



Year 6

Meet the Teacher

Information Session

2025 - 2026



Welcome to Year 6

Class Teacher: Mrs Rayburn (Miss Paxton)

Other adults supporting Year 6:

Mrs Thomas

Mrs. Bennett (Wednesday morning): PE, Spanish and Computing

Curriculum

Weekly Timetable



YEAR 6	8:35	8:50:00 AM	9:00	9:30	10:15	10:30 - 11:45	11:45 - 12:45	1:00	1:30	2:15	3:00	
Monday	Early Morning Work	Handwriting	Collective Worship	Writing		Music	Maths		PSHE	Science	Class reading	
Tuesday	Spelling		Guided Reading	Writing		SPAG + Maths fluency	Maths		Collective Worship	ART / DT	Class reading	
Wednesday	Early Morning Work	Guided Reading		9.15am Computing		Spanish	PE		Collective Worship	Writing	Maths	Class reading
Thursday	Spelling		Guided Reading	Writing		YouHQ + Maths fluency + Maths	Maths		Collective Worship	Humanities		Class reading
Friday	Spelling		Comprehension / Library	Writing		Feel it then Maths fluency + Maths	Maths		Collective Worship	PE	RE	

PE days are Wednesday and Friday


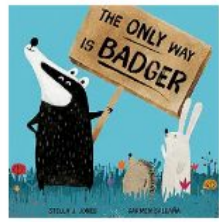


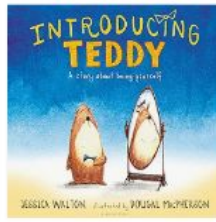
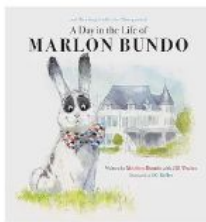


Half Termly

The curriculum will focus on one of the six values.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendship	Compassion	Trust	Forgiveness	Courage	Perseverance

A No Outsiders lesson, focusing on diversity and inclusion.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
King of the Sky by Nicola Davis	The Only way is Badger by Stella Jones and Carmen Saldana	Leaf by Sandra Dieckmann	The Island by Armin Greder	Introducing Teddy by Jessica Walton & Dougal Mac Pherson	A Day in the life of Marlon Bundo by Marlon Bundo and Jill Twiss
LI: To consider responses to immigration	LI: To consider language and freedom of speech	LI: to overcome fears about difference	LI: To consider causes of racism	LI: To show acceptance	LI: To consider democracy
S.C: I know what immigration means/I know what empathy mean/I can empathise with a person in a different situation to me	S.C: I know what freedom of speech means/I know how language can be used to persuade people/I know how important pupil voice is	S.C: I can accept and work with people who are different from me/I can explore difference without fear/I can look for solutions to challenging situations	S.C: I know what prejudice is/I know what can happen if racism is not challenged/I know how to challenge racist behaviour	S.C: I understand what acceptance means/I understand how to show acceptance	S.C:I know what a democracy is/I know that we live in a democracy/I know how laws are made/I know how laws can change
					

Termly



A trip, visitor or theme day

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Independent Fieldwork Study	Trip to the Imperial War Museum	WW2-themed day	Sky Studios - TBC	Positive Minds programme from WFC	Residential trip to Aylmerton, Norfolk 15th - 19th June 2026

A reflection on the Year 6 key question:
Where do I want to be in the world?



Curriculum

Key question for this academic year:

Where do I want to be in the world?

Autumn Term

Independent Fieldwork Study; Classification

The First World War; Light

Spring Term

The Second World War; Electricity

Population changes; Evolution and Inheritance

Summer Term

Coastlines and Erosion; Circulatory System

The Victorians

Half Term Overview

YEAR 6 - AUTUMN 1 WHERE DO I WANT TO BE IN THE WORLD?

Maths

Place Value


- Read, write, order and compare numbers to 10,000,000
- Round any whole number accurately
- negative numbers in context
- identify value of each digit to 3 decimal places
- solve problems involving the calculation and conversion of units
- use, read, write and convert between standard units

Number

- common multiples
- prime numbers to 100
- Using inverse

Multiplication and Division

- multiply by 10, 100, 1000
- Divisibility rules




DT Structures

- Generate and develop ideas using research to design a playground with a variety of structures.
- Select and use specialist tools and equipment to build a playground model.
- Evaluate ideas and products against my own design criteria in order to improve my playground model.



Science Classification

- Classify living organisms
- Understand the kingdoms of life
- Classify living things using the Linnaean system
- Identify the characteristics of different types of microorganisms
- Investigate asexual reproduction through spore dispersal
- Classify and describe a living organism



English

Texts

Life Doesn't Frighten Me
Skellig

Guided Reading

A Boy called Hope
Everest
Be the Change



Spellings

Year 5&6 statutory words
homophones and near homophones

Review suffixes beginning with consonants and vowels
Review -cial, -tial, -cially and -tially endings

Grammar & Writing

Poetry: vocabulary building


Narrative: characterisation, characters that challenge stereotypes
colon to separate two independent clauses that are closely related.
single dash to add extra information.
inverted commas
and other speech punctuation.



RE

What does it mean if God is holy and loving?

- To understand that there are different types of text in the Bible in order to explain connections between Biblical texts and Christian ideas of God and His holiness.
- To be able to make connections between Biblical texts and Christian ideas of God and His forgiveness.
- To make clear connections between Bible texts and how Christians put these beliefs into practice.
- To make connections between Bible texts and how Christians put these beliefs into practice by promoting forgiveness.
- To identify how Biblical ideas about love, holiness and forgiveness relate to our lives and the world today.




PSHE Me and my Relationships

- To demonstrate a collaborative approach to a task in order to describe and implement the skills needed to do this.
- Understand what is meant by the terms 'negotiation' and 'compromise'
- Recognise some of the challenges that arise from friendships in order to suggest strategies for dealing with such challenges.
- Recognise basic emotional needs and understand that they change according to circumstance
- List some assertive behaviours and demonstrate these through role-play, to resist peer influence and pressure.
- Recognise that some types of physical contact can produce strong negative feelings and how to respond to this





Computing Systems and Networks

- To identify how to use a search engine in order to complete a web search to find specific information.
- To describe how search engines select results
- To understand how search results are ranked in order
- To recognise why the order of results is important and describe some of the ways that search results can be influenced and some of the limitations of search engines.
- To recognise the different ways in which people communicate using technology
- To compare and evaluate different methods of online communication



Geography

- To explore changes and issues occurring in my local area in order to develop an enquiry question.
- To identify what data needs collecting to answer the enquiry question in order to determine the most effective data collection methods for fieldwork.
- To plan a route for a fieldwork trip and identify any risks that may be encountered.
- To follow a route using an OS map and manage risks in order to collect data to answer the enquiry question.
- To examine data and add this to a digital map in order to determine the answer to the enquiry question
- To select data to present my findings.



Spanish Clothes

- Apply rules to generate all forms of an adjective.
- Use a range of adjectives and descriptive phrases to describe clothing.
- Describe an outfit and its purpose in multi-clause sentences using porque - because.
- Create an outfit by following the description in a design brief accurately.
- Read or say sentences aloud using the correct pronunciation when giving a presentation.



Music Dynamics, pitch and texture

- To appraise the work of a classical composer.
- To improvise as a group, using dynamics and pitch.
- To improvise as a group, using texture.
- To use knowledge of dynamics, texture and pitch to create a group composition.
- To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.



Sport Health and Wellbeing Fitness

- Complete four health related fitness assessments so that progress can be compared at the end of learning sequence.
- Understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.
- To understand flexibility, strength and how it affects our bodies



Maths Knowledge Organisers



Year 6 Knowledge Mat

Calculations with Mixed Numbers

Add Mixed Numbers

$$8\frac{1}{2} + 3\frac{3}{4} = \frac{17}{2} + \frac{15}{4} = \frac{17 \times 2}{2 \times 2} + \frac{15}{4} = \frac{34}{4} + \frac{15}{4} = \frac{49}{4} = 12\frac{1}{4}$$

Subtract Mixed Numbers

$$8\frac{1}{2} - 4\frac{3}{4} = \frac{17}{2} - \frac{15}{4} = \frac{17 \times 2}{2 \times 2} - \frac{15}{4} = \frac{34}{4} - \frac{15}{4} = \frac{19}{4} = 4\frac{3}{4}$$

Adding Fractions

$$\frac{1}{2} + \frac{1}{3} = ?$$

$$\frac{1 \times 3}{2 \times 3} = \frac{3}{6}$$

$$\frac{1 \times 2}{3 \times 2} = \frac{2}{6}$$

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

Multiplying a Fraction by a Fraction

$$\frac{3}{5} \times \frac{6}{8} = \frac{3 \times 6}{5 \times 8} = \frac{18}{40}$$

$$\frac{3}{4} \times \frac{1}{3} = \frac{3 \times 1}{4 \times 3} = \frac{3}{12} = \text{reduces to } \frac{1}{4}$$

Percentages

On a calculator
36% of 76 = 0.36 x 76

Change to a decimal and multiply

Increasing
Increase £70 by 14%
14% of 70 = 0.14 x 70 = £9.80
New amount = £70 + £9.80 = £79.80

Decreasing
Decrease £70 by 14%
14% of 70 = 0.14 x 70 = £9.80
New amount = £70 - £9.80 = £60.20

Formal Methods of Multiplication and Division

134 x 27 becomes

$$\begin{array}{r} 134 \\ \times 27 \\ \hline 938 \\ 2680 \\ \hline 3618 \end{array}$$

564 + 15 becomes

$$\begin{array}{r} 564 \\ + 15 \\ \hline 579 \end{array}$$

432 ÷ 15 becomes

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \\ 132 \\ \underline{120} \\ 120 \\ \underline{120} \\ 0 \end{array}$$

384 ÷ 11 becomes

$$\begin{array}{r} 34 \text{ r}10 \\ 11 \overline{) 384} \\ \underline{33} \\ 54 \\ \underline{44} \\ 10 \end{array}$$

BODMAS

B → Bracket
O → Of
D → Division
M → Multiplication
A → Addition
S → Subtraction

BODMAS EX

40 - (5 x 2 + 7)

Brackets 1st then undo the brackets

40 - (5 x 4 + 7)

40 - (20 + 7)

40 - 27

Answer = 13

Circles

The diameter is twice the radius

3D Shape Nets

Cube		
Cuboid		
Triangular Prism		
Cylinder		
Pyramid		

Square Numbers and Square Root

1 ²	1	√1	1
2 ²	4	√4	2
3 ²	9	√9	3
4 ²	16	√16	4
5 ²	25	√25	5
6 ²	36	√36	6
7 ²	49	√49	7
8 ²	64	√64	8
9 ²	81	√81	9
10 ²	100	√100	10
11 ²	121	√121	11
12 ²	144	√144	12
13 ²	169	√169	13

Algebra

One step equation e.g. y + 14 = 20
Undo addition or subtraction
y = 6

Two step equation e.g. 2x + 5 = 11
Undo addition or subtraction
2x = 6
Undo multiplication or division
x = 3

Volume

volume = length x width x height

Angles in a Triangle

38° + 60° + c° = 180°
c° = 180° - 98
c° = 82°

Area of a Triangle

Area = $\frac{1}{2} \times b \times h = \frac{bh}{2}$

Cube Numbers and Cube Roots

1 ³	1	√1	1
2 ³	8	√8	2
3 ³	27	√27	3
4 ³	64	√64	4
5 ³	125	√125	5

Vocabulary

factors	numbers that you multiply together to get other numbers
multiple	the result of multiplying a number by an integer
HCF	Highest Common Factor - the largest factor shared by two or more numbers
LCM	Lowest Common Multiple - the smallest number that is a multiple of two or more numbers.

Code of Conduct

Respectful
Ready
Reflective

Behaviour



At St Mary's we focus on positive reinforcement, praise and the opportunity to reflect when mistakes are made.

To enable children to reflect on their learning behaviour during lessons we use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

To positively reinforce our code of conduct, we use a House point system whereby children collect points for the House they are in (St George, St Andrew, St Patrick or St David) when displaying respectful, ready and reflective behaviour.

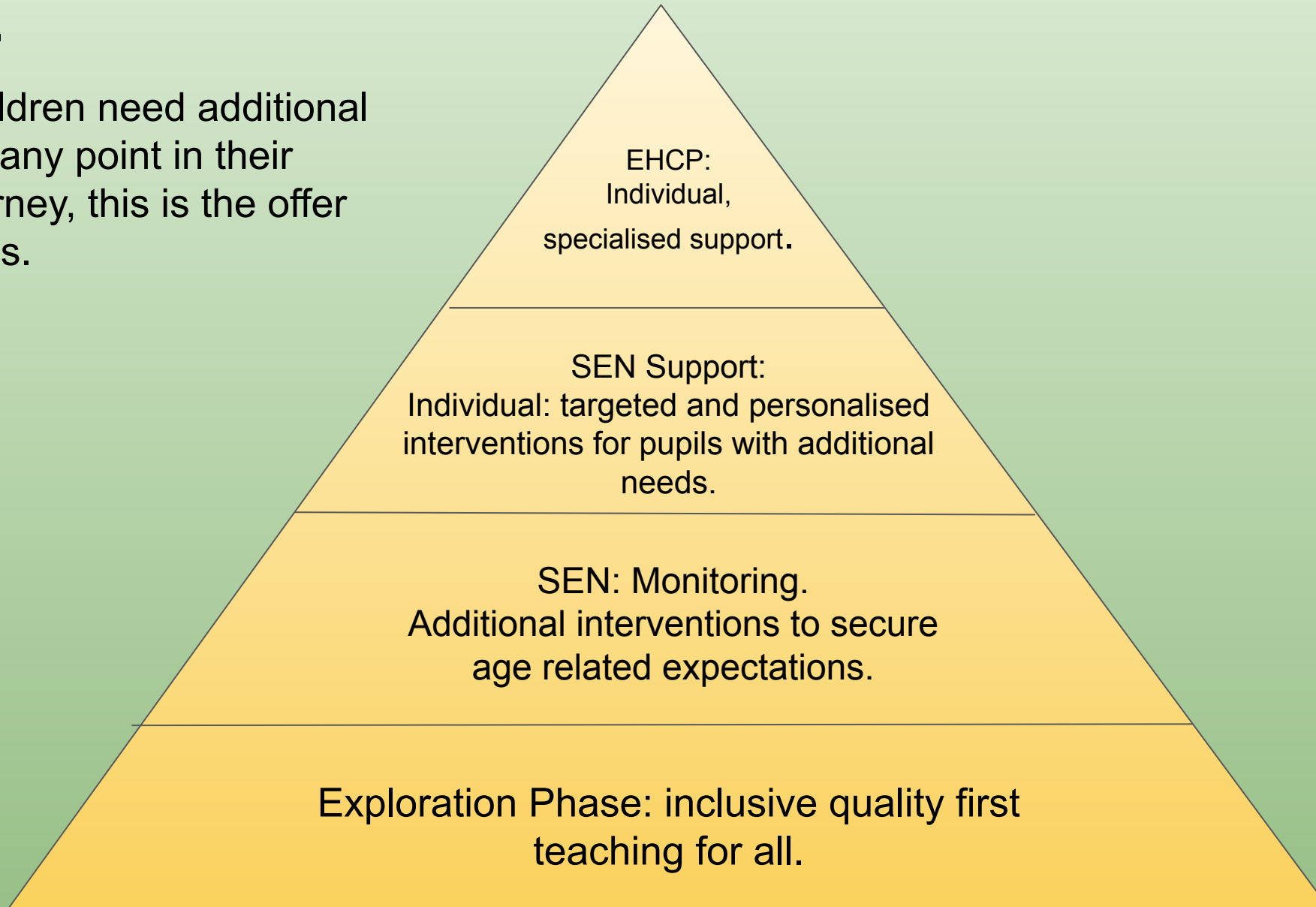
We also use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

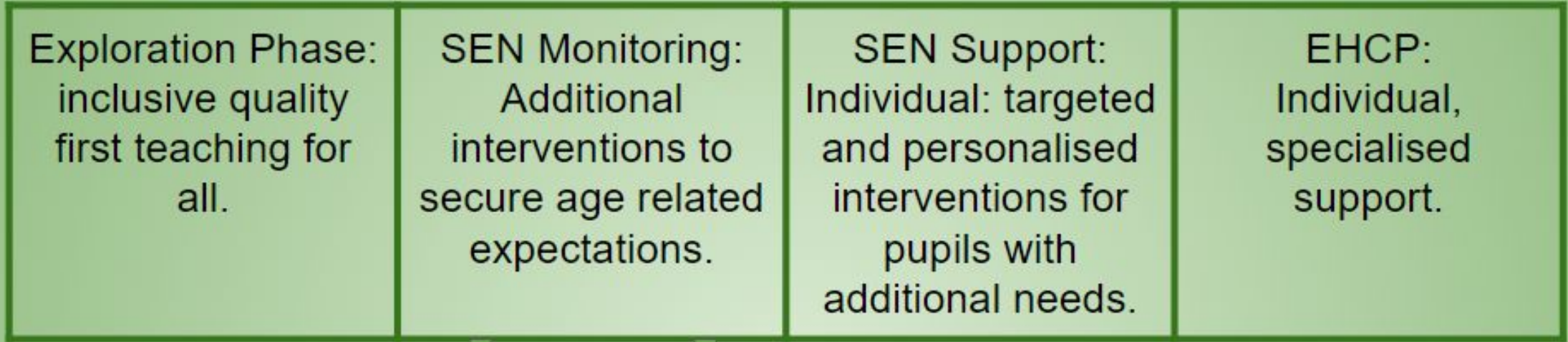
Please see our school behaviour policy for more details.



SEND

Should children need additional support at any point in their school journey, this is the offer at St Mary's.





- When the monitoring phase has been implemented and assessment has taken place we can see if the interventions have been successful.
- If success has been achieved then the child returns to the exploration phase of inclusive quality first teaching for all.
- If showing small or no progress after interventions have taken place, then the child moves into the SEN Support phase. More in depth assessments will be completed in line with areas of concern. This will then lead to pupil passports with more bespoke targets for the individual pupil.

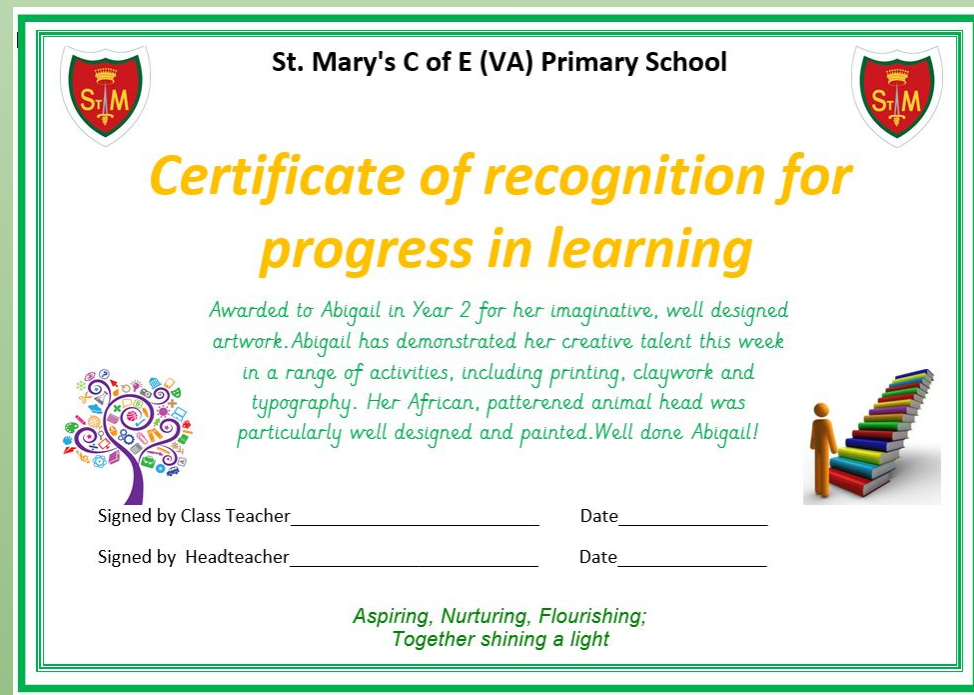
Celebrating the class

Each week in Celebration Assembly we celebrate the progress in learning of one of the class. They receive a certificate and have hot chocolate with Mrs Maxwell the following week.

Children who have worked consistently hard across the week and/or followed the Code of Conduct consistently: respectful, ready and reflective, will meet with Mrs Maxwell and receive an Above and Beyond sticker.

The four houses compete for the house cup. House points are calculated weekly and the totals announced in assembly. Points are awarded:

- 4 points: Winning house
- 3 points: 2nd
- 2 points: 3rd
- 1 points: 4th



Reading

Although learning *how* to read is crucial, we know it is also crucial that children read for pleasure. We want to foster a life-long love of reading. Studies have shown that those who read for pleasure have academic outcomes, higher levels of self-esteem and a greater ability to cope with difficult situations (*reading agency*).



At school, children will...

- participate in whole class and/or group daily reading activities.
- Read and study whole class texts
- End each day with a class story or novel.
- Work in environments that inspire reading and place value on books and reading.
- Visit our fabulous newly designed library

At home, children will...

- **Read aloud 5 days** out of 7 to an adult in order for them to develop their fluency, expression and pace.
- Be read to. There is research to support the that reading to your child has huge value in terms of their academic ability.
- Experience reading magazines, newspapers, leaflets, menus, timetables, holiday brochures, listening to audio books and visiting the library all of which can have a positive impact on their future success. Technology can inspire children also.



Reading Passports

Each year group in KS2, will have a 'Passport' of exciting books which have been chosen as they are in line with Age-Related Expectations, linked to curriculum areas and will be of great interest for children to read. This will be stuck in the back of Reading Records.

  Year Six Reading Passport  				
1. Goodnight Mister Tom	Michelle Magorian	 <p><i>You are never alone when lost in the magic of a book</i></p> 	14. The House with Chicken Legs	Sophie Anderson
2. A Boy Called Hope	Lara Williamson		15. Danny, the Champion of the World	Roald Dahl
3. The Nowhere Emporium	Ross Mackenzie		16. Black Beauty	Anna Sewell
4. Cogheart	Peter Bunzl		17. No Ballet Shoes in Syria	Catherine Bruton
5. The Girl of Ink and Stars	Kiran Millwood Hargrave		18. Skellig	David Almond
6. Raspberries on the Yangtze	Karen Wallace		19. Crater Lake	Jennifer Killick
7. From Hereabout Hill	Michael Morpurgo		20. The Infinite	Patience Agbabi
8. Pax	Sara Pennypacker		21. Pig Heart Boy	Malorie Blackman
9. The Wolves of Willoughby Chase	Joan Aiken		22. Dosh	Rashmi Sirdeshpande
10. Northern Lights	Philip Pullman		23. The element in the room	Mike Barfield
11. The London Eye Mystery	Siobhan Dowd		24. Oceanarium	DK
12. Wonder	R.J. Palacio		25. On Your Marks, Get Set, Go!	Scott Allen
13. Amistice Runner	Tom Palmer		26. Tales of Ancient Worlds	Stefan Milosavljevic
		27. Belonging Street	Mandy Coe	



Children who are 'at the expected standard' for Reading will choose from this selection. Levelled books will be made available to children not working at the expected standard, alongside these. Levelled books will also be available to all children whilst we build our stock.

All children are encouraged to read widely, which will mean reading beyond this list!

When children read a book from their class list, their passport will be stamped.

We have at least one copy of each book on the list, but we would be incredibly grateful for any donations if you have your own copy and no longer need it so that we can build our collection.



Reading

Explore it (discussing language/illustrations)

Illustrate it (develop visualisation)

Talk about it (questions/talking points referring back to text)

Imagine it (link to real-life beyond text)

Create it (writing/creative opportunities inspired by text)

<https://www.booksfortopics.com/> Filter by Year Group, subject, topic etc.



HAPPY BIRTHDAY

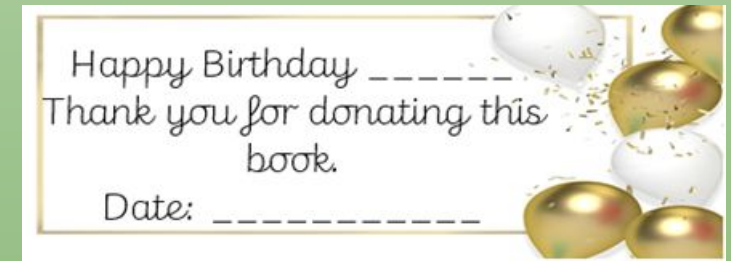
At St Mary's we love celebrating birthdays!

Year Six Reading Passport			
1. Goodnight Mister Tom	Michelle Magorian		
2. A Boy Called Hope	Lara Williamson		
3. The Nowhere Emporium	Ross Mackenzie		
4. Cogheart	Peter Bunzl		
5. The Girl of Ink and Stars	Kiran Millwood Margaretta		
6. Raspberries on the Yangtze	Karen Wallace		
7. From Hereabout Hill	Michael Morpurgo		
8. Pax	Sara Pennypacker		
9. The Wolves of Willoughby Chase	Jean Alken		
10. Northern Lights	Philip Pullman		
11. The London Eye Mystery	Siothain David		
12. Wonder	R.J. Palacio		
13. Armistice Runner	Tom Palmer		
14. The House with Chicken Legs	Sophie Anderson		
15. Daring, the Champions of the World	Ronald Dahl		
16. Black Beauty	Anna Sewall		
17. No Ballet Shoes in Syria	Catherine Bruton		
18. Skellig	David Almond		
19. Crater Lake	Jennifer Killick		
20. The Injinite	Patience Agababi		
21. Pig Heart Boy	Malerie Blackman		
22. Dash	Rashmi Sanyal		
23. The element in the room	Mike Barfield		
24. Oceanarium	DK		
25. On Your Marks, Get Set, Gold!	Scott Allen		
26. Tales of Ancient Worlds	Stefan Munsch		
27. Belmings Street	Mandy Lee		



We want to give our children the opportunity to celebrate their birthdays but as a healthy school we ask that parents and carers do not send in any food (e.g birthday cakes, sweets or chocolate). Unfortunately, we are no longer able to hand out food at the school gates or at home time.

Instead, if your child would like to bring in something to celebrate, we ask that they bring in a book to add to our growing collection of books listed in our reading passports. The book will be clearly labelled with a birthday sticker and their name. The children will also be presented with their book donation during celebration assembly. The reading passports will be uploaded onto the school website and class page which can act as a suggested book list.



Classroom Equipment



KS2

Named water bottle

Named art shirt - brought into school and left in class.

Snacks and Lunches

Children are able to bring in their own snack for morning break. This should be: a piece of fruit, vegetable or cheese.

Packed lunches and snacks should follow the school's healthy eating guidelines. Food will be closely monitored and returned home if it is not suitable. We are a nut free school and have a number of children with serious allergies, we appreciate your support in ensuring all food and snacks are nut free.

Uniform and PE kit



School Jumper



School Polo Shirt



Grey Skirt or Grey Pinafore

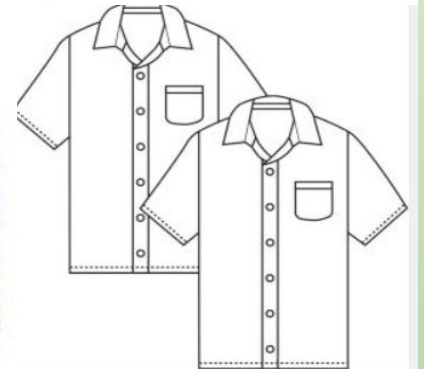


Grey Trousers

Smart Uniform



Tie



White shirt

For PE



PE Top



Black PE Shorts / Skort



School PE Jumper



School Tracksuit Bottoms*

Earrings

Children should not wear earrings to school on PE days. They will be asked to take them out by Mrs Bennett.

Parent Communication



The Year 6 class blog will be posted each Friday afternoon on the school website.

It will give an overview of the week, outline the learning for the following week and give details of events, special days and additional resources children will need. It is essential that this is checked each week so that children are fully equipt for the week ahead.

(Curriculum - Class Blog)

Documentation such as the Yearly Overview, Spelling lists and Book lists will also be included.

SATs Week

Monday 11th - Thursday 14th May 2026

3 Maths Papers

- 1 Arithmetic
- 2 Reasoning

Spelling, Punctuations & Grammar

- 1 Spelling Test
- 1 set of questions

Reading Paper

3 texts with accompanying questions

5 + 70 = 485

1 mark

8 Circle the improper fraction that is equivalent to $2\frac{3}{8}$

- $\frac{5}{8}$ $\frac{14}{8}$ $\frac{19}{8}$ $\frac{23}{8}$ $\frac{26}{8}$
- 1 mark

21



Each shape stands for a number

The total of the shapes on the diagonal line is 48

The total of all the shapes is 200

Calculate the value of each shape.

= 1 mark
 = 1 mark

4 Which sentence must end with a question mark?

- Tick one.
- Shall we go round the fitness trail in the park
 - We could go tomorrow if you like
 - What I really like is the rope bridge
 - Let me know what you would like to do

9 Insert a pair of commas in the correct place in the sentence below.

The African elephant the largest land mammal in the world can weigh up to 6.6 tonnes.

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

One was a slim, crooked man, with a forehead on one side, very narrow, with some leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a black dress, waiting for the landlady to come whistling down the street to bring a gown to the stairs. There was a street lamp near, and the glow over the door and eaves up from young our own gas lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased working in the room. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as usually. I sprang to my feet and walked up as far, into the beautiful glow face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to gaze on me, and I caught my breath as I stood aside to let her pass. I never heard a footstep she was there before I was aware.

She went by as I turned against the wall, and I pressed myself against the paper to show room for her full flowing skirts which took all the doorway. I never felt their touch on me, and this gave me a curious sensation. As she stepped down the stairway and I stood watching her, something the least of her dress, among the pattern of the frills which had her feet tucked under me, fell on the floor.

10

6 (a) Find and copy one word which shows that Yuri was not very careful when he put Veronika's bag down. 1 mark

(b) How can you tell that Veronika did not trust Yuri to pack her bag properly? 2 marks

Give two ways.

1. _____

2. _____

7 Look at the paragraph beginning "I believe you..." (page 6). How can you tell that Veronika was feeling excited? 2 marks

Give two ways.

1. _____

2. _____

Results sent home with reports in July.

End of year expectations

A Writing outcome is given through Teacher Assessment.

Statements outlined in the blank report document on class page for Maths, Reading and Writing.

Piece D: Information

All about Theatres

Over 4,000 years ago, in ancient Greece, the first theatres were built to entertain people or to teach new things. Frank Matcham, who was the owner of the Kings Theatre, built it in 1907 when it was opened to please both rich and poor. Furthermore, the Globe Theatre was built in the Elizabethan times (1550) with the purpose of showing tragedies, comedies and histories. Despite cinemas, DVDs and Netflix, people still want live story telling and theatres are the place to go.

Seating and Audience

The poor:

Unfortunately, in the Edwardian times, the poorest people had to walk up 84 flights of stairs in order to get to the gallery, which is also known as 'The Gods' because it is the closest seats to heaven. However, men were thought to be more important than ladies so the gentlemen sat at the front. Interestingly, in the Globe Theatre, the poorest people (who were known as 'Penny Stinkers') had to stand on the yard whether it was raining or not. Although, Penny Stinkers were the only ones able

Piece F: Diary

This morning, 4th April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. May I say, I was astonished to meet the chameleons, which have only been seen once before in 1632!

As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the Octavian Gun Plant because when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature from just one touch. The most shocking aspect from this tragic death, was the permanent pain of the animal.

As the day carried on, I proudly stood next to the rare chameleons (only seen once before in 1632) which were all dressed alike and beautiful. I cannot say how extraordinary it was, to watch them all change their bright colours on their scaled skin; wine-red, astral-blue, buttery yellow, emerald-green and so many more colours which I didn't know existed. My colleague, who inspired me to come on to join him on this journey and risk my life to find this animal

Secondary transfer

Deadline for applications is **31st October 2025**.

For Hertfordshire residents, online applications can be made on:

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/secondary-and-upper-schools/secondary-and-upper-school-places.aspx>

Support with transition is provided through a range of agencies.

Mobile phones

•We understand that you may wish for your children to walk all or part of the way to school on their own, and therefore may wish to provide them with a mobile phone to be able to keep in touch. If your child is coming to school with a phone, they must hand it in in the classroom in the morning and they will receive it back at the end of the day.

Please note:

- Mobile phones should **not be on or in use once on school grounds.**
- Please do not send children in with a mobile phone unless it is for the reason mentioned above.
- If your child is making all or part of the journey from school without an adult collecting them, this must be given in writing to the school office.

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?

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 slip 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 instructed to disappear after the recipient has viewed them. These files can't be saved or forwarded – so if your child has 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 2016, 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.



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 gives 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."

Advice for Parents & Carers CLICK HERE

CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them as a contact, it's also worth taking a young person's profile settings to restrict who can see their photo and status. The options are '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 you or a friend receive a message from an unknown number for the first time, they'll be given the option to report it as 'spam'. If the sender claims to be a friend or relative, call the person on their usual number to verify it 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 once, 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 manually 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 Good or a Bad check and decide for themselves whether the message was true or not.

Meet Our Expert

Farwan Kaur is a social media expert and digital media consultant with a passion for helping digital leaders for parents and children. She has extensive experience in the social media arena and is the founder of www.wakeupwednesday.com, a web resource that helps parents and children thrive in a digital world.



What Parents & Carers Need to Know about

SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK – and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they've been used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound rings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area of designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful posts.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and a regular sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts: this reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shafiqa Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A professional advocate for vulnerable learners, Shafiqa is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Home Learning



Learning Zone

My 7-day target

This means you are in the green zone. Well done!

Your star stats:

Last 7 days:	79
To spend:	295
Total stars:	541
Current streak:	3

52

26

1400

295

Congratulations, you've earned a badge!

View all 8 items

If you would like to find out more, please use this link - <https://doodlelearning.com/on-demand-parent-webinars>

Optional Home Learning



Years 5 & 6 Autumn Term - Optional Writing Homework



Complete one or more of the optional writing tasks based on characterisation. Each time you finish a task, bring it into school.

Remember: it's about quality over quantity – take your time to make your writing the very best it can be. Use the toolkit to help you.

Make sure your handwriting is neat and joined up, and your ideas show real care and effort.

Show, Don't Tell Challenge

Choose an emotion (e.g. jealous, nervous, proud, guilty).

Write 3–4 sentences describing a character feeling it, but don't use the actual word.

Example: Instead of "She was nervous", write "Her hands shook as she smoothed her skirt again and again, eyes fixed on the floor."

Two Reactions, One Event

Write about one event (e.g. opening a test paper, meeting a new puppy, losing a game).

Describe how two different characters react to it, showing their personalities through body language, thoughts, and dialogue.

Diary of a Character

Pretend to be a character from a story you're reading at home.

- Write a diary entry starting with "Dear Diary, today I felt...".
- Show the feelings through actions, not just the words.

Emotion Flip

Write two mini-paragraphs about the same character in the same situation – but with different emotions.

Example: waiting to go on stage → one version excited, one version terrified.
Compare how posture, thoughts, and dialogue change.

The Lie

Write a scene where your character tells a lie.

Show how their body language, tone, or thoughts give them away.

The challenge: don't say "they lied" – let the reader figure it out.

The Secret

Write a paragraph about a character who is keeping a secret.

Show how their body language, speech, and thoughts give clues, but don't actually reveal the secret itself.

What is the Changemaker Project?

The Changemaker Project is a whole-school initiative that brings our vision and values to life by encouraging every child to take action in their community, show leadership and shine their light. It's about building character, deepening empathy and inspiring hope.

Each half term, we focus on one of our **six core Christian values**:

Friendship

Compassion

Trust

Forgiveness

Courage

Perseverance

Children choose one activity to complete for each value which they will work on at home. These will be shared at school and children will receive a sticker when each value activity is completed. When they have received all six values stickers they will achieve their Changemaker badge. These values help children become confident, ethical agents for change in their communities and in the world around them.



[UKS2 Changemaker](#)

The Changemaker Project - Working Together with Families

We know that children thrive when school and home work together.

You can support your child by:

- Talking to them about the action they've chosen
- Helping them find opportunities to live it out
- Encouraging them when things get challenging
- Celebrating their small steps and successes

Together, we are helping our pupils see that being a **Changemaker** doesn't require a big stage or a loud voice, just the desire and the commitment to let their light shine bright!



Communication



General queries or forgotten equipment / packed lunch etc
- admin@stmarys698.herts.sch.uk or call the office

Academic or related to the class - Class teacher - in person after school or email to admin@ or call the office and leave a message for the class teacher to call back

Concerns outside of class teacher responsibility or after speaking with your class teacher - Headteacher

Safeguarding - Headteacher

head@stmarys698.herts.sch.uk



Thank you for coming.

Please do ask any questions you may have.

