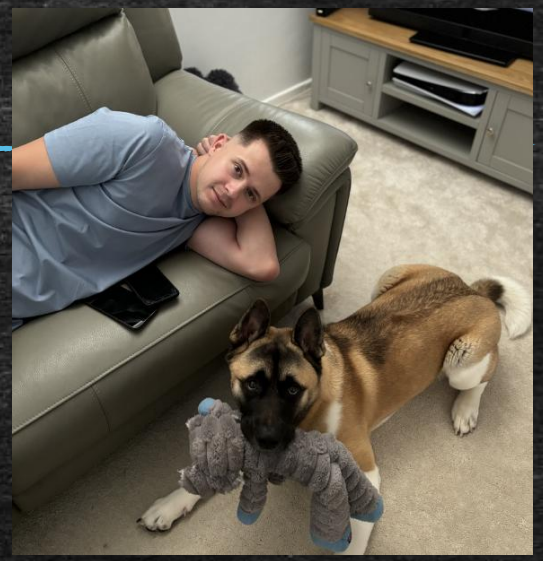


Y6 Welcome Meeting

September 2026

Mrs Woodward









A little bit about me:

This is my fifth year at St Marys and third in year 6.

I have a little, crazy family which keeps me on my toes! My dog, Hugo, thinks he rules the roost and keeps us entertained all day long.

I got married in the last academic year, yet I'll always be called Miss Smith by the children! ☺

My classroom:

I love a practical approach to learning as I find this captures children's interests and makes it more exciting.

I am firm but fair and will strive for everyone to achieve their best.

I will encourage the children to take risks and make mistakes, as this is a natural part of learning.

Classroom Charter



Attendance and Punctuality

Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1:15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Book Looks on a Friday
Doors open at 8:30 with an opportunity to see your child's work and speak with teachers. An adult **must** stay with their child until the bell rings at 8:45.

School Absences

Day 1	•**Parents**: should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence •**Attendance Officer**: where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.
Day 2	•**Attendance Officer**: if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.
Day 3 Welfare Check	•**Attendance Officer**: if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit. •**Attendance Officer & Safeguarding Team**: if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.
Day 10 Referral	•**WHEREABOUTS KNOWN**: the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken. •**WHEREABOUTS UNKNOWN**: absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

- Please find a link to our 'Administering Medication' policy: https://www.stmarymagdaleneprimary.co.uk/attachments/documents.asp?id=3463
- Nut Free school – please do not send nut products or products that may contain nuts into school.



Our School Values

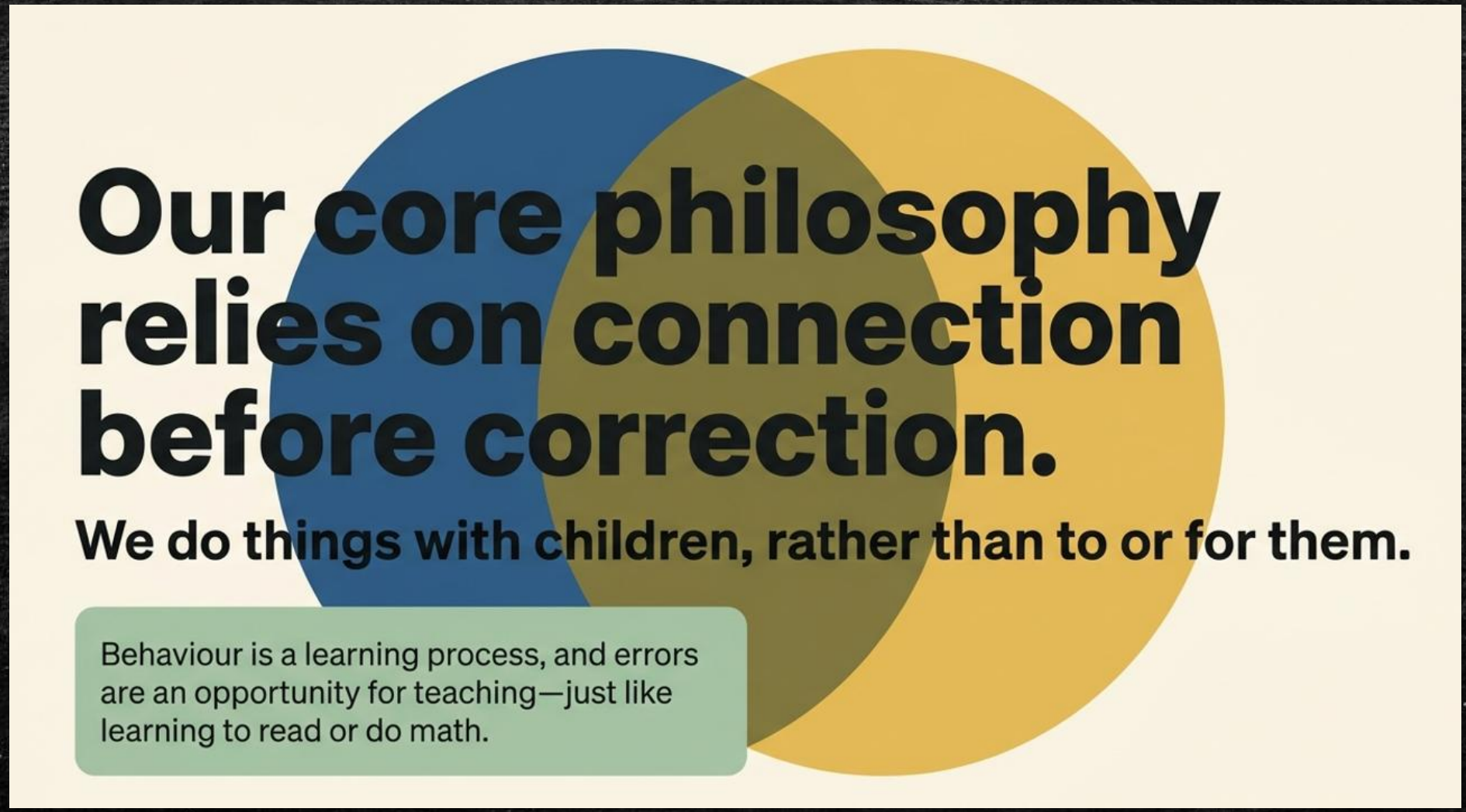
Speak about how the values are promoted in your class



Our School Vision



Our Behaviour Policy



Five Christian values serve as our moral compass.

Love: Providing a haven of compassion and safety where every child is cherished.

Courage: Emboldening children to take risks, overcome challenges, and build resilience.

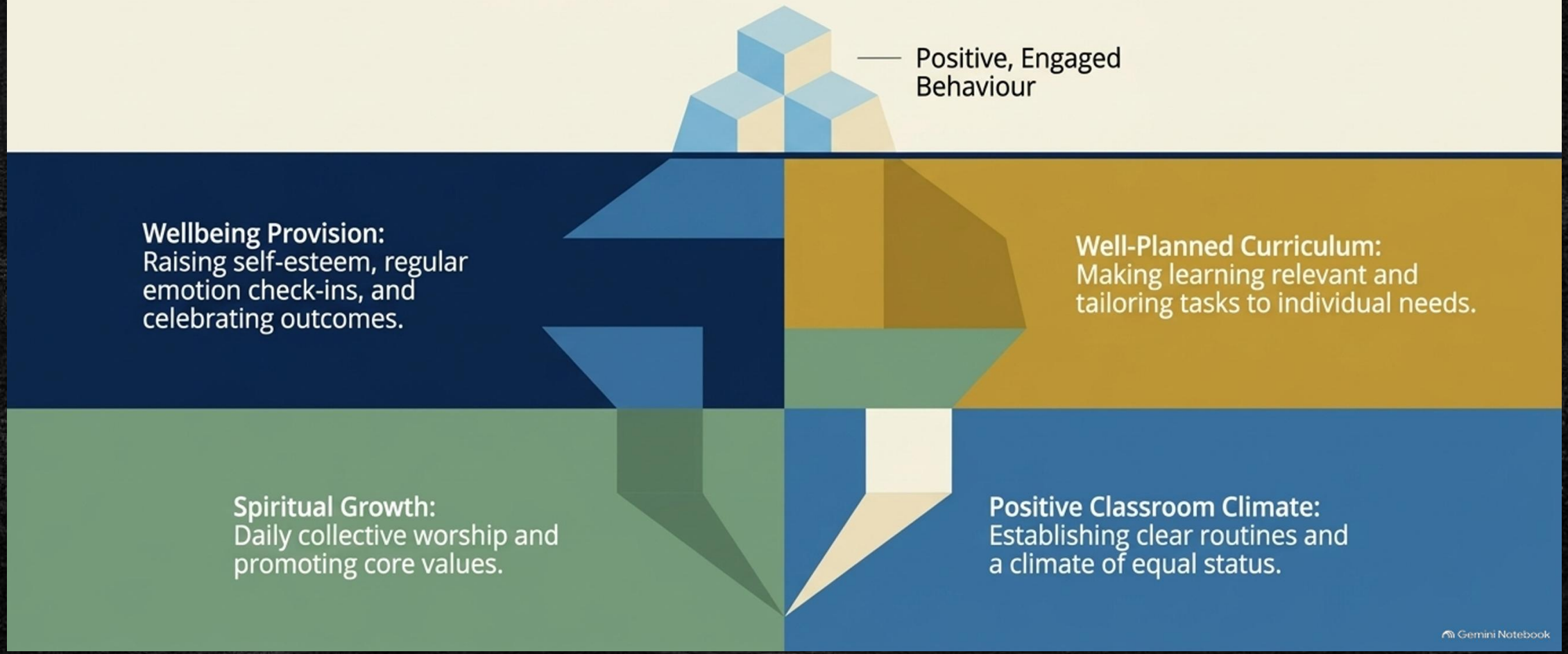


Respect: Fostering an inclusive environment and learning to live well together.

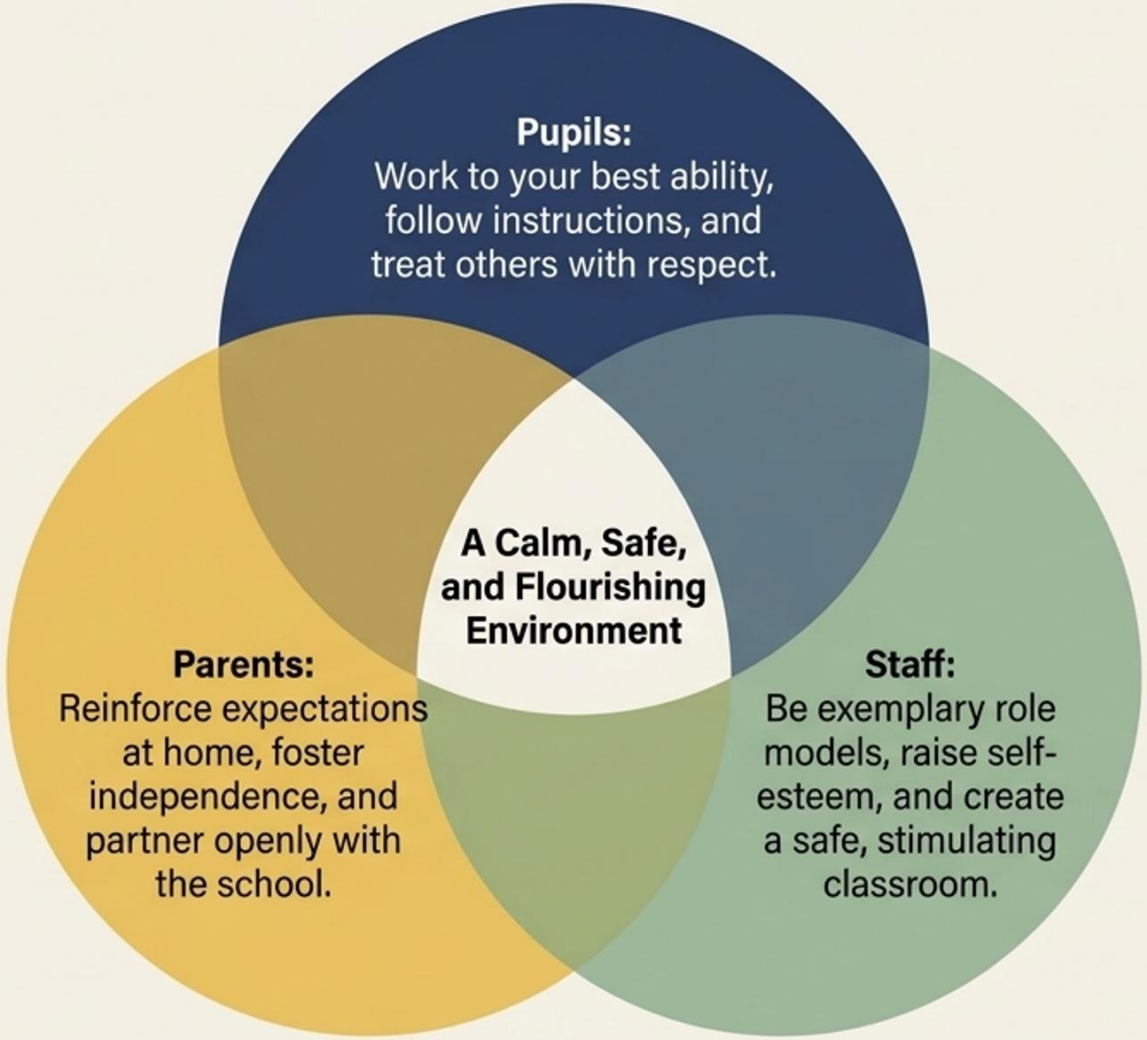
Honesty: Speaking with integrity and building kind, trusting relationships.

Forgiveness: Holding ourselves accountable, repairing harm, and moving forward.

We build an environment that fosters intrinsic motivation.

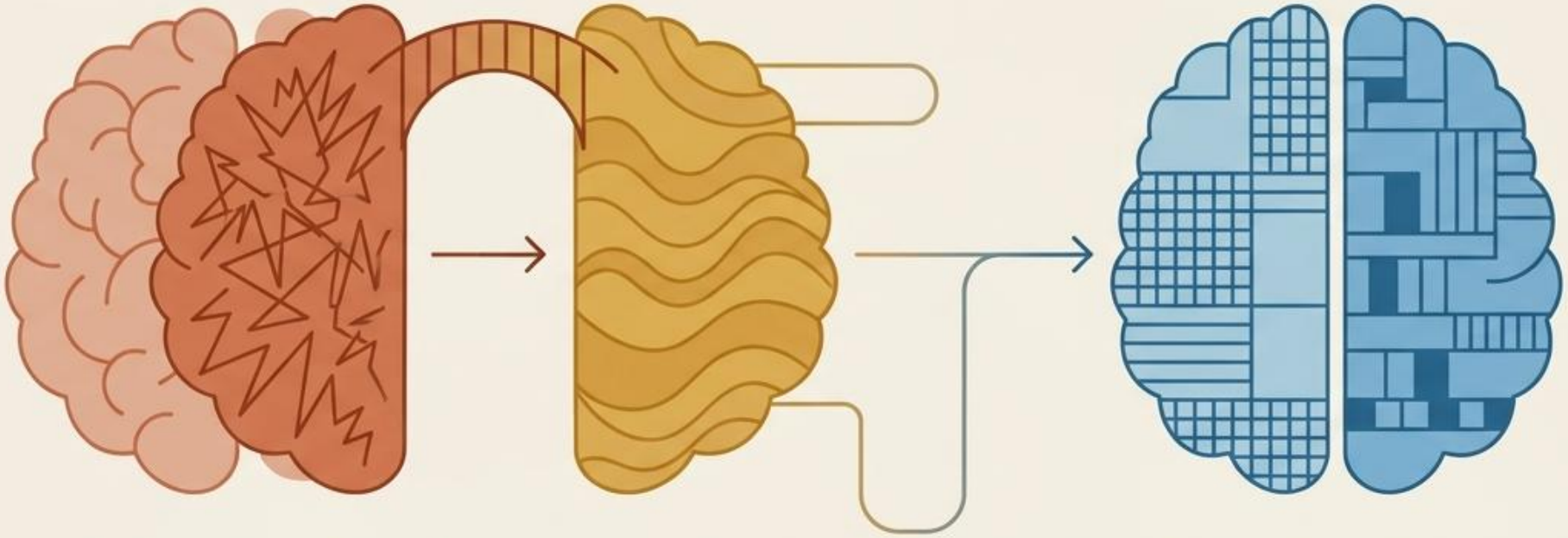


A flourishing environment requires a triangle of shared success.



Gemini Notebook

We use ‘Emotion Coaching’ to connect with the whole brain.



Step 1:
Connect emotionally first (Right-brain to Right-brain).
We acknowledge the emotion to help the child feel safe and reduce shame.

Step 2: Bring in the lessons (Left-brain). Once the child is in **control** and receptive, we guide problem-solving, set limits, and administer discipline.

P.A.C.E. provides our blueprint for interaction.

Developed by Dr. Dan Hughes, this approach helps promote feelings of safety so children can re-engage their thoughtful, problem-solving brains.



Playfulness: Using a light-hearted tone to diffuse conflict and reduce shame when things go wrong.

Acceptance: Connecting with the child's feelings unconditionally, without judgement (though not accepting unwanted behaviour).

Curiosity: Wondering 'why' about a behaviour with a quiet, accepting tone, rather than accusing.

Empathy: Showing you understand that their feelings are important and that it is hard for them right now.

We invite you to share our language and tools at home.

The **30-Second Script** (For delivering clear and walking away to allow take-up time)

- "I noticed you are..."
- "It was the rule about... that you broke."
- "Do you remember last week when you... that is who I need to see today."
- "You have now chosen to..."
- "Thank you for listening."

The **W.I.N.E. Approach** (For non-judgemental engagement)

'WONDER'	"I wonder if it is too noisy in here for you?"
'IMAGINE'	"I imagine that was very frightening."
'NOTICE'	'I notice that your sounds have changed.
'EMPATHY'	Maintain a sense of compassion for the child and their feelings.

We maintain clear boundaries and logical responses to behaviour.

Low-Level Behaviour	Serious Behaviour
Examples: • Answering back • Low-level disruption • Calling out • Not settling to learning	Examples: • Violence • Discrimination • Bullying • Serious vandalism • Or repeated low-level defiance
Our Response: • Non-verbal cues • Whole-class reminders • The 30-second script • Or a 'Time in' for regulation using the calm box	Our Response: • Immediate separation • De-escalation • Written accounts reviewed by the Behaviour Lead • And same-day parent notification
Logical Consequence: • Verbal reminders • Temporary withdrawal of a privilege • Or catching up on work during break time	Logical Consequence: • School-based community service • Missed breaktimes • Fixed-term exclusion • And the immediate start of a Positive Behaviour Support Plan

Gemini Notebook

Discipline is a restorative process of **reflection and resetting**

We use a structured, supportive process to ensure those responsible acknowledge their impact and take steps to put it right.



What happened?
(Focusing on the event without high-functioning 'why' questions)

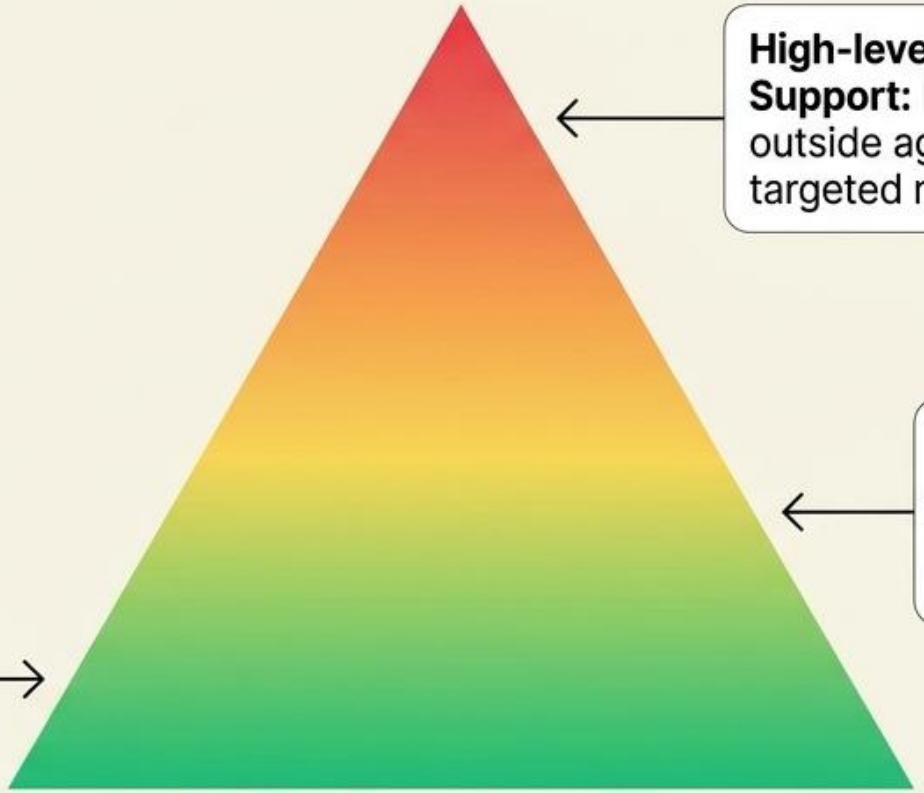
How were you feeling?
(Identifying the personal emotion)

How were they feeling?
(Building empathy for the harmed party)

What can we do now?
(Making a plan, making an apology, taking a calm-down break)

We provide tailored, sliding-scale support for SEND and SEMH.

All behaviour is communication. For children with Special Educational Needs or Social, Emotional, and Mental Health needs, we work closely with parents to develop personalised support.



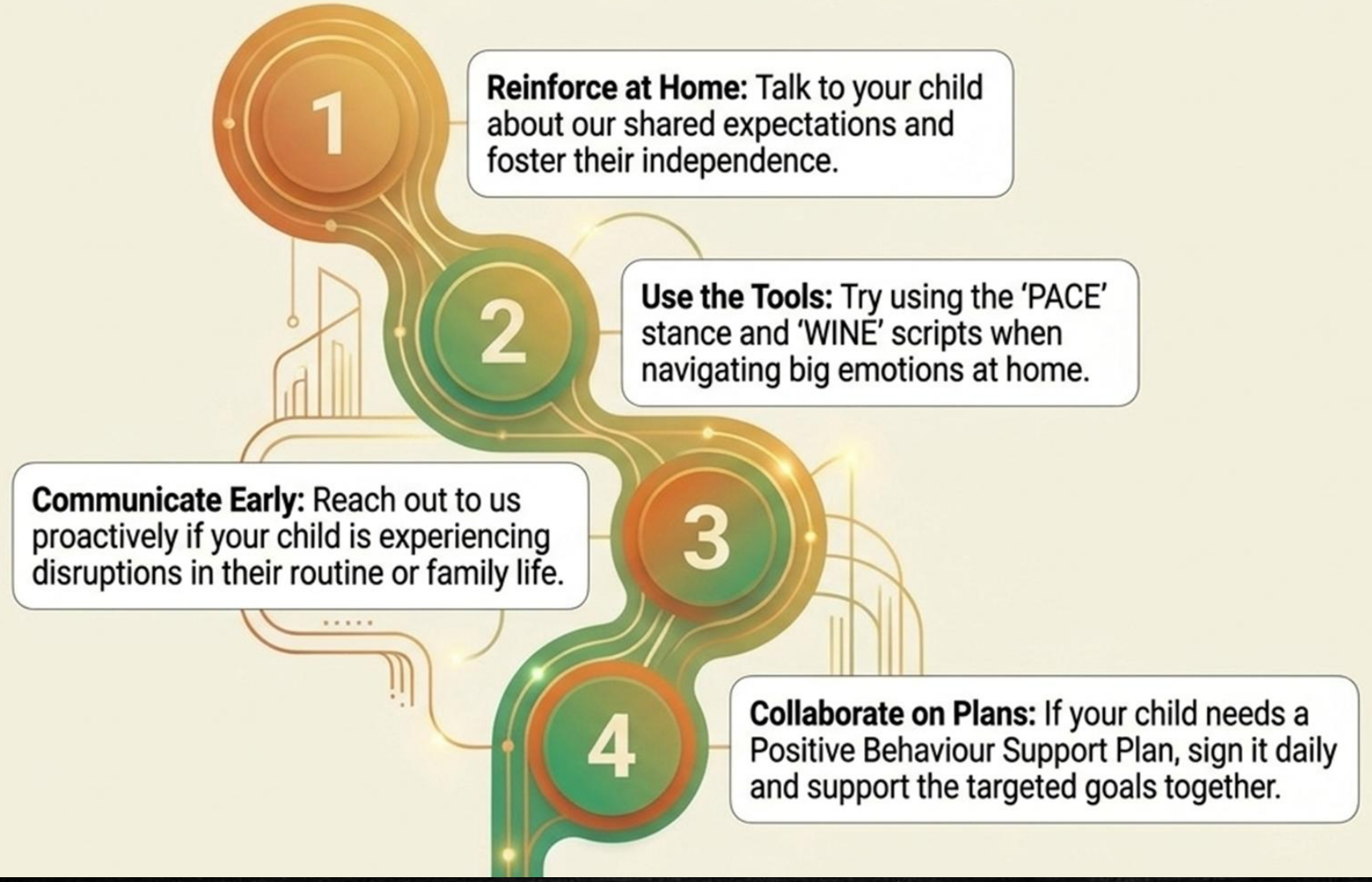
High-level distress
Support: Internal pastoral referrals, outside agency consultation, targeted multi-step Support Plans.

Low-level distress
Support: Increased interactions, ELSA referrals, emotion coaching scripts.

Engaging in stimulating work
Support: Brain breaks, shortened sessions, personalised rewards.

Hierarchy of Support

Your **partnership** is **crucial** to your child's success.



Our shared journey begins with open communication.

We choose courage over comfort. We are called to create an environment where everyone is emboldened to take risks and achieve their potential.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)

We invite you to speak with your Class Teachers or our Behaviour & Inclusion Lead regarding any specific support your child may need.

You can find our full Behaviour Policy on our school website by following the link below:

Behaviour Policy June 2026.pdf

Reading

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading: https://www.stmarymagdaleneprimary.co.uk/attachments/documents.asp?id=229

Times tables



Times tables are vital and is something that we strive to learn and recall fluently.

In Y4, children undertake a multiplication check, which is carried out within a two-week period in early June. This is to check their recall and fluency of their times tables for 2-12.

We encourage the use of TTRS and would recommend the children go on it for a minimum of 15-20 minutes per week. As a class, we offer incentives and competitions against one another to make it fun and exciting!

Slide only needed for Y2 onwards

Our Curriculum

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Focus Text	**Goodnight Mr Tom**- Michelle Magorian		**The Island** - Armin Greder	**Holes** - Louis Sachar		**Macbeth** – William Shakespeare **Human Achievement: Arts** (Play - Macbeth)
Immersive Environment	Anderson Shelter, Spitfire/Union Jack, WW2 related propaganda		Desolate island	Warden's Hut, oak trees and a hammock with yellow spotted lizards.		Heath, storm and the witches
Academic Study: basic skills						
English	**Written Outcomes:** **Recount** – Diary (sheltering in the underground during an air raid) published piece *Exemplar – Pupil C, Piece A – Standardisation Exercise 1 (2018)* **Narrative** - letters in role as Willie/Zac (formality) *Exemplar – Moderated Y6 Writing Portfolios (2019)* **Report**– Informative Article on an Endangered Animal independent write *Exemplar – 2019 KS2 Standardisation Exercise 1- Pupil B, Piece B* **Narrative** - Additional Scene, Willie's Recollections of his childhood (IC) (N.B. published outcome an oral performance/reading). *Exemplar – KS2 2019 Standardisation Exercise 1 - Pupil A, Piece C*		**Written Outcomes:** **Biography** – Nelson Mandela independent write published piece *Exemplar – 2017 Moderation Training Pack 1 Activity 3, GDS, Piece B* **Persuasion** – Formal Speech to the House of Commons about Apartheid (N.B. published outcome an oral performance/reading). *Exemplar – 2019 Standardisation Exercise 1 Child B, Piece C (EXS)*	**Written Outcomes:** **Discussion** - Balanced Argument: Should Inmates Escape Camp Greenlake? independent write *Exemplar – SR Moderation 2022 GDS Example* **Narrative** - Missing Chapter 7½ (IC) published piece *Exemplar – 2019 Standardisation Exercise 1, Pupil C, Piece A (GDS)* **Narrative Letters** – Formal and Informal Letters independent write *Exemplar – 2019 Standardisation Exercise 1, Pupil C, Piece B, C (GDS)* **Report** – linked to Macbeth – Incident Report (IC) (N.B. published outcome an oral performance/reading). *Exemplar - Incident report collection (Bruno)*		**Written Outcomes:** **Narrative** – focussing on character and atmosphere, based on Act 1, Scene 7 (IC) published piece *Exemplar – 2018 Standardisation Exercise 2 Child B, Piece D (EXS)* **Recount** - Biography & Associated Newspaper Report *Exemplar –2019 Standardisation Exercise 1- Child C, Piece D* **Persuasion** – defence statements for Macbeth and/or Lady Macbeth independent write *Exemplar – Defence case Statement* *https://static1.squarespace.com/static/53912fb8e4b0523b71b7b7ba/t/624ed88d4f12c3618349f13f/1649334413663/Defence+Statement+Example+2022+%7C+Defence-Barrister.co.uk.pdf*
Maths	**Number** - Place Value **Number** - Four operations **Number** – Fractions **Measures** – Converting units		**Number** - Four operations **Ratio & proportion** **Algebra** **Number** – Decimals	**Number**- Four operations **Number** – Fractions, decimals and percentages **Measures** – Perimeter, area & volume **Statistics**	**Geometry**- Angles, reflection, translation **Geometry**- Properties of shapes; position and - direction **Revision and consolidation** - all areas informed by gap analysis	**Investigations** – preparations for KS3

Our Curriculum

Wider Academic Study: taught concepts and learning opportunities						
RE	**UC2b.1 God**: What does it mean if God is holy and loving? WHOLE UNIT **Texts**: Psalm 103, Isaiah 6:1–5, I John 4:7–13 Proverbs 6:16–19 **Christianity** **Vocabulary**: perfect, holy, just/justification, omnipotent, omniscient, eternal, holy, loving spirit, wisdom literature, psalm	**UC2b.2 Creation/Fall**: Creation & Science (WHOLE UNIT) **Texts**: Genesis 1:1–2:3, Psalm 8 **Christianity** **Vocabulary**: Theory, belief, faith, evidence privilege, cosmology, evolution, interpretation, complementary	**UC2b.8 Kingdom of God** What kind of King is Jesus? WHOLE UNIT **Texts**: Luke 14:12–24, Matthew 18:21-35 **Christianity** **Vocabulary**: fairness	**UC2b.7 Salvation**: What difference does the resurrection make for Christians? WHOLE UNIT **Texts**: Luke 14:12–24, Matthew 18:21-35 **Christianity** **Vocabulary**: Eternity, Heaven, truth, resurrection	**NAS6.2**: Religion, World Views, Family & Community What contributions do religions make to local life? How can we make our community a place of tolerance and respect? **Christianity, Islam, Hinduism, Non-religious worldviews** **Vocabulary**: religious plurality, moral values, harmony, tolerance, respect, inter-faith	**NAS6.4**: Beliefs in action in the World What was the kinder transport? Who resisted and rescued? How can we be upstanders today? **Judaism** **Vocabulary**: persecution, prejudice, Shalom, remembrance, bystander, upstander **Major festival: Islam – Hajj**
History Time Period Focus: chronological understanding of key events from the 20th Century		**WW2 – Breaking the Enigma Code (1941) – outdoor learning** **Chronology** – Use timelines to synthesise the impact of breaking the enigma code during WW2, and on 21st century Britain. **Evidence** – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. **Significance**- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. **Human Achievement: Event** (Breaking the Enigma Code) **Human Achievement: Person** (Alan Turing)	**Apartheid (1948 – 1994)** **Chronology** – Use timelines to synthesise the impact of apartheid, and the end of apartheid in the 21st century. **Evidence** – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. **Significance**- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. **Human Achievement: Event** (End of Apartheid)			**Post War Berlin: the Soviet Union and the fall of the Berlin Wall (1989) – outdoor learning** **Chronology** – Use timelines to synthesise the impact of WW2 on post war Berlin, and on 21st century Britain **Evidence** – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. **Significance**- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. **Human Achievement: Event** (Fall of the Berlin Wall)
Geography	**Cartography and Navigation – outdoor learning** Construct maps of varying scales, using OS Map conventions to plan an orienteering activity for another UKS2 year group. Plan and navigate a circular walking route around local secondary schools. Evaluate and critique others' routes, using set criteria, to decide upon which to walk		**Africa** **Place**: Know and classify the location of Africa's major countries using the terms: hemisphere, longitude, latitude, time zone. **Cartography**: know the principles of longitude/latitude and time zones of Africa	**Climate Change: Desertification in North America and Beyond** **Physical**: Analyse the worldwide impact of climate change across different biomes and climate zones. **Cartography**: know the principles of longitude/latitude and time zones of North America **Space**: Justify how a range of environments could, and should be used in the future, considering sustainability. **Human**: Explain and debate the benefits and costs of renewable energy sources **Place**: Know and classify the location of the world's major countries (North America) using the terms: hemisphere, longitude, latitude, time zone	**Post War Globalisation: Fast Fashion** **Space**: Justify how a range of environments could, and should be used in the future, considering sustainability. **Human**: Know what globalisation is and explain how this can impact on industry and manufacturing **Place**: Know and classify the location of the world's major countries (China) using the terms: hemisphere, longitude, latitude, time zone.

Our Curriculum

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Science (See progression map for numbered objectives)	Living things and their habitats Life - 3 Being Scientific – 4,5	Evolution and inheritance Life – 4,5 Being Scientific – 4,5 Human Achievement: Person (Darwin)	Animals, including humans Life - 1,2 Being scientific – 3,4 Human Achievement: Person (Edward Jenner)	Light Energy – 3,4 Being Scientific – 1,2	Electricity Energy – 1,2 Being Scientific – 1,2	Matter Matter – 1,2 Being Scientific – 1-4
Music	Focus Music: Vera Lynn, We'll Meet Again **Pitch:** Know how to represent the pitch of the notes ABCDEFG on a staff. **Pitch:** Use knowledge of musical notation to interpret simple melodic patterns, chords (or harmonies) on a staff **Duration:** Know the meaning of legato and recognise this within 'We'll meet Again'. Know that the composer may have used legato to convey elegance, comfort or a sense of romance. **Meaning:** Talk about the way that peoples' experiences during the war impacted on the way 'We'll Meet Again' was comprehended and valued.	Focus Music: Vera Lynn, We'll Meet Again **Composition:** Create and compose a piece of music to be played to raise moral in times of war. with deliberate choices relating to pitch, and duration. **Performance:** Perform and evaluate their own compositions, executing deliberate choices relating to pitch, and duration.	Focus Music: The Royal Drummers of Burundi Cultural Heritage Piece **Dynamics:** Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects drumming volume. **Tempo:** Know the meaning of adante, allegro and adagio: know how this affects the way a piece of music is played by experimenting with faster and slower drumming.	Focus Music: The Royal Drummers of Burundi **Composition:** Create and compose drumming music with deliberate choices tempo and dynamics **Performance:** Perform and evaluate their own compositions, executing deliberate choices in tempo and dynamics accurately and effectively.	Focus Music: 9 to 5 (Original Broadway Cast Recording) **Timbre:** Compare the timbre of different instruments within the same instrument family **Duration:** Know the meaning of staccato and recognise when notes are played this way within 9 to 5. Know that the composer may have used staccato to convey urgency, precision or action **Meaning:** Talk about the way that peoples' experiences and values affect the way musical theatre is comprehended and valued.	Focus Music: 9 to 5 (Original Broadway Cast Recording) **Composition:** Create and compose a piece of music in the style of a Broadway performance with deliberate choices to timbre and duration. **Performance:** Perform and evaluate their own compositions, executing deliberate choices in timbre and duration accurately and effectively.
Art and Design			Focus Artist/Piece: William Kentridge – Drawing for Other Faces Exhibition – outdoor learning Outcome: Charcoal Side Portrait Composition (formal elements): **Line/tone/texture** – use a range of lines from previous years to create tone and visual texture; introduce accent lines **Shape and Form** - Use directional shading to follow the contours of a shape to create form and realism **Y6 Comprehension Skills**	Focus Artist/Piece: Hi Il Lee - Sand Dunes Of Beauty – outdoor learning Outcome: Landscape Photography showing contrast in light and shade Composition (formal elements): **Proportion** – Create a landscape photography piece which experiments with proportion. For example, size, shape, space. Investigate different types of proportion: standard, out of proportion, altered, hierarchical. **Y6 Comprehension Skills**	Focus Artist/Piece: William Haskell – New Mexico Modern Outcome: Desert Landscape Composition (formal elements): **Colour** – use and justify their use of colour incorporating knowledge of colour theory **Pattern** – consolidate all prior knowledge of different patterns in the natural environment. Create own abstract pattern to represent a natural landscape using a range of relevant colours. **Y6 Comprehension Skills**	

Our Curriculum

DT	**Food: Developing Menus** **User needs:** wartime meals **Implementation techniques & mechanisms:** recipe development – creating a two course menu within ration restrictions **Innovation research:** wartime recipes **Evaluation:** non-chronological report, informed by questionnaires and surveys.	**Structures: Gears – plane propellors** **User needs:** wartime technology **Implementation techniques & mechanisms:** gears, propellors **Innovation research:** gear mechanisms **Evaluation:** non-chronological report, informed by questionnaires and surveys.				**Textiles: Eco-Friendly Fashion (Upcycling)** **User needs:** modern eco-friendly fashion **Implementation techniques & mechanisms:** Using a sewing machine, upcycle a piece of clothing by choosing appropriate stitches and techniques to transform, hem, and embellish. **Innovation research:** clothing styles and designs, classic pieces to upcycle, sizing, market research **Evaluation:** non-chronological report, informed by questionnaires and surveys
PE	**Handball** **Resilience** **Fitness** **Competition** **Skill-** shoulder/ bounce pass; shooting while moving ; passing while moving; attacking & defending	**Sportshall Athletics** **Resilience** **Fitness** **Competition** **Skill-** chest-push, javelin throw from run-up; hurdles, long-jump from run-up; triple jump from run-up; relays- jogging forward on receiving baton	**Gymnastics** **Resilience** **Fitness** **Skill-** tuck, pike, straddle, stretch, star, dish, arch, front/back/ shoulder support; counter balances; jumps (stretch, star, tuck, pike, straddle); balances on equipment	**Basketball** **Resilience** **Fitness** **Competition** **Skill-** Passes – chest, shoulder, 1 handed bounce pass, over head, 2 handed bounce pass, 1 handed push pass and baseball pass. Receiving ball with one hand, transitioning into dribble. Shooting on the move. Lay up shot	**Tennis** **Resilience** **Fitness** **Competition** **Skill-** reaction, forehand/ backhand; over-arm serve, volley, smash; hitting diagonally across the court	**Cricket** **Resilience** **Fitness** **Competition** **Skill-** bowling over-arm; understanding effect of hand positioning on bat; bowling from a run up **Dance** **Resilience** **Fitness** **Competition** **Skill-** 16 bars incorporating Rec – Y6 knowledge. Choreographed independently – groups/individual
Computing	**Safety:** Project Evolve – Y6 Online Relationships	**Safety:** Project Evolve – Y6 Privacy and Security	**Safety:** Project Evolve – Y6 Managing Online Information	**Safety:** Project Evolve – Y6 Copyright and Ownership	**Safety:** Project Evolve – Y6 Online Reputation	**Safety:** Project Evolve – Y6 Online Bullying
	Coding: 2 Code (6.1) Binary (6.8)		**Creation:** Text Adventures (6.5) Networks (6.6)		**Creation:** Blogging (6.4) Quizzing (6.7)	
Languages	**Y6- Weather, places in Spain** **Outcome:** Spanish Tourist Information leaflet		**Y6- Spanish festivals, holiday destinations in Spanish-speaking countries** **Outcome:** Extended project: Spanish holiday brochure			

Our Curriculum

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
RSE **NB: 'Safety'** also covered half-termly through 'Project Evolve Online Safety Unit'	**Consent –** UKS2 1 **Rose Blanche –** Ian McEwan  **Equality –** UKS2 1,2 **Why War is Never a Good Idea –** Alice Walker  **Identity –** UKS2 1-3 **The British National Anthem** http://www.youtube.com/watch?v=97iTHe22iEE	**Consent –** UKS2 2 **Article 8 -**We are all born free - UDHR  **Safety –** UKS2 1-3 **Erika's Story –** Ruth Vander Zee  **Mental Health –** UKS2 1,2 **The Wolves in the Walls –** Neil Gaiman 	**Consent –** UKS2 2,3 **Justin Bieber Charged over Graffiti in Brazil –** BBC Newsround https://www.bbc.co.uk/newsround/24847325 **Equality –** UKS2 2-4 **The Island –** Armin Greder  **Physical Health –** UKS2 1-3 **Serena Williams –** Hometalk 39 	**Consent –** UKS2 1,2,4 **Free Hugs Campaign:** https://www.freehugscampaign.org/ **Relationships & Friendships –** UKS2 1, 3,4 **Gone too Far –** short film clip https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/cyberbullying/gone-too-far/ **Physical Health –** UKS2 1-3 **Quote: 'Mens sana in corpore sano'** (A healthy mind in a healthy body) **Equality –** UKS2 1-4 **Last Stop on Market Street -** Matt de la Pena 	**Consent –** UKS2 2,3 **Apple Martin: Teen tells off her mum, Gwyneth Paltrow, for sharing photo without permission –** BBC Newsround https://www.bbc.co.uk/newsround/47718465 **Safety –** UKS2 2,4 **Website:** CBBC Schools 'too safe' say teachers http://news.bbc.co.uk/cbbcnews/hi/newsid_8100000/newsid_8108500/8108584.stm **Identity –** UKS2 4,5 **Almost half of young girls regularly use filters to make themselves look better -** BBC Newsround https://www.bbc.co.uk/newsround/53933501	**Consent –** UKS2 2 **'A person consents if they agree by choice, and have the freedom and capacity to make that choice.' –** Consent Definition by Law **Mental Health -** UKS2 1-3 **The Red Tree –** Shaun Tan  **Relationships & Friendships –** UKS2 1,2,5,6 (Including sex education - physical and emotional changes that occur during puberty) **Abstract Art Friendship –** HomeTalk 18 
Cultural Capital and Entitlement Outcomes						
Entitlement Activity	Visit Church Pantomime Cook a meal from scratch Plan and navigate a short journey		Visit Church Visit a sporting venue		Visit Church Perform in front of an audience – Leavers Service/End of Year Production Learn to sew	
Knowledge of Human Achievement	**Event** (Breaking the Enigma Code) **Person** (Alan Turing)		**Person** (Edward Jenner) **Event** (End of Apartheid, 1994)		**Arts** (Shakespeare – Macbeth) **Major festival:** Islam – Hajj **Event** (Fall of the Berlin Wall)	

Involving you...

We share your children's targets and progress with you regularly through:

- 15 minute year group allocated slots before school to have a look at your children's books (Friday 8.30am – 8.45am)
- This will also give you the chance to understand and see what your child's targets are in certain subjects.
- Learning Conferences take place twice a year and directly involve your child in sharing their work, proudest moments and talking through targets.



Homework

Homework for English and Maths is set on a Friday for the following Friday. Homework clubs will be held weekly in classrooms for children who do not complete their homework.

This is set via www.maths.co.uk and www.spag.com these can be accessed via our website 'Homework' tab (under Children).

Spellings will now be set weekly on Spelling Shed. Your child will come home with a username and password to access these https://www.edshed.com/en-gb/login/school These should be practised 5 times per week.

Reading 5 times per week.

Homework is extremely important, as we use this to plan our lessons and ensure that the children have a secure subject knowledge. It also helps us to identify areas where they may need extra support!

Proposed Fieldwork

Please be aware that these are not guaranteed and have to be risk and context assessed before going ahead.

Autumn

- Circular route around Sutton (13th October)
- Bletchley Park (12th November)
- Panto trip (24th November)
- Derby Faith Centre Trip (15th October)

Spring

- Nottingham Tennis Arena (awaiting confirmation)

Summer

- Fire station visit (usually the week after SATs)
- Charity shop visit (Start of July)
- Sheffield Crucible Theatre (awaiting confirmation)

PE and Sports

- We are supported by SH Active
- https://shactivesports.co.uk/
- Last year, we were awarded the **Gold** School Games Award.
- Currently, we have a qualified dance teacher leading our dance curriculum across school.
- Our PE days are Monday and Tuesday.

PE Uniform

- Plain sky blue T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain black plimsols or trainers
- Plan navy blue zip jacket (no hoods)

Please ensure that any branding is kept to a minimum.

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.

After School Clubs

Day	Club	Age range	Led by	Time	Price
Monday	Dance	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Energise	All year groups	Kitty	3:15-4:15pm	FREE
Tuesday	Archery	Y2, Y3, Y4, Y5 and Y6	SH Active	3:15-4:15pm	£44 (£4 per session)
	British Sign Language	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33 (£3 per session)
	OPAL Stay and Play	All year groups	Mrs Hallam	3:15-4:15pm	£22 (£2 per session)
Wednesday	Trampolining	R, Y1. Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Make and Bake	Y3, Y4, Y5, Y6	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
Thursday	Art and Craft Club	All year groups	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
	Board Games	All year groups	Mrs Summers	3:15 – 4:15pm	£33 (£3 per session)

Limetrees

- **Every day, 3:15–6:00pm – School Hall**
- A fun, welcoming space with a wide range of activities for all children led by our new external provider.
- **£10 per session**
- This club can be booked directly with The Limes Trees using the following link: https://thelimetrees.co.uk/

THE LIME TREES

OPAL

Platinum Award 2024 - 2026



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies and a puddle suit in school for lunchtimes. Please store these in your year groups welly storage.



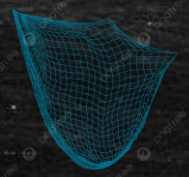
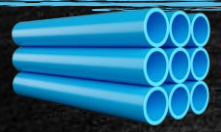
Short term projects for this term include the addition the creation of a sensory garden, further fixed play equipment, updated water area and improved drainage.

Longer term OPAL projects include developing willow tunnels and sheltered areas. If you think you can help please let us know!



We're grateful to receive any donations, from pallets to small world items see the following lists of items we could make use of - please drop them at the school office.

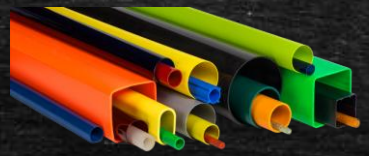
Get ready to play... OPAL BINGO

Acorns 	Baking pans 	Cake moulds 	Measuring spoons 	Strainers 
Baskets 	Cable spools 	Cones 	Water Play 	Corrugated pipes 
Dress up items 	Fabric 	Funnels 	Nets 	Old electronics 
Pool noodles 	PVC pipes 	Ropes 	Shovels and spades 	Sinks and tubs 
Tyres and wheels - big, small and 	Pots 	Colanders 	Wheelbarrow 	Watering cans 

Get ready to play… OPAL BINGO

Rakes 	Toy cars 	Action figures 	Umbrellas 	Plastic trucks 
Suitcases 	Hard hats 	Wind Chimes 	Wood dowels 	'Caution' tape 
Sledges 	Plastic bins 	Laundry baskets 	Trikes, tractors 	Duct tape 
Straw bales 	Rocks 	Artificial Grass 	Gravel, pebbles 	5 Gallon buckets 
Poles 	Glass jewels 	Jugs 	Marbles 	Balls - every kind! 

Get ready to play... OPAL BINGO

Litter Pickers 	Suitcase 	Wooden spoons 	Action figures 	Plastic crates 
Dress up items 	Cars 	Dinosaurs 	Pans 	Plastic dolls 
Lego 	Small balls 	Scooter 	Plastic tubes 	Tarpaulin 
Beach spades 	Buckets 	Trowels 	Skateboard 	Cardboard tubes 
Guttering 	Wooden planks 	Bikes 	Aprons 	Chalk 

Diary Dates



6.10.2026 – Year 6 cooking morning (volunteers welcome!)

7.10.2026- Y6 SATS Parents Information evening 15:30

8.10.2026 – Harvest Festival at Church

15.10.2026 – Derby Faith Centre Trip

19.10.2026 – 30.10.2026 - October half term

06.11.2026 – Individual photos

12.11.2026 – Bletchley Park Trip

Wc 16.11.2026 – Parents Evening

24.11.2026 – Panto Trip

15.12.2026 – Christmas Disco

16.12.2026 – Christmas Service at Church

18.12.2026 – Break up for Christmas

Parent Governor

Martin to add to

Questions and Feedback

- If you have any questions or comments regarding the Welcome Meeting please use the QR code to complete the survey.

