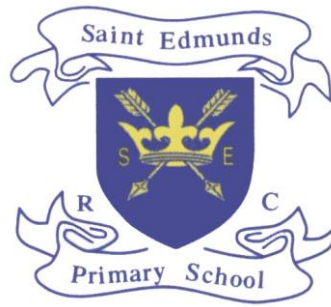
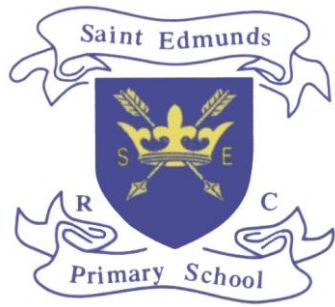




Year 6  
Key stage 2  
Curriculum Evening

September 2026

***‘Learning Together in God’s  
Love’***



# Teaching Staff

Mr Howlett

Mrs Whyatt

Mme Wallace - French

Mrs Edgar- Art

Mrs Bishop

Miss Porter

Mrs Apps



# Daily Routine

Early morning work (8.40am)

Assembly

English/Phonics/ Maths

Spelling or Grammar

**Break – (10:45 – 11:00)**

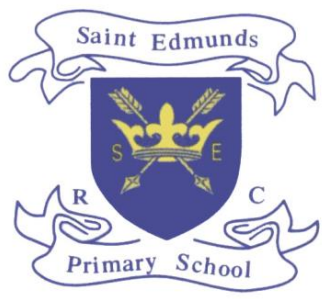
Maths/English

**Lunch – (12:00 – 13:00)**

Other subjects

# A few reminders from our leadership team

- Please inform the office of changes in drop off/collection - Yr 6 walking home
- Only water in water bottles
- Snack - fresh fruit, vegetables such as carrot sticks/cucumber, plain breadsticks, non-processed cheese. Dairy Lea lunchables, fruit winders, yoghurts, 'snack'/cereal bars, flavoured rice cakes, cheese strings, fruit cocktail in syrup, pain au chocolate and crisps are not acceptable
- Healthy packed lunches as per school website - no nuts, sweets/fizzy drinks
- Drawstring bags not rucksacks
- Uniform reminder, e.g. no boots. Coats with a hood in case of rain. Long hair needs to be up.
- Forest School and appropriate clothing where applicable.
- Everything named - clothes, bags, snack pots, water bottles etc.



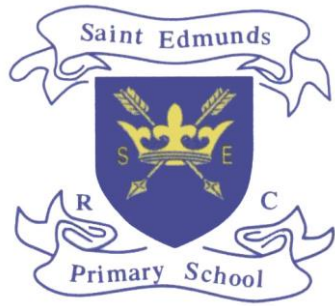
# Themed Curriculum

## **Autumn:**

History – ‘How did conflict change our local area in World War 2? ’

Geography – ‘Earthquakes, Mountains and Volcanoes’

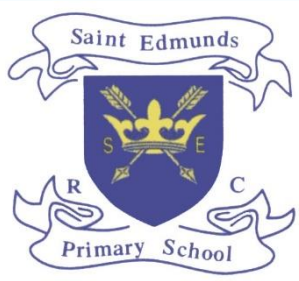
Science – ‘Animals Including Humans’ and ‘Electricity’



# PE & Clubs

## **Physical Education / Games**

- PE kit – come in PE kit on Tuesday & Wednesday
- Earrings – must be able to take them out. We are not permitted to remove earrings
- PE kit – no logos
- Outdoor P.E on a Tuesday and indoor on a Wednesday



# Homework Expectations- Monday to Monday

## **Maths:**

- Mathletics (2 set weekly homework on a Friday)
- Times tables rock stars (~5 minutes per day)

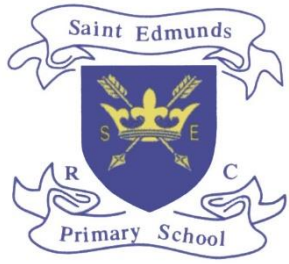
## **Spelling:**

- Weekly class assessment on a Friday- on the learning intentions

## **Reading:**

- Every day at home for ~20 minutes across range of genres (including being read to).

**Weekly Learning Log tasks : Monday to Monday.**



# Other Information

- 'Ready, Respectful, Safe'
- Accelerated Reader.
- Star Maths.
- Self and peer assessment (purple pen).
- Weekly home learning– once a week containing spellings and information about the following week.

## **Assessments:**

Writing – cold and hot tasks.

Maths – White Rose scheme of learning with assessments throughout the year.

GPS and Reading – Rising Stars assessment.

# Rights Respecting Schools (RRS)

**WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL**



**Children's rights are learned, understood and lived in this school.**



**THE UN CONVENTION ON THE RIGHTS OF THE CHILD**



- We are proud to be a Gold Rights Respecting School.
- This reinforces our message of being Ready, Respectful and Safe.
- Pupils are taught about their Rights as human beings and how we can ensure these rights are met at our school.
- Pupils will learn about their rights in assemblies and class reflection time.
- The School council and Eco council will help to highlight the importance of these.
- Updates on our Rights Respecting Schools journey will be found in our School Newsletter.

# Relationships & Behaviour

- Building Relationships is at the heart of our policy & procedures
- Positive Recognition
- Consistent routines and expectations
- THRIVE
- Therapeutic Thinking
- Co-regulation and explicit teaching
- Support and interventions





# Sounds Write Phonics

- Scheme used across the school from EYs to Y6  
(alphabet code knowledge, alternative spellings, polysyllabic words)
- Children are taught to listen to sounds in words and then taught the spellings that make those sounds
- It focuses on precise pronunciation, sounds taught in context of words and not in isolation, no pictures or actions to represent sounds, no teaching of rules
- Teaching sequence constantly builds on prior knowledge and gives children time to rehearse and practise



# Sounds Write Phonics

- In KS2 there is more emphasis on splitting words into their syllables for reading and spelling:

au | t o | bi | o |

gra | phi | cal

- Words are also sometimes split according to their meaning:

auto | bio |

graph | ic | al

self      life

writing      to do with



## Spellings

- Spellings will be sent home for children to practise what they have learnt in the classroom
- Spellings will come home with the weekly notices showing you how they are split into their sounds or syllables,

e.g. m a t      ch i p      sh e l f      r a i n  
l i gh t  
sand|pit      ca|len|dar  
a|cco|mo|date

- Encourage your child to “Say the sounds and write the word” as they are writing



# How to support your child at home

Say the sounds  
and read the  
word.

Say the sounds  
and write the  
word.

- If your child makes a mistake, repeat the phrases above and/or point with your finger to the error to see if they can fix it themselves
- In KS2 the children can move on to saying the syllables and reading/spelling the word
- Aim to practise reading and spellings at least four times a week

# Handwriting



- New scheme introduced across the federation.
- Daily 20-minute sessions
- 4 strands of learning in each session to create fluency and

| Making bodies stronger             | Learning the letters                         | Holding the pencil                           | Flow and fluency                                |
|------------------------------------|----------------------------------------------|----------------------------------------------|-------------------------------------------------|
| Physical strengthening of the body | Dynamic movements for learning letter shapes | Optimal pencil hold for speed and legibility | Speed and stamina developed                     |
| Motor and spatial preparation      | Sensory experiences for memory and recall    | Diagnostic photos for addressing issues      | Economy of movement and use of rhythm for speed |
|                                    |                                              |                                              | Joining letters in a 12 week programme          |

Learning the text version orally and internalising the pattern of language within it is at the heart of the Talk for Writing approach.



The 3 stages of Talk for Writing:

Imitation  
(Knowing the model text)

Innovation  
(New version)

Independent Application  
(Creating your own)



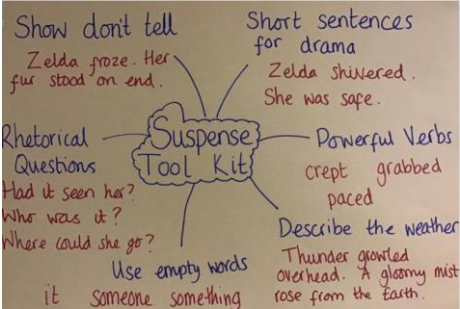
Story/text maps.

This is a visual representation of the model text. Children use the text map with actions to learn and internalise the text.

Throughout the process children will:

- focus on oracy and vocabulary development
- do daily sentence/grammar/spelling games
- engage in drama and role-play
- use toolkits based on the features of their text type

Rain-soaked, the tawny owl waits.  
Its eyes are like forlorn planets.  
The thin beak curves like a coin's edge.  
Owl ruffles its freckled feathers,  
Scowls as it dangles  
its damaged, speckled wing.  
Cold legs in furry tights  
and talons grip the stone wall.



- create spine poems to develop ambitious vocabulary and imagination
- be involved in shared writing, where being a writer is modelled by the teacher
- do 'short burst writing' to explore and practice the language and skills needed to write
- be exposed to different text types through the year

# Online Maths Programmes

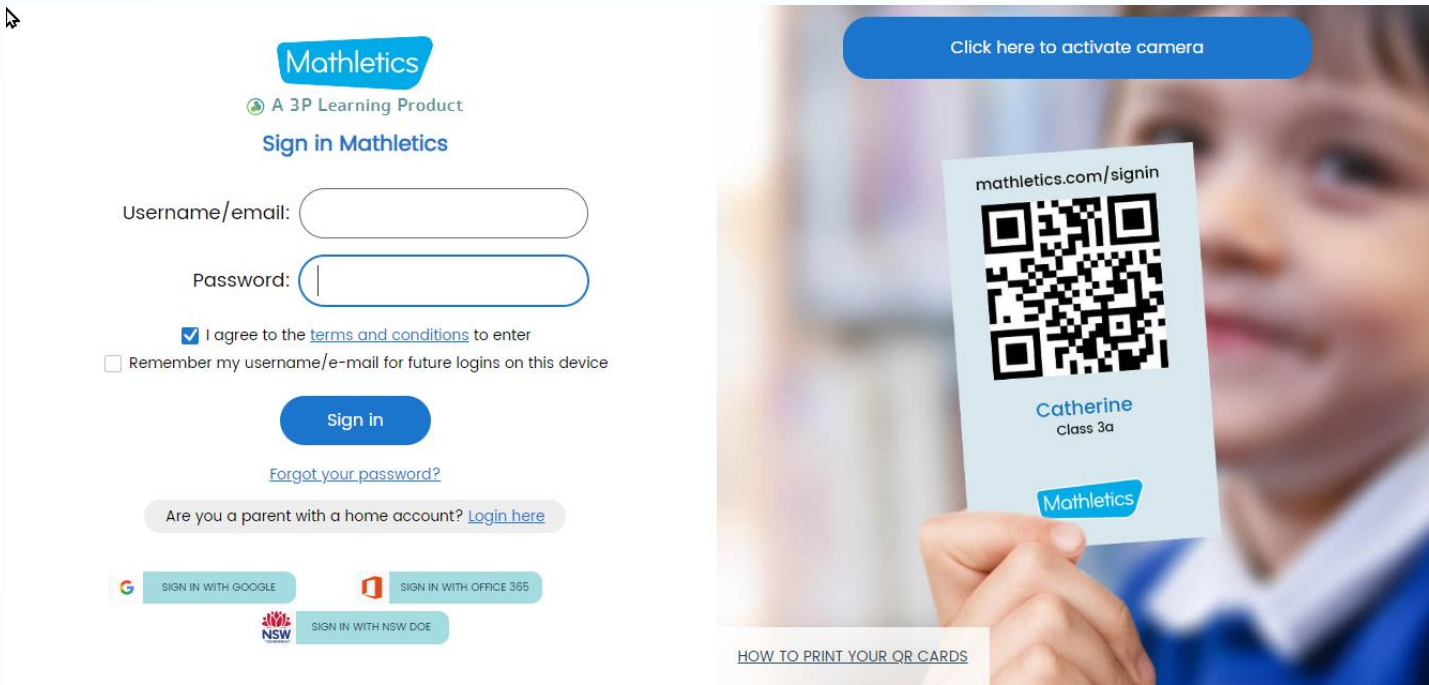




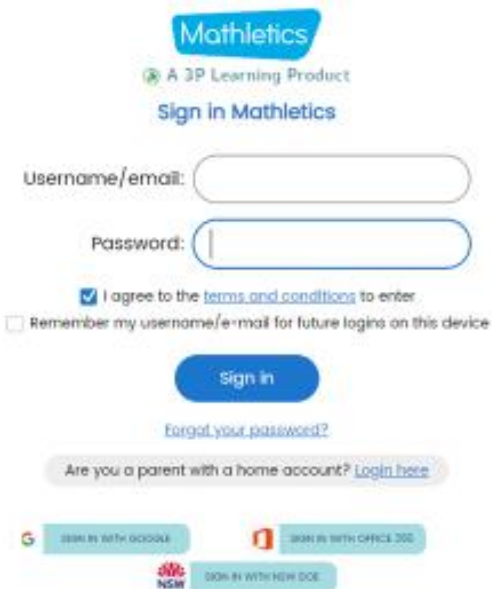
The log on details were sent to you in the form of a letter when your child first started the school.

For new Early Years children, Numbots will be introduced next half term.

Your child should complete a minimum of 10 minutes a week on either Numbots (Early Years to Year 3) and / or TTRS (Years 1 to 6)



- Your child has a passcode slip similar to above. They can log in automatically by scanning the QR code or the user name and password on the card.
- We ask for a minimum of 10 minutes practise at home each week.
- Your child's teacher will set at least one homework task a week.
- Once they complete the homework task, they can choose to do anything else on Mathletics.



**Mathletics**  
A 3P Learning Product  
**Sign in Mathletics**

Username/email:

Password:

☒ I agree to the [terms and conditions](#) to enter.

☐ Remember my username/e-mail for future logins on this device

**Sign in**

[Forgot your password?](#)

Are you a parent with a home account? [Login here](#)

 [SIGN IN WITH GOOGLE](#)  [SIGN IN WITH OFFICE 365](#)

 [SIGN IN WITH NSW DOE](#)



- Your child has a passcode slip similar to above. They can log in automatically by scanning the QR code or the user name and password on the card.
- We ask for a minimum of 10 minutes practise at home each week.
- Your child's teacher will set at least one homework task a week.
- Once they complete the homework task, they can choose to do anything else on Mathletics.

The screenshot displays the Mothletics app interface. At the top, there is a navigation bar with a 'To do' tab selected, alongside 'Resources' and 'Hall of Fame' tabs. A banner above the tabs states 'Earn 350 points a day to open these...'. To the right of the navigation bar is a 'New Mathletics' button and a user profile icon. The main content area is divided into two sections. On the left, a 'To-do list' is shown with a rocket icon. It features a filter for 'All' with '2 Tasks'. The tasks listed are 'Place Value 1' and 'Number Lines', both with a due date of '29 SEP 2023' and a play button icon. On the right, a user profile section shows a cartoon character, the school name 'St Edmund's Catholic Primary School', and a 'Points this week' section with a progress bar and a value of '0'. Below this, two boxes show 'Questions answered this week' and 'Questions answered this year', both with a value of '0'.

Homework tasks will appear on the To-do list when the children first log on.



# Live Mathletics



Level

1

2

3

4

5

6

7

8

9

10

Results

My class



Junior Giant  
780



Junior Giant  
612



Raging Rookie  
300



Junior Giant  
200



Junior Giant  
0



Speed Demon  
0



Speed Demon  
0



Junior Giant  
0



World Challenge

Online 6878



School Challenge

Online 2



Computer Challenge

High Score 36



Class Challenge

Online 1

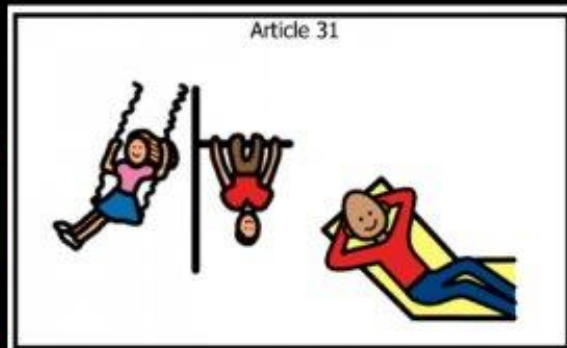
When children have completed their homework, they can then participate in quests, live mathletics and much more.

# OPAL - Playing together at St Edmunds



Aim: Access to ALL of the grounds, ALL of the year, for ALL children

Article 31 – The right to rest and play



# RE at St Edmunds.



# To know You more clearly

The Religious Education Directory  
*for Catholic Schools, Academies and Colleges  
in England and Wales*



**Religious  
Education  
Directory**

The RE curriculum being followed by the whole school has been designed and approved by the Bishops of England.

It is based on the liturgical year and is divided into 6 branches, one for each half term. It is structured this way so that so that the children can build on their knowledge of each branch every year.

# Helping to keep our children safe online

## Reminders:

- **Be involved in your child's online life** - Consider what parental controls you have in place at home to filter inappropriate content. Do you monitor your child's online activity? Do you check the privacy settings on tablets, phones, laptops? Are the devices your child uses kept in a communal space in the home so you are aware of what they are accessing?
- **Limit your child's time spent online** to support the development of healthy habits (especially before going to bed)
- Have you talked to your child about **what to do if they feel unsafe online**? Not everyone is who they say they are.
- **Are you APP aware?** - Age restrictions – most social media apps require children to be 13+ to access them. (TikTok, WhatsApp, Instagram, Snapchat, Discord etc)
- Only children in Year 6 are permitted to bring a phone to school (if they are walking home). These are handed in to the office for safe keeping during the day. No access to these is permitted whilst in school.
- We ask that children **do not wear smart watches to school**. Notifications cause a distraction from their learning and online connectivity could pose a risk to themselves and others when in school. Any smart watch worn to school will be stored in the office, as per mobile phones, and these will then be available to collect at the end of the school day.

A Prayer for the New School Year:

**Teacher**

Loving God, we thank you for this new school year and for the opportunity to learn and grow.

We ask for your Holy Spirit to guide us as teachers and parents of our children and help us work and learn together in God's love.

Bless our teachers, that they may inspire our children with knowledge, wisdom and kindness.

Bless our children, that they may be receptive to learning and eager to share their gifts.

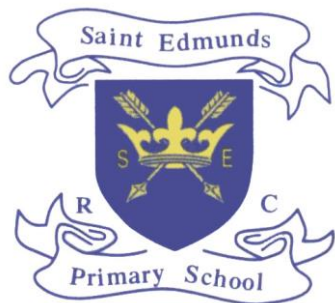
Bless our school families as they support our children in their education journey.

May our school community be a place of faith, of hope, and of love.

Let this year be filled with opportunities for growth, discovery, learning and a deeper understanding of your love. We ask this in the name of Jesus, your Son, our Lord. Amen.

**ALL**

Our Father....



# Questions

