



**St Mary's Roman Catholic  
Primary School**  
*Wisdom & Faith*

Welcome to the UJs

## Who we are...

- ▶ Miss Writer – Year 6
- ▶ Mr Elgey – Year 5/6
- ▶ Mr McDermott – Year 5



# Mission



‘St. Mary’s School is committed to providing the best possible education for all children and to developing each child’s full potential’.

*In order to fulfil our mission we aim...*

*... to lead the children to a deeper knowledge and understanding of the Catholic faith*

*...to expect the highest standards of academic achievement from all children*

*...to ensure that all children are provided with a challenging, broad and balanced curriculum, as set out in the National Curriculum*

*...to support parents and the parish community in fulfilling their responsibilities towards the religious and educational development of their children*

# Rules

## Classroom

1. Follow instructions the first time they are given.
2. Hands up for attention.
3. Work to the best of your ability in the time allowed.
4. Allow others to work without interruption.
5. Only leave the classroom if you have permission.

## School

1. Be in class on time.
2. Only bring things from home with the teacher's permission.
3. Keep hands, feet and objects to yourself.
4. Speak to others politely.
5. Walk calmly and quietly around the school.
6. Respect other people's property.
7. Follow instructions the first time they are given.

# Equipment

- ▶ Uniform
- ▶ Hair
- ▶ Earrings
- ▶ PE Kit – navy shorts, white T-shirt, trainers (for outside)/ plimsoles (for hall)



## PE Days:

- ▶ SW – Tuesday and Thursday
- ▶ AE – Tuesday and Thursday
- ▶ SMcD – Thursday and Friday



## What should be in my school bag?

- ▶ Suitable reading book – from home, class/school library
- ▶ Homework folder to keep: Spellings, CGP books, music books, reading record (where necessary)
- ▶ Water bottle and fruit
- ▶ **One** pencil case – handwriting pen (not biro), 30cm ruler, HB pencil, rubber, pencil sharpener, red and green biro, glue stick, coloured pencils.



# Expectations - Homework

- Homework is assigned **3 times per week**: Monday, Wednesday and Friday.
- Homework is **due 2 days later**, with the exception of spellings and times tables, where there will be a **test on Friday**.
- **Homework will be posted on Google Classroom or the Class Page. Please check these pages for your child's homework.**
- Homework should take **no longer than thirty minutes** and should consolidate what the children have already practised in class or a continuation of what has been started already.

# Sample Homework Schedule

- ▶ Monday (due Wednesday) – spellings, times tables
- ▶ Wednesday (due Friday) – Mathletics, Lexia
- ▶ Friday (due Monday) – CGP Book (Maths, SPAG, Comprehension)

There will be a spelling and times tables test on Friday.

Children may assigned art project or research projects throughout the year.

# Expectations - Homework

How to help:

- Ensure there is a **quiet space** for your child to work in
- Hear your child **read** as often as possible
- Read with your child – for fun and to see you take an interest in what they are doing
- Help facilitate online learning
- Check whether your child has **completed set tasks**
- **Create a timetable** for your child to have a structured routine each week – include any after/before school activities



# Liturgy – A time to reflect and pray

Class liturgies will take place termly. You will receive an invitation to attend from the office, when your child's liturgy is due to take place.

Junior liturgy times are Thursday 10.10-10.30am.

We ask if you attend that you join in with prayers and singing.

Mobile phones should be turned off and put away whilst in school.

Do not take photos / videos of the children during liturgies.

# Example Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00	Registration – Morning maths	Registration – Handwriting	Registration – Morning maths	Registration – Morning maths	Registration – Handwriting
9.10	English	Life Sentences	English	English	English  Reading Comprehension Grps 9.45-10.30
	Whole School Liturgy 10.00-10.30	Maths 9.30-10.30	Junior Liturgy 10.10-10.30		
10.30	BREAK				
10.45- 12.00	Maths	English	Maths	Junior Hymn Practice 10.45-11.15	Maths
		FRENCH 11.30-12.30			
12.00- 12.30	UJ CHOIR	PSHEE CB cover	RE	Maths 11.20-12.30	Spelling Test
12.30	Lunch	Lunch	Lunch	Lunch	Lunch
1.30	1.30-3.30 SLT time CB cover	MUSIC 1.30-2.30 PPA	RE	PE (DR)	RE
2.30 3.30		SCIENCE	PE Sports Coach 2.30-3.30	History	Geography

# Curriculum

The curriculum is designed with knowledge and skill progression in mind to support your child to develop physically, cognitively, socially, emotionally and spiritually.



Upper KS2 (Y5/6) B	Autumn	Spring	Summer
RE Y5 Come & See content	<p><b>5 Great Themes:</b> The Incarnation/ The Church (Domestic Church)</p> <p><b>Come &amp; See:</b> Loving / Vocation and Commitment/ Other faith Week: Judaism/ Expectations</p> <p><b>The Church Year:</b> Advent/ Christmas</p> <p><b>Devotions by Month:</b> September – Our Lady of Sorrows/ October – Our Lady of the Rosary/ November – The Holy Souls/ December – The Immaculate Conception</p>	<p><b>5 Great Themes:</b> The Paschal Mystery The Church (Local Church)</p> <p><b>Come &amp; See:</b> Sources/ Unity/ Other Faith Week: Islam/ Death and new life</p> <p><b>The Church Year:</b> Lent/ Easter</p> <p><b>Devotions by Month:</b> January – The Holy name of Jesus/ February – The Holy Family/ March – St Joseph/ April – The Blessed sacrament/ The Holy Spirit</p>	<p><b>5 Great Themes:</b> The Most Holy Trinity/ The Church (Universal Church)/ The Dignity of the Human Person</p> <p><b>Come &amp; See:</b> Witnesses/ Healing/ Other Faith Week: Hinduism(A)/ Sikhism(B)/ Common good</p> <p><b>The Church Year:</b> Pentecost</p> <p><b>Devotions by Month</b> May – The Blessed Virgin Mary/ June – The sacred Heart of Jesus/ July – The Precious Blood/ August – The immaculate Heart of Mary</p>
RSE & PSHE	<p>Core Theme Three: <b>Living in the Wider World</b> SEAL Topic: <b>New Beginnings</b> Core Theme Two: <b>Relationships</b> SEAL Topics: <b>Getting On and Falling Out</b> <b>Say No to Bullying</b> British Values: <b>Democracy:</b> The separation of power: the executive and the judiciary <b>The Rule of Law:</b> Human rights</p>	<p>Core Theme One: <b>Health and Well-being</b> SEAL Topic: <b>Going for Goals</b> Core Theme Three: <b>Living in the Wider World</b> SEAL Topic: <b>Good to be Me/ Money</b> British Values: <b>Individual Liberty:</b> Freedom of speech, thought and action</p>	<p><b>'A Journey in Love'</b> – The wonder of God's love in creating new life</p> <p>Core Theme Two: <b>Relationships</b> SEAL Topic: <b>Relationships</b> Core Theme One: <b>Health and Well-being</b> SEAL Topics: <b>Changes</b> British Values: <b>Mutual Respect and tolerance of those with different faith and beliefs:</b> Challenging prejudice</p>
ENGLISH	<p><b>Ongoing</b> SPOKEN LANGUAGE listen attentively, call and response, answer questions / vocabulary/ narratives, descriptions, explanations and persuasive/ audible &amp; fluent/ Standard English WORD READING &amp; COMPREHENSION: word roots &amp; etymology, retell, join in &amp; learn by heart, read in role, discuss title and events, predict, explain understanding, comment &amp; evaluate TRANSCRIPTION and COMPOSITION: printing &amp; joined, copying, composing sentences, paragraphs and texts, re-reading for impact and correctness, discuss, read aloud <b>Revision of previous work is built in at all times – repetition is the mother of learning</b></p>		
	<p><b>Reading range</b> (books &amp; extracts) The Odyssey &amp; Bible Stories &amp; classic fiction Ancient &amp; classic poetry – lyric/ Shakespeare's sonnets Imagery – similes &amp; metaphors &amp; personification Non-f – lives of the saints &amp; history &amp; geography Dictionary Reflects audience and purpose Text cohesion Narrative – character, plot and setting with descriptions Non-fiction: Recounts &amp; descriptive – sub-headings/ block caps Diaries Sentences – simple, compound &amp; complex Relative clauses Fronted adverbials – time, comparing, ordering</p>	<p>Shakespeare play &amp; classic fiction Ancient &amp; classic poetry – narrative Romantic poets Imagery –alliteration &amp; onomatopoeia Non-f – lives of the saints &amp; maths and science Thesaurus Reflects audience and purpose Text cohesion Narrative – dialogue to convey character &amp; advance action Non-fiction: explanatory - bullet points &amp; underlining Sentences – simple, compound &amp; complex (range of conj)s Fronted adverbials – concluding, exemplifying Modal verbs</p>	<p>Short stories &amp; modern fiction Modern poetry – lyric and narrative and 'nonsense' Imagery &amp; structure including stanzas and rhyme scheme Non-f – lives of the saints &amp; art &amp; music &amp; PE Encyclopaedia Reflects audience and purpose Text cohesion Narrative – description, action and dialogue Play script Non-fiction: persuasive &amp; discursive all presentational/ Letters Sentence variety including 'short' for impact Fronted adverbials – changing subject, cause, resulting</p>
GPVHS	<p>Punctuation up to Year 5 + colons and semi-colons and ellipsis Parts of speech – review all Prefixes &amp; suffixes – review all Analogies</p>	<p>All punctuation – reinforce and refine Parts of speech – mock tests Synonyms &amp; antonyms Homophones &amp; homographs Transposition Association (odd-one out)</p>	<p>All punctuation – reinforce and refine PoS – revise all for test and apply in composition for assessment</p>

	Sentence grammar – clauses Vocabulary (define and use) text and topic related Idioms Joined-up h'writing (lower case) – by family with 2 Golden Rules		General knowledge Vocabulary (define and use): text and topic related Proverbs Joined-up handwriting with capitals and 2 Golden Rules		Review all grammar and apply in compositions for assessment Vocabulary (define and use): text and topic related Archaic Joined up handwriting – with capital letters LEAVERS' CONCERT	
<b>Maths</b>	<b>Number and place value, Number facts, Addition and subtraction, Multiplication and division, Fractions, Geometry, Measure</b> Calculating using knowledge of structures. Multiples of 1,000. No.s up to 10,000,000. Draw, compose, decompose shapes.		<b>Number and place value, Number facts, Addition and subtraction, Multiplication and division, Fractions, Geometry, Measure, Statistics</b> Multiplication and division. Area, perimeter, position and direction. Fractions and percentages. Statistics.		<b>Number and place value, Number facts, Addition and subtraction, Multiplication and division, Fractions, Geometry, Measure, Statistics, KS2 Tests</b> Ratio/proportion. Calculating using knowledge of structures. Solving problems with 2 unknowns. Order of operations. Mean.	
<b>Science B</b>	<b>Light</b> How we see - travel & shadows	<b>Light and sound</b> A deeper study	<b>Animals, Including Humans</b> The circulatory system, water, diet, exercise and lifestyle	<b>Evolution and Inheritance</b> Living things, their offspring, inheritance, adaptation, fossils	<b>Living Things &amp; their Habitats</b> Classification: plants, animals and microorganisms	<b>Electricity</b> Circuits, voltage, components Alternative energy sources
<b>History</b>	<b>Britain since the 1930's and World War 11</b> An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>Black History Month</b>		<b>Benin</b> Non-European Society that Provides a Contrast with British History - Benin (West Africa) c AD 900 - 1300		<b>Ancient Greece</b> A study of Greek life and achievements and their influence on the western world	
<b>Geog'hy</b>	<b>The World</b> An in depth study including a comparison of countries in either hemisphere, including Russia, or countries along the equator		<b>Climate Zones</b> Hot, temperate and cold	<b>Rainforests, Biomes &amp; Vegetation Belts</b>	<b>South America</b> An in-depth study	<b>South America</b> Compare a region of South America with a region in UK
<b>Art &amp; Design</b>	<b>Drawing:</b> Mark Making – dry/ wet media. Identify artists: link to own work. <b>Painting:</b> Shades and tints - using black and white. Choose appropriate paint, paper and implements to adapt /extend work. <b>Printing:</b> Layering prints. Describe varied techniques. <b>Sculpture:</b> Develop skills - clay including slabs, coils, slips. <b>Collage/Textiles:</b> Potential of the uses of material. <b>Art study:</b> medieval and classical art / <b>Portraits</b>		<b>Drawing:</b> Develop ideas using different or mixed media, using a sketchbook. Identify artists: link to own work. <b>Painting:</b> Paint, paper and implements to adapt/extend work. <b>Printing:</b> Layering prints - printing on paper and fabric. <b>Sculpture:</b> Make a mould and use plaster safely. <b>Collage/Textiles:</b> Use different techniques, colours and textures etc. when designing and making pieces of work. <b>Art study:</b> modern and contemporary art / <b>Landscapes</b>		<b>Drawing:</b> Use mixed media to develop ideas. Use sketchbook. Elements of art: line, tone, pattern, texture, form, space, colour, shape. <b>Painting:</b> Variety of sources, including those researched independently. How paintings are created (composition). <b>Printing:</b> Alter/modify work. Independently create prints. <b>Sculpture:</b> Independently to create sculpture/constructions. <b>Collage/Textiles:</b> Create, analyse work- adapt, extend, justify. <b>Art study:</b> ancient and world art / <b>Still Life</b>	
<b>D&amp;T</b>	<b>Structures</b> Build - innovative, functional, appealing, stable structures, fit for purpose with independence and ability, confidently reinforce and strengthen a 3D framework. Topic / season related		<b>Mechanics &amp; Construction</b> Movement - cams, pulleys and gears/ create / use prototypes. Design/make products with greater independence	<b>Cooking and Nutrition</b> Cooking - prepare/cook savoury dishes /develop skills incl. kneading, baking Recipes - Create /refine range of baking/ cooking techniques Topic / season related	<b>Textiles</b> Making - quality products accurately/independently Sewing – joining fabrics in a sophisticated way – pinning, tacking, over sewing, back stich, blanket stich Topic / season related	

<b>Music</b>	<b>Classical:</b> Compare & contrast – Classical (1730-1820), Romantic (1810-1910) & Modern & Postmodern – 20 <sup>th</sup> century		<b>Folk, gospel and popular:</b> Look at key artists and learn the blues scale. Write folk song and look at the history of popular music e.g. Vera Lynn and the war effort	<b>Musical Rainforests/ World Music:</b> Key artists and styles from around the world. Learn about instruments and history of different cultures. Make and design own instrument
<b>MFL</b>	<b>France and the World</b> Revise Months/Weather& Seasons. Geography of France and place in worlds, discover French speaking countries.		<b>House &amp; Home</b> Describe where you live and your home, items in the home and activities you do in the home.	<b>Around the town</b> Describe shops, places, discover French festivals and Summer Holiday activities and places
<b>PE</b>	<b>Games – Hockey:</b> passing, controlling, dribbling and shooting. Keep possession. Defend using marking, tackling, interception <b>Gymnastics:</b> Perform complex sequences, combine and perform gymnastic actions, shapes and balances <b>Swimming:</b> Exit the water without using steps, swim a minimum of 25m using any stroke, range of movements in deep water demonstrate confidence and competence		<b>Games: Cricket:</b> Play effectively, understand position, display a range of batting techniques, understand how to bowl overarm. contribute. Plan practises and warm ups / playing safely, recognise own / others' strengths and weaknesses <b>Dance – Contemporary:</b> compose motifs/ routines with fluency and control. Warm up and down independently, keeping healthy. Evaluate and refine work	<b>Games: - Tennis &amp; =Dodge ball:</b> show technique using equipment, competence at forehand backhand, volley and serve. Show resilience and good sportsmanship, Understand ways to improve. <b>Athletics / Outdoor Adventure/ Residential Activities:</b> Appropriate pace, jumping activities, throwing, be adaptable, resilient and safe. Improve.
<b>Computing</b>	<b>E-safety</b> Online collaboration Evaluating digital content	<b>Multimedia</b> Collecting and presenting information, copyright	<b>Programming</b> Design and create systems and solve problems Use of sensors in technology	<b>The Internet</b> Understand how the internet works, staying connected Hardware and software

# Children are now learning Spanish!

Upper junior children now have a 30minute lesson each week with Mrs Mendelssohn.



# Secondary School

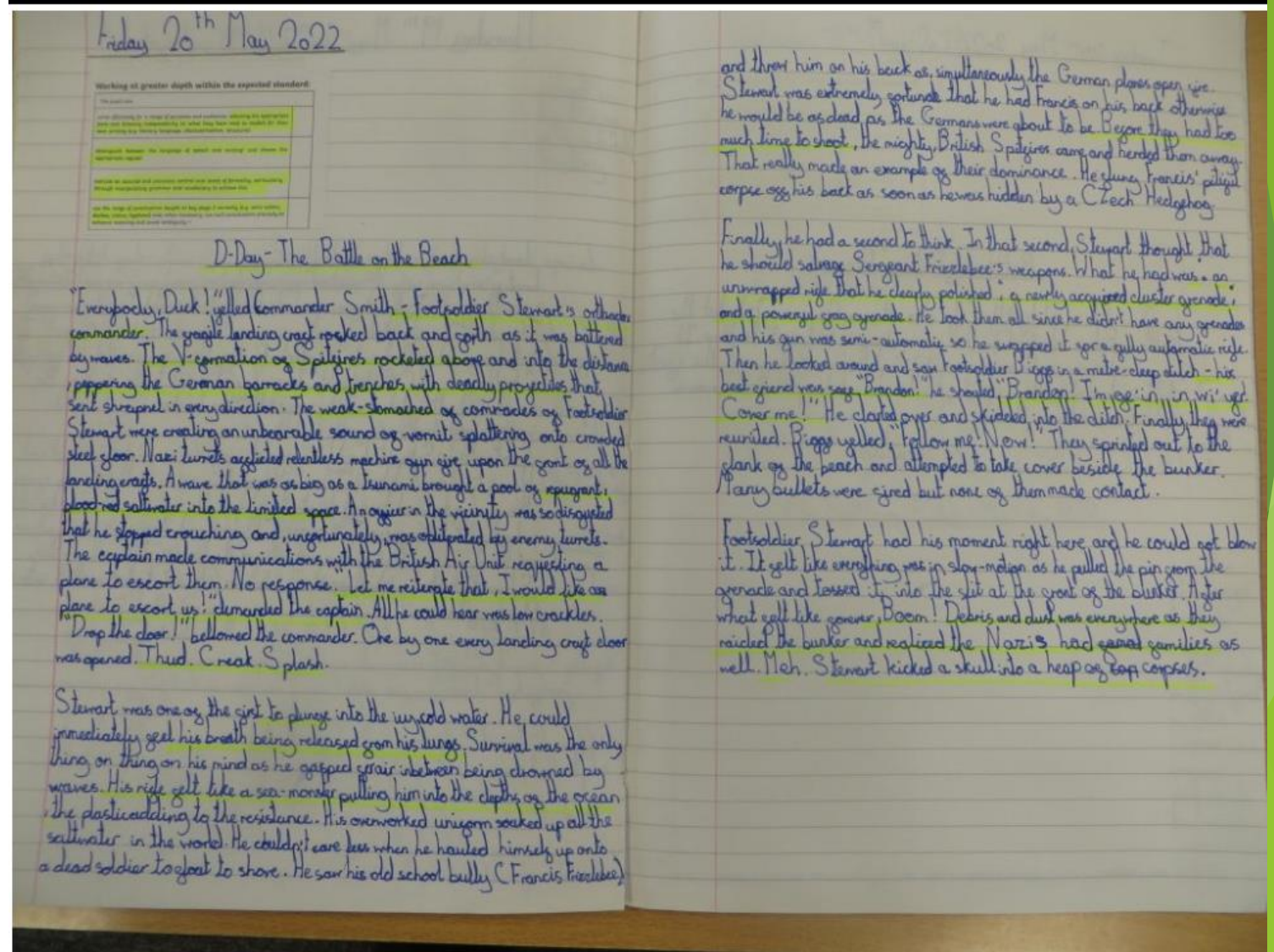
- ▶ Secondary transfer meeting will take place for Year 6 parents on the 25th September from 3.45-4.30pm
- ▶ Deadline for completion of the Common Application Form is Tuesday 31st October.
- ▶ Some schools offer open evenings so keep an eye out for schools your child may wish to join.
- ▶ Parents of Year 5 children may attend should they wish to do so.



# Assessment

- ▶ We assess children informally in lessons and then at points in time throughout the year.
- ▶ UJ children sit reading, grammar, punctuation & spelling, arithmetic and reasoning tests in the week beginning **27<sup>th</sup> November**.
- ▶ Year 6 will have the same as above but an additional round of assessments will take place in the week beginning **9<sup>th</sup> October**.
- ▶ Your child's teacher makes a summative judgement on your child's writing against a set of writing standards and your child is assigned a grade for the Autumn term.

# Greater Depth Year 6



# Feedback

- ▶ Teachers will give feedback to both the class as a whole and your child individually. This may be in the form of a written comment or something which is provided orally.
- ▶ “Next Time” steps will be provided on your child’s work and your child will focus on these in the days/weeks ahead.
- ▶ Your child will receive a school report at the end of each term which will outline their attainment and progress for the term and provide specific targets your child needs to work on in the term ahead.
- ▶ Parents’ evenings take place in the Autumn and Spring Term.

# Urgent matters

- ▶ At the end of the school day, please see your child's class teacher if you have any concerns about anything or send a note with your child.
- ▶ Alternatively contact the school office via email.

# Home – School Partnership

- ▶ Please support your child and follow through with any advice given by your child's teacher.
- ▶ We need to work together to ensure the best possible start for your child in their life.
- ▶ We expect the highest standards from our children as we know you do so our partnership is essential to their success.

# Social Media Permissions



## Photograph/Video Consent Form

Child's full name: \_\_\_\_\_

Year group: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

(Please tick)

I **give** permission for St Mary's RC Primary School to use photographs/videos of my child on promotional material, the school website and social media pages.

I **do not give** permission for St Mary's RC Primary School to use photographs/videos of my child on promotional material, the school website and social media pages.

I understand that I may revoke this authorisation at any time by notifying the school office in writing.

The revocation will not affect any actions taken before the receipt of this written notification.

I understand images will be stored in a secure location and will be kept as long as they are relevant.

Parent's full name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_

► We are now using X (formerly Twitter) to share the positive things the children are doing at school. We kindly ask you to FOLLOW

## St Mary's RC Primary School

► If you consent to your child's picture/video being used, please could you sign your name on this form.

► There will also be an electronic form sent to all parents, which you may wish to sign instead.



# E-Safety

- ▶ E-Safety to parents - monitor what your children are doing at home. Avoid mobile phones. If using parent phone at home - you must monitor what they are saying and who they are communicating with.
- ▶ Your child should not use any form of social media to communicate with other children in school.
- ▶ Online Safety Bill - it will become illegal for children under 13 to have social media accounts - TikTok, Facebook, Snapchat etc.
- ▶ Mobile phones (Year 6 only) must not be connectable to the internet. Children who have permission to go home by themselves hand phone into the staffroom each day.
- ▶ Children are not allowed to wear smart watches to school

Questions?

