



Welcome to Year 6 21/22

Mrs Dowsett



Live, Learn, Love



Let us pray

Father of all mercies,
We ask that you bless all pupils with Your infinite
and loving mercy, granting them the strength to
learn, concentrate, and act in love towards their
teachers and fellow students.
We also ask that You watch over them, at home
and at school
and give them proper direction so that they may
learn of Your wonderful virtues.
We ask this in the name of Your Son, Jesus Christ.

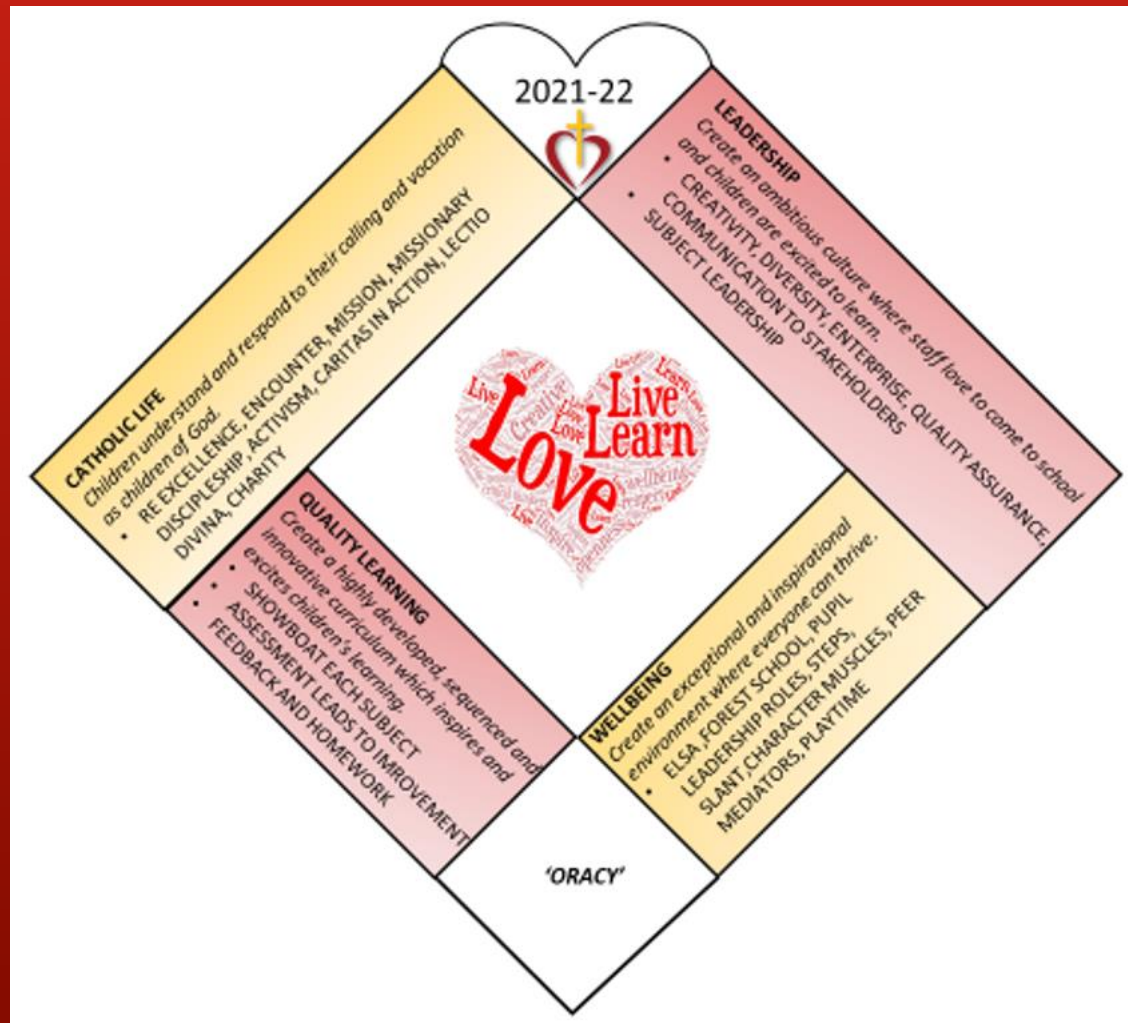
Amen

Live, Learn, Love

School Pledge

- Sacred Heart is a special place where children can become everything God meant them to be. We believe every child has gifts and are committed to uncovering passions that will lead to a happy and fulfilled life. As teachers, we put children and learning at the centre and provide the tools the children need to craft their future success.
- Our Pledge (response is ***I will***)
- Parents,
- Will you speak with kindness and listen with patience?
- Will you laugh and find fun at every opportunity?
- Will you share in God's love and show through who you are, inspire who others can be?
- Will you be a person of hope?
- Will you guide your child and open their eyes to every possibility?
- Will you celebrate their successes and sooth any failures?
- Do you pledge to Live, Learn and Love in the Sacred Heart Way?

Mission statement *Live, Learn, Love*



The Goal – a successful final year

What have I done to prepare for teaching your children?

Met with Mrs Burdett to discuss individual's progress.

Developing the New Curriculum – planning with Year 5.

Setting up a classroom conducive to independent, collaborative, thoughtful learning and developing a growth mindset.

What do I want for your children?

An enjoyable, happy Year 6 filled with good memories.

For all children to have achieved their personal best and be able to articulate their own learning clearly.

Live, Learn, Love

What I expect:

- Growth Mindset
- Team Mentality
- Respect shown to both myself, staff and each other
- Being excellent ambassadors for the class and the school
- Being organised and prepared for learning
- Completion of home tasks set



SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

SIR/MISS - USE THE
ADULT'S NAME

THANK YOU

EXCUSE ME

PLEASE

SMILE



SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

SIT UP

LISTEN

ASK & ANSWER QUESTIONS

NEVER INTERRUPT

TRACK THE SPEAKER



SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

SENTENCES

HANDS AWAY

ARTICULATE

PROJECT

EYE CONTACT

These are our expectations of the pupils and the support necessary from home to ensure the child's success.

Character Muscles

- The character muscles demonstrate the behaviours expected of successful pupils. We have a focus on a different character muscle every half-term.



Resilience



Self-efficacy



Courage



Concentration



Respect



Curiosity

Assessments

On-going teacher assessments

Arithmetic tests

Grammar and punctuation tests

Weekly Spelling Tests on Wednesdays

Termly Monitoring with intervention as required.

Please ensure that you have a parent information leaflet about the curriculum and a list of the spellings the children are expected to know.

Visit the school website to get these

<https://www.sacredheart.leics.sch.uk/curriculum/curriculum-2/>

Live, Learn, Love

Homework

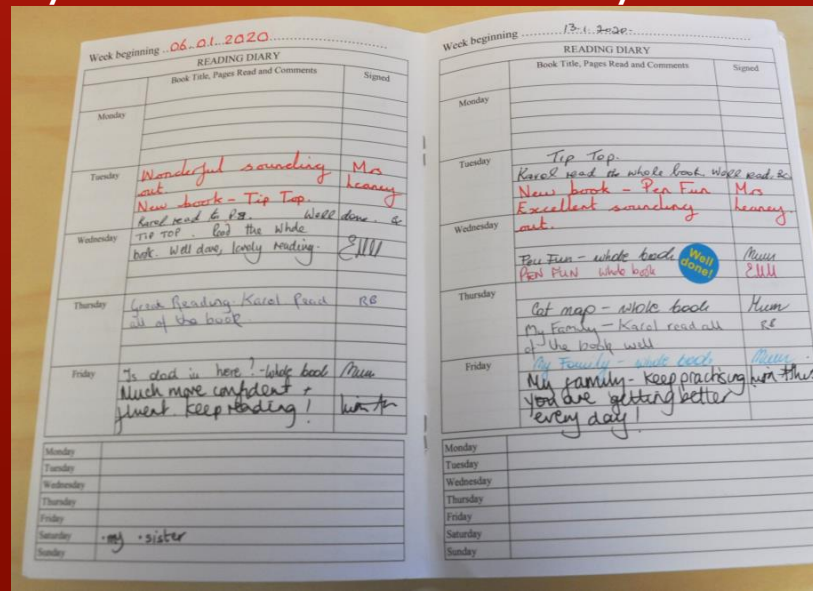
- Homework is set weekly (half-termly overview)
- It will include:
- Maths tasks
- Grammar tasks
- Reading comprehension tasks
- RE discussion tasks
- Weekly spelling lists
- Half-termly research project to be presented to the class
- Half-termly science project
- Additionally, reading and music practice is expected
- Termly Headteacher Challenges

Homework

- Children in Year 6 will get homework that equates to approximately 2 and a half hours per week.
- Children are expected to **read for approximately 20 mins** at home and practise their **spellings daily**. Also, children will receive **maths** homework that consolidates their learning. Children receive tasks including **RE, science** and **topic**. The details will be given half-termly and published on the website. Additionally, children are also expected to practise their **musical instrument for at least 10 minutes** per day.
- All homework is clearly marked with the date it is due. All children are expected to hand their homework in on time.
- IXL and Purple Mash are available to help children.
- Homework is an important part of your children's education, consolidating the work they complete in the classroom.

Reading diaries

- Reading is the foundation stone of your child's learning and it is essential that they read daily at home.
- In Year 6, it is not expected that this is always out loud reading to an adult. It can be personal reading with an adult asking a question or two. For instance: *what happened in that chapter?; what do you think might happen next?; how do you feel about the main character?; has your opinion changed?; were there any challenging words which you were unsure of?*
- Their reading diary will be checked weekly and should look like this:



Children are expected to:

- Bring in their reading diary daily
- Bring in a reading book daily (there are often opportunities within the day for children to read quietly and so should always have some reading material)
- Where appropriate, mark their homework at home prior to bringing it in
- Bring in their homework by the deadlines listed
- Be well rested and have eaten breakfast (not hungry)

Communication

WE ARE A TEAM!

Appointments can be made to see me via the School Office
– do speak to me with any concerns.

Written Reports – December & June

Student consultation – October (1-to-1 meeting between
the child and teacher).

Parent Meetings – October (SchoolCloud)

Parent Meetings – February (in person – restrictions
allowing)

*All communication needs to be respectful at all times
in line with our Christian ethos.*

Live, Learn, Love

Class Dojo

As a school, we will be using Class Dojo to regularly update you about what is going on in school. Class Dojo is a fantastic tool, when it is used appropriately.

Please respect our hours of work and do not automatically expect us to have read a message sent during our 'out of office' hours or even during the school day – sometimes we're just too busy teaching!

As teachers, we do look daily at any messages received.

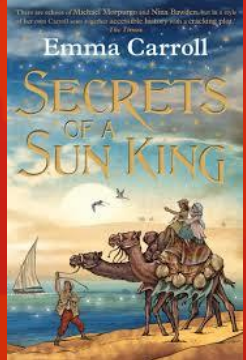
If you have an urgent message, it is better to contact the Office.

All messages should be respectful and should not detail another child's name.

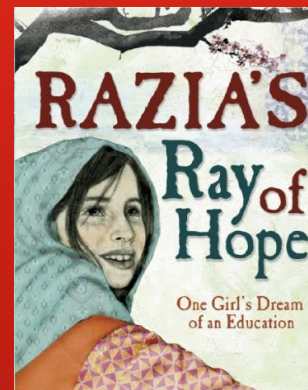
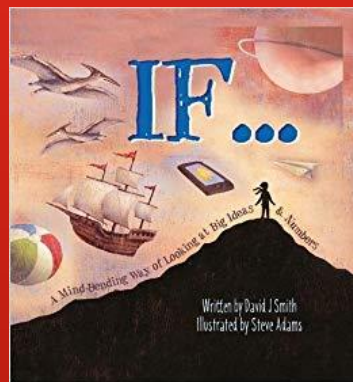
If there is a problem, it is important that the child speak to a member of staff during the school day so that they are aware of any issue.

Absence

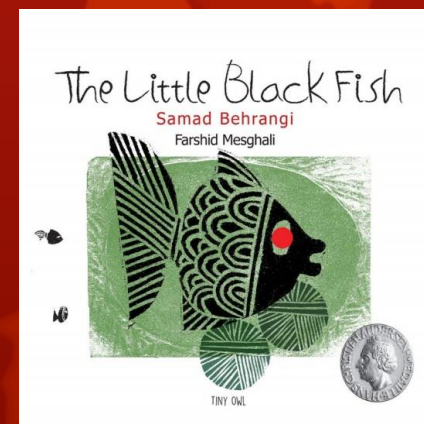
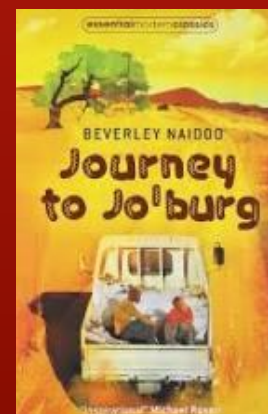
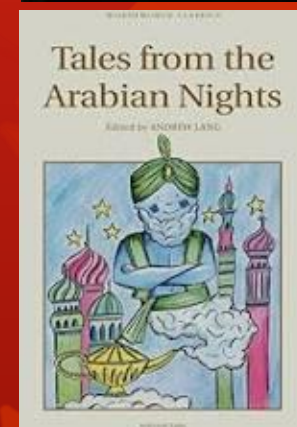
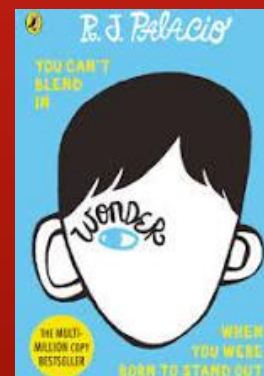
- Should your child be unwell, their absence needs to be reported to the office by 9:30am
- Children should not attend school if they have a temperature, loss of smell or taste or a persistent cough until they have received a negative PCR test
- Should a member of your household have Covid, your child can still attend school if they have a negative PCR
- As a school, we monitor children's attendance as we understand its importance. We acknowledge that ill children should not be at school; however, the maximum expected absence is only 5 days across the year (97% attendance)



English



- ❖ Linked to books with high engagement
- ❖ Exploring different genres
- ❖ Reading
- ❖ Spelling
- ❖ Grammar and Punctuation
- ❖ Library



Live, Learn, Love

Reading Volunteers for when we can!

We would like to provide more opportunities for the children to read to an adult.

Any help from parents, grandparents etc. would be much appreciated. No qualifications needed. Just share a book with a child as you would hear your own child read at home.

Small blocks of time rather than the full day work best. Just an hour before school pick up would really make a difference.

You may not be working in your child's class.

Please send me a message if you would like to help out or you can volunteer through the school office.

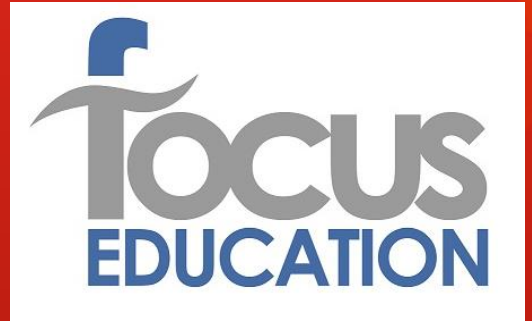
Please note in the current circumstances we are not able to invite you in; however, we hope the current restrictions will be soon lifted.



Live, Learn, Love



Maths



- We are continuing to use Focus Education.
- Before each topic the children complete a pre-assessment.
- Wherever possible, this will be linked to real life contexts.
- Children need to problem solve and be able to explain their thought process.
- We will be focussing on Arithmetic as these underpin all maths skills.

Year 6 Maths

The School's calculation policy is available in the policy section of the school website. It contains year group expectations, model working and mathematical terminology.

Times tables – by the end of Year 4, all pupils are expected to know all of the times tables and division facts up to 12×12 .

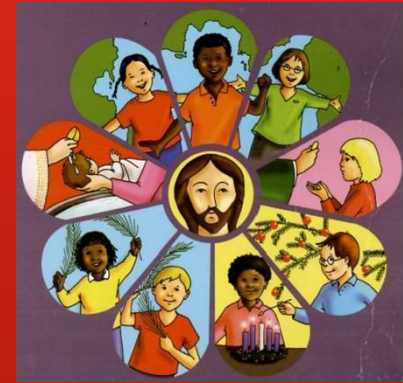
During Year 6, they should continually revise them and practise their speed of recall.

Supporting your children, at home, to achieve this is highly beneficial.

IF YOUR CHILD DOES NOT KNOW THEIR TIMES TABLES, PLEASE HELP THEM TO LEARN THEM AS SOON AS POSSIBLE. THIS IS A PRIORITY.

Live, Learn, Love

R.E.



- We will continue to use Come and See.
- Target for Year 6 is to *Show Understanding*.
- Therefore children need to be able to show greater understanding of Bible stories and how they effect people's beliefs; show how decisions are informed by our beliefs.

Daily Collective Worship

Day	Time and Place	Worship
Monday	2.45pm Zoom	Praise led by HT, NDCYS Extra-Ordinary (Introduce the theme of the week from the liturgical calendar.)
Tuesday	In Class	Class Lectio Divina/Visio Divina
Wednesday	In Class	Meditation
Thursday	2.30-2.55pm	Story Time led by HT (Links made to the theme of the week.)
Friday	In Class	Child led Class Liturgy

RSE

In the academic year 2020/21, Relationships Education and Health Education became statutory in all primary schools in England. This new subject will build on the non-statutory lessons we have previously taught in RSE.

More specific details will be going out to each year group later in the year.

Live, Learn, Love

Knowledge Organisers

- Created Knowledge Organisers for Geography, History, Science, Maths and RE
- These detail key vocabulary, important facts and questions associated with the topics
- They should provide you and the children with a better understanding of the topics, allow for pre-learning and make suggestions on how to find out more
- <https://www.sacredheart.leics.sch.uk/curriculum/curriculum-2/>

South America - Geography Knowledge Organisation - Year 6


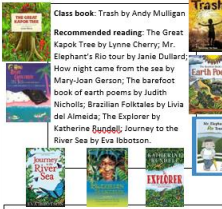
Questions:
 What are the key languages in South America?
 What is the capital of Brazil?
 What is the population of Brazil?
 What are the 4 colours of the Brazilian flag?
 What is a key natural resource that Brazil is famous for?
 Name a famous Brazilian landmark.

South America is one of the seven continents of the world. It is mostly in the Southern Hemisphere which means that its seasons are opposite to ours. I.e. when it is summer in England it is winter in the countries of South America. There are thirteen countries in the continent of South America. The largest of which is Brazil. The Falkland Islands are British-held islands off the coast of Argentina.

Human Geographical features:
 Deforestation of the rainforest to create new areas for people to live in or to farm.
 Favelas of Brazil are townships on the edge of cities where the poor live in homemade shacks.

Physical Geographical features:
 Amazon rainforest is the world's largest tropical rainforest. It makes Brazil the most biodiverse country in the world with 10% of the world's species.
 Amazon river – biggest river in world in terms of volume.
 Andes – longest mountain range in the world.
 Iguazu Falls – largest waterfall in the world.

Vocabulary:
 Human geography – how humans affect the Earth.
 Favelas – a slum, unplanned housing for the poor.
 Deforestation – clearing or cutting down of forests.
 Physical geography – study of Earth's natural features.
 Rainforest – tall, dense forest that receives a lot of rain.
 Flatlands – flat land liable to flooding, good for farming.
 Wetlands – ground saturated with water and swampy.
 Coastal plains – flat land down to the coast/ocean.
 Southern Hemisphere – area below the Equator.
 Economy – how much money a country has and the goods they sell.
 Natural resources – Materials created by environment.
 Biodiversity – variety of life in an ecosystem; number of species.
 Pioneers – first people in a particular area. Not immigrants.

Key Vocabulary:

reflection – changing the direction of light

electromagnetic spectrum – the rainbow spread of all light colours

prism – a triangular block of glass

magnify – make bigger

transparent – allows light to pass straight through

opaque – does not allow light through

LIGHT Year 6


How does light behave?

How do we see?
 Can light be split up?
 How are shadows created?
 How can I change a shadow?
 How do we get different colours?
 Can I make white light?

Sir Isaac Newton

Prism splitting white light





Key Vocabulary:

unconditional – without special exceptions

forgiveness – the act of excusing a mistake or an offense

mercy – kind and forgiving treatment of someone

prodigal – someone who wastes money carelessly

parable – a short story told by Jesus to tell a religious message

Loving Y6 Topic 1

Scripture:
 Isaiah 40: 1-5, 9-11, 28-31
 Psalms 23 and 136
 Luke 15: 11-32
 Matthew 5: 1-12, 44-48
 John 15: 9-14
 Ephesians 4: 26, 31-32
 Titus: 4-8

Bir Question:
 Do you have to earn love?

Bishop's Crozier



Hymns:
 Oh God you search me and you know me
 The Lord is my Shepherd

Sacrament: Baptism

Other questions

Does love last forever or does it have limits?
 How can I love people I don't like?
 How do you know you are loved?
 Does a parent always love their children?

I feel my Saviour's Love by Greg Olsen

Online Safety: do you know your apps and games?



TikTok

13+
years



Snapchat

13+ years



Whatsapp

16+ years



Twitch

13+
years



Minecraft

10+
years



Roblox

7+ years
(games can
have blood and
horror themes)


'Today most children are tech savvy, but they may not be tech safe.'

(Paul, IWF (Internet Watch Foundation) analyst)

True or false:

Children are safer playing and socialising inside the home rather than outside of the home



- Risks exist both inside and outside of the home. Particularly inside the home we need to consider the very real risks that online activity can expose children to.
- Social networking: communicating with people they don't know.
- Grooming for sexual exploitation and/or abuse
- Online gaming: grooming for sexual abuse/exploitation.
- Accessing inappropriate content: pornography, self harm, extreme violence (including content aimed at radicalisation for violent extremism)
- Taking / sharing self produced images (sharing nudes and semi nudes)
- Cyber bullying 
- The 'traditional' perspective was one of stranger danger, risks posed by traffic and the fear of abduction. These remain real concerns and of course there are cases with tragic consequences, however children being at home, unsupervised perhaps in bedrooms with online access brings a whole other range of safeguarding risks.



Know their world

- It is not only computers that are internet enabled, with games consoles, mobile phones and tablets all allowing the children who use them access to chat rooms, pornography and other sites where they may be at risk.
- In this digital age, online safety is a concern for all who work with, or are parents to children and young people.
- The internet is a wonderful resource for learning but there are inherent risks in online activity, online abuse is increasing at an alarming rate with a 298% increase in reported incidents of indecent images over the last eight years.

Know the risks

- **Grooming:** through social media and/or gaming, this may involve radicalisation and/or sexual abuse.
- **Cyberbullying:** can occur through any ICT, especially mobile phones.
- **Sharing nudes and semi nudes:** sending explicit or compromising photos or videos.
- **Sexual abuse:** including non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways.
- **Financial:** although this is rare towards children it does occur – online gambling is an increasing risk.
- **Exposure** to inappropriate materials, racial hatred, frightening or pornographic pictures and videos.
- **Obsessive use** of the internet and ICT, for example, addiction to video games.
- **Inappropriate or illegal behaviour**, for example, exposure to hate mail or offensive images.
- **Copyright infringement**, for example, the illegal sharing of music, pictures, videos or documents.

Spot the signs

It is not always easy to spot signs of online abuse or lack of understanding of online safety. They may include:

- Spending much more or much less time online, texting, gaming or using social media.
- Appearing withdrawn, upset or outraged after using the internet or texting.
- Being secretive about who they're talking to and what they're doing online or on their mobile phone.
- Having lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Cyber bullying

- Most children have access to electronic devices outside of school.
- As well as playing games, most children are in contact with their peers using WhatsApp etc.
- WhatsApp has a legal age limit of 16; therefore, if you are happy for your child to use the app, it is important that they are and know that they are, monitored by yourselves.
- It has proven very easy to say something online which the child would never dream of saying in person.

Classroom Contract

- The class have agreed their rules and signed their contract. In brief, they have all agreed to:
- Show respect to one another and across the school community.
- Treat school property with respect.
- Always try their hardest.

Trips

- We are hoping that trips will be possible this year.
- Briars, Crich is happening 6th-10th December. This is a wonderful opportunity for the children to prepare for their final year at Sacred Heart.
- We hope to be able to organise trips to: Galleries of Justice, Houses of Parliament, Warning Zone.

End of Key Stage 2 Tests

- We will prepare the children thoroughly for their SATs to enable them to reach their potential.
- As there will naturally be some apprehension regarding the tests, we will ensure that the children are fully prepared. The children's mental wellbeing is a priority.
- They will be supported through practice and past papers to ensure they know what to expect and how to answer the questions.
- Their performance in practice papers will advise me as to what they need further support with or if an intervention would be beneficial.

End of Key Stage 2 Tests

- The Y6 SATs will take place during the week commencing Monday 9th May 2022. The timetable is likely to be similar to previous years i.e.
- Monday: Grammar, Punctuation and spelling Paper 1 & 2
- Tuesday: Reading Comprehension
- Wednesday: Mathematics Paper 1 – Arithmetic
Mathematics Paper 2 - Reasoning
- Thursday: Mathematics Paper 3 - Reasoning

CGP Revision Guides

- These can be purchased through me. I have some samples and can make recommendations for your child, if you would like.
- I intend to use the Grammar, Reading and Maths 10 minute tests for homework. Answers are included so that they can be marked straight away.
- The set of three books cost £5 (£12 RRP) and can be bought so that your child can write directly in them. Alternatively you can borrow school's copies; however, they must be returned in a good condition for next year's pupils to use. I will contact you shortly for your choice.
- Revision guides and other support materials are available.

School Uniform

Girls: Grey skirt or pinafore, white shirt, school tie, school jumper or cardigan. White socks or grey tights and black shoes.

Boys: Grey trousers, white shirt, school tie, school jumper. Grey or black socks and black shoes.

In Pentecost Term boys may wear shorts.

The only caps that can be worn in school are school caps.

Hair that is shoulder length or below should be tied up for school.

Live, Learn, Love

PE Uniform – Monday & Friday

Indoor Uniform	Outdoor Uniform
Red shorts White, round neck t-shirt Plimsolls / Trainers	Non logo black jogging bottoms White, round neck t-shirt Grey hoodie with school logo

Children **should not** wear any jewellery when taking part in PE – this includes earrings. If the child is not able to remove their earrings themselves, they should not be worn on days when they have PE.

Children who do not have the correct kit will be unable to participate fully in the lesson.

Children to come to school on Tuesdays & Wednesdays in their PE Kit.

Live, Learn, Love

Music

- Mr Zoli will continue to teach the children their Brass instruments
- Music lessons will be on Friday afternoons. The children should bring in their instruments on a Friday and take them home at the end of the day.
- The lessons should be in person but may still need to be shorter if the class is split in two to comply with Government advice.

Any questions....?

