



Lisa Atkins

Headteacher

Welcome to  
2024-25

*Live, Learn, Love*

Let us pray



O Sacred Heart of Jesus  
We place all our trust in you  
O sacred heart of Jesus  
Bless our school

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?

# No Passengers



Sacred  
Heart,  
Loughborou  
gh KS2  
results  
comparison  
with  
National

Table comparing Sacred Heart,  
Loughborough KS2 results with  
National

|      | Comb<br>ined<br>tests | Natio<br>nal<br>EXP | Sacre<br>d<br>Heart | Natio<br>nal<br>EXC | Sacre<br>d<br>Heart |
|------|-----------------------|---------------------|---------------------|---------------------|---------------------|
| 2024 | RWM                   | 61%                 | 87%<br>+26%         | Not<br>yet<br>avail | 10%                 |
| 2023 | RWM                   | 60%                 | 92%<br>+32%         | 8%                  | 24%<br>+16%         |
| 2022 | RWM                   | 59%                 | 81%<br>+22%         | 7%                  | 19%<br>+12%         |

# 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 Lateral Flow test
- NO HOLIDAYS WILL BE AUTHORISED. NEW FINES IN PLACE ACROSS UK
- 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). We conduct an attendance check three times a year.



SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY

**S**IR/MISS - USE THE  
ADULT'S NAME

**T**HANK YOU

**E**XCUSE ME

**P**LEASE

**S**MILE



SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY

**S**IT UP

**L**ISTEN

**A**SK & ANSWER QUESTIONS

**N**EVER INTERRUPT

**T**RACK THE SPEAKER



SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY

**S**ENTENCES

**H**ANDS AWAY

**A**RTICULATE

**P**ROJECT

**E**YE CONTACT

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

# Impeccable Behaviour



## CHARM SCHOOL



- We smile
- We listen
- We give eye contact
- We are interested
- We ask questions
- We hold doors open
- STEPS, SLANT, SHAPE
- "Thank you." "You're welcome."
- We are always kind



## FANTASTIC WALKING



**In the corridor**

- We are SILENT
- We look ahead
- We walk in single file
- We never run
- We smile when we see someone
- We do not drink from our water bottles whilst walking
- We walk with our shoulders back





# 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

Sacred Heart  
CVA

Catholic Life

Collective  
Worship

RE

# RE at Sacred Heart, Loughborough



- In the Nottingham Diocese RE is taught using the Come and See Curriculum.
- There are three topics taught in each term and then in every academic year the religion of Judaism is taught for a week and the religions of Hinduism/Islam/Sikhism are taught on a three year rota.
- The same topic is taught in EYFS – Year 6. Within each year group there will be a specific focus within the topic.

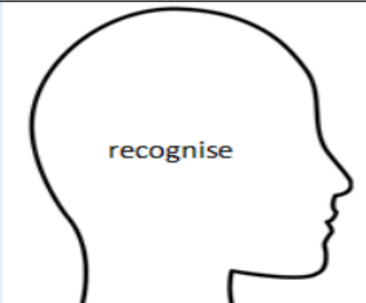

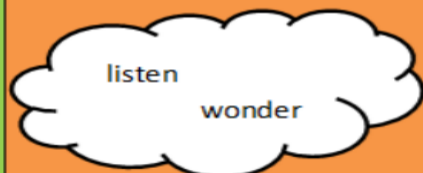
| THEMES & TOPICS                       | EARLY YEARS 1 & 2  | YEAR 1 & FS 1   | YEAR 2 & FS 2   | YEAR 3  | YEAR 4   | YEAR 5   | YEAR 6  |
|---------------------------------------|--|---|---|---|--|--|---|
| <b>Domestic church family</b>         | <b>Myself</b><br>God knows and loves each one                        | <b>Families</b><br>God's love and care for every family                       | <b>Beginnings</b><br>God at every beginning   | <b>Homes</b><br>God's dream for every family  | <b>People</b><br>The family of God in Scripture  | <b>Ourselves</b><br>Created in the image & likeness of God                                     | <b>Loving</b><br>God who never stops loving                                       |
| <b>Baptism/confirmation belonging</b> | <b>Welcome</b><br>Baptism; a welcome to God's family                 | <b>Belonging</b><br>Baptism an invitation to belong to God's family           | <b>Signs &amp; symbols</b><br>Signs & symbols in Baptism  | <b>Promises</b><br>Promises made at Baptism   | <b>Called</b><br>Confirmation: a call to witness   | <b>Life choices</b><br>Marriage commitment and service   | <b>Vocation &amp; commitment</b><br>The vocation of priesthood and religious life |
| <b>Advent/Christmas loving</b>        | <b>Birthday</b><br>Looking forward to Jesus' birthday                | <b>Waiting</b><br>Advent a time to look forward to Christmas                  | <b>Preparations</b><br>Advent; preparing to celebrate Christmas   | <b>Visitors</b><br>Advent: waiting for the coming of Jesus                                | <b>Gift</b><br>God's gift of love & friendship in Jesus  | <b>Hope</b><br>Advent; waiting in joyful hope for Jesus; the promised one                      | <b>Expectations</b><br>Jesus born to show God to the world                        |
| <b>Local church community</b>         | <b>Celebrating</b><br>People celebrate in Church                     | <b>Special people</b><br>People in the parish family                          | <b>Books</b><br>The books used in Church  | <b>Journeys</b><br>Christian family's journey with Jesus                                  | <b>Community</b><br>life in the local Christian community: ministries in the parish                              | <b>Mission</b><br>Continuing Jesus' mission in diocese [ecumenism]                             | <b>Sources</b><br>The Bible, the special book for the Church                      |
| <b>Eucharist relating</b>             | <b>Gathering</b><br>The parish family gathers to celebrate Eucharist | <b>Meals</b><br>Mass; Jesus' special meal                                     | <b>Thanksgiving</b><br>Mass a special time for saying thank you to God for everything, especially Jesus | <b>Listening &amp; sharing</b><br>Jesus gives himself to us in a special way              | <b>Giving &amp; receiving</b><br>Living in communion   | <b>Memorial sacrifice</b><br>The Eucharist the living memorial of Jesus' sacrifice             | <b>Unity</b><br>Eucharist enables people to live in communion.                    |
| <b>Lent/Easter giving</b>             | <b>Growing</b><br>Looking forward to Easter                          | <b>Change</b><br>Lent a time for change                                       | <b>Opportunities</b><br>Lent; an opportunity to start anew in order to celebrate Jesus' new life        | <b>Giving all</b><br>Lent a time to remember Jesus' total giving                          | <b>Self discipline</b><br>Celebrating growth to new life   | <b>Sacrifice</b><br>Lent a time of aligning with the sacrifice already made by Jesus           | <b>Death &amp; new life</b><br>Celebrating Jesus' death & resurrection            |
| <b>Pentecost serving</b>              | <b>Good News</b><br>Passing on the Good news of Jesus                | <b>Holidays &amp; holydays</b><br>Pentecost: feast of the Holy Spirit         | <b>Spread the word</b><br>Pentecost a time to spread the Good News                                      | <b>Energy</b><br>Gifts of the Holy Spirit   | <b>New life</b><br>To hear & live the Easter message   | <b>Transformation</b><br>Celebration of the Spirit's transforming power                        | <b>Witnesses</b><br>The Holy Spirit enables people to become witnesses            |
| <b>Reconciliation Inter-relating</b>  | <b>Friends</b><br>Friends of Jesus                                   | <b>Being sorry</b><br>God helps us to choose well Sacrament of Reconciliation | <b>Rules</b><br>Reasons for rules in the Christian family Sacrament of Reconciliation                   | <b>Choices</b><br>The importance of examination of conscience Sacrament of Reconciliation | <b>Building bridges</b><br>Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation | <b>Freedom &amp; responsibility</b><br>Commandments enable Christians to be free & responsible | <b>Healing</b><br>Sacrament of the Sick   |
| <b>Universal Church world</b>         | <b>Our world</b><br>God's wonderful world                            | <b>Neighbours</b><br>Neighbours share God's world                             | <b>Treasures</b><br>God's treasure; the world   | <b>Special places</b><br>Holy places for Jesus & the Christian                            | <b>God's people</b><br>Different saints show people what God is like   | <b>Stewardship</b><br>The Church is called to the stewardship of Creation                      | <b>Common good</b><br>Work of the worldwide Christian family                      |

# Knowledge Organisers and Respond Pages

- Each topic starts with a Knowledge Organiser and within the Knowledge Organiser there is a Big Question. This is formally answered at the start and the end of the topic. It is also referred to throughout the topic.
- Each topic culminates with a Respond Page. This asks the children to reflect back and summarise what they have learnt throughout the topic.

# AT1, AT2 and AT3

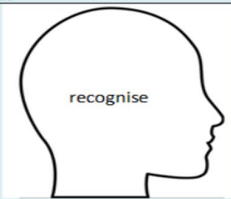


Each topic will cover the three attainment areas: AT1 looks at learning factual information and building up a sound knowledge of scripture, AT2 focuses more how the behaviour of believers is influenced by their beliefs and AT3 asks the children to start thinking more philosophically. They are asked to wonder about different beliefs and teachings.

| Year Group<br>In Year<br>1 this<br>means... | AT1  | AT2  | AT3   |
|---|--|--|---|
|   | <ul style="list-style-type: none"> <li>The pupil is able to <u>recognise some</u> key elements of religious stories and the people in them.<br/><b>Make links</b></li> <li>Children are also beginning to recognise <u>many</u> religious signs and symbols and use some religious words and phrases.<br/><b>Give reasons</b></li> <li>The children are able to <i>recognise</i> that people act in a certain way because of their religion.<br/><b>Live it out</b></li> </ul> | <ul style="list-style-type: none"> <li>The child is able to talk about many of the things that they have done <b>and how these made them feel.</b></li> <li>The children can also reflect upon some things they wonder about <b>and talk about these.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Listen</b> to a point of view.</li> <li><b>Wonder and Talk about</b> some prayers and hymns.</li> </ul> |
| Driver Words                                |    |    |    |



# End of Year Expectations

Every Year Group has certain driver words that are the skills that children need to achieve to be 'Age Expected' by the end of that year.

| Year Group<br>In Year<br>1 this<br>means... | AT1   | AT2   | AT3   |
|---|---|---|---|
|   | <ul style="list-style-type: none"> <li>The pupil is able to <b>recognise some</b> key elements of religious stories and the people in them.</li> <li><b>Make links</b></li> <li>Children are also beginning to recognise <b>many</b> religious signs and symbols and use some religious words and phrases.</li> <li><b>Give reasons</b></li> <li>The children are able to <b>recognise</b> that people act in a certain way because of their religion.</li> <li><b>Live it out</b></li> </ul> | <ul style="list-style-type: none"> <li>The child is able to talk about many of the things that they have done <b>and how they have done them</b>.</li> <li>The children can also reflect upon some things they wonder about <b>and how about them</b>.</li> </ul> | <ul style="list-style-type: none"> <li><b>Listen</b> to a point of view.</li> <li><b>Wonder and Talk about</b> some prayers and hymns.</li> </ul> |
| Driver Words                                |  <p>recognise</p>  |  <p>Talk about<br/>reflect</p>  |  <p>listen<br/>wonder</p>                                      |

Target for Year 6 is to *Show Understanding*.

Therefore, children need to be able to show greater understanding of Bible stories and how they affect people's beliefs; show how decisions are informed by our beliefs; linking to a wide variety of religious sources.

# Key Question 1

**I approve of my child learning the names of external genitalia in KS1.**



## BODY Parts

|         |       |           |
|---------|-------|-----------|
| Toes    | Thumb | Elbow     |
| Foot    | Hand  | Shoulders |
| Knee    | Arm   | Neck      |
| Leg     | Nose  | Head      |
| Fingers | Mouth | Ears      |
|         | Hair  | Eyes      |



## PRIVATE Body Parts



|           |        |
|-----------|--------|
| Penis     | Vulva  |
| Testicles | Vagina |
| Urethra   |        |



## Key Question 2

**I am happy for my child to be taught about sexual intimacy in Year 6, in a way that is respectful of Catholic beliefs**

- Basic scientific facts about sexual intercourse between a man and woman;
- The physical, emotional, moral and spiritual implications of sexual intercourse;
- The Christian viewpoint that sexual intercourse should be saved for marriage.

## Key Questions 3 & 4

**I think it is important that pornography is covered from an internet safety perspective.**

**I think it is important that pornography is discussed as a way in which people are 'used'.**

- The difference between harmful and harmless videos and images;
- The impact that harmful videos and images can have on young minds;
- Ways to combat and deal with viewing harmful videos and images.

## 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.





# School Uniform

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

No tights with gingham dress. School coloured modest hair accessories are allowed.

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.

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# PE Uniform – check your child's 2 days



**Red shorts**  
**White, round neck t-shirt, with or without school logo**  
**Trainers**

**Non logo black jogging bottoms**  
**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 their 2 PE days (Mondays, Tuesdays or Wednesdays) in their PE Kit.

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# What is Pupil Premium?

- Introduced in 2011 to improve the education of underprivileged children.
- Extra funding so that we can provide additional support for children who are faced with additional challenges.
- **Objective** - To help schools unlock the learning potential of their pupils and provide them with a better education
- **Aim** - to narrow the gap in educational development between children of underprivileged backgrounds and their peers.



# Pupil Premium at Sacred Heart

## Who is eligible for benefits-related free school meals?

- Income support
- Income-based jobseeker's allowance
- Income-related employment and support allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child tax credit (provided you're not also entitled to working tax credit and have an annual gross income of no more than £16,190)
- The guarantee element of state pension credit
- Working tax credit run-on - paid for four weeks after you stop qualifying for working tax credit.
- Universal credit with annual net earned income of less than £7,400



# Pupil Premium at Sacred Heart

The government's website has information about who is eligible for free school meals, as well as information on how to apply.

**Apply for free school meals, GOV.UK <https://www.gov.uk/apply-free-school-meals>**

Or call Leicestershire Free School Meals Service on **0116 305 5417**

Pupils may also be eligible if they:

- Are registered for free school meals
- Are, or have been, in care
- Have parents in the armed forces

If you have any questions about free school meals, or pupil premium please speak to Mrs Keast (PP specialist) via Class Dojo or contact the school office on 01509 212204

# Welcome to Year 6 23/24

Mrs Dowsett



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# Important information

- The gates will be open from 8:35 and registration will be at 8:45. Work is on the board from 8:40am.
- Change to uniform for Y6. Children are expected to wear a shirt, tie, V-neck jumper except on PE days.

# The Goal – a successful final year

## **What have I done to prepare for teaching your children?**

Met with Dr Remedios to discuss individual's progress – plus having a year's transition!

Curriculum planning.

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.

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# 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

# Assessments

On-going teacher assessments

Arithmetic tests

Grammar and punctuation tests

Weekly Spelling Tests on Tuesdays

Termly Monitoring with intervention as required.

*Visit the school website to get information about the curriculum*

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

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

| SACRED HEART CATHOLIC VOLUNTARY ACADEMY  |                        |               |               |  |  |  |  |
|--|------------------------|---------------|---------------|--|--|--|--|
| Homework, Autumn, Year 6   |                        |               |               |  |  |  |  |
|  | Maths                  | Reading       | Grammar       | Reading  | RE   | Spelling   | Writing/Topic  |
| Sat 24 09.10<br>Sun 25 10.10   | Set A: Test 1          | Set A: Test 1 | Set A: Test 1 | Reading of choice - recorded in Homework Journal.  | In the assessed topic after half-term, we will be looking at Vocations. Discuss different vocations in comparison with the vocation of Priesthood. | Spellings will be given out on Tuesdays for the following  | The Vikings were experienced sailors who explored widely. Research either: where they visited; where they settled; or where and what they traded.  |
| Sat 1 10.20<br>Doe 8 10.20   | Set A: Test 2          | Set A: Test 2 | Set A: Test 2 |  | To be completed by <b>Monday 26<sup>th</sup> October</b> .<br>Talk homework: Discuss the topic's (Vocations) Big Question and other questions.     | typed, Present or KS2. They will be tested per sentence format to ensure   | and record your findings in your preferred format. Consider an interview with a Voking, know the meaning, create a map, creating a powerspoint, writing a diary entry or newspaper article or any other way of sharing your discoveries. To be completed by <b>Friday 11<sup>th</sup> December</b> . |
| Sat 8 10.20<br>Doe 15 10.20  | Set A: Test 3          | Set A: Test 3 | Set A: Test 3 | Children are expected to read <b>daily</b> . They should either be heard to read at least 3 times a week or answer questions about the text to an adult. | <b>What is commitment in life?</b><br><br>To be completed by <b>Thursday 5<sup>th</sup> November</b> .   | rules are discussed at home to enable the children to apply the rules to similar words.  | In the last week of term the children will be asked to present their work to the class.  |
| Sat 22 10.20<br>Doe 29 10.20   | Set A: Test 4          | Set A: Test 4 | Set A: Test 4 |  |  |  |  |
| Sat 29 10.20<br>Doe 5 11.20  | Set A: Test 5          | Set A: Test 5 | Set A: Test 5 |  |  |  |  |
| Sat 5 11.20<br>Doe 12 11.20  | Set A: Arithmetic test | Set A: Test 6 | Set A: Test 6 |  |  |  |  |
| Sat 12 11.20<br>Doe 19 11.20   | Set A: Puzzle          | Set A: Test 6 | Set A: Test 6 |  | In this topic, we are looking at the gift of Jesus as we approach the celebration of his birth.  | <i>It is important that these are practised as shared class patterns and rules are discussed at home to enable the children to apply the rules to similar words.</i> |  |
| Sat 19 11.20<br>Doe 26 11.20   | Set A: Puzzle          | Set A: Test 6 | Set A: Test 6 |  | Talk homework: discuss the topic's Big Question and other questions.   |  |  |
| Sat 26 11.20<br>Doe 3 12.20  | Set B: Test 1          | Set B: Test 1 | Set B: Test 1 |  | <b>Should we have expectations in life?</b>  |  |  |
| Sat 3 12.20<br>Doe 10 12.20  | Set B: Test 2          | Set B: Test 2 | Set B: Test 2 |  | To be completed by <b>Thursday 26<sup>th</sup> November</b> .  |  |  |
| Sat 10 12.20<br>Doe 17 12.20   | Set B: Test 3          | Set B: Test 3 | Set B: Test 3 |  |  |  |  |
| Children should be spending at least 40 mins on their maths every week to consolidate their learning. IXL or TTR recommended to consolidate skills.<br>Marking should be done at home, which allows the children to learn from their errors. |                        |               |               |  |  |  |  |

# 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 Times Table Rockstars are additionally available to help children.
- Homework is an important part of your children's education, consolidating the work they complete in the classroom. It also prepares them for Y7's uplevelled expectations.

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# 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:

The image shows two open reading diaries. The left diary is for the week beginning 06.01.2020 and the right diary is for the week beginning 13.01.2020. Both diaries have a table with columns for 'Book Title, Pages Read and Comments' and 'Signed'. The entries are handwritten in red and blue ink.

**Left Diary (Week beginning 06.01.2020):**

|           | Book Title, Pages Read and Comments   | Signed |
|-----------|---|--------|
| Monday    |   |        |
| Tuesday   | Wonderful sounding Mrs. Kearney<br>New book - Tip Top.<br>Karel read 6.30. Week done & out. |        |
| Wednesday | Tip Top - End the whole book. Will do, lovely reading. E.M.                                 |        |
| Thursday  | Great Reading Karel read all of the book. R.S.  |        |
| Friday    | Is dad in here? - whole book. Much more confident & fluent. Keep reading! Mum               |        |
| Saturday  |   |        |
| Sunday    | my sister   |        |

**Right Diary (Week beginning 13.01.2020):**

|           | Book Title, Pages Read and Comments  | Signed |
|-----------|--|--------|
| Monday    |  |        |
| Tuesday   | Tip Top.<br>Karel read the whole book. Will do. R.S.<br>New book - Pen Fun. Excellent sounding out. Mrs. Kearney |        |
| Wednesday | Pen Fun - whole book. Well done! Mum E.M.  |        |
| Thursday  | Get map - whole book. My Family - Karel read all of the book well. Mum R.S.                                      |        |
| Friday    | My Family - whole book. Mum R.S.<br>My family - keep practicing you are getting better every day!                |        |
| Saturday  |  |        |
| Sunday    |  |        |

# 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)
- Speak to a teacher, if a problem occurs

# 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 – January & June

Parent Meetings – October & February

*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.

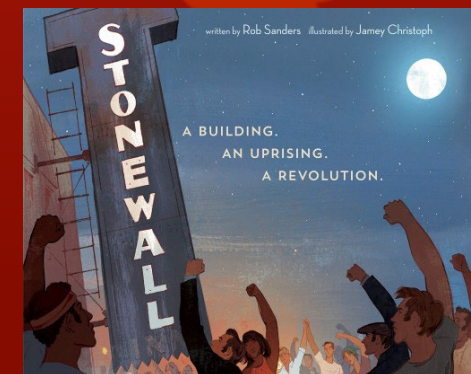
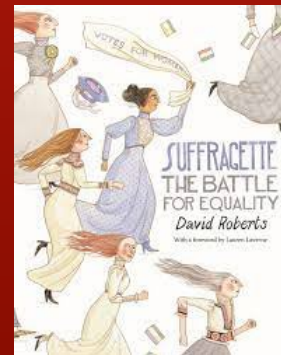
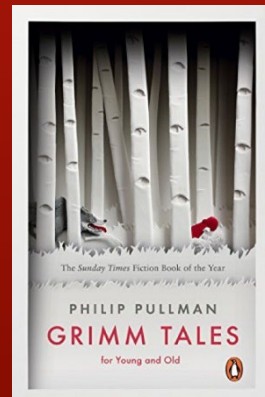
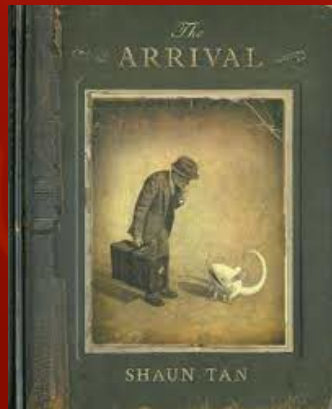
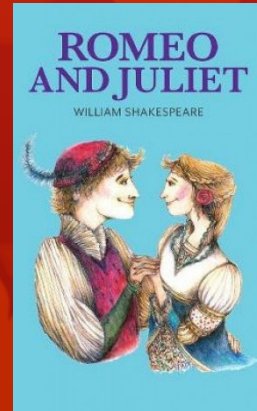
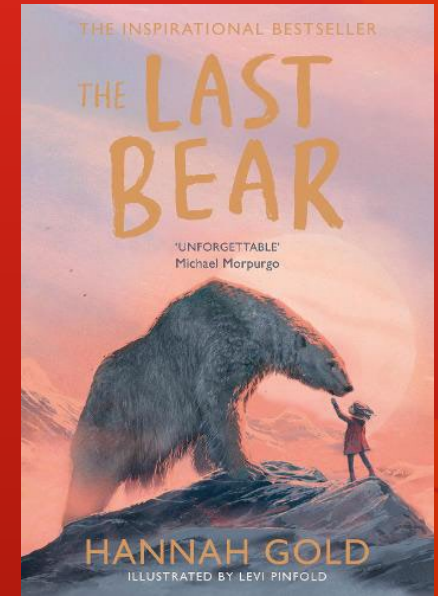
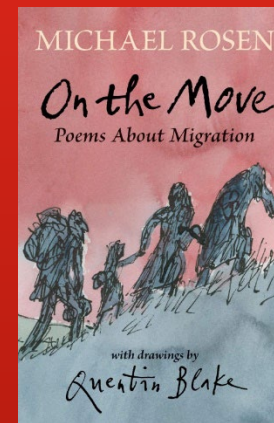
All messages should be respectful and should not detail another child's name.

*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.*



# English

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



*Live, Learn, Love*



- This year we will be continuing to follow the Literacy Curriculum.
- The award-winning Literary Curriculum is a complete, book-based approach.
- The Literary Curriculum immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for learning.
- Children become critical readers and acquire an authorial style as they encounter a wide-range of significant authors and a variety of fiction, non-fiction and poetry.

# Reading Volunteers

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.



*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  $12 \times 12$ .

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*



# Daily Collective Worship

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

# 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/>





# Classroom Contract

The class have written their class rules and signed their contract. In brief, they all agree to:

- Show respect to one another and across the school community.
- Treat school property with respect.
- Always try their hardest.

# Trips

- Alton Castle, Newark is happening 18<sup>th</sup>-20<sup>th</sup> September. This is a wonderful opportunity for the children to prepare for their final year at Sacred Heart.
- The final payment is due by Friday 13<sup>th</sup> September (£220 per pupil total).
- We hope to be able to organise other trips throughout the year which may include: Houses of Parliament/National Justice Museum, Warning Zone, Circus skills.

# Other planned trips

- Warning Zone – 5<sup>th</sup> November. Trip cost about £20.
- Cinema
- Circus Skills – February. Cost about £10.

## Potential others:

- Bikeability.
- Loughborough College Pantomime. December. Cost £2.
- De Lisle Play. Cost about £5. Summer.
- Grammar School Play. Spring.
- Parliament or Galleries of Justice. Summer.

# 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 12<sup>th</sup> May 2025. 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 £6.50 (£14 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. Letter in your packs today.
- Revision guides and other support materials are available.

# Music/PE

- The children will continue with Brass instruments.
- Their teacher will be Mr Vince and their lessons will be on a Friday between 1:30 and 2:10pm.
- The children should bring in their instruments on their lesson day and take them home at the end of the day.
- Year 6 will have PE with Mrs McClay-Ward on a Monday and Mr Bray on a Wednesday.



The background of the slide is a solid orange color, decorated with various silhouettes of autumn leaves in a slightly darker shade of orange. These leaves are scattered across the frame, with a higher concentration along the left and right edges, creating a seasonal aesthetic.

Any questions?