

# Welcome to the Year 6 Information Evening 2026-27





## Welcome to the Curriculum Evening.

As your child has now begun the final stage of their primary education, this meeting aims to give you an overview of what children will be learning, how they will be assessed, opportunities for pupil leadership and reminder of Sacred Heart's expectations for year 6 pupils. Opportunities and expectations for this year should support them in preparing for their transition into secondary school.

### Year Six staffing:

Mr Kelly

Mrs Wilson

Mrs Towey

Miss Brown

### Additional staff/ Specialist subjects:

*Music- Mr Cartwright*

*Science- Mrs Freer*



# The school day:

Children should arrive to school prepared for the day. Pupils should ensure that they have their planner, letters from home, reading book, homework etc with them on the correct day.

Good attendance and punctuality are key to your child achieving their full potential.

**Doors - 8:30 am**

Registration - 8:50 am

Lesson 1 - 9:00am, children arriving after this time will miss part of their learning input.

Lunch - 12:30-13:25pm

Home Time - 3:15 pm



# Key information:



- Timetable / Daily Routine:

Music:

- Wednesday

PE Days:

- Monday (outdoor)
- Tuesday (indoor)

Home learning:

- Set Thursday and completed by Wednesday

| Time        | Monday                 | Tuesday                  | Wednesday                             | Thursday               | Friday                 |
|-------------|------------------------|--------------------------|---------------------------------------|------------------------|------------------------|
| 8:45 -9:00  | Registration & Prayers | Registration & Prayers   | Registration & Prayers                | Registration & Prayers | Registration & Prayers |
| 9:00 -9:40  | Good News              | Science                  | Religion                              | Religion               | Religion               |
| 9:45 -10:45 | Maths - KK             | French                   | Maths - KK                            | Maths - KK             | Maths - KK             |
|             | BREAK                  |                          |                                       |                        |                        |
| 11:00-12:30 | GR and English         | 11.30 - 12.30 Maths - KK | GR and English<br>Music (11.45-12.30) | GR and English         | GR and English         |
|             | LUNCH                  |                          |                                       |                        |                        |
| 1:30- 2:20  | Computing              | PE                       | Humanities<br>(Egyptians)             | Art<br>(Monet)         | Spelling/SPaG          |
| 2:20 – 3:15 | PE Indoor (KK)         | English                  | Humanities                            | PSHE                   | Prayer and Liturgy     |



## September - Ordinary Time - Harvest

### EYFS -

- [The Sign of the Cross](#)
- **Mission Statement**

### KS1

- [The Sign of the Cross](#)
- [Morning Offering](#)
- [Grace Before Meals](#)
- [Grace After Meals](#)
- [End of the Day Prayer](#)

### Lower KS2

- [The Sign of the Cross](#)
- [Morning Offering](#)
- [Grace Before Meals](#)
- [Grace After Meals](#)
- [Act of Contrition](#)
- [Angel Of God](#)

### Upper KS2

- [The Sign of the Cross](#)
- [The Lord's Prayer](#)
- [Morning Offering](#)
- [Grace Before Meals](#)
- [Grace After Meals](#)
- [Act of Contrition](#)
- [Act of Hope](#)
- [Act of Faith](#)
- [Act of Love](#)
- [Jesus, Mary and Joseph](#)



Sacred Heart Catholic Primary School  
We work hard to help our children grow in the love of God



# Year 6 Expectations



Punctuality and Attendance

Uniform

Homework expectations

Positive routines

Healthy Schools;

## Why is school attendance so important?

Attending school **regularly** helps to build **confidence** and develop vital **life skills**



**School** is the **key** to **future success!**



Missing **2 days** of school each month = Missing nearly **3 weeks** during a school year



**15 minutes** late every day = **two weeks** of learning lost each school year



Data shows pupils with more than **95% attendance** Achieve better **GCSE results!** **at least one grade higher!**



Even **90% attendance** is still **19 days** of education lost in a school year



**ATTEND! AIM HIGH! ACHIEVE!**



# Uniform:

- Children should come to school dressed smartly in full school uniform.
- **Please ensure that PE kit, cardigans, coats and jumpers are labelled.**
- Appropriate and smart footwear should be worn. Trainers are not permitted.
- With the exception of a simple wrist watch and small stud earrings, jewellery is not permitted to be worn at any point in school.



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# Home learning



- Reading - minimum of 20 minutes per day
- Spelling – Shelling Shed
- Maths - [maths.co.uk](https://www.maths.co.uk) / mental arithmetic
- English – [SPaG.com](https://www.spag.com) / CPG 10 minute SATs busters

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# Positive Routines & Healthy Schools



- Sleeping Patterns
- Screen time and device usage (Acceptable use - E-Safety)
- Follow age restrictions for social media.
- Healthy snacks - fruit for breaktime
- Refillable **water** bottle

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# Curriculum



|                  | Autumn 1                                                                                                              | Autumn 2                                                                                                                                                  | Spring 1                                                                                                        | Spring 2                                                                                                                                 | Summer 1                                                                                                                           | Summer 2                                                                                                          |
|------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>RE</b>        | The Kingdom of God                                                                                                    | Justice                                                                                                                                                   | Exploring the Mass                                                                                              | Jesus the Messiah                                                                                                                        | The Transforming Spirit                                                                                                            | Called to Serve                                                                                                   |
| <b>Science</b>   | Animals including Humans<br>The circulatory system                                                                    | Electricity                                                                                                                                               | Light-<br>How it travels<br>Reflections and refractions                                                         | Living things and their habitats                                                                                                         | Investigative Science<br>(SATS)                                                                                                    | Evolution and Inheritance                                                                                         |
| <b>Computing</b> | Online Safety<br>Project Evolve<br>Be Internet Legends                                                                | Creating Media (TCC)<br>Website Design                                                                                                                    | Programming A (PL)<br>Selection and variables in quizzes (Scratch)                                              | Data and Information (TCC / <a href="#">SH</a> )<br>Spreadsheets                                                                         | Computing Systems and Networks (TCC)<br>Communication                                                                              | Creating Media<br>Video Editing                                                                                   |
| <b>Geography</b> |                                                                                                                       | <b>France</b><br>Children know how to use a 6-figure grid reference.<br>They know how the physical features of a region of France compare to Wythenshawe. |                                                                                                                 | <b>The Amazon</b><br>Children know what a Biome is and where they are located around the world.<br>They know what rainforest layers are. |                                                                                                                                    | <b>Global Trade</b><br>Children know what the global supply chain is. They know what the UK exports and to where. |
| <b>History</b>   | <b>Conflict in 20<sup>th</sup> Century Britain</b><br>Children will know the cause of WW2, key people and key events. |                                                                                                                                                           | <b>The Industrial Revolution</b><br>Children will know about the impact of the Industrial revolution on the UK. |                                                                                                                                          | <b>Journeys: Migration to Britain</b><br>Children will know why migrants came to Britain and what the impact of migration has been |                                                                                                                   |

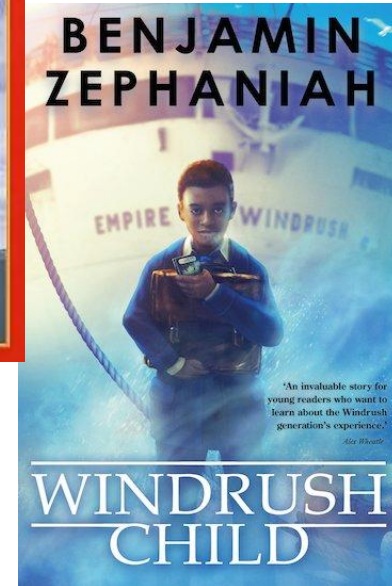
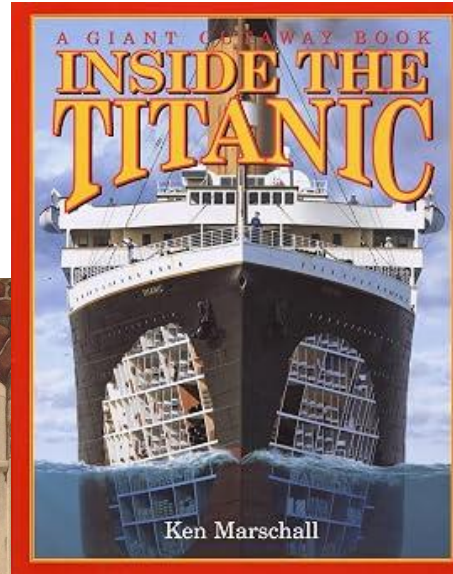
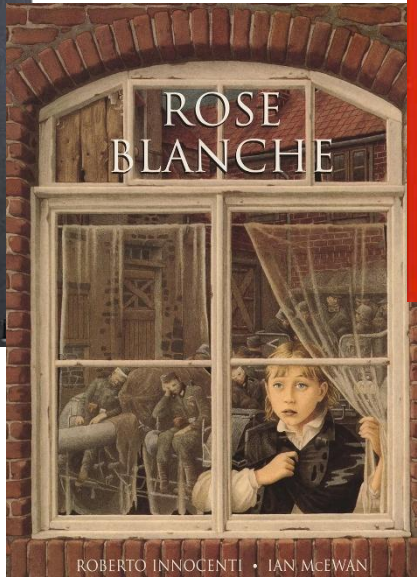
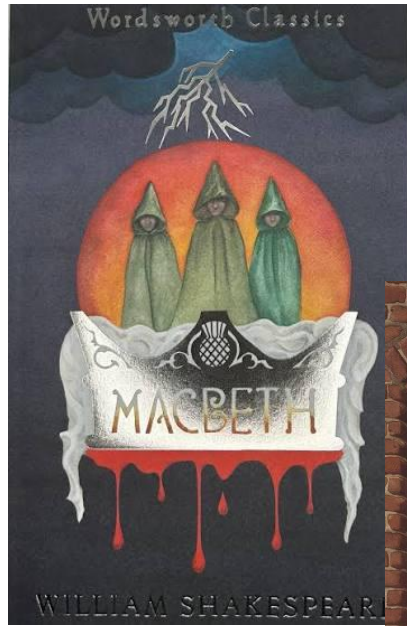
Activate Windows  
Go to Settings to activate Windows.



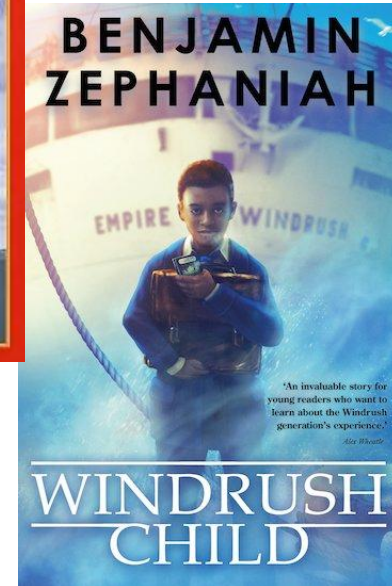
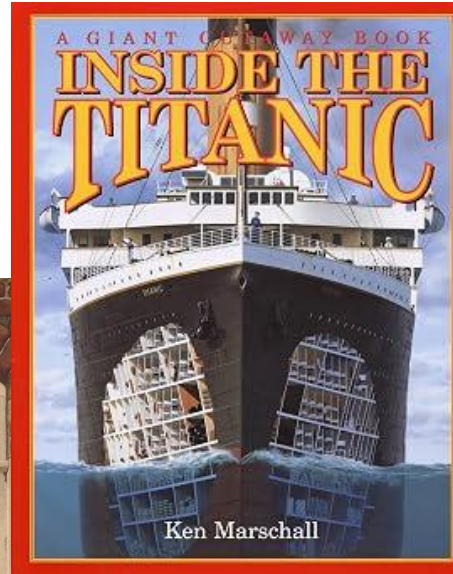
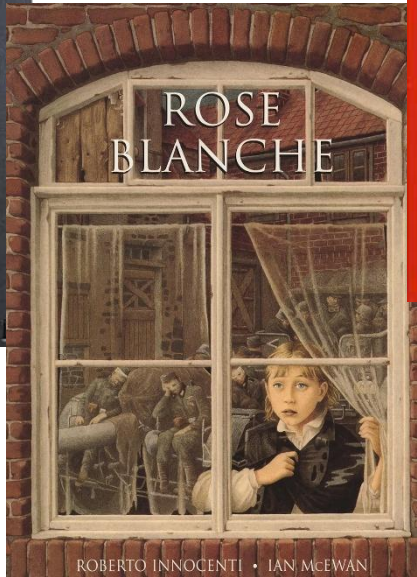
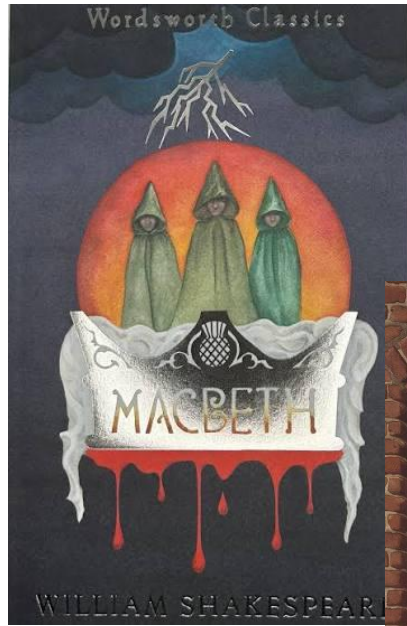
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|--------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Music</b>             | <b>Pop/Neo Soul</b><br>Be Happy!<br><br>Guitars<br>Glockenspiel<br>Untuned Percussion<br>Xylophones                | <b>Classroom Jazz 2</b><br>Bacharach and Blues<br>Jazz, improvisation and composition<br>Christmas Singing<br><br>Guitars<br>Glockenspiel<br>Untuned Percussion<br>Xylophones | <b>Classical or Urban Gospel</b><br>Benjamin Britten's music and cover versions<br><br>Guitars<br>Glockenspiel<br>Untuned Percussion<br>Xylophones | <b>70s Ballad/Pop</b><br>The music of Carole King<br><b>Composition &amp; Lyrics</b><br>Introducing C major scale and chords<br>Write 4 bar repetitive chord sequence<br>Notation<br>Improvisation | <b>Music and Me</b><br>Create your own music inspired by your identity and women in the music industry<br><b>Composition &amp; Lyrics</b><br>70s Ballads<br>C major scale and chords<br>Write 4 bar melody over chord sequence<br>Notation<br>Improvisation | <b>Reflect, Rewind &amp; Replay Classical</b><br>The history of music, learn some of the language of music<br><b>Composition &amp; Lyrics</b><br><i>Count On Me (Pop):</i><br>Singing in parts/melody<br>Using chords and structure<br>Notation<br>Improvisation |
| <b>Art and Design</b>    | <b>2D Drawing/Painting</b><br>Expression through Self Portraiture<br>Artists: Magdalena Frida Kahlo & Paul Cezanne |                                                                                                                                                                               | <b>3D clay sculptures-Living Forms</b><br>Artist: Alberto Giacometti & Henri Moore                                                                 |                                                                                                                                                                                                    | <b>Drawing: Cubism and vanishing points:</b><br>Artist: Van Gogh                                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |
| <b>Design Technology</b> |                                                                                                                    | Structures: Playgrounds                                                                                                                                                       | Electrical Systems: Steady Hand Games                                                                                                              | Food Tech: Come Dine with Me - Balanced Diets                                                                                                                                                      |                                                                                                                                                                                                                                                             | Digital World: Navigating the world                                                                                                                                                                                                                              |
| <b>PE</b>                | Gymnastics                                                                                                         | Dance                                                                                                                                                                         | Gymnastics                                                                                                                                         | Dance                                                                                                                                                                                              | Gymnastics                                                                                                                                                                                                                                                  | Dance                                                                                                                                                                                                                                                            |
| <b>French</b>            | Our School                                                                                                         | The World                                                                                                                                                                     | Then and Now                                                                                                                                       | Out and About                                                                                                                                                                                      | Café                                                                                                                                                                                                                                                        | What is in the news?                                                                                                                                                                                                                                             |
| <b>Jigsaw/RSE</b>        | Being Me in My world                                                                                               | Celebrating Difference                                                                                                                                                        | Dreams and Goals                                                                                                                                   | Healthy Me                                                                                                                                                                                         | God's Love In Creating New Life                                                                                                                                                                                                                             | Relationships and Family                                                                                                                                                                                                                                         |



# Core Curriculum - Reading



# Core Curriculum - Writing & Spag

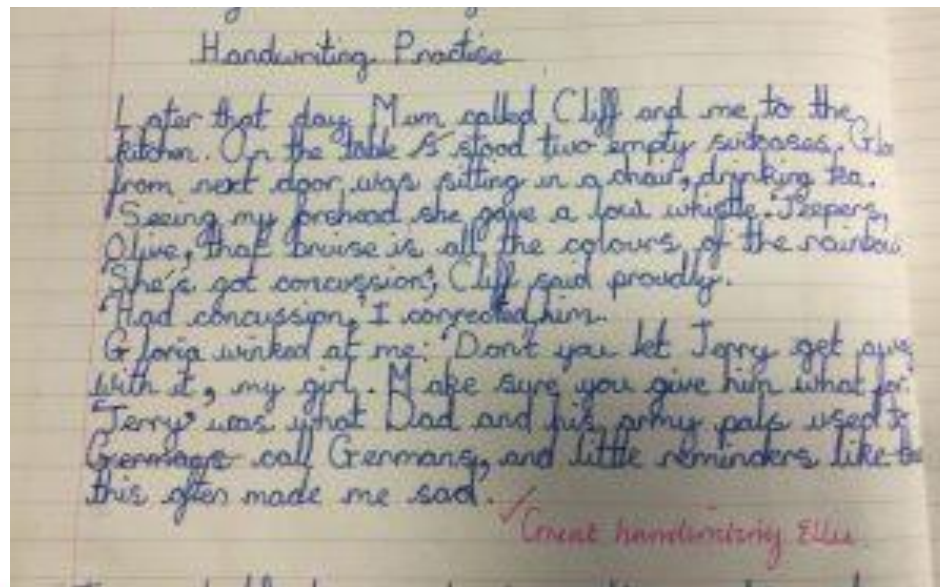


## Handwriting.

Children are expected to join their handwriting to the best of their ability across all subjects. Children should be encouraged to do this at home also. In order to be awarded greater depth in their writing, children must be able to maintain legibility and correct joins in handwriting to achieve expected standard in writing.



All children write in blue handwriting pen and edit their writing in green ballpoint pen.



# SATs

The statutory key stage 2 tests are timetabled from **Monday 10 May** to **Thursday 13 May 2025**. Children **must** be in for this week.

**Monday 10 May:** KS2 English grammar, punctuation and spelling, papers 1 and 2

**Tuesday 11 May:** KS2 reading paper

**Wednesday 12 May:** KS2 mathematics papers 1 and 2

**Thursday 13 May:** KS2 mathematics paper 3

**July 2025:** KS2 SATs results released



# When and how are the SATs carried out?

- The tests will take place during normal school hours, under exam conditions;
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended;
- Afterwards, the completed papers are sent away to be marked externally;
- Copies of your child's results will go home alongside the end of year reports.



# Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling focuses on the following areas:

- Grammatical terms/word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.
- Spelling of the Key Stage (Year 3/4 and year 5/6 words/ spelling rules).

Grammar, Punctuation and Spelling requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers.**



# Example questions:

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

meandering

sympathetic

evade

plausible

**Antonym**

confront

unfeeling

unbelievable

straight

1 mark



# Reading Paper

The Reading paper focuses on the following areas known as Content Domains:

- 2a) give/explain the meaning of words in context;*
- 2b) retrieve and record information/identify key details from fiction and non-fiction;*
- 2c) summarise main ideas from more than one paragraph;*
- 2d) make inferences from the text/explain and justify inferences with evidence from the text;*
- 2e) predict what might happen from details stated and implied;*
- 2f) identify/explain how information/content is related and contributes to meaning as a whole;*
- 2g) identify/explain how meaning is enhanced through choice of words and phrases;*
- 2h) make comparisons within the text.*

The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions**, **one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.



I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

**36**

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks



# Maths

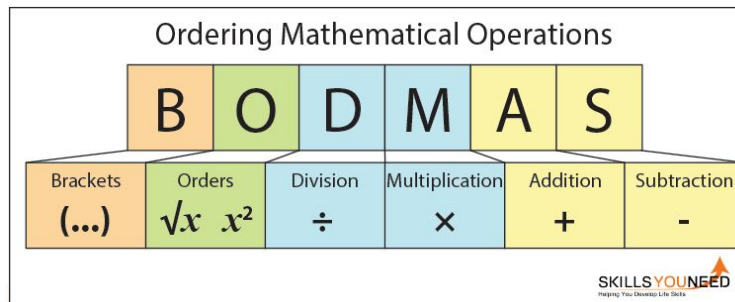
In total there are 3 mathematics papers- Arithmetic and 2 reasoning/ problem solving papers.

The arithmetic paper covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Paper 2 and 3 require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass, volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



24  $15.4 - 8.88 =$

27  $95\% \text{ of } 240 =$

30  $17 \times 1\frac{1}{2} =$

☐ 1 mark



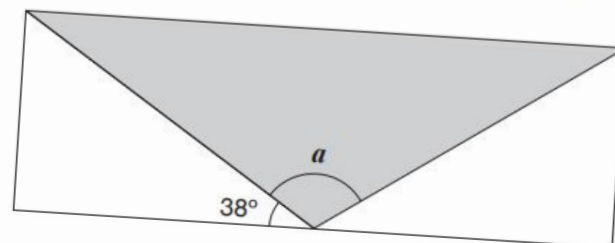
6

Stefan's watch shows five minutes past nine.  
The watch is twelve minutes fast.



15

A shaded **isosceles** triangle is drawn inside a rectangle.



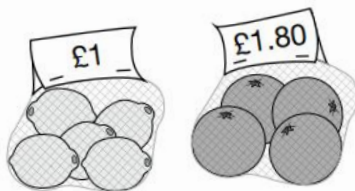
Not  
to  
scale

What is the correct time?

10

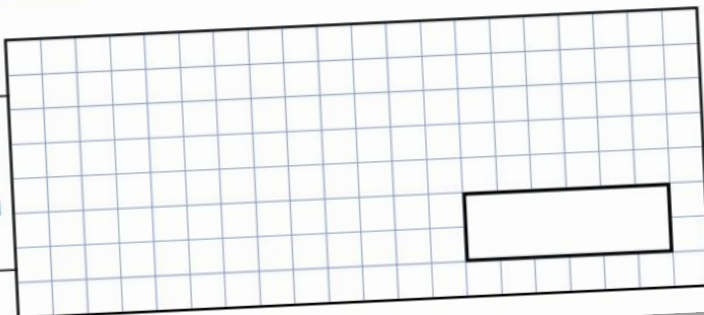
A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



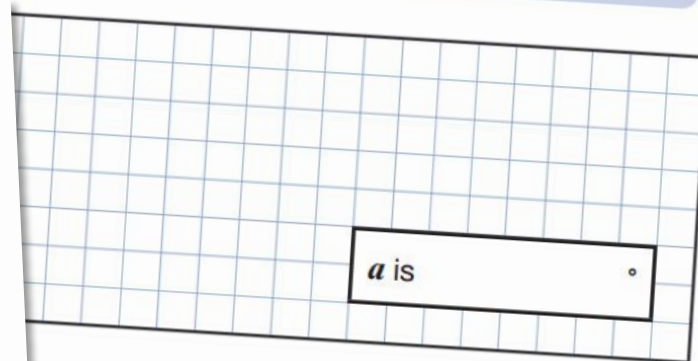
How much **more** does one orange cost than one lemon?

Show  
your  
method



2 marks

Calculate the size of angle  $a$ .



2 marks

# Enrichment

- ▶ Boreatton Park PGL (Autumn term)
- ▶ Sale Waterpark (Summer term)
- ▶ Shakespeare @ Contact Theatre- **Wednesday 4<sup>th</sup> November**



# Boreatton Park

23<sup>rd</sup> 25<sup>th</sup> September 2026



# Sample Day

- ▶ Wake up 7:00am
- ▶ Breakfast 8:15am
- ▶ 3 morning activity sessions
- ▶ Lunch Break 12:15-13:45
- ▶ 2 afternoon sessions
- ▶ Dinner 17:30-19:00
- ▶ Evening entertainment 19:00-21:00



# Our Activities

During the week, we will be participating in lots of exciting activities these could include:

- ▶ Challenge courses
- ▶ Abseiling
- ▶ Archery
- ▶ Campfire
- ▶ Giant swing
- ▶ Raft building

Phones & Money:

- ▶ Please ensure phones, electronics and valuables are left at home.
- ▶ Children don't need to bring any money with them.



# Kit List

- ▶ There is a detailed kit list included in your information pack.
- ▶ Please remember that your child will need a sleeping bag and a pillow.
- ▶ Children will need several changes of clothes as they may get wet - plenty of socks!
- ▶ Please ensure all your child's clothes are named.



# Food

- ▶ Children will need to bring a packed lunch with them to eat on arrival at Boreatton Park (no cans or glass bottles)
- ▶ Children are provided with all of their meals for the rest of their stay.
- ▶ All food is freshly prepared and there is a selection of food for your child to choose from.
- ▶ Any food allergies have been passed onto Boreatton Park from your medical form.



# Rooms

- ▶ Children will be allocated their rooms and groups upon arrival at Boreatton Park.
- ▶ Your child will always be supervised by a member of staff.
- ▶ The children will all be sleeping on the same corridor, with the teachers rooms adjacent.
- ▶ There will be staff available for your children at all times.



# Medication

- ▶ Any medication will need to be brought into school on the day of the trip. This includes hay-fever medication and inhalers.
- ▶ One of the adults attending the trip will be available to collect this from you on the day of the trip.
- ▶ Please bring any medication in a named bag.
- ▶ One of the adults will distribute this to your child.



# Communication

- ▶ If you have any queries or wish to speak to me, please always go through the **office**.

Thank you for coming!

