

WELCOME TO YEAR 6



Year 6 2024 - 2025

REFLECTION & PRAYER

I used to think that prayer changes things, but now I know that prayer changes us, and we change things

St Teresa of Calcutta

Father,

We thank you for our school community, knowing that we can learn from each other and grow in faith. We pray for all those involved in our school, and that all of us may grow as the people you call us to be.

In the name of the Father, the Son and the Holy Spirit
Amen



YOUR YEAR 6 TEAM

- 6SW - Mrs R Wilson (Monday, Tuesday, Friday)
- Mrs R Sanders (Wednesday and Thursday)
- 6B – Mrs A Bailey (Monday- Friday)

Also working in Year 6: Mrs M Everson and (based in 6B)
and Mrs Roberts (based in 6SW).

OUR CATHOLIC SCHOOL

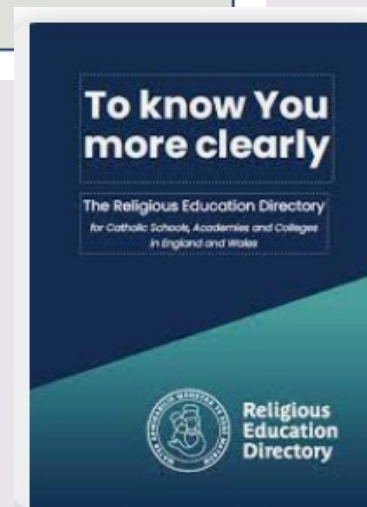
A Catholic school
'provides a rounded
education for the whole
person. And a good
Catholic school, over and
above this, should help
all its students to
become saints'

Pope Benedict XVI



WHAT WE TEACH IN RE

Ways of Knowing		
Understand	Discern	Respond
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?



CATHOLIC LIFE



Assemblies
Masses & Liturgies
Feast Days
Cathedral visits
Visits from Fr Alan
Class Prayer tables
10% Curriculum time for RE
Prayer Garden
Reconciliation
Junior Chaplaincy
CAFOD Club
Rosary Club

RSE (RELATIONSHIP AND SEX EDUCATION)

Information can be found on our school website, under the 'Curriculum' tab.

Our RSE policy and curriculum content has been developed by the Catholic Education Service, working in consultation with the DfE on the new national guidelines. The content of our curriculum has been advised and approved by the Bishop.

Each summer, parents are invited to a meeting in school to view the content of what their child is to be taught.

OUR SCHOOL RULES



Be Kind

Be Brave

Be Involved

OUR CURRICULUM RATIONALE

We have planned our curriculum very carefully through engaging themes that are purposeful, engaging and creative. It is shaped and underpinned by 4 key driver words which we think best represent our aims, values, locality and the nature of our school community:

Our Driver words are:

Spirituality - we follow in the footsteps of Christ in everything we think and say and do, so that they come to a closer relationship with God.

Aspiration - we want our children to aim high and be aware of all the possibilities open to them so that they can be the best that they can be.

Diversity - we celebrate the wonderful diversity of our school and the wider world, as well as challenging stereotypes and inequalities.

Innovation - we are not afraid to use the knowledge we have to try new things.

We give our children the knowledge and ambitious vocabulary they need to make sense of the world around them and we encourage the children to ask, explore and find the answers to 'Big Questions' they have.

Our curriculum has been structured so that children have ongoing opportunities to discover new knowledge, develop their understanding in different ways then deepen their learning by making new connections.

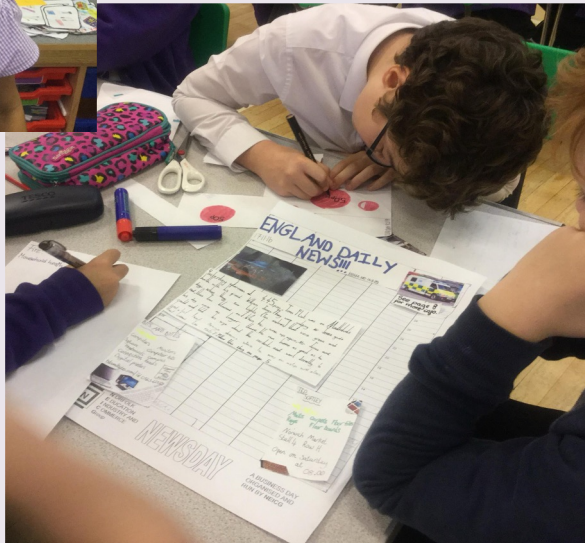


AIMS

We are very happy to welcome your child into Year 6 and hope that they will find the year exciting, challenging and enjoyable.

Our curriculum is designed to develop their understanding of the world around them and specific academic skills and develop learning skills and habits - resilience, perseverance, teamwork, organisation, and self-confidence - which will stand them in good stead as they progress on to high school and beyond.

We look forward to working with you and your child and thoroughly preparing them for SATS and high school.



YEAR 6 CURRICULUM

We will have two key themes this year : **Our Green Planet** (linked to our Ullswater Trip) and **People, Power and Parliament** which link with the Year 5 topics.

Autumn Term 1 – Green Planet: Biomes Under Threat Pt 1

Autumn Term 2 and Spring Term - Democracy: By Chance or By Design?

Summer Term: Green Planet: Biomes Under Threat Pt 2



Milestone 3	Year 5	Green Planet: The Broads	Green Planet: The Rainforest	Green Planet: Plastic Pollution	People, Power and Parliament: Crime and Punishment - Up to Tudor	People, Power and Parliament: Crime and Punishment - Victorians	People, Power and Parliament: Crime and Punishment - Modern Day Policing
	Year 6	Green Planet: Biomes Under Threat Part 1	People, Power and Parliament: Democracy - By Design or Choice?		Green Planet: Biomes Under Threat Part 2		

WANT TO KNOW MORE? LOOK ON OUR WEBSITE!

Milestone 3 'Green Planet': Biomes Under Threat Highlight in yellow = Summer Term 2 Objectives

Pre-Learning task:
Children to identify their own heritage and locate the country of origin on a world map

Bold Beginnings: Biomes Under Threat
Whatever the Weather Day

Learning Challenges ('The Big Question' and subsidiary questions/challenges)
Big question: Why do we need to be "caretakers" of the Earth?
Subsidiary questions: What is a biome? How are they similar/different? What is the difference between climate and weather? Why/how are biomes under threat? What does this mean for the human race? What can I do?

Subject - Geography Milestone 3
Identify and describe geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles
Locate climate zones
Describe, compare and contrast the major Biomes of the Earth
Use the eight points of a compass, four figure grid references, symbols and a key with regards to map reading (Maths)
Name and locate some of the countries and cities of the world (continuous provision- Setters & com)
Analyze statistics and other information to **draw conclusions** about locations (Maths)
Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
Understand some of the reasons for geographical similarities and differences between countries.
Describe how locations around the world are changing and explain some of the reasons for change.
Describe geographical diversity across the world.

Subject - Science Milestone 3
Describe how living things are classified into broad groups
Give reasons for classifying plants and animals
Interpret how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Recap - living things have changed over time / fossils and variation.
Identify and name main parts of the human circulatory system
Investigate the importance of lifestyle choices and the way the human body functions
Describe ways in which nutrients and water are transported around animals

Learning Activities
Name and locate countries in Africa, South America and North America
Locate latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles
Identify and describe key climatic zones and biomes in the world
Collect data about different biomes and present findings
Collect, analyze and compare weather data from different biomes (Maths)
Construct an argument to answer the Big Question
Design an information poster about a biome
Create a survivor's guide to the Sahara desert
Review and create a Biome Quiz

Vocabulary
Latitude, longitude, climate zone, carbon footprint, sustainability, global warming, inhale, indigenous, natural, consequence, ozone layer, biome, tundra, tundra, arid, rainforest, savannah, temperate, tropical, monsoon, classification, hereditary, species, kingdom, circulatory, arteries, capillaries, veins, sorts, pulmonary, adaptation, virus, cumulus, stratus

Subject - Art/DIY Milestone 3
DT: Create a biome diorama using mixed media techniques
DI: prep making
Drawing - pen and ink self portraits
Printing: biome book
African landscape - mixed media

St Francis of Assisi Catholic Primary School
Spirituality, Aspiration, Innovation, Diversity

School Info Safeguarding Catholic Life SEND Curriculum Admissions Parents Info Wellbeing PTFA Governors Contacts

Curriculum

Our Curriculum Year Group Plans Early Years Literacy

Year Group Plans

Curriculum Provision Map Termly Plans with Knowledge Organisers

Termly Plans With Knowledge Organisers

Biomes Under Threat - Year 6

The Major Biomes of the World	Vocabulary	Natural Greenhouse Effect	Human Enhanced Greenhouse Effect
<p>1 Tropical Rainforest</p> <ul style="list-style-type: none"> Many steady temperatures between 20°C and 25°C Rains all year long The trees are very tall and wet Most of the plants are evergreen, not deciduous. 	<p>Biome A large area of land with a particular climate, type of plants and animals</p> <p>Ecosystem A community of living and non-living things that work together.</p> <p>Climate The general weather conditions and patterns in an area.</p> <p>Deciduous A tree that sheds its leaves in winter</p> <p>Coniferous An evergreen tree. Leaves are narrow and thin and not shed in winter.</p> <p>Fauna The animals that live in a particular biome</p> <p>Flora The plants that grow in a particular biome</p> <p>Latitude Imaginary lines which go horizontally around the Earth</p> <p>Temperate Mild weather further away from the equator.</p> <p>Tropics Any place on Earth between the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>SUN emits heat energy into space</p> <p>Some heat is reflected back to Earth</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p>	<p>SUN emits heat energy into space</p> <p>Some heat is reflected back to Earth</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p> <p>Some heat is absorbed by the ground</p> <p>Some heat is reflected back to space</p>
<p>2 Temperate Deciduous Forest</p> <ul style="list-style-type: none"> Temperature ranges from 40°C to 80°C Sheds through all four seasons Angle of trees, most lean their leaves in the autumn Even soil fall throughout most of the year. 			
<p>3 Coniferous Forest (Taiga)</p> <ul style="list-style-type: none"> Temperature ranges from 54°C to 30°C Low average temperatures Most of the trees are evergreen Largest land biome 			
<p>4 Tundra</p> <ul style="list-style-type: none"> Temperature ranges from 34°C to 4°C Cold in all the biomes Little rain, lots of frost No trees grow, and only a few small plants. 			
<p>5 Grassland (Savanna)</p> <ul style="list-style-type: none"> Dry seasons and a rainy season Temperature ranges from 40°C to 40°C Mostly grass grows, occasional individual trees. 			
<p>6 Desert</p> <ul style="list-style-type: none"> Temperatures over 50°C in the day Relative humidity of night Very few clouds and very little rain. Very few plants or animals 			
<p>7 Polar</p> <ul style="list-style-type: none"> Cold and dry all year long Temperatures usually below zero Plant life consists mainly of mosses, lichens and algae Few land animals 			

Threats
Global warming - sea level rise and decreasing ice sheets
Extreme weather events
Desert warming and acidification
Deforestation - cutting down large areas of forest

Major Biomes of the World
Desert Grassland Tropical rain forest Temperate rain forest Temperate deciduous

Year 6 People, Power & Parliament: Democracy - By Design or Choice? Democracy - By Design or Choice KO
Green Planet: Biomes Under Threat Biomes Under Threat KO

SATS



The Year 6 curriculum is designed to fully prepare the children for SATS and throughout the year we support and guide the children on next steps in their learning so that they can sit the tests with confidence. Part of this preparation may include your child being given specific small group tuition in order to develop particular skills and understanding. This provision includes:

Booster support by TAs/teachers (small groups)

SATS Breakfast Club – during SATs week

Revision Books – which can be ordered through school at the Spring Term Parents Evening

THE SCHOOL DIARY AND STATIONERY

In Year 6 we are keen to prepare the children for successful habits in high school and **therefore encourage active use of their diary** to keep track of homework, reading, school messages and bring their own stationery. Your part in this, are the following:

Ensure the diary is signed weekly – anywhere on the relevant page is fine

Use the diary to send a note to the class teacher

Encourage your child to complete the diary - ask why there is no homework if the page is blank

Encourage your child to use the reference pages which are Year 6 specific and there to aid home learning

Encourage your child reads regularly and any reading done is logged in the diary

Provide your children with a pencil case and stationery suitable for school. Ensure they have something to write with. As an extra, they will all be given a pen, pencil, ruler, rubber and glue at the beginning of the year. They will only be replaced when they run out – NOT LOST.

Please encourage your child to take care of the diary and **have it in school everyday so that communications can be logged.**

HOMework

It is expected that homework will take an average of ½ hour/day not including free reading time

Maths - times tables daily/weekly depending on recall

- other Maths as and when set by the teacher

- **SPAG** – spelling consolidation and sentence development is set once a week
- **Topic** - retrieval activities set out in their booklet
- **Science/RE/Other** – as and when, usually finishing off if a child has not completed their class work within a reasonable time

If your child goes to Afterschool Club, please encourage them to do homework while there as they will be given the time to do it.

Remember: Please feel free if there are any problems concerning homework to get in touch with your child's class teacher.

READING



- Reading fluency is an absolutely fundamental skill which will equip your child for life and impact upon their chances well beyond school
- Children's reading capacity and stamina also impact upon their access to every other area of the curriculum
- Families and carers can have a direct positive impact on this by-
 - Ensuring children are reading daily and recording this in their homework diary
 - Hearing their child read and talking to them about it
 - Reading to their children (at a level above their current comprehension)
 - A bit of each of the above across the week is the absolutely GOLD standard- life is busy and every little helps
 - Accessing some of the books on the summer reading list!

WORKING TOGETHER

- Use the Parent Info tab on the website and then look at Parents in School to find dates where there are events happening in school for your children and you to attend.
- Masses – all parents and friends are welcome to attend any masses taking place at school. Just let us know and we will make sure there is a chair for you.
- Trips
- Events – keep an eye out for any upcoming school events in Our Weekly What's On Newsletter (UPDATED WEEKLY)
- Sports Days – please come and watch Year 6 taking part in a variety of sporting challenges
- Sharing Skills – if you have a particular skill or interest that you think you would like to share with the children, please let us know.
- We will invite parents in to class to share the work we have completed. Dates will be sent out nearer the time.
- School diary – Children will record their homework and reading in here. Any comments or concerns can be passed along using their diary.

TRIPS

- Where:
 - Ullswater (November- A letter has been sent) – adventurous activities and link to Green Planet Topic.
 - Parliament/Westminster Abbey (Spring Term – hopefully) – linked to Democracy Topic
- All payment should be made on WisePay – any problems please see the office
- When your child is on a school trip, please ensure that the emergency contact number is switched on and available
- If there is insufficient uptake/payment for any trip it will have to be cancelled.
- If you experience any difficulties paying for trips, please see Mrs Hope or Mrs Furness in confidence.

Please ensure all trips are paid for promptly.

Ullswater Trip



6SW and 6B will go to Ullswater Outward Bound Centre from Monday 25th to Friday 19th November. The coach will depart on Monday morning and arrive back late Friday evening.

On the day of leaving school, the children **MUST** bring breakfast and a packed lunch for Monday to enjoy on the coach.

ALL other food will be provided. Dietary requirements will be catered for.

Children will choose who to share their rooms with before going.

There will be an online form for parents to complete before we leave to share dietary requirements and information about your child with Outward Bound. The packing list will be sent out in September.

By the 1st October 2024, this trip should have been paid for in FULL. We will hold a full meeting in the Autumn term to discuss the Ullswater Trip and go through everything in more detail then.

UNIFORM



- Uniform is worn at St Francis of Assisi to develop a sense of pride in being a member of the school community. It is expected that all children will wear the school uniform. All uniform should be **clearly labelled** with your child's name and if not an adult at school will label them with a permanent marker.

Boys

- black/dark grey trousers (or shorts in summer)
- white shirt **with school tie**/ polo shirt
- school sweatshirt or fleece

Girls

- black/dark grey trousers/skirt/pinafore
- white shirt **with school tie**/polo shirt
- purple gingham dress (summer)
- school sweatshirt/cardigan

PE Kit

- Plain white top for PE
- Plain black shorts
- Plain black Jogging bottoms may be worn when PE is outside and the weather is colder.
- Trainers for outside PE
- St Francis school jumper, fleece or PE hoody.

Summer uniform may be worn from September if the weather is still warm. Shoes should be black and appropriate for school i.e. not boots, trainers, high heels, flip flops etc.

No jewellery can be worn, except small stud earrings (which must be removed or covered for PE).

PASTORAL SUPPORT

At St Francis, we believe that children need to feel happy and settled in order to learn well. We also recognise that there may be times when they might feel worried, sad or anxious – particularly in the wake of coronavirus and returning to ‘normal’ home and school life.

Over the last couple of years we have worked hard to establish a well-trained and approachable Wellness Team who are experienced in dealing with a wide range of issues around mental health and bereavement (including family breakdowns) for both children and adults. They are available each day for chats, and we have a special drop-in room staffed twice a week at lunchtimes for ‘drop-ins’. Staff continually talk to children about how to access this support.

Wellbeing in the school is co-ordinated by Miss Ali Wakefield as part of her PSHE (Personal, Social, Health Education) co-ordinator role.

We also have highly trained ELSAs (Emotional Literacy Support Assistants) who work on a referral basis

Additionally, have two independent Parent Support Advisor, Rowena and Marcie, to help you with any issues or difficulties you may be facing.

If you or your child feel that you would benefit from any support, please do ask!

PUPIL PREMIUM

What Is It?

Families who receive certain benefits may be eligible for Pupil Premium funding.

This means that your child can have free school meals, that there will be help towards their first school uniform, and that all school trips (excluding residential ones) will be paid for. Funding also allows school to arrange extra teaching and learning support and equipment for your child.

Pupil Premium funding also means that – should we experience another Covid outbreak and school closures happen again – your child will continue to receive weekly food vouchers and will be prioritised for a school place.

How Can I Claim It?

- You can apply for Pupil Premium funding if you receive any of the following benefits:
- Universal Credit with an annual net earned income of no more than £7,400.
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190

Mrs Furness is very happy to discuss and help you with applying for Pupil Premium funding – just make an appointment.

WHERE TO FIND INFORMATION



- Newsletters – Weekly What's On and RE Newsletters.
- Our Website
- E-mails
- WisePay



Please make sure we have your most up-to-date contact information! Just visit the office if you need to update something!

YOUR CONCERNS



If something is worrying you or you have concerns about anything please let us know. We are here to help.

- Arrange a meeting with us
- Send an E-mail to your child's class teacher
- Write a letter
- Write in their School Diary
- Phone the school and leave a message



DEVELOPING RESILIENCE IN PRIMARY AGED CHILDREN

- There are points in the school year where your child may experience a disappointment or setback.
- Although this is sometimes upsetting for them, there are practical things you can do to support their emotional development through managing these feelings.

DO

Listen and acknowledge your child's feelings.

Comfort and support them (without saying that you will fix the problem).

Remind them that challenges and disappointments are a part of life and the important thing is how we deal with them

Seek clarification if needed from school

TRY TO AVOID

Minimalising how they are feeling

Reinforcing the "fairness" narrative by blaming others – focus on helping them to manage their emotions.

Jumping to conclusions about how or why the disappointment occurred, or reacting immediately to try to fix the problem – this is hard when your child is upset but remember we are their front line role models for their future choices

ST FRANCIS OF ASSISI PARENT TEACHER AND FRIENDS ASSOCIATION (PTFA)



The PTFA is a small group of parents, friends and staff who join together to raise money to buy special things for our school. We organise several events during the year and would love it if you could get involved – no offer of help / support is ever too small!

We have contributed or paid for the following items around our school but we'd love to offer more – for this to happen we need more volunteers! If you would like to join our happy team, please see Emily Palmer in the office to pass on your contact details. Thank you!

PTFA funded projects

We have contributed or paid for the following items around our school but we'd love to offer more – for this to happen we need more volunteers! If you would like to join our happy team, please see Emily Palmer in the office to pass on your contact details. Thank you!



ANY QUESTIONS?

Please do not hesitate to email any queries you may have. We will get back to you promptly.

- ❑ rwilson8qrp@nsix.org.uk
- ❑ amendham6nrx@nsix.org.uk
- ❑ rsanders8fra@nsix.org.uk

