

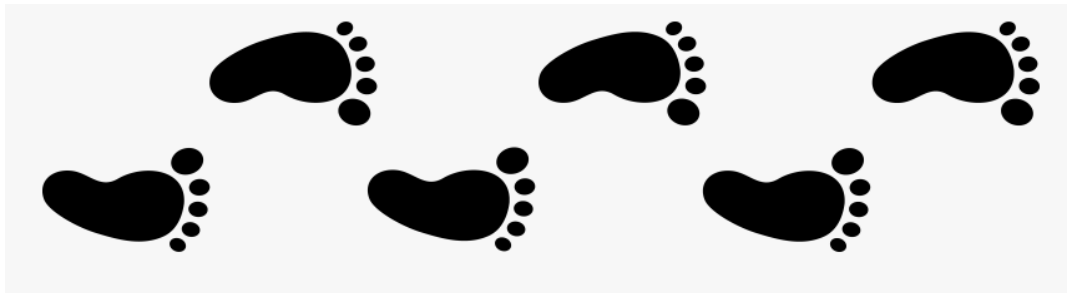
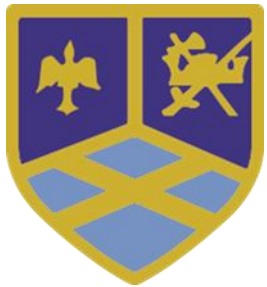
Welcome to St. Alban's



Transition Meeting

Year 6

*Following in the
footsteps of Jesus we
love, live and learn
together.*



The Year 6 Team

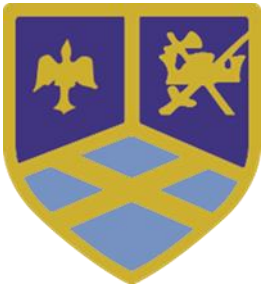
**Miss Ingram ~ Year 6 Class Teacher &
KS2 Phase Leader**

**Miss Callaghan ~ Teaching Assistant
Yr2/5/6**



Our School Rules

- *Be ready*
- *Be respectful*
- *Be Safe*



School Rules



Rewards

- Champions of Christ - acts of kindness in living out their faith.
- Gospel Virtue – Eloquent & Truthful
- Shining Stars – Academic achievement



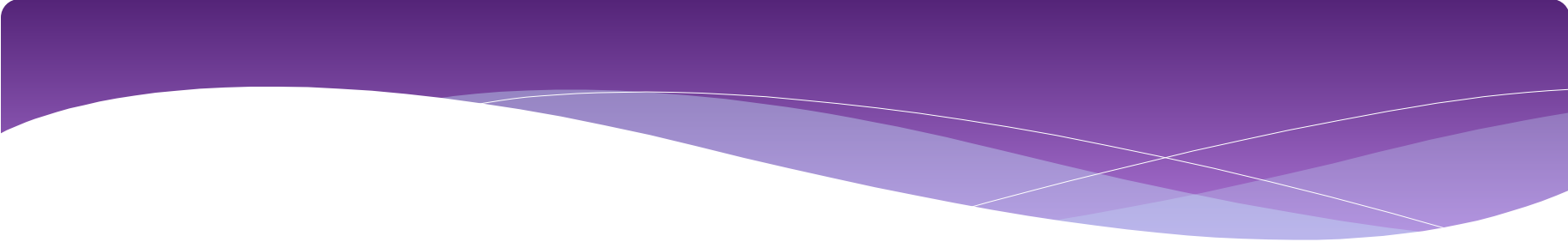
Building the Kingdom

At St. Alban's school, we are very proud to be a part of the Building the Kingdom programme, the aim of which is to embed distinctive Catholic curriculum design for the transformation of society.

Through Building the Kingdom, we explore the big questions of purpose and meaning that arise throughout the Liturgical year, and then create lessons and events which engage students with the skills needed to be agents for a Spirit-fuelled transformation of society.

Children at St. Alban's School are being formed to be the 'leaders of tomorrow' and they will leave here with a greater sense that they can make a difference.

We have worked to promote critical and higher order thinking skills across the curriculum. We have developed a wide range of creative strategies to develop our children's skills to be advocates for change for those in the greatest need in society.



Dignity of the Human Person

'Love one another because love is from God' 1 John 4: 7-12

"God loves each of us as if there were only one of us." St. Augustine

Big Question: Do people matter more than possessions?

Rewards

- * **Be ready, be respectful & be safe**
- * **Certificates**
- * **Planners – dialogue of celebrations, messages and concerns**
- * **Zones of Regulation**
 - * ● **positive phone calls home**
 - * ● **notes in planners**
 - * ● **awarding house points**
 - * ● **head teacher certificates – on Friday**
 - * ● **stickers**
 - * ● **individual class rewards**
 - * ● **'Filling buckets' with positive affirmations**

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this
exercise is to get to
the GREEN zone.
What can you do to
be happy, calm and
ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help



- When a suspected bullying case comes to attention, the KiVa team follow a consistent approach.

Screening: is this bullying?

- **The KiVa team:** discussions with the bullied student and the bully/bullies.
- **Class teacher:** a discussion children who may have been bystanders.
- Follow-up discussion with the bullied student and the bully/bullies.

KiVa Team



**Mrs
McKinney**



**Mrs
Doherty**

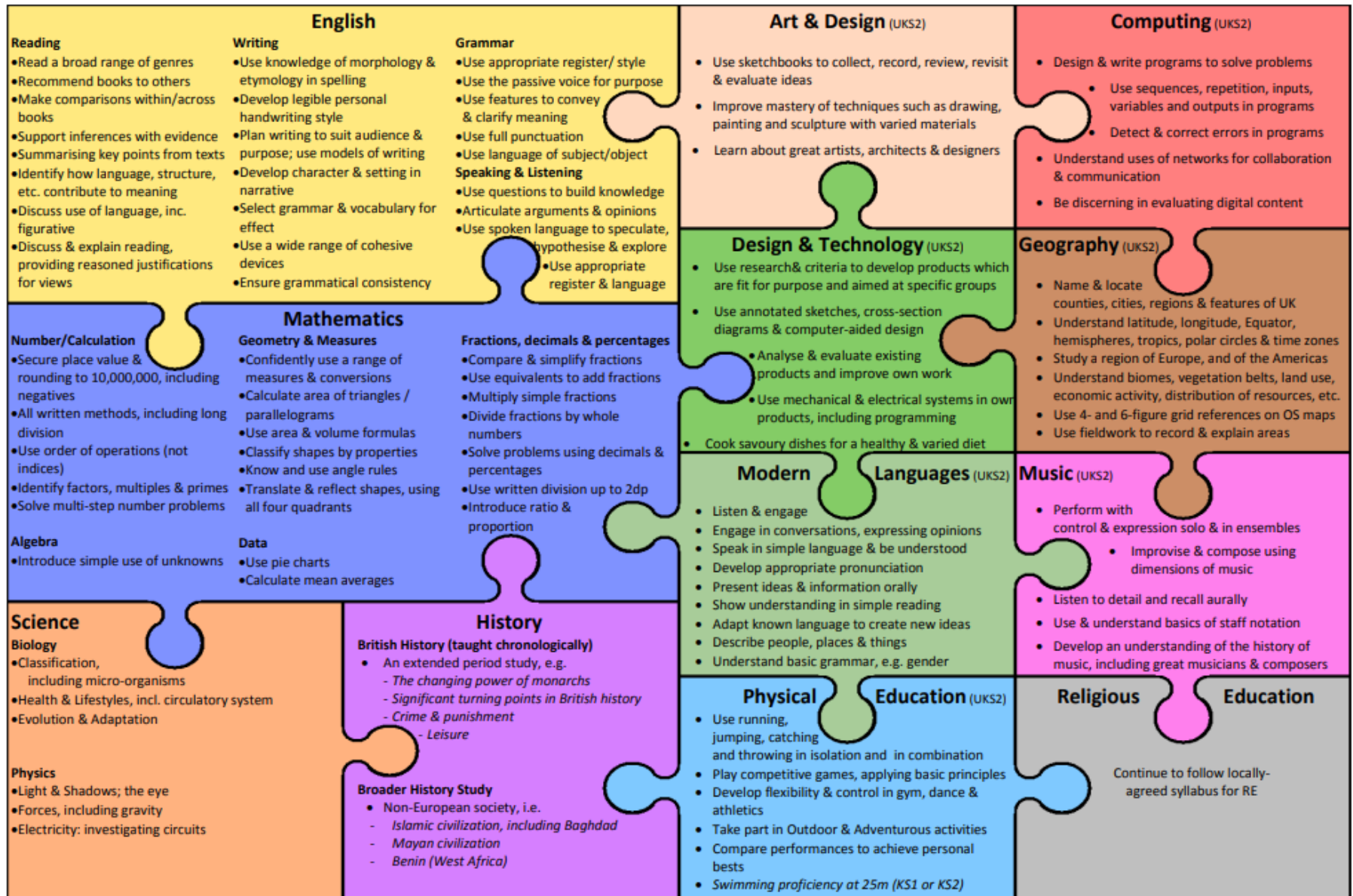
Parents are always informed about the cases that have been addressed by the KiVa team.

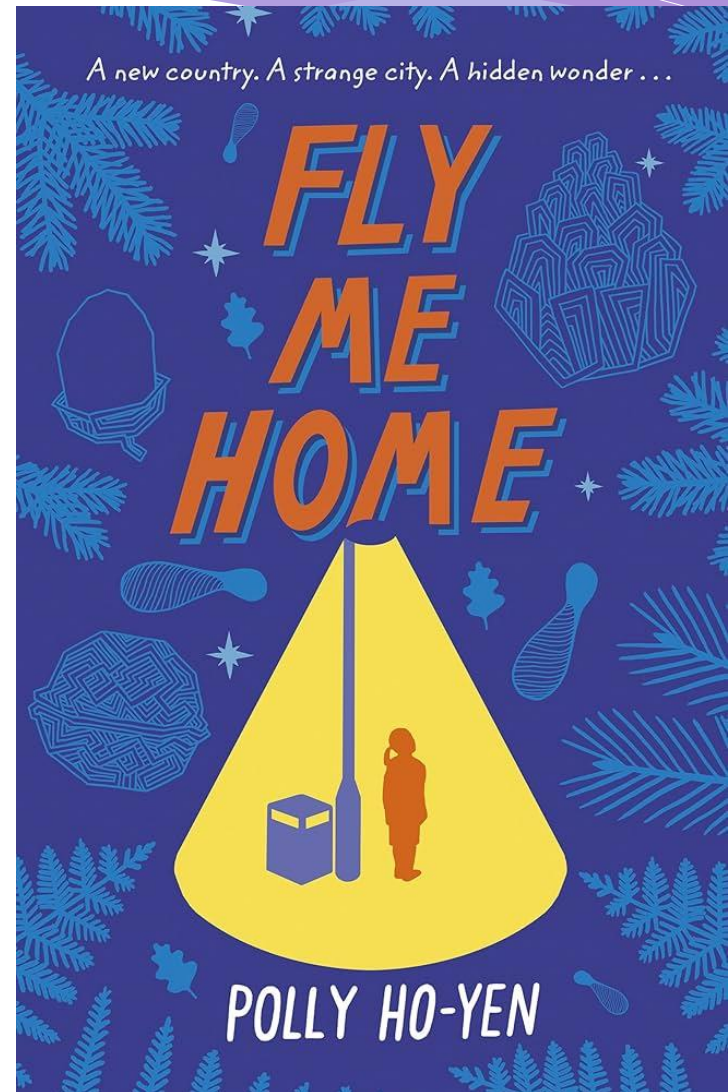
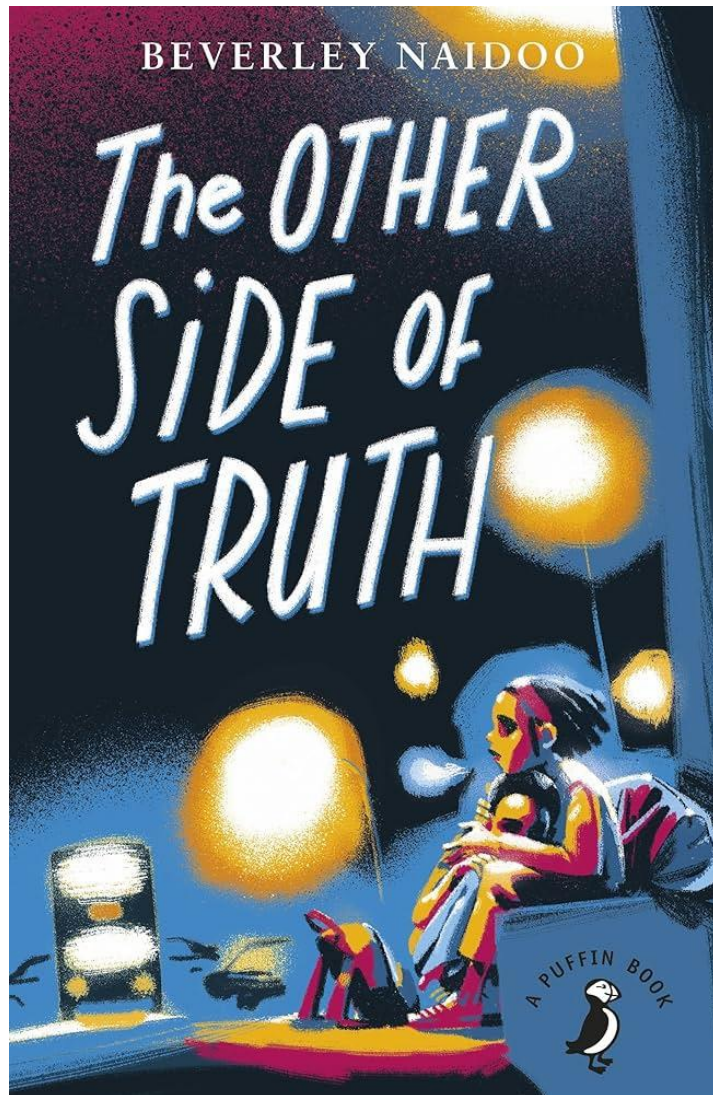
Key Stage 2 St. Alban's Catholic Primary School – Autumn Term One 2025

YEAR 6	08:45 9:00	9.00-9.10 <i>Registration</i>	09:10- 9:40 <i>Literacy Leaf</i>	9.40 – 10.40		10:55-12:00		13:15-14.30	14:30-15:15
Session	1		2	3	4	5	6	7 13.15-14:30	8 14.30 – 15.15
Monday	Reading Task	Registration /Class Prayer time	Literacy Leaf KS2 Gospel Assembly 10.20am	Literacy SPELLINGS HANDWRITING WRITING ROOTS	Break	Maths	P.E. Lesson	P.E.	Geography
Tuesday	Grammar Task	Registration/ Maths Meeting	Literacy Leaf	Maths	Break	Literacy SPELLINGS HANDWRITING WRITING ROOTS	Lunch	R.E.	Art
Wednesday	Maths Task	Registration/ Maths Meeting	Literacy Leaf	Literacy SPELLINGS HANDWRITING WRITING ROOTS	Break	Maths	Lunch	History	Hymn Practice/Music (alternate weeks) 14.30pm -15.10pm
Thursday	Maths Task	Registration/ Maths Meeting	Arithmetic	Mass	Break	Literacy SPELLINGS WRITING ROOTS	Lunch	R.E.	Yoga
Friday		Registration/ Class prayer time	Celebration Assembly 9.10am	Literacy WRITING ROOTS Spelling test	Break	Maths Mark Maths homework	RSE (TenTen) Lunch	Science	Faith Friends Prayer time 14.40

Year 6 Curriculum

Curriculum Overview for Year 6





English writing expectations

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Maths Expectations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL VIEW	Number Addition, subtraction, multiplication and division VIEW					Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW			
Spring	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW						
Summer	Geometry Shape	Geometry Position and direction	Themed projects, consolidation and problem solving									

The **White Rose Maths** schemes of learning

Teaching for mastery

Our research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.

Putting number first

Our schemes have number at their heart. A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum.

Depth before breadth

Our easy-to-follow schemes support teachers to stay within the required key stage so that children acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks.

Working together

Children can progress through the schemes as a whole group, encouraging students of all abilities to support each other in their learning.

Fluency, reasoning and problem solving

Our schemes develop all three key areas of the National Curriculum, giving children the knowledge and skills they need to become confident mathematicians.

Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete.

Visualising a problem in this way can help children to reason and to solve problems.



Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

An abstract representation of the addition 5 + 7 using a yellow box. Inside the box, the equation $5 + 7$ is written.

If you have questions about this approach and would like to consider appropriate CPD, please visit www.whiterosemaths.com to find a course that's right for you.

Small steps

Step 1

Numbers to 1,000,000

Step 2

Numbers to 10,000,000

Step 3

Read and write numbers to 10,000,000

Step 4

Powers of 10

Step 5

Number line to 10,000,000

Step 6

Compare and order any integers

Step 7

Round any integer

Step 8

Negative numbers

Small steps

Step 1 Add and subtract integers

Step 2 Common factors

Step 3 Common multiples

Step 4 Rules of divisibility

Step 5 Primes to 100

Step 6 Square and cube numbers

Step 7 Multiply up to a 4-digit number by a 2-digit number

Step 8 Solve problems with multiplication

Small steps

Step 9

Short division

Step 10

Division using factors

Step 11

Introduction to long division

Step 12

Long division with remainders

Step 13

Solve problems with division

Step 14

Solve multi-step problems

Step 15

Order of operations

Step 16

Mental calculations and estimation

4

$4721 - 916 =$

--	--



1 mark

5

$9 \times 8 =$

--	--



1 mark

6

$$3.56 + 0.08 =$$

10

$60 \times 5 =$

A blank grid with a vertical line on the left and a horizontal line at the bottom, forming a coordinate system. A small rectangle is drawn in the bottom right corner.

1 mark

11

$$\frac{5}{8} + \frac{1}{4} =$$

A blank grid with a 10x10 structure. A rectangle is drawn in the bottom right corner, spanning 4 units wide and 2 units high.

1 mark

12

$$4.5 + 2.76 =$$

[illegible]

**Kingdom
Catholic Social
Teaching**

**‘Love one another because love is from God’ 1 John 4: 7-12
“God loves each of us as if there were only one of us.” St. Augustine**

Big Question

Do people matter more than possessions?

Religious Education



Our gospel virtues for this term are:

Eloquent & Truthful

Learned & Wise

This term's topics in Religious Education will be:

- The Story of the People of God
- Followers of Christ
- Advent
- Christmas

Prayers children will learn:

The Apostles Creed

The Benedictus



**To access the Parent Portal please follow the link above,
you will need the following login credentials for our school:**

School Username: st-alban-b14

School Password: cathedral-city



Module 1: Created and Loved by God

UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Unit 1



Unit 2



Unit 3



Unit 4



Module 2: Created to Love Others

UKS2 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.



Unit 1



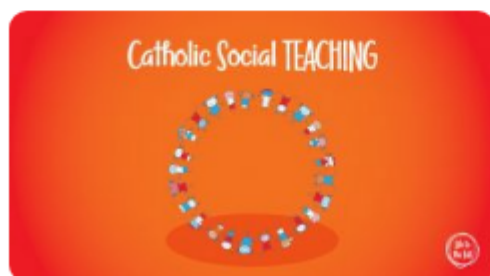
Unit 2



Unit 3

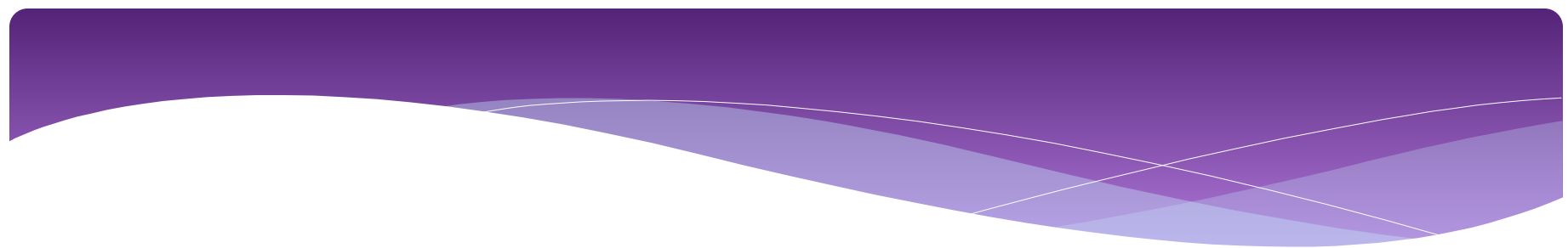


Unit 4



Module 3: Created to Live in Community

UKS2 Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, learning on money and careers is concluded, using previous learning from the module to understand God's call to live



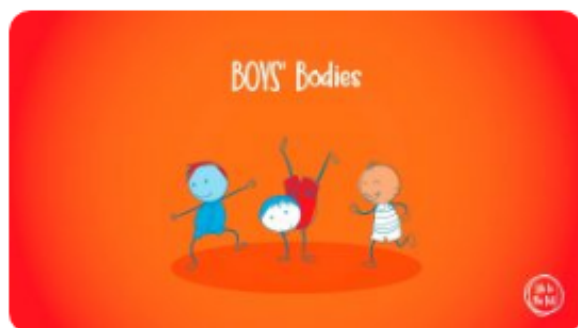
Upper Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Impacted Lifestyles	Session 2 Catholic Social Teaching	
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up		Session 4 Giving Assistance		



Unit 2: Me, My Body, My Health

In Unit 2 – Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here, but not named and identified.

 **Go to Unit**



Unit 3: Emotional Well-Being

Continuing through the Paradise Street series, Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.

 **Go to Unit**

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



Roblox



PopJam



FaceTime

13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

16+



WhatsApp



Telegram Messenger



Tumblr

17+



Line



Sarahah



Tellonym

Age Restrictions for Social Media Platforms

(Ages specified in terms as of 2014)

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



YouTube
Keek
Foursquare
WeChat
Kik
Flickr

What Parents & Carers Need to Know about

WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. Its end-to-end encryption means messages can only be viewed by the sender and any recipients; not even WhatsApp can read them. Updates to its privacy policy in 2021 (involving sharing data with parent company Facebook) caused millions to leave the app, but the new policy was widely misinterpreted – it only related to WhatsApp's business features, not to personal messages.

WHAT ARE THE RISKS?

...TYPING...

NEWS

PRIZE

POTENTIAL CYBERBULLYING

Group chat and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admin' feature allows the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

CONTACT FROM STRANGERS

To start a WhatsApp chat, you only need the mobile number of the person you want to message (the other person also needs to have the app). WhatsApp can access the address book on someone's device and recognise which of their contacts also use the app. So if your child has ever given their phone number to someone they don't know, that person could use it to contact them via WhatsApp.

LOCATION SHARING

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a 'simple and secure way to let people know where you are'. It is a useful method for a young person to let loved ones know they're safe but if they used it in a chat with people they don't know, they would be exposing their location to them, too.

SCAMS

Fraudsters occasionally send WhatsApp messages pretending to offer prizes – encouraging the user to click on a link to win. Other common scams involve warning someone that their WhatsApp subscription has run out (aiming to dupe them into disclosing payment details) or impersonating a friend or relative and asking for money to be transferred to help with an emergency.

DISAPPEARING MESSAGES

Users can set WhatsApp messages to disappear in 24 hours, 7 days or 90 days by default. Photos and videos can also be restricted to disappear after the recipient has viewed them. These files can't be saved or forwarded – so if your child was sent an inappropriate message, it would be difficult to prove any wrongdoing. However, the receiver can take a screenshot and save that as evidence.

ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India in 2018, some outbreaks of mob violence appear to have been sparked by false allegations being shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

Advice for Parents & Carers

CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them as a contact, it's also worth altering a young person's profile settings to restrict who can see their photos and status. The options include 'everyone', 'my contacts' and 'nobody' – choosing one of the latter two ensures that your child's profile is better protected.

EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, calls or files from a contact, they should block them using 'settings' in the chat. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – so they also need to be deleted from the address book.

REPORT POTENTIAL SCAMS

Young people shouldn't engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they should be encouraged to report it as spam. If the sender claims to be a friend or relative, call that person on their usual number to verify if really is them, or if it's someone trying to trick your child.

LEAVE A GROUP

If your child is in a group chat that is making them feel uncomfortable, or has been added to a group that they don't want to be part of, they can use WhatsApp's group settings to leave. If someone exits a group, the admin can add them back in later, if they leave a second time, it is permanent.

THINK ABOUT LOCATION

If your child needs to use the 'live location' function to show you or one of their friends where they are, advise them to share their location only for as long as they need to. WhatsApp gives a range of 'live location' options, and your child should optionally stop sharing their position as soon as it is no longer needed.

DELETE ACCIDENTAL MESSAGES

If your child posts a message they want to delete, WhatsApp allows the user seven minutes to erase a message. Tap and hold on the message, choose 'delete' and then 'delete for everyone'. However, it's important to remember that recipients may have seen (and taken a screenshot of) a message before it was deleted.

CHECK THE FACTS

You can now fact-check WhatsApp messages that have been forwarded at least five times, by double-tapping the magnifying glass icon to the right of the message. From there, your child can launch a Google search and decide for themselves whether the message was true or not.

Meet Our Expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks, a web resource that helps parents and children thrive in a digital world.



What Parents & Carers Need to Know about

GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and video to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert: potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat. Instead of responding to the person who's upset them, validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

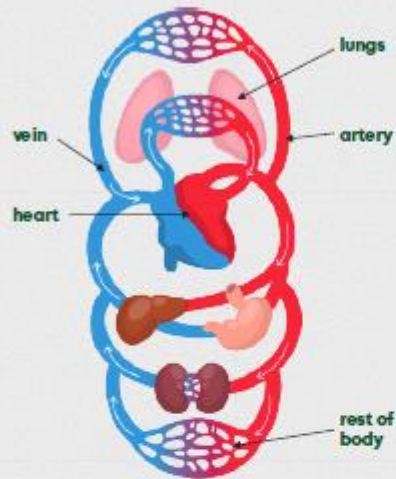
Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.





circulatory system



KEY VOCABULARY

circulatory system

transport

atria

ventricles

valves

aorta

arteries

veins

capillaries

pulse rate

bodily system made up of the **heart, blood vessels and blood** that delivers essential materials to cells whilst removing waste products

the circulatory system **transports nutrients (from digested food) and water to every cell** as well as oxygen

the plural of 'atrium'; the **upper chambers of the heart**

the **lower chambers of the heart**

found between the atria and ventricles they **open and close to allow the blood to flow through the heart**

the **largest artery** supplying oxygenated blood to the rest of the body

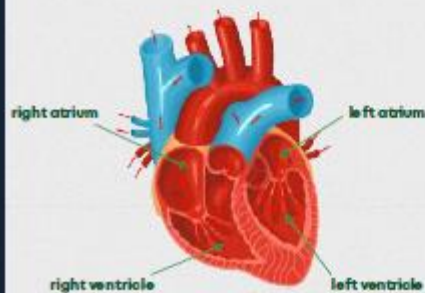
carry blood with oxygen from heart

carry blood depleted of oxygen back to heart

tiny vessels where oxygen gets transferred to cells

the **number of heart beats per minute**

the heart



arteries



carry blood away from the heart

oxygenated blood (most arteries)

veins



carry blood back to the heart

deoxygenated blood (most veins)

capillaries



transfers oxygen from the blood stream to other tissues in the body

blood pressure

the force with which our blood is pushed around our bodies (if our blood pressure is too high or low it can be dangerous for us)

heart rate

the number of squeezes or beats of the heart per minute (when the heart beats it pumps blood around the body)

drugs

human heart rate and blood pressure can be altered by taking drugs - sometimes this is needed, and doctors administer drugs to help patients (illegal drugs can damage human hearts and change blood pressure which can be very dangerous)

Science

Science



The Human Body (Biology)

Scientific knowledge and understanding:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Classification of Living Things (Biology)

- Living things are classified into five main kingdoms.
- Cells are tiny building blocks that make up all living things.
- There are two main types of cell: animal and plant.
- Vertebrates are classified into five groups: fish, amphibians, reptiles, birds and mammals.
- Invertebrates are classified into groups, which include insects, arachnids and molluscs.

**waste generated in the UK**
million tonnes, 2016

air pollution

a **mixture** of synthetic (made by people) and natural substances in the air

climate change

a change in climate patterns in a region caused by **increased levels of carbon dioxide** in the atmosphere

waste

materials that are **unwanted, or unusable and are disposed of**

litter

waste left in open, public spaces

synthetic

made by people, **not a naturally occurring substance**

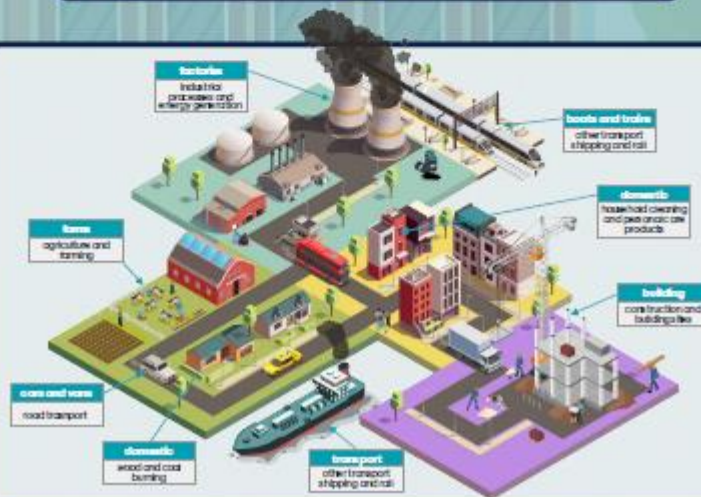
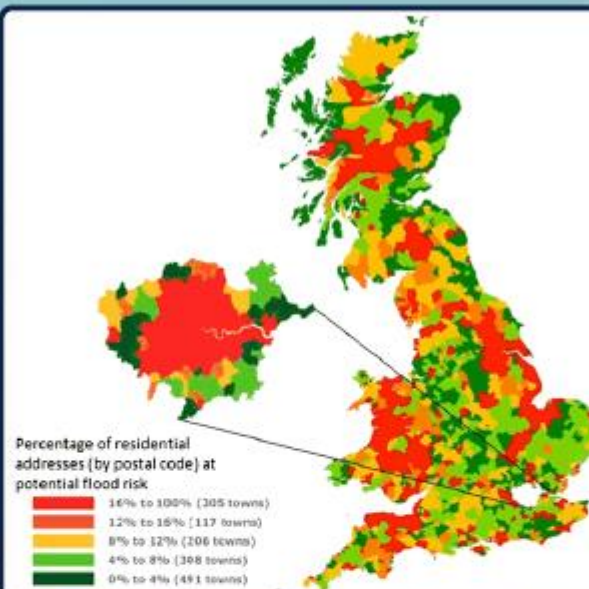
particles

a very **tiny portion of matter**, often smaller than our eyes can see

DEFRA

Department for Environment, Food and Rural Affairs (UK government department)

WHO

World Health Organisation (global organisation)

Geography



British Geographical Issues

- To know that the air in many UK cities contains pollution that is harmful to people, plants and animals.
- To know that climate change causes more frequent and severe flooding in the UK.
- To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge.
- To understand that litter is waste left in open, public spaces. It can cause environmental damage.

North America

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America.



heir to the Austro-Hungarian throne; was assassinated in 1914

Archduke Franz Ferdinand



Prime Minister of Britain during WWI

David Lloyd George



German Emperor during WWI

Kaiser Wilhelm II



imperialism

when a country increases its power and influence by colonising (taking over) another country

alliance

a union or relationship formed between countries/organisations, to benefit them both

mechanised warfare

the use of armoured fighting vehicles in modern warfare, sometimes referred to as 'armoured' or 'tank' warfare

chemical warfare

the use of the toxic chemicals to kill or injure enemies (in WWI, chlorine, phosgene and mustard gas were used)

trench warfare

where opposite sides of the war fight from trenches dug into the ground, facing each other

no-man's-land

the land between the trenches of opposing armies

home front

the home front refers to life in Britain during WWI

conscription

a law that says that if you are able to fight in the war, you have to (during WWI, by 1916, all men aged 18-41 had to go to war and fight for their country)

armistice

an agreement made to stop fighting a war, also referred to as a 'truce'

zeppelin



battleships



submarine



tank



the war was fought between

the Triple Alliance



Germany



Austria - Hungary



Italy

the Triple Entente



France



Britain



Russia

History



World War One

- The Causes of World War I
- On land, at sea and in the air
- Life on the Western Front
- The Home Front
- The Consequences of the War

The Suffragettes

- Democracy in the 19th Century
- The National Union of Women's Suffrage Societies
- Emmeline Pankhurst and the WSPU
- The Anti-Suffrage Campaign
- World War I and the Representation of the People Act



Leonardo da Vinci



Vitruvian Man (1492)

Michelangelo



The Prophet Jeremiah,
Sistine Chapel (1511)

School of Athens
(1509-1511)

Raphael



The Last Supper
(1495-98)

Leonardo da Vinci



KEY VOCABULARY

medieval

the period in European history from about **600 AD to 1500 CE** (also known as the Middle Ages or Dark Ages)

renaissance

a **French word that means 're-birth'** used to describe a new style of art and culture that started in Italy around 1400

classical

something that is from **ancient Greek or Roman** culture

humanism

the **movement during the Renaissance** to recover the values of Classical times which emphasised the extraordinary ability of the human mind

proportion

the **relationship of the size of one part of the body to another part**, e.g., how tall a person is compared to the width of their arms

anatomy

the **structure of a human body** and how it is arranged

optics

the **study of sight** and the behaviour of light

sfumato

allowing colours to blend into one another, to **produce soft outlines**

linear
perspective

the way lines and shapes are used to show three-dimensional space in a two-dimensional work of art

vantage point

a **place to view** something from

horizon line

the line where the **sky meets the land** or water

vanishing point

the point in a view where **lines appear to meet**

Art in the Italian Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – <u>Sfumato</u>, comparison of Leonardo and Michelangelo, realism – linear perspective. Skills: Observational drawing, using plaster, designing and painting	Renaissance Architecture and Sculpture Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.
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P.E. and Health

P.E. lessons –

Monday afternoon

Thursday afternoon (yoga)

Swimming - Summer Term Two 2025

Tuesday mornings

Attendance Matters

Fred's attendance is 90% Sounds good?

90% attendance is $\frac{1}{2}$ a day missed every week.

If we look closer.....1 school year at 90% attendance = 4 full weeks of lessons MISSED.

Attendance during one school year	Equivalent days lost in school year	Equivalent sessions lost	Equivalent weeks Missed	Equivalent lessons Missed
95%	9 Days	18 Sessions	2 weeks	50 lessons
90%	19 Days	38 Sessions	4 weeks	100 lessons
85%	29 Days	58 Sessions	6 weeks	150 lessons
80%	38 Days	72 Sessions	8 weeks	200 lessons
75%	48 Days	96 Sessions	10 weeks	250 lessons
70%	57 Days	114 Sessions	11.5 weeks	290 lessons
65%	67 Days	134 Sessions	13.5 weeks	340 Lessons

Planners



- * Daily reading record - date, the name of the book, the number of pages read & adult signature**
- * Any issues, messages, concerns and celebrations!**
- * The planner will be checked and signed by Miss Ingram weekly on Fridays.**

Homework

- * Daily reading to be recorded in planners
- * Daily spellings (tested on Friday)
- * Practise times tables daily
(2-15) using TT Rock Stars
- * Maths CGP books – 10 minutes weekly
(marked in class on Friday)

Maths 10 minute workbook

- * Homework needs to be overseen and supported by parents.**
- * If children needed support to complete a question then parents could indicate this next to the question - (S)**
- * Homework will be marked in class.**
- * Parents need to sign their child's homework.**
- * Homework set in Friday to return the following Friday.**

KS2 SATs 2026 Dates

Monday 11th May 2026

Spelling, Punctuation and Grammar: Spelling - 20 mins

Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

Tuesday 12th May 2026

Reading - 60 mins

Wednesday 13th May 2026

Maths Paper 1: Arithmetic - 30 mins

Maths Paper 2: Reasoning - 40 mins

Thursday 14th May 2025

Maths Paper 3: Reasoning - 40 mins



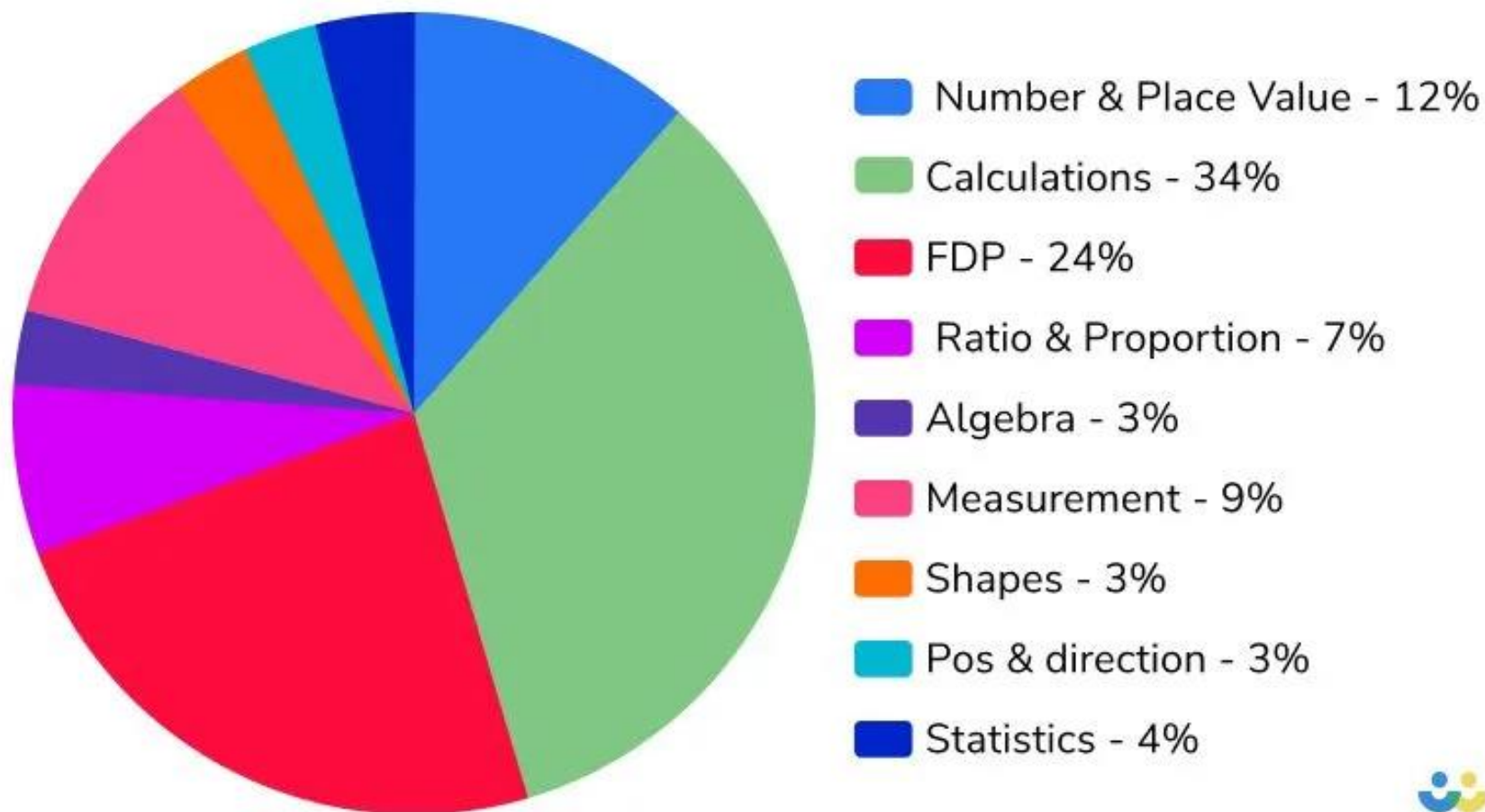
THIRD SPACE
LEARNING

KS2 National Curriculum Tests Thresholds

	Mathematics	Reading	GPS
Marks to meet Expected Standard (Scaled Score 100+)	58	28	35
Marks to meet Greater Depth/Higher Standard* (Scaled Score 110+)	95	40	54
Total Marks Possible	110	50	70

KS2 Maths SATs papers analysis (2025)

Percentage of questions by content domain



KS2 Reading SATs papers analysis by @_MissieBee

% of questions by content domain

Content domain	'17	'18	'19	'22	'23	'24	'25
2a give/explain the meaning of words in context	20	20	12	10	18	10	12
2b retrieve and record information/identify key details from fiction and non-fiction	28	26	42	38	32	38	30
2c summarise main ideas from more than one paragraph	4	6	2	4	2	2	6
2d make inferences from the text/explain and justify inferences with evidence from the text	44	44	36	44	46	44	48
2e predict what might happen from details stated and implied	0	0	0	2	0	0	0
2f identify/explain how information/narrative content is related and contributes to meaning as a whole	2	0	0	2	2	0	0
2g identify/explain how meaning is enhanced through choice words and phrases	2	0	6	0	0	0	2
2h make comparisons within the text	0	4	2	0	0	6	2

Important Dates



- **Commitment Mass: Saturday September 27th, 2025, 4pm Mass at St Dunstan's**

Confirmation Preparation Sessions: (All after 4pm Mass at St Dunstan's)

Saturday 8th November 2025

Saturday 6th December 2025

Saturday 10th January 2026



Sponsor Mass Saturday 7th. February 2026, 4pm

Mass of Confirmation: Tuesday February 24th. 2026, 7pm at St Dunstan's- for the children from St Dunstan's and St Alban's schools

Trips throughout the year

- * Year 6 Residential to Alton Castle – 15th to 17th October**
- * Confirmation Retreat with St. Dunstan's School**
- * Trip to St. Chad's Cathedral for part of the Confirmation preparation and history about the Catholic faith**

- * R.E.- The Islamic Exhibition Centre – Islam- Summer Term**
- * Visits to the library**
- * Swimming – Summer Term Two**

Active Days

PE KIT

Plain black shorts, jogging bottoms or leggings without any logos

Purple round neck t- shirt with school badge

Black school pumps velcro or elasticated or sports trainers can be worn for outside PE/ 'Active Days'

School sweatshirt/cardigan or school purple fleece

School Uniform

BOYS

Plain grey school trousers or shorts

White shirt with a school tie

Black suitable school shoes

Purple school sweatshirt

Plain grey or black socks

GIRLS

Plain grey school skirt, pinafore or trousers

White shirt with a school tie

Black suitable school shoes

Purple school sweatshirt or cardigan

In summer, girls may wear full purple gingham dress or grey shorts/culottes

Plain white or grey socks

Plain black, grey or purple tights

Year 6

- * If you have decided that your child will walk home, please email the Year 6 email providing written permission.**
- * If your child needs to bring their mobile phone into school, they must turn it off and hand it into Miss Ingram. It is kept in the cupboard for the day and handed over when leaving school.**
- * Rucksacks are permitted for Year 6 children.**

**We look forward to an exciting
and successful year together!**

Please email me

year6@stalbanrc.bham.sch.uk

or

**speak to me on the playground
when all of the children are
collected.**

Any questions?

