



**WELCOME TO
YEAR 6 – PARENT
INFORMATION
EVENING**



14th September 2023

	8 . 5 0	9:20-10:15		1 0 . 3 0	10:45-12:15		L U N C H	1:15-3:20		
M o n	V I P E R S	English		B R E A K	Maths	RE		RE	PE	
T u e s	V I P E R S	English			Maths	Maths		RE	FRENCH	
W e d	V I P E R S	HYMN PRACTICE	PSHE		English					
T h u r s	V I P E R S	Maths	CLASS WORSHIP		English	Music		PE	Science	Science
F r i	V I P E R S	Maths	HT ASSEMBLY		Maths			English	History	



Please note changes of timings of the day

CURRICULUM

- Religious Education
- PSHE - Life to the Full (Ten Ten)

Core Subjects

- Mathematics
- English
- Science
- Computing

Foundation Subjects

- Humanities
- Physical Education
- Art/DT
- Music
- French

Please see the website for curriculum coverage, for vocabulary, and for useful websites.



English

We will read a variety of texts and genres in lessons and use these to support our writing. We will be writing in a range of styles using texts we are reading and topic work to inspire the content.

In reading sessions, we will concentrate revising a range of skills that will support their ability to respond to varied questions in reading comprehension papers. We will particularly focus on deduction and inference with, 'What do you think...' and 'explain what the writer meant by...' style questions. We will have a class reader which can use to further enhance our comprehension skills

In addition, there will be discrete teaching of grammar and punctuation in preparation for the SATs. We will be learning different spelling patterns each week which are tested on a Thursday.

RE

We will be introducing a new RE curriculum this year. There will be two 'Branches' this term.

Branch 1—Creation and Covenant
Branch 2— Prophecy and Promise.

Music

We will be developing our music through listening and appreciating a variety of musical songs and composition throughout the ages.

Physical Education

The children will build upon, and develop further their hockey on Monday, delivered by outside coaches.

Games will be taught by Mr Seuke.

Science

We will be carrying out mini- investigations and exploring the skills of interpretation, prediction, results, analysis, conclusion in order to carry out investigations. Preparation and revision for the NC Tests.

French

A member of staff from Salesian will deliver this lesson.

Art/DT

We will be developing our drawing and painting skills through our study of Impressionist art with a focus on work by Van Gogh. Our topic this term in DT is textiles where we will be developing skills in sewing, looking at a range of sewing techniques through focussed practical tasks.

History/Geography

Ancient Greece and its civilisation will be the main history topic.

We will be learning about aspects of a mountainous Alpine region, both the human and physical features.

Mathematics

In Year 6, we will focus on efficient methods and strategies in calculations, problem solving involving numbers, money and measures, including finding the difference between a positive and a negative integer, using decimal notation, estimation, perimeter/area, deriving multiplication and division facts involving decimals. We will also be explaining reasons and conclusions orally and on paper, using words, diagrams, symbols. Arithmetic will be a key part of our learning so maintain and boost basic skills.

Homework

Monday: English or R.E.

Tuesday: RE or reading, practise spellings and times tables

Wednesday: Written reading comprehension/Practise spellings and times tables

Thursday: Science/Spelling rule investigation

Friday: Maths/Humanities spellings and times tables.

Reading should be done daily and on a Tuesday, we would expect the children to be reading to an adult for 30 mins.

Rockstars should be attempted at least three times a week.

PSHE

We will be introducing a new programme of study called 'Life to the Full' from Ten Ten. The scheme will cover all required aspects of the curriculum including Relationships and Sex Education from a Catholic perspective.

The Core Values are:
Respect
Happiness
Unity
Love

Computing

Our focus this term is 'Computing systems and networks' (specifically relating to communication and collaboration) and the creation of web pages. Online safety includes the importance of privacy settings in relation to online profiles.

Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
 - complex sentences with more than one subordinate clause
 - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.

Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesior within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



End of Year Expectations for Year 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.



Mathematics

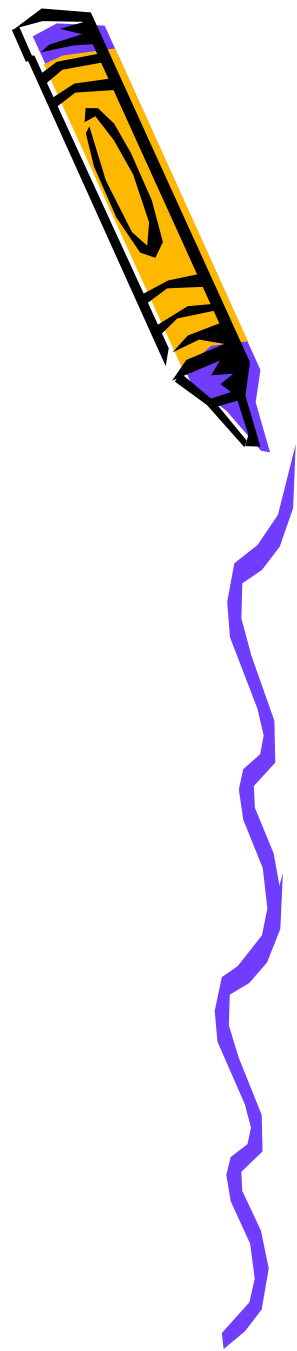
- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply 4-digit by 2-digit
- Divide 4-digit by 2-digit
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate percentage of whole number.



Presentation

Key points in Year 6 are:

- Handwriting- joined and legible
- One number per square
- All lines drawn with rulers
- Worksheets to be stuck in accurately on the page.

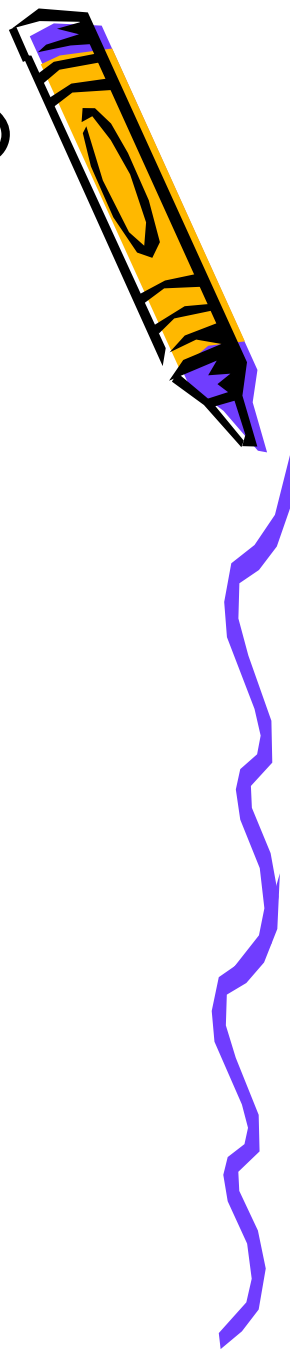


Religious Education - The New RED

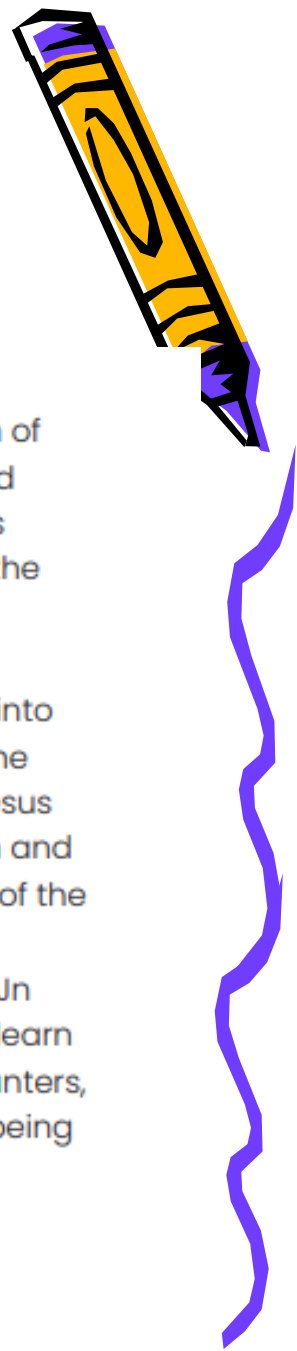
To Know You
More Clearly



Religious
Education
Directory



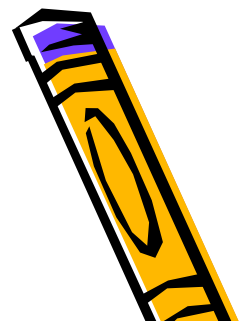
Branches



1. **Creation and covenant:** 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.
2. **Prophecy and promise:** 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.
3. **Galilee to Jerusalem:** 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.



Branches



4. **Desert to garden:** 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.
5. **To the ends of the Earth:** 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.
6. **Dialogue and encounter:** 'For "In him we live and move and have our being"' (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.



PSHE/RSE

- In 2020, Relationships Education and Health Education became statutory for all primary schools in England.
- As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility.



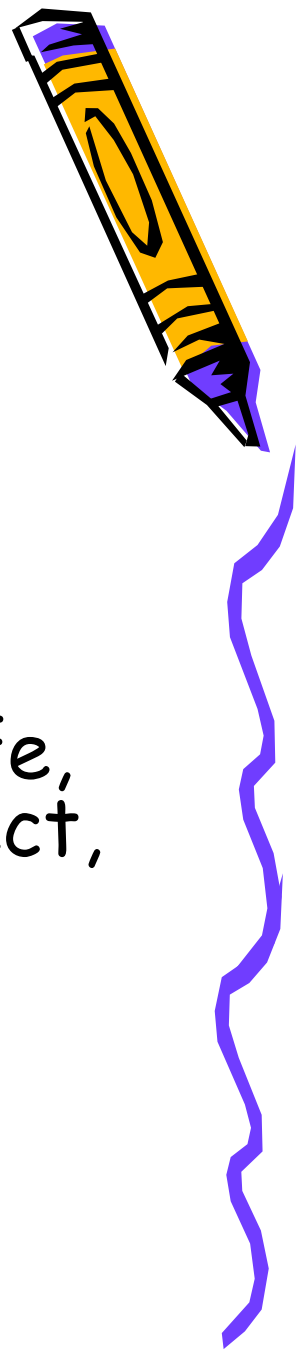
Life to the Full

- We are introducing a new programme this year called **Life to the Full** by Ten Ten Resources.
- **Life to the Full** has been approved by our diocese. Furthermore, Ten Ten Resources have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the RHE statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.
- Further details and access to a parent portal will be sent out by Mrs Brown, our PSHE Lead.

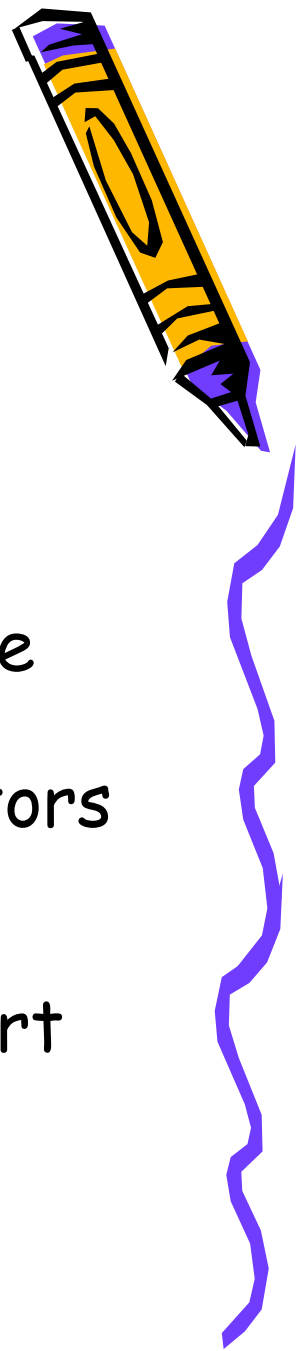


What is RSE?

- RSE is the life long learning about physical, moral and emotional development.
- It is the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.
- It is also about the teaching of sex, sexuality and sexual health.



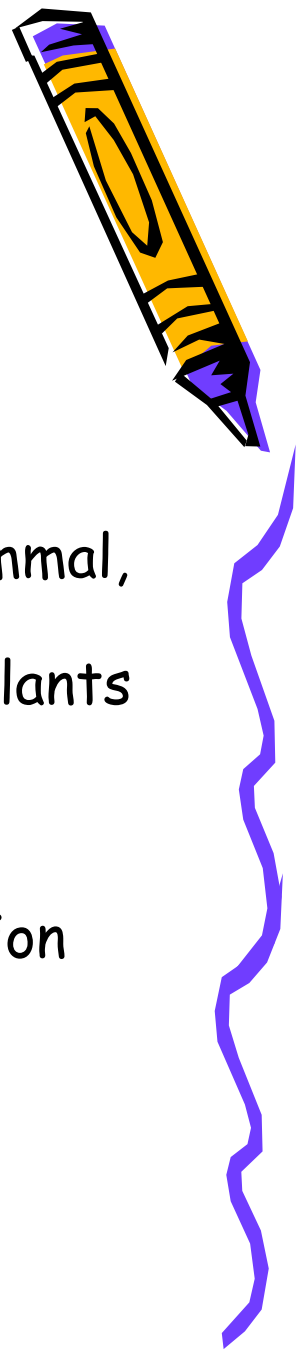
RSE at St Charles Borromeo



- RSE forms a part of the RE, PSHE Programme (Personal, Social and Health Education) and science curriculum.
- Our key objective is the well-being of the child.
- We believe parents are the prime educators of their children.
- The school, church and family will work together; our role as a school is to support you and not to replace you.



Year 5/6 Science NC requirements



Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

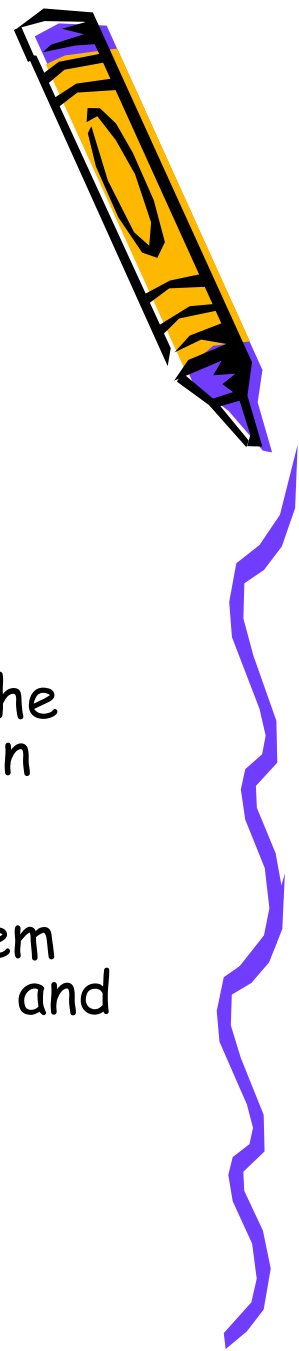
Notes and guidance (non-statutory)

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.



Year 5/6 Science NC

Animals, including humans



Statutory requirements:

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.



Right to Withdraw



- Parents have the right to withdraw their children from elements of sex education that are not in line with the National Curriculum for Science, however we strongly recommend inclusion.
- Parents may **not** withdraw their children from any aspects of Relationship and Health Education.



HOMEWORK

- Homework timetable is on the curriculum overview
- Homework Diary - in school every day please. The children must ensure that they are adding to this as it is a vital skill for next year.



RESIDENTIAL

Dates booked are:

Wednesday 5th - Friday 7th June 2023

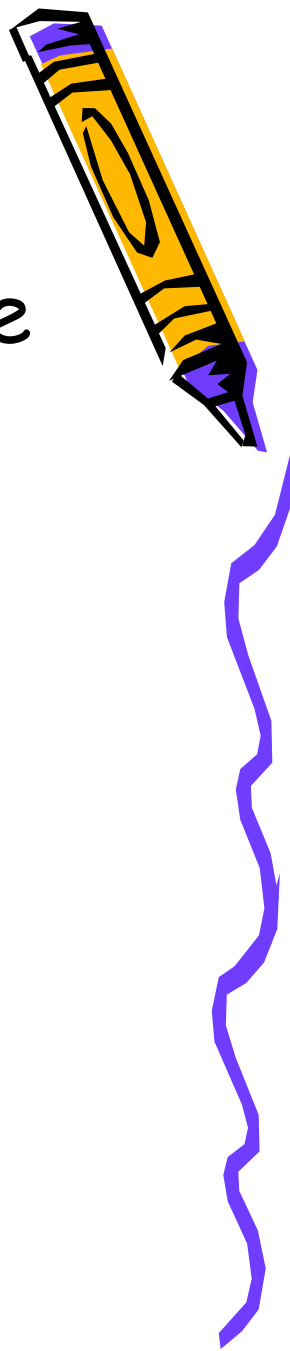
Meeting on Monday 25th September at
7pm in Year 5 will provide more
information.



School Trips

We hope that the children will be able to experience some trips during this year including:

- Viking Museum trip
- Places of worship
- Life of Christ
- Arundel Pilgrimage



Important Events

- 2024 National Curriculum Tests:

w/c 13th May 2024

- Secondary Schools:

Closing date of applying - 31st October 2023

Apply on line, although paper copies can be requested.

VA schools require supplementary forms

Check websites for all information.

- Open Evenings: *refer to specific schools*



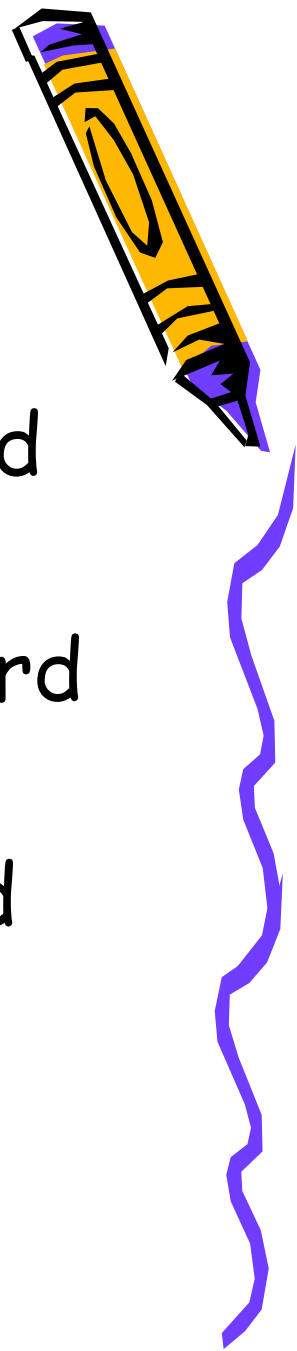
SATs



- Important time for the children
- Children will sit tests in reading and grammar in English (writing is teacher assessed).
- Children will also sit formal tests in maths and possibly science.
- Preparation over the year-home and school, including revision books.
- Importance of homework and parental input.



Reporting SATs Results!

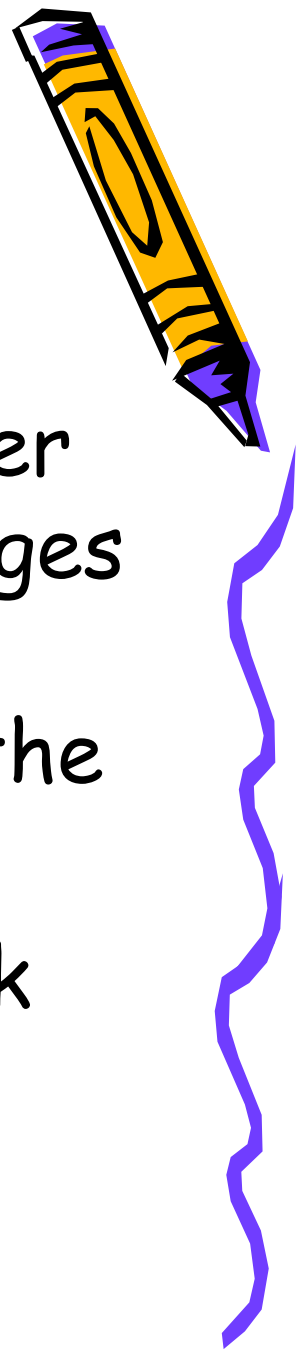


Reporting takes the format of scaled scores:

- 100-120- achieve expected standard for Year 6
- 80-100- working towards expected standard



Reading Comprehension Paper



The reading test will be a single paper with questions based on three passages of text. The test takes one hour, including reading time, to complete the test.

To prepare for the test, we will work on the following skills:





Reading VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



Point, Evidence, Explanation

P.E.E shows that you have read and understood a text.

Point - Make a point.

Evidence - Find evidence from the text to back up your point.

Explanation - Explain how the evidence proves your point.



SPAG - Grammar, Punctuation and Spelling Paper

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

Example questions can be seen on the following slides.



Put one letter in each box to show the **word class**.

noun
A

verb
B

adjective
C

adverb
D

The first singer was clearly the best.

↑ ↑ ↑ ↑

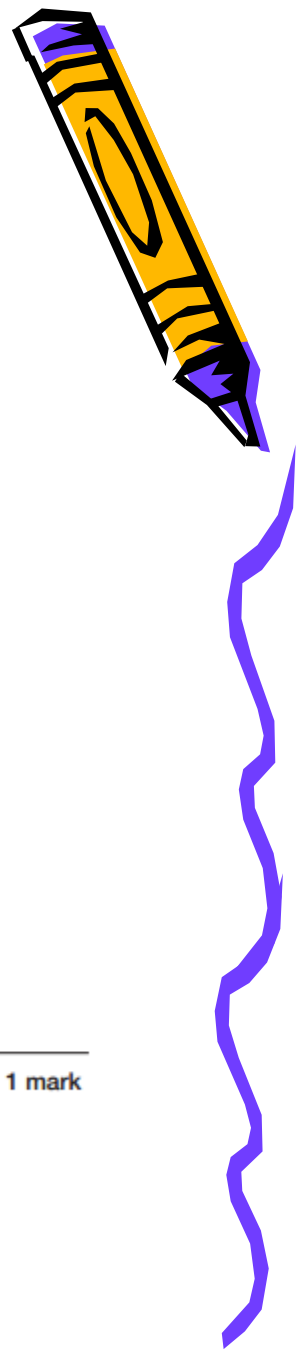
1 mark

Circle the **two** words that show a command in the passage below.

Ring the emergency services. Tell them to contact the fire brigade urgently.

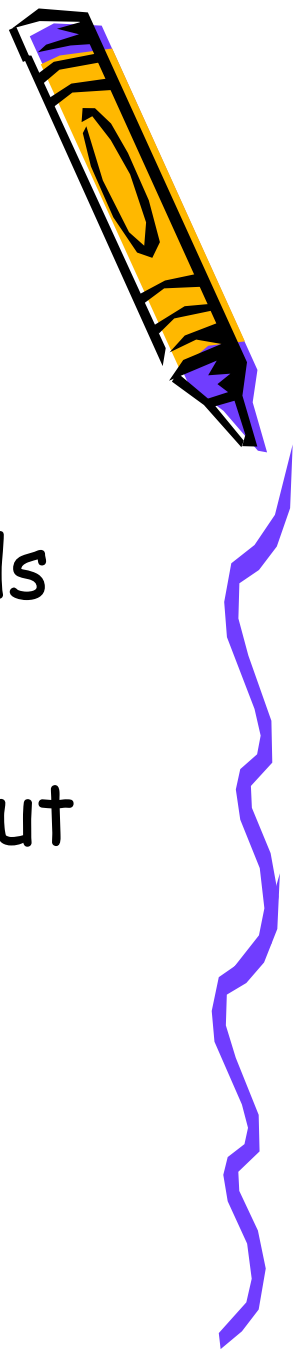
Some residents have already had to leave their houses.

1 mark



Spelling

- All spelling rules from KS1 and 2
- All 3,4,5,6 common exception words
- Assessment start and end of year
- Homework- mainly Spelling Shed but not always



Maths

Children will sit three papers in maths: •Paper 1: arithmetic - 30 minutes and Papers 2 and 3: reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

For clear progression of calculations within the school please see the school website under the Curriculum/maths.



Science

We learn Science under the headings of-

- Physics,
- Chemistry
- Biology
- It is not assessed as a SATs paper but it is assessed as SATs teacher assessment results, and for feeding to Secondary schools.
- We will be completing papers across the year, just as English and Maths



Equipment

Children need to have the following in school every day:

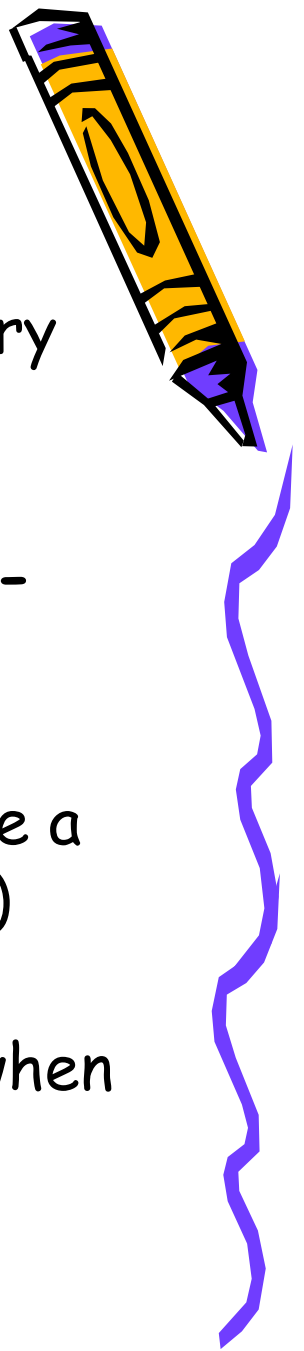
- Homework diary
- Reading book
- Water bottle
- Jumper - for those who feel the cold when the air con is on!!!!
- Coats



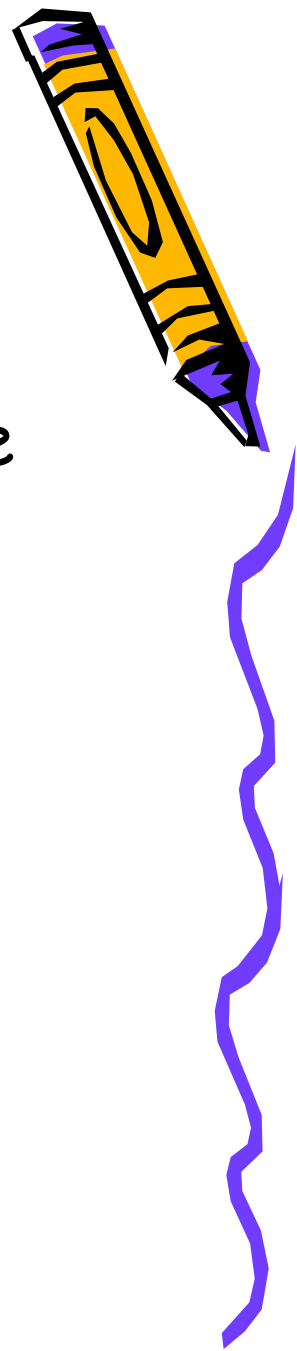
Equipment

Children need to have the following in school every day:

- The children have been provided with a school pencil case which has the following equipment - handwriting pen, pencil, green pen, purple pen, glue stick, ruler, rubber and highlighter.
- In addition to this, please could your child have a pencil case (which will be kept in their lockers) with a range of coloured pencils and felt tips.
- Other resources will be made available by us when required.



CGP



- As part of our teaching and revision, we use CGP books.
- We use them regularly and they are incredibly useful in providing reinforcement of learning.
- They will also be used for homework.



STEPS Behaviour system

Staff Member	Any Member of Staff	Any Member of Staff	Class Teacher	Class Teacher/ SLT	Head Teacher	Head Teacher and Parent/Carer(s)
Level of Sanction	Verbal Warning and/or Yellow Warning Card	Step 1	Step 2	Step 3	Step 4	Step 5
Example of Negative Behaviour	<p>Talking at the wrong time</p> <p>Inattentive behaviours</p> <p>Ignoring instructions</p> <p>Distracting others or being distracted</p> <p>Time-wasting</p> <p>Interrupting learning</p> <p>Calling out</p> <p>Bad manners</p> <p>Silly noises</p> <p>Getting out of seat at the wrong time</p> <p>Pushing in the line</p>	<p>Persistent repetition of negative behaviours</p> <p>Not always doing as asked straight away</p> <p>Leaving class without permission</p> <p>Racist or other derogatory behaviour, or comments, used without understanding</p> <p>Lack of respect for property</p> <p>Lack of respect towards staff member(s)</p> <p>Answering an adult back, rolling eyes, tutting, etc.</p> <p>Lying</p>	<p>Repetition of behaviours at Step 1</p> <p>Constant low-level disruption, which disturbs the learning of others</p> <p>Persistent name calling/teasing</p> <p>Consistently not conforming to school rules</p> <p>Verbal aggression</p>	<p>Repetition of behaviours at Step 1 and 2</p> <p>Bullying</p> <p>Putting other children at risk of harm through physical aggression</p> <p>Biting, hitting or kicking to the point where marks are left</p> <p>Ignoring and/or repeated refusal to follow school rules; refusing to do what a teacher has told them to do</p> <p>Graffiti</p> <p>Wilful damage to school property</p> <p>Leaving the school building without permission</p> <p>Swearing (verbal or written)</p> <p>Discriminatory and/or derogatory language (verbal or written)</p> <p>Deliberate spitting</p> <p>Intentional theft</p>	<p>Racist or other derogatory behaviour, or comments, used with understanding</p> <p>Fighting where the child has needed to be separated from others</p> <p>Hitting another child in a violent and deliberate manner</p> <p>Biting, hitting or kicking to the point where blood is drawn</p> <p>Verbal threats against staff</p> <p>Swearing/use of rude language in an aggressive manner</p> <p>Displaying threats of danger of violence towards others</p> <p>Step 3 sanctions and strategies have been exhausted</p>	<p>Severe assault on anyone</p> <p>Malicious allegations</p> <p>Significant danger or violence towards others</p> <p>Throwing furniture</p> <p>Bringing banned substances to school</p> <p>Repeated incidences of bullying</p> <p>Racial, sexual or other derogatory harassment</p> <p>Serious repeated challenge towards authority</p> <p>Leaving school site without permission</p> <p>Refusal to cooperate with the school's Behaviour Policy</p> <p>Disruptive behaviour in class where all other sanctions and stages of escalation have been exhausted</p>

SUNDRIES

- Children to wear school PE kits on PE days of Monday and Thursday - in cold weather track suits may be worn but must be navy or black
- Inform the office in writing if your child is going to be walking to and from school.
- Mobile phones - left in the box next to the teacher's desk
- Named clothing/articles
- Payments: Red Box by Office
- Absences-for illness, medical, external exams and school visits report to class teacher as well as office
- Forgotten items: Blue Box by Office

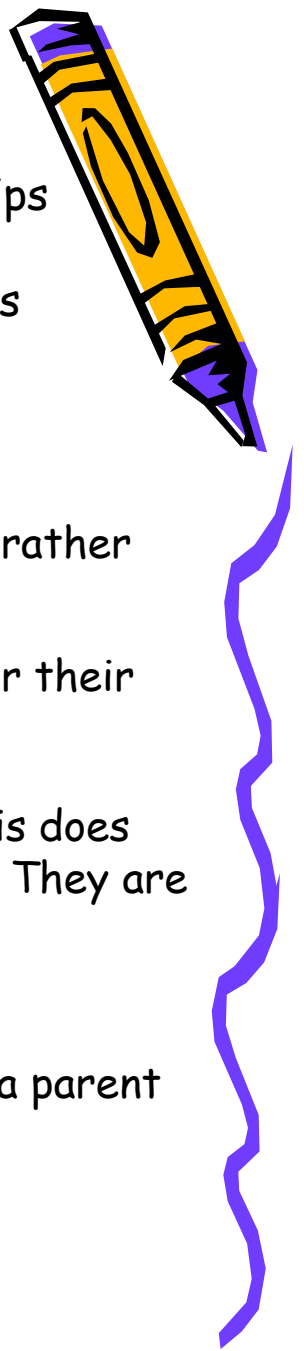


Parents attending educational visits

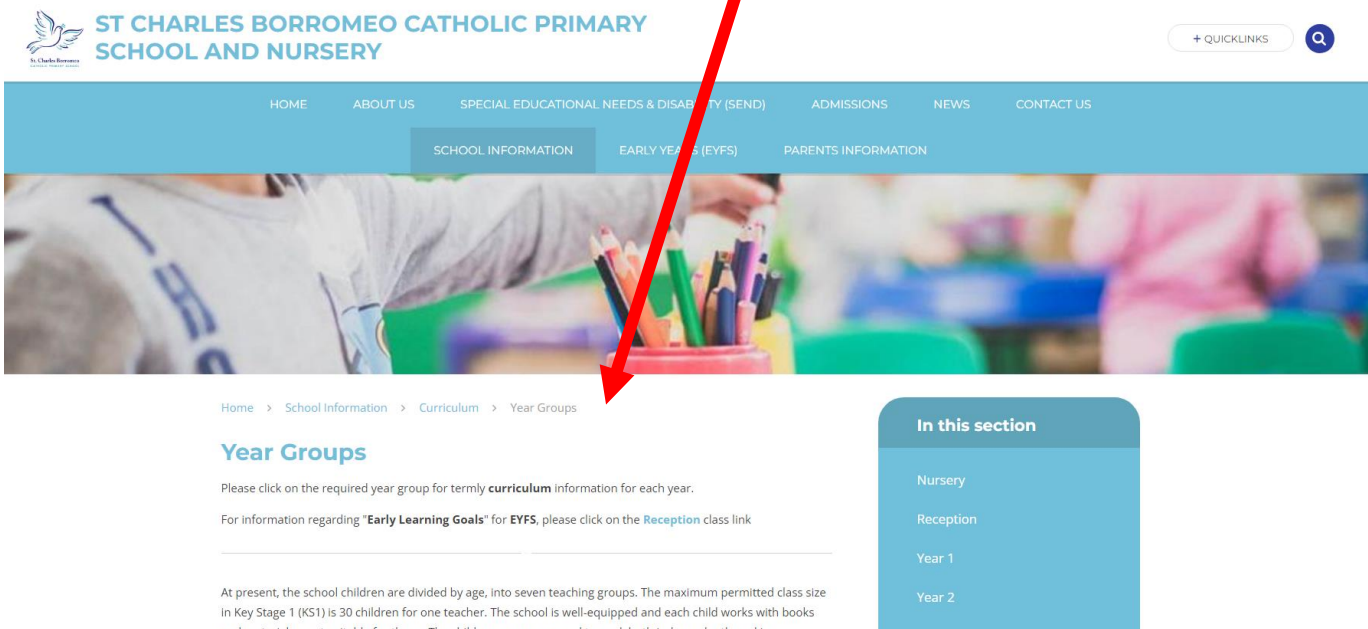
We **always** appreciate and value volunteers on school trips - without them trips would not be able to take place.



Please be aware however that the school policy is that parents on school trips will **not** have their own children in their groups. This is to ensure:

- The safeguarding at all times of ALL children in a group.
- The adult is free to focus on ALL children in the group for greater safety, rather than concentrating on their own child.
- Increased independence for the children who will need to be responsible for their own belongings.
- Greater social skills - School visits are great for friendship building and this does not happen for all children when they spend the day with their own parent. They are encouraged to eat and socialise in the company of their peers.
- Behaviour is better for all children when they are not with their parent.
- On occasions, there might be exceptional circumstances where we may ask a parent to accompany their child e.g. for medical or SEND reasons.



The curriculum information and supporting useful information shared this evening can be found on the St Charles website as seen below



 **ST CHARLES BORROMEO CATHOLIC PRIMARY SCHOOL AND NURSERY** [+ QUICKLINKS](#) 

[HOME](#) [ABOUT US](#) [SPECIAL EDUCATIONAL NEEDS & DISABILITY \(SEND\)](#) [ADMISSIONS](#) [NEWS](#) [CONTACT US](#)

[SCHOOL INFORMATION](#) [EARLY YEARS \(EYFS\)](#) [PARENTS INFORMATION](#)

[Home](#) > [School Information](#) > [Curriculum](#) > [Year Groups](#)

Year Groups

Please click on the required year group for termly **curriculum** information for each year.

For information regarding "Early Learning Goals" for **EYFS**, please click on the [Reception](#) class link

At present, the school children are divided by age, into seven teaching groups. The maximum permitted class size in Key Stage 1 (KS1) is 30 children for one teacher. The school is well-equipped and each child works with books and worksheets made collect to the school. The children are encouraged to work both independently and to

In this section

- [Nursery](#)
- [Reception](#)
- [Year 1](#)
- [Year 2](#)



Thank you for coming
and we look forward to
a great year!

