in the year about this.

## Interim teacher assessment framework at the end of key stage 2 - mathematics

### Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals  
(e.g. what is the value of the 7 in 276,541?;  
find the difference between the largest and smallest whole numbers that can be made from using three digits;  
 $8.09 = 8 + \frac{9}{100}$ ;  
 $28.13 = 28 + \square + 0.03$ ).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation  
(e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  
 $53 + 7 + 3 + 7 = (53 + 3) + 7 = 56 + 7 = 63$ ).
- The pupil can use formal methods to solve multi-step problems  
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;  
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;  
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities  
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages  
(e.g. knowing that 7 divided by 21 is the same as  $\frac{1}{3}$  and that this is equal to  $\frac{1}{3}$   
15% of 60;  
 $1\frac{1}{2} + \frac{1}{3} = \frac{2}{3}$  of 108;  
 $0.8 \times 70$ ).
- The pupil can substitute values into a simple formula to solve problems  
(e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures  
(e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles  
(e.g. the missing angle in an isosceles triangle when one of the angles is given;  
the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



# Online learning

Please regularly use

**My Maths**

**TT Rock Stars**



# Year 6 Wider curriculum themes

## The Natural World

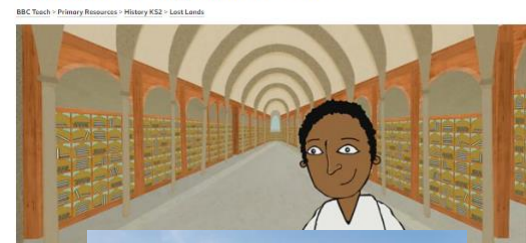


## Greece is the Word



## Time Travellers

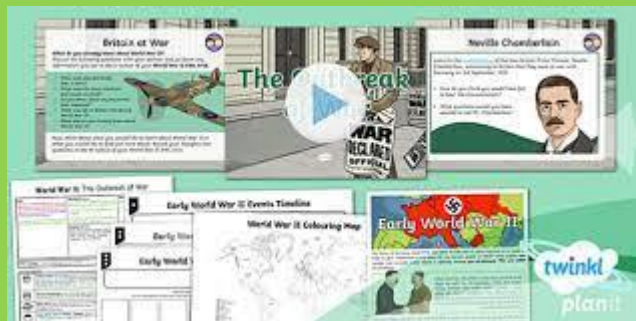
### History KS2: Baghdad in 900AD



## Scientific Superstars



## V is for Victory



# Parents as Partners

Homework	Amount	Day given out	Due Date
Reading Book	25-30 minutes per day	Every day	
Spellings	5 minutes per day	Friday	Friday
My Maths	1 Activity per week	Friday	Wednesday
TT Rock stars	5-10 minutes per day		

## Working in Partnership-Homework

Homework is essential in Y6 as it will support their learning in class and their independent understanding for exams.

# Parents as Partners

A	B
Create an information poster on the classification of animals	Draw and label a diagram showing the human circulatory system
Explain how animals adapt to different habitats in an information leaflet.	Create a personal healthy lifestyle poster
Write a biography on Charles Darwin	Sketch animals in two contrasting habitats.

## Working in Partnership-Homework

In addition, every half term, children are expected to completed 2 tasks from Writing and Wider Curriculum. “ from group A and 2 from Group B



# Parents as Partners



Other ways to support your child's learning journey:

- Reading: Sharing and reading books together; talking about what they have read; visiting the library.
- Spellings: Ensuring they learn their weekly spellings
- Maths: Ensuring they can recall times tables at speed and can relate to other facts eg  $0.9 \times 6 = 5.4$
- Half term Challenges: working together to research, make something or visit somewhere. If you can, give your children experiences so can use them for stories and knowledge.





# Tests and Assessments






Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.

However, we do also use more formal testing at times to help build this picture of their achievement:

- Yr6 Statutory Assessment Tests (SATs) will take place in May from Monday 11<sup>th</sup> May
    - They are tested on Maths, Reading, Spelling, Grammar and Punctuation.
      - Writing is in the form of a teacher assessment.
- We will tell you more about this later in the year.**

We also use in-school tests at other times in the year for all other year groups to give us an understanding of what children can do independently based on the prior few months of learning.





SchoolPing is the **free app** that we use to communicate with all parents.

Please make sure you have downloaded it and can receive messages and have **notifications** turned on.



# Attendance and punctuality

Please make sure your child is in school as much as possible.

If they miss time off school, it does have an impact on their learning.

Mr Miller will be meeting with some parents and children to set targets for this year.

If you are worried about your child's health, please speak to us.



4 days  
Absence

7 days  
Absence

10 days  
Absence

15 days  
Absence

16 days  
Absence

19 days  
Absence

**Pupil's attendance is at risk of becoming a concern.**

Class teacher will discuss attendance with parents.

Early intervention considered where there is a history of low attendance or a recognisable pattern of absence.

**Concerning levels of child absence.**

Stage 1 letter sent out when attendance drops to 96%.

Phone call or conversation with parents if there is no improvement.

Possible early help support offered.

**The child is at high risk of Persistent absence**

Stage 2 letter sent out requesting parents attend an informal meeting with a senior member of the attendance team to discuss concerns.

Where absence to date has been authorised a medical evidence letter will be issued.

Early Help support reviewed or offered.

**The child is at serious risk of Persistent absence.**

FAST Track proceeding start.

Stage 3 (SARM) letter sent to parents.

Attendance leader formal meeting with parents (SARM).

Review early help and previously agreed actions.

Agreed attendance plan put in place.

**The child is at serious risk of Persistent absence.**

Formal warning notice sent to both parents following an additional unauthorised absence.

Pupil's attendance monitored on a daily basis.

Continued internal programmes of support

A multidisciplinary approach to be considered and offered.

**The child is now considered a Persistently Absent child.**

Persistent Absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

If criteria has been met a referral to the Birmingham Attendance Legal Intervention Team will be made which could result in a penalty notice being issued and/or court proceedings being taken.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.

# Working in Partnership-Our Website



## Parental Engagement

At Bordesley Green Primary School we value parents as partners, we believe that for children to reach their full potential parents/carers and school need to work together in unison.

We offer a wide range of opportunities for parents to part of their child's education. Our Parent Ambassadors offer a programme of classes for parents in our Community Hub. Please see the [Parent Ambassadors](#) page for further details.

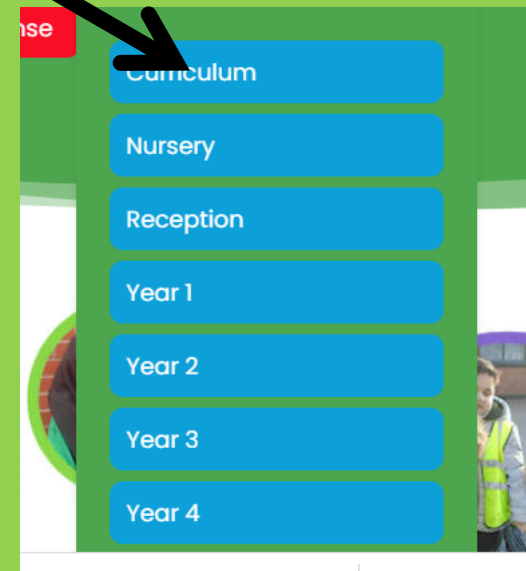
In Reception, Year 2 and Year 6 parents will be invited to attend a meeting outlining the End of Year expectations for the appropriate year group and strategies and ideas on how they can support their child to reach them at home. This will be supported by an End of Year expectations document.

Parents' Evenings are held once a term and are a designated time for parents to speak to their child's teacher about their personal and academic progress however as a school we encourage an open dialogue with parents.

Parents of children with a special educational need also have a designated time with the school's Special Educational Needs Coordinator or her Deputy to discuss the child's progress. In addition, the school SENCO and Deputy are on the playground regularly checking in with parents.

### Workshops

Parent workshops can also be devised and delivered based on the schools key areas of focus.

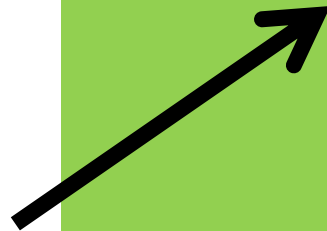





# Working in Partnership-Our Website

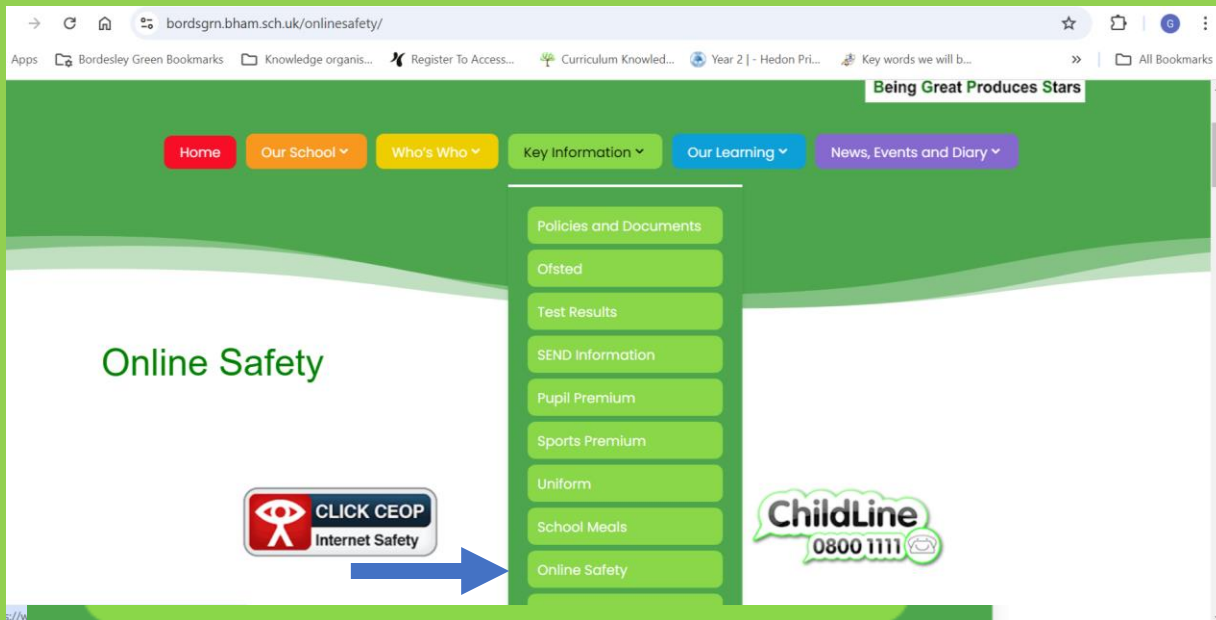


## Summer Term 2 2021

- ▶ [Year 1 Knowledge Organiser](#) PDF
- ▶ [Year 2 Knowledge Organiser](#) PDF
- ▶ [Year 3 Knowledge Organiser](#) PDF
- ▶ [Year 4 Knowledge Organiser](#) PDF
- ▶ [Year 5 Knowledge Organiser](#) PDF
- ▶ [Year 6 Knowledge Organiser](#) PDF



Key Knowledge	Key vocabulary
<p><b>Political Maps:</b> A Political Map represents countries, states and towns. Often they are painted different colours so we can see them better. This map shows names and boundaries.</p> 	<p><b>capital city</b> A city that functions as the seat of government and administrative centre of a country.</p>
<p><b>Physical Maps:</b> Physical maps show natural features such as mountains, lowlands, major rivers, seas, oceans and ecosystems like deserts and rainforests on a global scale.</p> 	<p><b>city</b> A larger town that has been given a charter to make it a city. Normally a city has a cathedral.</p>
<p><b>Map Scale</b></p> <p>The size of the area covered helps determine the scale of a map. A map that shows an area in great detail, such as a street map of a neighbourhood, is called a large-scale map because objects on the map are relatively large. A map of a larger area, such as a continent or the world, is called a small scale map because objects on the map are relatively small.</p> <p>Today, maps are often computerized. Many computerized maps allow the viewer to zoom in and out, changing the scale of the map. A person may begin by looking at the map of an entire city that only shows major roads and then zoom in so that every street in a neighbourhood is visible.</p> 	<p><b>aerial photograph</b> A photograph taken from above of an object or a piece of land</p>
	<p><b>physical geography</b> Physical geography is the study of the natural world and how it can change eg the course of a river, weather.</p>
	<p><b>Human geography</b> Human geography is the study of how humans have had an impact on the natural world eg building of houses and roads, deforestation.</p>



Online Safety



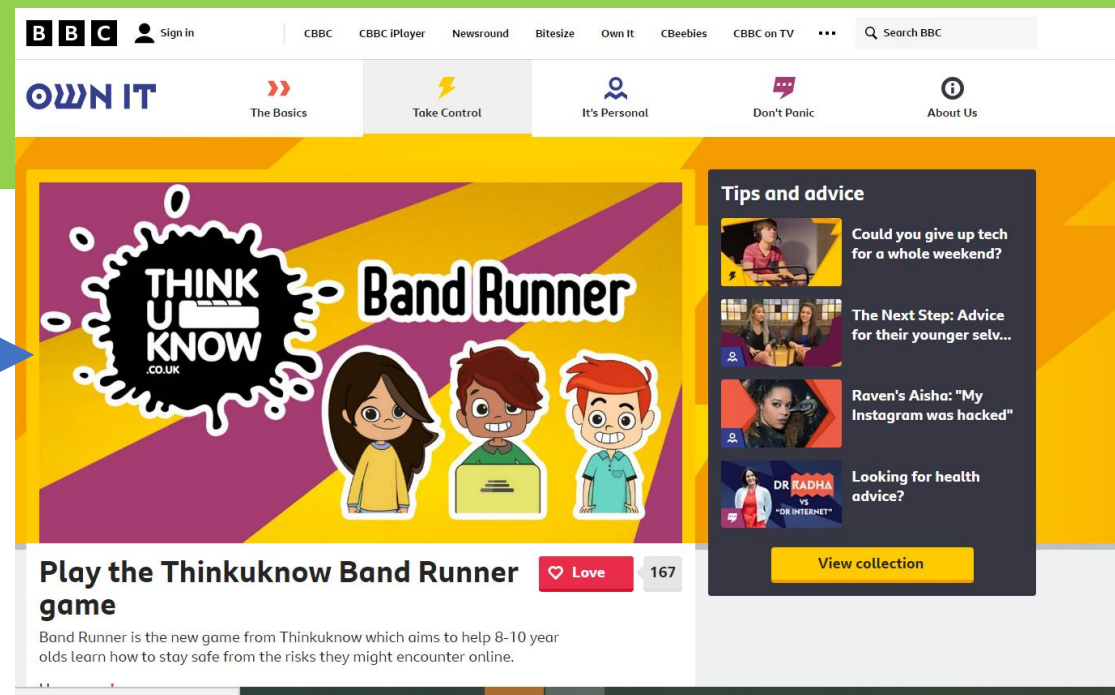
Online Safety

## Useful Websites

The following websites are useful for further guidance and support:

- ▶ [BBC Own It](#) – a place to help you boss your life online.
- ▶ [Childnet International](#) – for primary children.
- ▶ [Childnet International](#) – for teachers and professionals.
- ▶ [Facebook Privacy Settings](#) – a useful guide.
- ▶ [Internet Matters](#) – a guide to help you through the many issues children can experience when using the internet.
- ▶ [Internet Watch Foundation](#) – the UK Hotline for reporting criminal online content.
- ▶ [Report Online Terrorist Material \(gov.uk\)](#) – report illegal terrorist information, pictures or videos you've found on the internet. Your report will be treated anonymously.
- ▶ [ThinkUKnow](#) – learning resource for children.
- ▶ [UK Safer Internet Centre: Parental Controls](#) – how to set up parental controls offered by your home ISP.

Please visit our School Website where you will find links to lots of useful online safety websites. If you ever have a concern, please speak to your child's class teacher.





# Parents

We want to support you as parents too. We recognise that some families from time to time need additional support and our parent ambassador can help.

If you would like to talk someone about any worries you may have, or need more information on services that can support you in difficult times, please see our Parent Ambassador, or email:

[thehub@bordsgrn.bham.sch.uk](mailto:thehub@bordsgrn.bham.sch.uk)



Thank you so much



We hope this information has been useful and please don't hesitate to ask any questions.

Parents have always been a valuable part of our Bordesley Green Primary Community.

You have always been generous with your time and efforts in supporting the children.

