

## IMPORTANT INFORMATION

**Reading record:** Please ensure these are signed daily.

### **Attendance:**

Good attendance is vital for your children's progress. We **do not** authorise time out for holidays in term time. Leave will only be granted in **exceptional circumstances**. Such requests should be submitted in writing to Mrs O'Reilly.

### **Procedure to report an absence**

1. On the first morning of absence please telephone the school office and explain why your child will not be attending school by 9.15 am. Should you not do this, the school will contact you in line with "First Response" procedures.
2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as unauthorized- regardless of any telephone calls. The school will follow up all unexplained absences and in line with Borough procedures, these will be discussed with the Educational Social Worker.

**Collecting children:** If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

**Punctuality:** Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class.

### **Uniform:**

For health and safety reasons there should be no jewellery - except watches and ear studs— allowed. Children must **not** wear looped earrings. Only plain black / white trainers are permitted. Hats and scarves should be green, shoes should be black and outdoor coats should be green. Hair clips should be green, white or black.

As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class. Your co-operation in this regard is very much appreciated.

# Curriculum Information



## Booklet

**The family of St Agnes loves, learns and grows together as followers of Jesus.**

Year 6

Summer 1- 2022

## RELIGIOUS EDUCATION

### Easter to Pentecost

The children continue learning about Easter by exploring the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians and, together with the coming of the Holy Spirit at Pentecost as the rationale for 'caritas'; love of God that leads to acts of charity.

This unit teaches from the Gospel of Mark and focus is on speaking up in times when it is hard to do so. Specifically as we look at times of persecution: of Mark's community.

It is hoped that pupils will develop:

A strengthened sense of belief in the resurrection of Jesus

A willingness to accept the obligation to care for those less fortunate than ourselves

A sense of how the resurrection provides a way of living

Religious Education at home:

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

### **PE Days:**

<b>Class</b>	<b>Days</b>
Yr 6S	Wednesday (All for Sports) Thursday (Class PE)
Yr 6M	Wednesday (All for Sports) Thursday (Class PE)

### **Homework timetable:**

<b>Day set:</b>	<b>Due:</b>	<b>KS2 Yr6 up to 45mins</b>
Monday	Wednesday	Grammar
Tuesday	Thursday	Reading
Wednesday	Friday	Arithmetic
Thursday	Monday	Maths
Friday	Friday	Spellings

### **Important Dates**

MOCK SATs Week—Monday 25th April 2022

SATS Week—Monday 9th May 2022

Wednesday 25th May 2022– School Journey Meeting

Friday 27th May 2022—Queen's Jubilee Day

HALF TERM– Week beginning Monday 30th May 2022

**Science:**

Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recording data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Describe the way nutrients and water are transported within animals, including humans.

**D&T:**

Looking at what goes into making heart healthy meals grouping the ingredients into the five main food groups before using them in sequence to design a balanced and nutritious meal. We will also be looking at the packaging for foods that claim health benefits, including those promoting low cholesterol, low fat or with added ingredients such as probiotics and fibre.

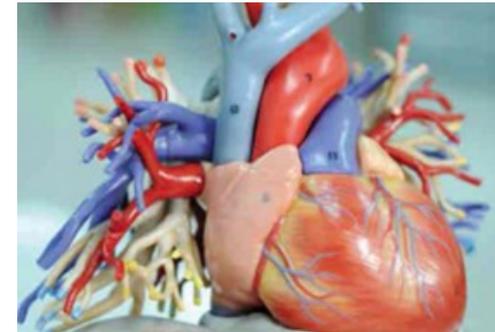
**Art:**

Model a heart from clay or plasticine, using photographs taken during the dissection to help them sculpt. Use their sculpture to explain how the heart works

**Computing**

Create flow diagrams to illustrate the circulation process. Use the heart as the hub of the flow diagram and investigate the main vessels from and to the heart, where they go and what they do. Draft their flow diagrams on large sheets of paper, adding notes to improve their understanding. Discuss their diagrams with others and make any necessary amendments before reproducing using suitable software.

Our topic for this half term is:

**Blood Heart**

Crimson, scarlet, burgundy, cherry ... blood flows through our bodies in all its vibrant shades of red. Let's explore our circulation system! Now don't be squeamish as we learn about our veins, arteries and chambers and how they all work hard to move blood around our bodies.

William Harvey was fascinated with anatomy and made ground breaking discoveries about valves. I wonder what we might uncover?

Find out how to keep your heart healthy with cardiovascular exercise and healthy food.

Kick-start a campaign to spread the word about the damage caused by smoking to the lungs and heart. Hearts pound, flutter and maybe skip a beat... What makes your heart race?

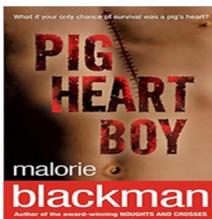
## ENGLISH:

**As effective communicators** we will be building vocabulary with scientific language. We will be articulating and justifying answers, arguments and opinions. During research we will be asking relevant questions to extend our understanding and knowledge. When presenting we will be giving well structured descriptions, explanations and narratives.

**As readers** we will be retrieving, recording and presenting information from non-fiction. We will be preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. In reading we will be looking at the skills necessary to answer exam style reading questions and reading the text, Pig Heart Boy.

**As efficient writers** we will be creating persuasive texts about the importance of exercise and keeping the heart healthy. We will be writing discussions around the dangers of smoking and other relevant healthcare topics. We will also be looking at a range of short stories from a variety of genres creating character and setting descriptions.

We will also be writing for real life purpose: applications for Blue Peter badges, letters to our favourite authors and information booklets for the school library.



## **Interim teacher assessment framework at the end of key stage 2 - mathematics**

### **Working at the expected standard**

- The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits;  $8.09 = 8 + 9?$ ;  $28.13 = 28 + + 0.03$ ).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ ).
- The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 15 or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $112 + 34$ ; 79 of 108;  $0.8 \times 70$ ).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).