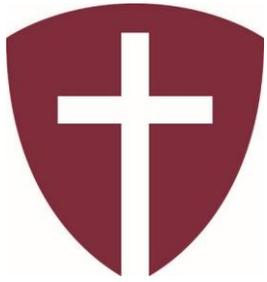


# Year 6 Curriculum Evening

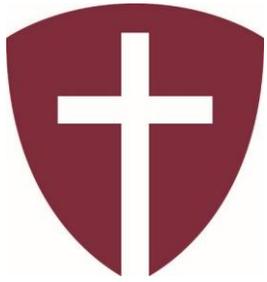




# Structure of the School Day

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8.40am:	Classroom doors open
8.50am:	School begins
10.30-10.45:	Play time
12.10-1.00pm:	Lunch time
3.20pm:	School ends

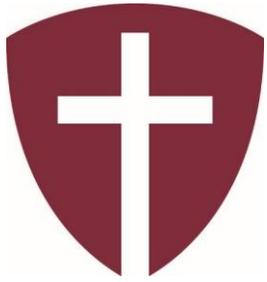


# Year 6

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Class Teacher: Miss Thomas

Teaching Assistants:      Mrs Shuttle  
   Miss Hamer



# Year 6 Timetable

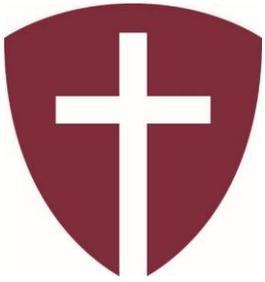
Mornings follow the same structure. Afternoons include two foundation subjects.

## Mornings:

Reading Skills  
Times Tables  
Maths Meetings  
English  
Maths  
RWI Spelling

## Afternoon:

RE  
History or Geography  
PE (twice a week)  
RSHE  
Music  
Art or DT  
Science



# Class Prayers and Liturgical Prayer

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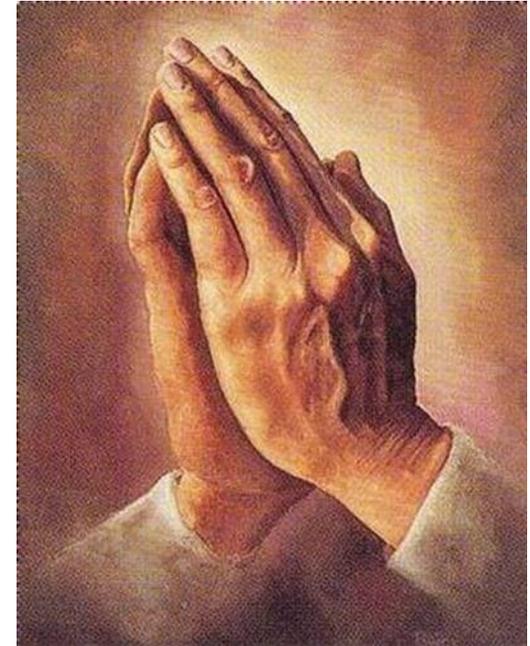
Daily Prayers:

Morning Prayer

Before Lunch

After Lunch

End of the day



Children attend whole school liturgical prayer each Monday and Key Stage liturgical prayer on a Wednesday.



# Y6 Curriculum: Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
								<i>Week 4 and 5: Assessment Window</i>							
<b>Autumn</b>	Number: Place Value		Number: Four Operations <i>Take One Picture (13.10 and 14.10)</i>				Number: Four Operations	Number: Fractions (A)	Number: Fractions (B)	Measurement: Converting Units	Ratio				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5				
							<i>Week 2 and 3: Assessment Window</i>								
<b>Spring</b>	Number: Algebra		Number: Decimals		Number: Fractions, Decimals and Percentages		Geometry: Position and Direction	Statistics <i>Through lesson starters and 4 a day— ensure children are revisiting bar charts, pictograms, tables and diceables</i>			Measurement: Perimeter, Area and Volume				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
							<i>Week 2 and 3: Assessment Window</i>								
<b>Summer</b>	Measurement: Shape		Time	SATs Week	Themed projects, consolidation and problem solving		Themed projects, consolidation and problem solving								



# Y6 Curriculum: English

Long Term Plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 7 weeks	Fiction Picture Books	<a href="#">Non-Fiction</a> Names and Labels	Non-Fiction Labels Lists and captions	Poetry Pirate Poems	Poetry Haiku and Cinquain	Poetry Kennings	Poetry Poetic Style	Poetry Power of Imagery
	Fiction A story by a well-loved author	Fiction Descriptions	Fiction A Journey story	Fiction A Journey story	Fiction A story from a well-loved author	<a href="#">Non-Fiction</a> Non-chronological reports	<a href="#">Non-Fiction</a> Persuasive Writing	Fiction A story with a flashback
	Poetry Nursery Rhymes	Poetry Rhyme in books	<a href="#">Non-Fiction</a> Instructions Directions	<a href="#">Non-Fiction</a> Letter Writing and Invitations	<a href="#">Non-Fiction</a> Persuasive adverts	Fiction A story from our Literary Heritage	Fiction A Fantasy Story	<a href="#">Non-Fiction</a> Persuasive Formal Letter
				<a href="#">Non-Fiction</a> Instructional Writing	<a href="#">Non-Fiction</a> Instructions	<a href="#">Non-Fiction</a> Instructional Writing	<a href="#">Non-Fiction</a> Recount	<a href="#">Non-Fiction</a> Diary
Autumn 2 8 weeks	<a href="#">Fiction Journeys</a>	<a href="#">Non-Fiction</a> Labels and Lists	Poetry Using the Senses	Fiction Traditional Tales	<a href="#">Non-Fiction</a> Journalistic Writing	<a href="#">Non-Fiction</a> Persuasive Writing	<a href="#">Non-Fiction</a> <a href="#">Non-Chronological</a> Report	Poetry Nonsense Poems: Literary Heritage
	<a href="#">Non-Fiction</a> Instructions	Fiction Picture Books	Fiction A tale of fear	<a href="#">Non-Fiction</a> Persuasive Writing	Fiction A science fiction story	Fiction Imaginary World Story	Fiction Myths	<a href="#">Non-Fiction</a> Biographies and Autobiographies
	Fiction Picture Books	<a href="#">Non-Fiction</a> Instructions Recipes	Fiction Descriptive Writing	Fiction Alternative Traditional Tales	<a href="#">Non-Fiction</a> <a href="#">Non-chronological</a> report	<a href="#">Non-Fiction</a> Diary	<a href="#">Non-Fiction</a> Biography	Fiction A story with a shift in viewpoint
		Fiction A story by a well-loved author	<a href="#">Non-Fiction</a> Letter Writing	Poetry Wild Things	<a href="#">Poetry Acrostic</a>	Poetry Creating Imagery	<a href="#">Non-Fiction</a> Instructions	<a href="#">Non-Fiction</a> informal Letter
		<a href="#">Non-Fiction</a> Labels Descriptions						





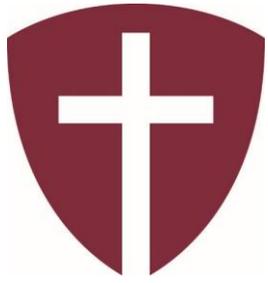
# Y6 Curriculum: English

Long Term Plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1 6 weeks	Fiction Traditional Tales	Fiction Traditional Tales	<a href="#">Non Fiction Instructions</a>	<a href="#">Non Fiction Non-chronological reports</a>	<a href="#">Non Fiction Information - Leaflets</a>	<a href="#">Non Fiction Non Chronological reports</a>	Poetry Literary Heritage poems	SATs Boosters
	Fiction Alternative Traditional Tales	Non-Fiction Facts Instructions	<a href="#">Fiction A</a> fantasy story	Fiction A fantasy story	Fiction A Story with a Moral	Fiction Play Script	Fiction A Mystery Story	SATs Week
	<a href="#">Non Fiction Labels</a>	Non-Fiction Letter Writing	Poetry Transport Poems	Poetry Classic Poetry	Poetry Tanka	<a href="#">Non Fiction Discussion</a>	Fiction A story from another culture	Fiction Narrative point of view
Summer 2 7 weeks	Poetry Action Poetry	Poetry Modern Poetry	Non-Fiction Information Advert	<a href="#">Non Fiction Persuasive letter</a>	Fiction Play Scripts	<a href="#">Non Fiction Adverts</a>	<a href="#">Non Fiction Journalistic Writing</a>	Fiction Classic Shakespeare
	Fiction A story from our Literary Heritage	Fiction Alternative Traditional Tales	Fiction A story with a familiar setting	Fiction A dilemma story	Fiction A Fantasy Story	Fiction A Mystery Story	Fiction Stories from well-loved authors	<a href="#">Non Fiction Debate</a>
	<a href="#">Non Fiction Labels</a>	Fiction Descriptive Writing	<a href="#">Non Fiction Persuasive Writing</a>	Poetry Patterns on a Page	<a href="#">Non Fiction Recount</a>	<a href="#">Non Fiction Recounts Letters</a>	Fiction Play Scripts	<a href="#">Fiction A Warning Tale</a>
			Poetry Pattern		Poetry Animal Poems	Poetry		



# Y6 Curriculum: History

Year 4	Year 5	Year 6
<p><u>The Roman Empire</u></p> <p>What impact has the Roman Empire had on Britain?</p>	<p><u>The Anglo-Saxons and the Scots</u></p> <p>What was life like in Anglo-Saxon and Viking Britain?</p>	<p><u>Crime and Punishment</u></p> <p>How and why has crime and punishment changed over time?</p>
<p><u>Local Study (Roman Wall)</u></p>	<p><u>Vikings</u></p>	<p><u>Conflict through time</u></p> <p>How has conflict changed over time? What impact has this had?</p>
<p><u>Ancient Greece</u></p> <p>What impact did the Greek Empire have on the wider world?</p>	<p><u>The Islamic Civilisation</u></p> <p>Why was the Early Islamic Civilisation a significant turning point in history?</p>	<p><u>Local Study</u></p> <p><u>Mining in the North East</u></p> <p>What was the impact of mining on our locality?</p>



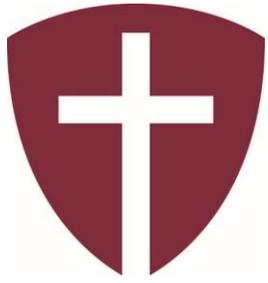
# Y6 Curriculum: Geography

Year 3	Year 4	Year 5	Year 6
<p><u>Where I live</u></p> <p>Where is our place in the world?</p>	<p><u>European Study</u></p> <p>In what ways is Newcastle different/similar to ...? (contrasting place in the world)</p>	<p><u>Climates around the World</u></p> <p>Why do climates differ in different countries?</p>	<p><u>Ecosystems</u></p> <p>What are the roles of the water and food cycles in an ecosystem?</p>
<p><u>Water and the Water Cycle</u></p> <p>Where does water come from?</p>	<p><u>Rivers and Mountains</u></p> <p>What makes a mountain?</p>	<p><u>Energy</u></p> <p>How is energy used and what are the different types of energy?</p>	<p><u>Hazardous World</u></p> <p>What are the natural dangers of the world and how are they formed?</p>
<p><u>Changing Jobs</u></p> <p>Why is there a different demand for jobs across the world?</p>	<p><u>Resources and Trade</u></p> <p>What are the advantages and disadvantages of global trade?</p>	<p><u>Coasts</u></p> <p>How do coastlines differ across the world?</p>	<p><u>Local Fieldwork</u></p> <p>What can field work and digital mapping tell us about Gosforth?</p>



# Y6 Curriculum: Science

Year 3	Year 4	Year 5	Year 6
<u>Animals, including Humans</u> How do living things work?	<u>Living Things and their Habitats</u> What is the same and what is different? Are living things in danger?	<u>Living Things and their Habitats</u> Do all life cycles look the same?	<u>Evolution and Inheritance</u> How do living things change over time and place?
<u>Forces and Magnets</u> What can magnets do?	<u>States of Matter</u> Is water always wet?	<u>Properties &amp; Changes of Materials</u> What are things made from and why? Can we change materials?	<u>Light</u> How do we see?
<u>Rocks</u> Are all rocks the same?	<u>Sound</u> How do we hear different sounds?	<u>Animals, including Humans</u> How do our bodies change as we get older?	<u>Living things and their habitats</u> What is the same and what is different? Are living things in danger?
<u>Plants</u> Can living things live forever?	<u>Animals, including Humans</u> What do our bodies do with the food we eat?	<u>Earth and Space</u> What is moving?	<u>Working Scientifically</u> Assessment and Consolidation of prior knowledge
<u>Light</u> What is the dark?	<u>Electricity</u> Can we control electricity?	<u>Forces</u> How do things move?	<u>Animals including Humans</u> How do our choices affect how our bodies work?
<u>Working Scientifically</u> Assessment and Consolidation of prior knowledge			<u>Electricity</u> Can we vary the effects of electricity?



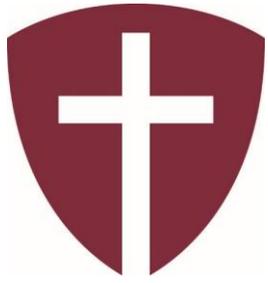
# Y6 Curriculum: RE

Autumn	<b>Domestic Church</b> <i>05.09.22 – 30.09.22</i> <i>(4 weeks)</i>	<b>Judaism</b> <i>03.10.22 – 14.10.22</i> <i>(2 weeks)</i>	<b>Baptism/Confirmation</b> <i>17.10.22 – 18.11.22</i> <i>(4 weeks)</i>	<b>Advent/Christmas</b> <i>21.11.22 – 16.12.22</i> <i>(4 weeks)</i>
	<p><b>Early Years – MYSELF:</b> God knows and loves each one</p> <p><b>Year 1 – FAMILIES:</b> God’s love and care for every family</p> <p><b>Year 2 – BEGINNINGS:</b> God is present in every beginning</p> <p><b>Year 3 – HOMES:</b> God’s vision for every family</p> <p><b>Year 4 – PEOPLE:</b> The family of God in Scripture</p> <p><b>Year 5 – OURSELVES:</b> Created in the image and likeness of God</p> <p><b>Year 6 – LOVING:</b> God who never stops loving</p>	<p><b>Early Years: Hannukkah</b></p> <p><b>Year 1:</b> Abraham and Moses</p> <p><b>Year 2:</b> - Shabbat</p> <p><b>Year 3:</b> - Synagogue</p> <p><b>Year 4:</b> - Torah</p> <p><b>Year 5:</b> - Passover</p> <p><b>Year 6:</b> - Rosh Hashanah, Yom Kippur</p> <p>Year 3 Synagogue visits/visitors TBC</p> <p>United Hebrew Congregation, Gosforth or Newcastle Reform Synagogue, Kenton</p>	<p><b>Early Years – WELCOME:</b> Baptism: a welcome to God’s family</p> <p><b>Year 1 – BELONGING:</b> Baptism: an invitation to belong to God’s family</p> <p><b>Year 2 - SIGNS AND SYMBOLS:</b> Signs and symbols in Baptism</p> <p><b>Year 3 – PROMISES:</b> Promises made at Baptism</p> <p><b>Year 4 – BUILDING BRIDGES</b> ** SEE BELOW</p> <p>Admitting wrong, being reconciled with God and each other.</p> <p><b>Year 5 - LIFE CHOICES:</b> Marriage, commitment and service</p> <p><b>Year 6 - VOCATION AND COMMITMENT:</b> The vocation of priesthood and religious life</p> <p><b>NB:</b> Topic straddles half term holiday</p>	<p><b>Early Years – BIRTHDAY:</b> Looking forward to Jesus’ birthday</p> <p><b>Year 1 – WAITING:</b> Advent: a time to look forward to Christmas</p> <p><b>Year 2 – PREPARATIONS:</b> Advent: preparing to celebrate Christmas</p> <p><b>Year 3 – VISITORS:</b> Waiting for the coming of Jesus</p> <p><b>Year 4 – GIFT:</b> God’s gift of love and friendship in Jesus</p> <p><b>Year 5 – HOPE:</b> Advent: waiting in the joyful hope for Jesus, the promised one</p> <p><b>Year 6 – EXPECTATIONS:</b> Jesus born to show God to the world</p> <p><b>NB:</b> One extra week leeway 19.12.22 – 22.12.22</p>



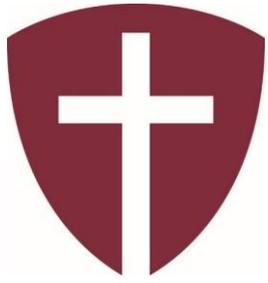
# Y6 Curriculum: RE

Spring	<b>Local Church</b> <i>09.01.23- 03.02.23</i> <i>(4 weeks)</i>	<b>Islam</b> <i>06.02.23 – 17.02.23</i> <i>(2 Weeks)</i>	<b>Eucharist</b> <i>27.02.23 – 24.03.23</i> <i>(4 weeks)</i>	<b>Lent/Easter</b> <i>27.03.23 – 05.05.23</i> <i>(4 Weeks)</i>
	<p><b>Early Years – CELEBRATING:</b> People celebrate in Church</p> <p><b>Year 1 - SPECIAL PEOPLE:</b> People in the parish family</p> <p><b>Year 2 – BOOKS:</b> The books used in Church</p> <p><b>Year 3 – JOURNEYS:</b> Christian family’s journey with Christ</p> <p><b>Year 4 – COMMUNITY:</b> Life in the local Christian community and ministries in the parish</p> <p><b>Year 5 – MISSION:</b> Continuing Jesus’ mission in diocese (ecumenism)</p> <p><b>Year 6 – SOURCES:</b> The Bible, the special book for the Church</p>	<p><b>Early Years:</b> - Special days/ Ritual objects</p> <p><b>Year 1:</b> – Stories</p> <p><b>Year 2:</b> - Prayer/home</p> <p><b>Year 3:</b> - Places for worship</p> <p><b>Year 4:</b> - Holy Books</p> <p><b>Year 5:</b> - Beliefs and festivals</p> <p><b>Year 6:</b> - Belonging &amp; Values</p> <p>Newcastle University Mosque visits/visitors TBC</p>	<p><b>Early Years – GATHERING:</b> Parish family gathers to celebrate Eucharist</p> <p><b>Year 1 – MEALS:</b> Mass, Jesus’ special meal</p> <p><b>Year 2 – THANKSGIVING:</b> Mass, a special time to thank God</p> <p><b>Year 3 - LISTENING &amp; SHARING:</b> Jesus gives himself to us</p> <p><b>Year 4 - ** SEE BELOW</b></p> <p><b>Year 5 - MEMORIAL SACRIFICE:</b> Eucharist as the living memorial of Christ’s sacrifice</p> <p><b>Year 6 – UNITY:</b> Eucharist enabling people to live in communion</p> <p><b>NB:</b> Topic straddles half term holiday</p>	<p><b>Early Year – GROWING:</b> Looking forward to Easter</p> <p><b>Year 1 – CHANGE:</b> Lent: a time for change</p> <p><b>Year 2 – OPPORTUNITIES:</b> Lent: an opportunity to start anew</p> <p><b>Year 3 - GIVING ALL:</b> Lent: remembering Jesus’ total giving</p> <p><b>Year 4 - SELF DISCIPLINE:</b> Celebrating growth to new life</p> <p><b>Year 5 – SACRIFICE:</b> Lent: aligning with the sacrifice made by Jesus</p> <p><b>Year 6 - DEATH &amp; NEW LIFE:</b> Celebrating Jesus’ death &amp; resurrection</p> <p><i>NB: This topic crosses over the Easter holiday</i></p>



# Y6 Curriculum: RE

Summer	<p style="text-align: center;"><b>Pentecost</b> <i>08.05.23 – 26.05.23</i> <i>(3 weeks)</i></p> <p><b>Early Years - GOOD NEWS:</b> Passing on the Good News of Jesus <b>Year 1 - HOLIDAYS AND HOLYDAYS:</b> Pentecost: feast of the Holy Spirit <b>Year 2 - SPREAD THE WORD:</b> Pentecost: a time to spread the Good News <b>Year 3 – ENERGY:</b> Gifts of the Holy Spirit <b>Year 4 - NEW LIFE:</b> To hear and live the Easter message <b>Year 5 – TRANSFORMATION:</b> Celebration of the Spirit’s transforming power <b>Year 6 – WITNESSES:</b> The Holy Spirit enables people to become witnesses</p>	<p style="text-align: center;"><b>Reconciliation/Anointing of the sick</b> <i>05.06.23 - 30.06.23</i> <i>(4 weeks)</i></p> <p><b>Early Years – FRIENDS:</b> Friends of Jesus <b>Year 1 - BEING SORRY:</b> God helps us choose well <b>Year 2 – RULES:</b> Reasons for rules in the Christian family <b>Year 3 – CHOICES:</b> Importance of examination of conscience <b>Year 4 - CALLED:</b> Confirmation: a call to witness <b>Year 5 – FREEDOM &amp; RESPONSIBILITY:</b> Commandments enable Christians to be free &amp; responsible <b>Year 5 – Teach Year 4 CALLED</b> Confirmation: a call to witness <b>Year 6 – HEALING:</b> Sacrament of the Sick</p>	<p style="text-align: center;"><b>Universal Church</b> <i>03.07.23 - 21.07.23</i> <i>(3 weeks)</i></p> <p><b>Early Years - OUR WORLD:</b> God’s wonderful world <b>Year 1 – NEIGHBOURS:</b> Neighbours share God’s world <b>Year 2 – TREASURES:</b> God’s treasure; the world <b>Year 3 - SPECIAL PLACES:</b> Holy places for Jesus and the Christian community <b>Year 4 - GOD’S PEOPLE:</b> Different saints show people what God is like <b>Year 5 – STEWARDSHIP:</b> The Church is called to the stewardship of Creation <b>Year 6 - COMMON GOOD:</b> Work of the worldwide Christian family</p>



# Y6 Curriculum: PE

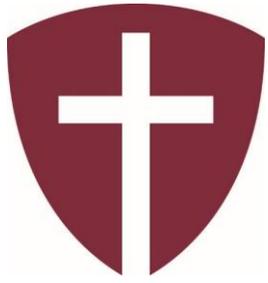
Y6 PE days are on a Tuesday and Wednesday.

Year 4	Year 5	Year 6
Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games
Outdoor Adventurous Activity	Invasion Games Hockey	Invasion Games Hockey
Gymnastics	Net and Wall Tennis	Net and Wall Badminton
Invasion Games Benchball	Invasion Games Tag Rugby	Invasion Games Tag Rugby
Dance DDMIX	Gymnastics	Gymnastics
Skiping Festival Preparation and Sequencing	Dance DDMIX	Dance DDMIX
Invasion Games Hockey	Outdoor Adventurous Activity	Outdoor Adventurous Activity
Net and Wall Tennis	Striking and Fielding Rounders	Striking and Fielding Cricket
Net and Wall Badminton	Striking and Fielding Cricket	Striking and Fielding Rounders
Teamwork Games	British Cycling	British Cycling
Striking and Fielding Cricket	Athletics Sports Day Preparation	Athletics Sports Day Preparation
Athletics Sports Day Preparation	Invasion Games Netball	Invasion Games Netball



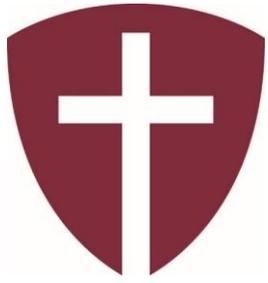
# Y6 Curriculum: Music

Year 4	Year 5	Year 6
Charanga: Interesting Time Signatures	Charanga: Getting Started with Music Tech	Charanga: Developing Melodic Phrases
Charanga: Combing Elements to Make Music Christmas Performance	Charanga: Emotions and Musical Styles Christmas Performance	Charanga: Understanding Structure and Form Christmas Performance
Charanga: Developing Pulse and Groove through Improvisation	Charanga: Exploring Time and Key Signatures	Charanga: Exploring Notation Further
Charanga: Creating Simple Melodies Together <i>Samba Drumming</i>	Charanga: Introducing Chords	Charanga: Using Chords and Structures
Charanga: Connecting Notes and Feelings	Charanga: Words, Meaning and Expression	Charanga: Gaining confidence through performance
Charanga: Purpose, Identity and Expression in Music	Charanga: Identifying Important Musical Elements	End of Year Performance



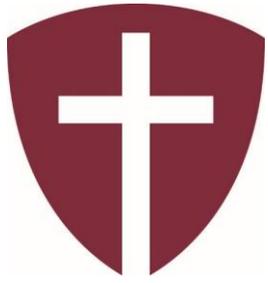
# Y6 Curriculum: Computing

Year 4	Year 5	Year 6
<b>Digital Literacy:</b> (2weeks) E-Safety	<b>Digital Literacy:</b> (2weeks) E-Safety	<b>Digital Literacy:</b> (2weeks) E-Safety
<b>Information Technology:</b> (5weeks) Microsoft Word	<b>Information Technology:</b> (5weeks) Microsoft Word	<b>Information Technology:</b> (5weeks) Microsoft Word
<b>Information Technology:</b> Video & Animation <i>Keynote</i> <i>Toontastic/Clips</i>	<b>Information Technology:</b> Video & Animation <i>Keynote</i> <i>iMovie</i>	<b>Information Technology:</b> Video & Animation <i>Adobe Spark Page</i> <i>Adobe Spark Video</i> <i>iMovie</i>
<b>Computer Science:</b> Computational Thinking	<b>Computer Science:</b> Computational Thinking	<b>Computer Science:</b> Computational Thinking
<b>Information Technology:</b> Excel and PowerPoint	<b>Information Technology:</b> Excel and PowerPoint	<b>Information Technology:</b> Excel and PowerPoint
<b>Computer Science:</b> Coding	<b>Computer Science:</b> <i>Scratch</i>	<b>Computer Science:</b> <i>Scratch</i>
<b>Computer Science:</b> Physical Computing <i>Micro:Bit</i>	<b>Computer Science:</b> Physical Computing <i>Micro:Bit</i>	<b>Computer Science:</b> Physical Computing <i>Micro:Bit</i>



# Y6 Curriculum: Art

Unit Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit Coverage	Formal Elements of Art <u>Beatriz Milhaze</u>	Formal Elements of art <u>Max Ernst</u>	Formal Elements of art <u>Cath Riley</u>	Formal Elements of art <u>Pablo Picasso</u>	Formal Elements: Architecture <u>Antony Gormley</u>	Formal elements & Sculpture <u>Käthe Kollwitz</u>
	Art and design skills <u>Wassily Kandinsky</u>	Art and design skills <u>Clarice Cliff</u>	Art and design skills <u>Carl Giles</u>	Art and design skills <u>Luz Perez Ojeda</u>	Art and design skills <u>Paul Klee</u>	Photography <u>Hannah Höch</u>
	Landscapes using different media <u>David Hockney</u>	Sculpture and mixed media <u>Roy Lichtenstein</u>	Craft <u>Annie Albers</u>	Sculpture <u>Sokari Douglas Camp</u>	Design for a purpose <u>Morag Myerscough</u>	Still Life <u>Paul Cezanne</u>



# Y6 Curriculum: DT

Long Term Plan	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b>	 <b>Structures</b> Freestanding structures – <u>Windmill</u>	 <b>Mechanisms</b> Wheels and axles – <u>Fairground Wheel</u>	 <b>Mechanical Systems</b> Levers and linkages – <u>Pneumatic toys</u>	 <b>Electrical Systems</b> Simple circuits and switches (including programming and control) – <u>Torches</u>	 <b>Mechanical Systems</b> Structures, levers, sliders, layers and spacers – <u>Pop-up book</u>	 <b>Electrical Systems</b> Using more complex switches and circuits – <u>Steady Hand Game</u>
<b>Spring 2</b>	 <b>Mechanisms</b> Sliders and Levers – <u>Moving Storybook</u>	 <b>Textiles</b> Templates and joining techniques – <u>Pouch purse</u>	 <b>Food</b> Healthy and varied diet – <u>Eating Seasonally</u>	 <b>Food</b> Healthy and varied diet – <u>Adapting a recipe</u>	 <b>Structures</b> Frame structures – <u>Bridges</u>	 <b>Textiles</b> Combining different fabric shapes – <u>End of Year Costume</u>
<b>Summer 2</b>	 <b>Food</b> Preparing fruit and vegetables – <u>Smoothies</u>	 <b>Food</b> Preparing fruit and vegetables – <u>A Balanced Diet</u>	 <b>Structures</b> Shell structures (including computer-aided design) – <u>Boxes for a purpose (SH)</u>	 <b>Textiles</b> 2D shape to 3D product – <u>Fastenings – Book Cover</u>	 <b>Food</b> Celebrating culture and seasonality – <u>Farm to Fork – What could be healthier?</u>	 <b>Food</b> Celebrating culture and seasonality – <u>Come dine with me</u>



# Y6 Curriculum: RSHE

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Always taught on a Monday

**Life to the Full** programme by TenTen Resources

You can view the materials used within school on the parent portal using the access information below:

[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

**Ten:Ten**  
Resources







# Y6 Homework

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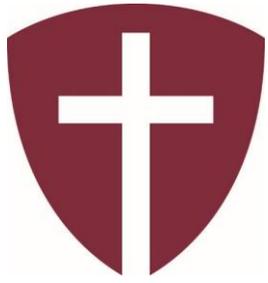
**Spelling homework** for a spelling quiz each Friday

**Reading** – It is important that children read daily at home as this will help develop your child's fluency. Please ask your child questions about what they have read to check their understanding. Class teachers can provide questions examples if you are unsure what to ask. Please make sure that reads are recorded in the reading journals. Reading journals are expected to be in school daily.

**Grammar and Maths** – Sent on a Friday due for the Wednesday

**Mathletics** – Optional. 5 Mathletic tasks will be set each week linked to current or prior learning.

**TT Rockstars** – Times Tables tasks will be set each week for the children to complete.



# KS2 SATs

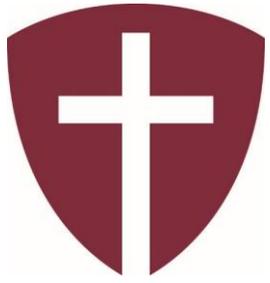
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KS2 SATS take place in May 2023 and consist of the following:

- Reading papers
- Maths papers (arithmetic and reasoning)
- A spelling, punctuation and grammar paper.

We will provide further information on the SATS later in the year but you can see past papers and example questions here:

<https://www.gov.uk/government/publications/key-stage-1-tests-2019-mathematics-test-materials>



# Breaktime

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## **Healthy Eating**

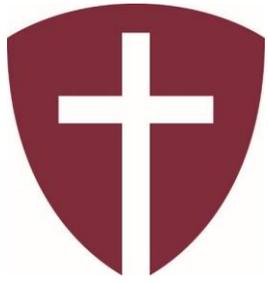
Children are welcome to bring in healthy snacks to eat at playtime.

## **Nut Allergies**

Please note we have children with severe allergic reactions to nuts presently attending St Charles'. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

## **Water**

Please ensure your child brings in a named bottle of water for use in the classroom.



# Attendance

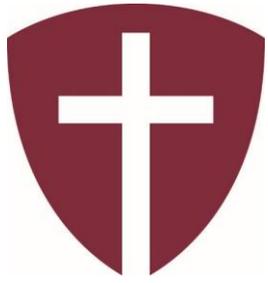
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Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97% and above.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

<b>How Attendance affects GCSE Achievement</b>	
<b>% attendance</b>	<b>Percentage achieving 5 A*-C GCSEs</b>
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%



# Supporting Your Child in Year 6

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Ensure your child has the best possible attendance at school and is at school on time.

Support your child with any homework tasks and hear your child read daily.

Talk to your child about what they have learnt at school and what books they are reading.

Make sure your child has a good sleep each night and a healthy breakfast every morning.



# Online Safety

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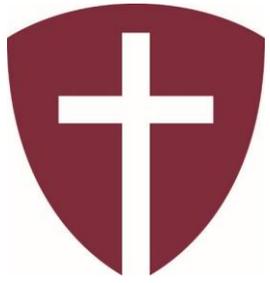
We use Netsweeper to protect children when they use the internet in school.

Use of the schools internet is monitored fortnightly by members of the senior leadership team.

Further information can be found on the school website – Parents – Online Safety.



netsweeper



# Website

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[www.stcharlesprimary.uk](http://www.stcharlesprimary.uk)



# PTA

If you wish to join our PTA, please contact the school office.





# Questions