Welcome to Year 6

Please find in the following slides useful information for the term and year ahead.

Agenda

- * Weekly timetable
- * Homework
- * Maths and English
- * SATs
- * The wider curriculum
- * Roles and Responsibilities
- *Isle of Wight

Timetable

| MON | Spellings, vocab, spelling test | Maths | PE | Music | Art | t with Mrs <u>Cala</u> | |
|-----------------------|--|---|---|--------------------|-------------|----------------------------------|----|
| T U E S | Gospel Assembly | Maths | English – spelling and grammar focus | RE | R E A D I | Creative Curriculum – history | |
| W E D S | Maths | | English | Core computing | N G A | Science | |
| T H U R S | Assembly | Maths | English -exter | nded writing | C T V | RE | |
| F R I | | Mental maths arithmetic and assessments | English | PSHE/ computing | T Y | Spanish /PSHE | PE |

Year <u>6</u> 2023 -2024

Curriculum Map 2023 - 2024

Our curriculum map for this academic year. Subjects are taught both discretely and in a cross-curricular way.

| Subject | Wartime The Home Fron | AUTUMN TERM Wartime Children The Home Front and family life in WWII | | SPRING TERM Island Life Geography and land use in the British Isles and beyond. | | | SUMMER TERM Changes Ahead! Transition and change in Year 6. | |
|---------|--|--|-------------------------------------|---|--------|---|--|--|
| | Aut 1 | Aut 2 | Spr 1 | | Spr 2 | Sum 2 | Sum 2 | |
| English | Narrative Unit 1 Fiction Genre (setting the scene, detail and description) | Narrative Unit 2 Extending Narrative using class text | Non-fiction (Geography focus) | Non-fiction Unit 3 Character analysis from set text | | Revision Unit 2 Reading and Writing non-fiction (3 weeks) | Revision Unit 1 Reading and writing narrative and plays. (3 weeks) | |
| | Unit 1 The power of imagery | Film and play scripts (adaptations) Using Class Text as basis for work | Poetry Unit 2 Finding a Voice | Narrative Unit 3 Authors and | texts. | Non-fiction Unit 4 Formal/impersonal writing | Narrative Unit 4 Short stories with flashbacks. | |

| | AU | TUMN TERM | SPRIN | IG TERM | SU | IMMER TERM | | | |
|-----------------------|--|--------------|---------------------------|-----------------------------|----------------------------|------------------|--|--|--|
| Maths | Number, place value, approximation and estimation | | | | | | | | |
| | Addition, subtraction, multiplication, division, calculations | | | | | | | | |
| | Fractions, decimals and percentages | | | | | | | | |
| | Ratio and proportion | | | | | | | | |
| | Algebra | | | | | | | | |
| | Measurement | | | | | | | | |
| | Geometry – properties of shapes | | | | | | | | |
| | Geometry – position and direction | | | | | | | | |
| | Statistics | | | | | | | | |
| | | | | | | | | | |
| RE | Creation and Covenant | | Galilee To Jerusalem | | To the Ends of the Earth | | | | |
| Religious | | | | | | | | | |
| Education | Prophecy and Promise | | Desert to Garden | | Dialogue and Encounter | | | | |
| Directory Syllabus | | | | | Journey in Love (see PSHE) | | | | |
| Syllabus | Other Religions | | Other Religions | | Other Religions | | | | |
| Science | Light and Sight | Electricity | Materials. | Living things and their | Evolution and | Humans and other | | | |
| | | | | habitats | Inheritance | Animals | | | |
| | | Developing t | he skills of working scie | ntifically continue through | hout the year | | | | |
| | Developing the skills of working scientifically continue throughout the year | | | | | | | | |

| | | | ranhy- hased tonic | 'Changing Times | |
|---|--|---|---|---|--|
| (literacy based study of Britain in wartime with focus on | | looking at land use since ancient | | 'Changing Times' -a celebration of life at Holy Family, growing and changing, looking ahead to life at secondary school. (literacy, PSHE) | |
| , . | | | Data bases and graphical modelling – links with science and DT (see below and above) | | |
| Д | | | | | |
| Map work | | | | Key changes in settlement and land use in coastal | |
| WWII | of different kinds | of islands, | communities over time | | |
| Art Deco – designing the 'modern', A sense of place – Art in Wartime – LS Lowry, Henry Moore | | Landscape and sea through the eyes of famous artists | | People in Action | |
| Design and build Anderson Shelters, make evacuee teddy bears | | Exploration of technology – 'torches, timekeepers and tools'. | | Holidays and fairgrounds – using graphical modelling and control to create moving models Use of computing skills to program simple devices with lights and sound. | |
| Listening and appraising | Exploring voices | Composing and appraising | Rhythm patterns | Melody shape | Festivals and ceremonies |
| Healthy Environments and Healthy Society Year 6 Retreat Day (to take place in school grounds) | Healthy living and making good choices. E-Safety awareness training. Junior Citizens | Keeping safe and managing risk – out and about Bikeability | | change – mental and emotional wellbeing | Building a healthy future Human Reproduction Journey in Love (links with RE) Moving On –special events and activity days |
| Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather) | (fitness indoors in poor weather) | athletics | Games Gym Fitness training athletics | Games Athletics Field Sports Fitness training | Games Athletics Field Sports Fitness training |
| | Reviewing, modifying and Using presentation softward Map work WWII Art Deco – designing the 'Wartime – LS Lowry, Henry Design and build Anderson bears Listening and appraising Healthy Environments and Healthy Society Year 6 Retreat Day (to take place in school grounds) Hockey Cross Country Ball Games outdoors (fitness indoors in poor | Reviewing, modifying and evaluating work. Using presentation software to convey meaning. Programming, Hand All will be covered in a cross-curric Map work WWII Art Deco – designing the 'modern', A sense of place – Art in Wartime – LS Lowry, Henry Moore Design and build Anderson Shelters, make evacuee teddy bears Listening and appraising Exploring voices Healthy Environments and Healthy Society Year 6 Retreat Day (to take place in school grounds) Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather) Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather) | Reviewing, modifying and evaluating work. Using presentation software to convey meaning. Programming, Handling Data, Multim All will be covered in a cross-curricular way, supported and human geogn of different kinds development of row fartime – LS Lowry, Henry Moore Design and build Anderson Shelters, make evacuee teddy bears Listening and appraising Exploring voices Exploring voices Composing and appraising depraising Healthy Environments and Healthy Society Year 6 Retreat Day (to take place in school grounds) Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather) Video, sound and ling Data, Multim All will be covered in a cross-curricular way, supported and human geogn of different kinds development of row in the following and human geogn of different kinds development of row in the following and seven of place – Art in Landscape and seven eyes of famous and seven of famous and appraising and appraising appraising Exploring voices Composing and appraising bikeability Keeping safe and out and about Bikeability Bikeability Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather) | Reviewing, modifying and evaluating work. Using presentation software to convey meaning. Programming, Handling Data, Multimedia, Esafety, Tech All will be covered in a cross-curricular way, supported by specific key sl Settlement and land use, physical and human geographical features of different kinds of islands, development of research skills Art Deco – designing the 'modern', A sense of place – Art in Wartime – LS Lowry, Henry Moore Design and build Anderson Shelters, make evacuee teddy bears Exploration of technology – 'torches, timekeepers and tools'. Listening and appraising Exploring voices Composing and appraising Healthy Environments and Healthy Society Year 6 Retreat Day (to take place in school grounds) Hockey Cross Country Ball Games outdoors (fitness indoors in poor weather) (fitness indoors in poor weather) | Reviewing, modifying and evaluating work. Using presentation software to convey meaning. Programming, Handling Data, Multimedia, Esafety, Technology in our live All will be covered in a cross-curricular way, supported by specific key skills taught in con Map work Settlement and land use, physical and human geographical features of different kinds of islands, development of research skills Art Deco – designing the 'modern', A sense of place – Art in Wartime – LS Lowry, Henry Moore Design and build Anderson Shelters, make evacuee teddy bears Design and appraising Exploring voices Composing and appraising Exploring voices Composing and appraising Exploring voices Composing and appraising Healthy Environments and Healthy Society Year 6 Retreat Day (to take place in school grounds) Hockey Cross Country Ball Games outdoors (fitness indoors in poor (fitness indoors in poor |

Homework Timetable Autumn 2023

| Monday | Spellings and grammar. Spellings are to be practised at home during the week. Written grammar exercise to be completed. This work to be returned on FRIDAY. Spelling test takes place on Monday. |
|-----------|--|
| Tuesday | Reading |
| Wednesday | Writing activity to be completed in Ideas homework books and returned to school on MONDAY . |
| Thursday | Research or reading |
| Friday | Maths homework to be completed in Maths homework book and returned to school on TUESDAY . |

This is the homework timetable for the autumn term. Homework should take around 40 -45 minutes to complete, please let me know if there are any issues. Daily reading is expected and the children should record their reading in their reading journals. I would like the children to enjoy using their journals, so illustrations and reflections on books read, characters described or new facts learnt are all encouraged. As the year progresses, additional homework activities may be added to the timetable.

Daily Maths Lesson

A variety of approaches are used to deliver the daily maths lesson. There is an emphasis both on the development of core skills and the ability to problem solve, using and applying knowledge to draw conclusions and reach solutions. Targets for the year's maths work are listed on the next slide. My teaching is supported by Mrs Capindale, Mrs Tindall and Mr Tindall, who works with small groups when his commitments allow.

Key aspects -

- Calculation strategies and arithmetic –skills developed daily
- * Mental maths continues to form a crucial part of lessons
- * Problem solving and investigations are a main element of all maths units
- 'Trying things out' in order to 'use and apply' is actively encouraged
- * Clear and logical presentation is essential, please encourage this with maths homework.
- * Practical/real life maths will continue whenever possible
- Exam technique is developed over the course of this year
- Assessments take place regularly to monitor progress and set targets
- Weekly maths homework will be set

Book F Week 1

Weekly Written Arithmetic Questions

| $\frac{1}{2} \times 30 =$ | 10% of 60 = | $1\frac{4}{7} - \frac{5}{7} =$ | ⁴ / ₆ x ¹ / ₂ = |
|---------------------------|---|--------------------------------|---|
| 2 x 270 = | ³ / ₉ - ² / ₉ = | 7.4 – 3.16 = | x 7 = 476 |
| $4^2 + 8 =$ | | | $\frac{30}{9} + \frac{1}{3} =$ |
| 4 | 323 + 417 = | $9^2 + 4 =$ | 45% x 200 = |
| 40 x 20 = | 2.7 + 3.6 = | 2.5 + 0.03 = | 3,496 + 5,627 = |
| 6 + 12 = 22 | $\frac{1}{2} = 0.$ | | 33 726 x 11 = |
| 1 x 156 = | ¹⁶ ² ⁄ ₆ ÷ 2 = | 285 ÷ 3 = | 2,741 x 12 = |
| 10 - 2 x 2 = | 50% x 30 = | 6.8 - 2.4 = | 7,800 ÷ 12 = |
| • 7 = 6 | 100,000 - 3 = | 2.4 + 16.72 = | 2,184 ÷ 14 = |

Year 6 maths targets for the year. Revision of all aspects of KS2 maths also takes place.

I can calculate, estimate

and compare volume of

cubes and cuboids using

standard units, including

cubic centimetres (cm3)

and cubic metres (m3), and

extending to other units

I can calculate the area of

I can recognise when it is

possible to use formulae

for area and volume of

I can recognise that

can have different

shapes with the same areas

perimeters and vice versa.

I can use, read, write and

I can solve problems

involving the calculation

measure, using decimal

notation up to three

decimal places where

appropriate.

and conversion of units of

convert between standard

I can convert between

miles and kilometers.

parallelograms and

triangles.

shapes.

[for example, mm3 and



I can enumerate

combinations of two

with two unknowns.

number problems

I can generate and

describe linear number

I can use simple formulae.

I can solve number and

practical problems that

I can use negative numbers

in context and calculate

intervals across zero.

I can round any whole

I can read, write, order

and compare numbers up to

10 000 000 and determine

the value of each digit.

number.

involve all the below.

algebraically.

sequences.

I can express missing

I can find pairs of numbers

that satisfy an equation

possibilities of

variables.



I can use estimation to check answers to

I can solve problems involving addition, subtraction, multiplication

can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and

I can use the knowledge of the order of operations to carry out calculations involving the four operations.

I can identify common factors, common multiples and prime numbers

I can perform mental calculations, including with mixed operations and large numbers.

I can interpret remainders as whole number remainders, fractions, or

I can I a divide numbers up to 4 digits by a 2-digit

I can multiply multi-digit numbers up to 4 digits by a

+, -, x and ÷

calculations.

and division.

by rounding.

whole number.

two-digit whole number.

I can solve problems involving unequal sharing and grouping using knowledge of fractions and

I can solve problems involving similar shapes where the scale factor is known or can be found.

multiples.

I can solve problems involving the calculation of percentages.

can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division

> Ratio and Proportion

I can use estimation to check answers to calculations.

I can solve problems involving +, -, x and ÷

I can use written division methods in cases where the answer has up to 2.d.p

I can multiply 1-digit numbers with up to 2 d.p by whole numbers.

I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

I can associate a fraction with division and calculate decimal fraction equivalents.

I can divide proper fractions by whole numbers

I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

I can + and - fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

I can compare and order fractions, including fractions > 1.

I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

> Fractions, Decimals and percentages.

I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

I can describe positions on the full coordinate grid.

I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing

I can illustrate and name parts of circles, including radius, diameter and circumference.

I can find unknown angles in any triangles, quadrilaterals, and regular polygons.

I can compare and classify geometric shapes based on their properties and sizes.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can draw 2-D shapes using given dimensions and angles

Geometry

I can calculate and interpret the mean as an average.

I can construct line graphs.

I can interpret line graphs.

I can construct pie charts.

I can interpret pie charts.

Statistics

Number, Place Value and algebra

Measurements

Daily English Lesson

Reading, writing, spelling and grammar activities take place daily. Writing skills are developed both discretely and through cross-curricular writing opportunities.

Key aspects -

- * Daily reading comprehension work a class text will be used to provide opportunities both for discussing reading and to provide inspiration for creative writing. Books will be based on the class topic for the term. Our first book is 'Carrie's War' by Nina Bawden. Reading comprehension test papers are also used throughout the year.
- * When a reading book is finished, children should ask to change it straight away. Reading from a variety of books and genres is encouraged. Reading is a part of the homework timetable.
- * Weekly spellings are set and are tested the following Monday.
- * Extended writing tasks are worked on each week, with planning sessions culminating in the completion of a piece of 'Extended Writing'. Learning objectives for each piece cover both grammar and composition.
- * Neat and tidy joined handwriting is actively encouraged. Children should use a blue Berol pen, ink roller ball, Frixion pen or similar. They should not use Bic style biros.
- Discrete grammar skills are taught through a weekly grammar lesson. All grammar content covered is summarised on the next slide. Children's knowledge of terminology is a crucial part of learning in grammar lessons.
 11

All the grammar terminology your child will need this year on one handy page!

opposite words - dark and light - strong and

Antonym (

Word

Families group of words that can be built from the same root word

- friend friendly friendship

Singular & Plural Nouns

Singular nouns indicate there is one - boat house, cat

-> edd es

- church > churches ends in consonent + v

-> change y to i, add es baby > babies

- toy > toys

Formal/

type of English you should use in your written work

- Have you seen Tom?

informal use of language

- We ain't seen him.

Vocabulary & Spelling Standard English

Sentences **Punctuation**

Companion

Prefix edd to the beginning of the word to make

- trans- (means 'across',

Synonym

words that mean

transform

- dirty and unclean - sad and unhappy

Homophones

words that sound the same, but don't mean the same

Vowels

Consonants

Suffix

edd to the end

of the word to

make a new work

- agree + -able

- agreeable

(means 'capable of'

Clauses

part of a sentence

my parents live

Relative clause

who which that

a group of words that contains a verb,

simple sentence that contains subject

and verb and makes sense on its own

- I was born in New York, which is where

type of subordinate clause that describes noun

- She lives in Peris, which (relative propoun)

simple sentence which does not make sense on its own

Subordinate dause (or phrase)

all other letters

Commas,

- Hyphens, Bullet **Points**

used to show peuses. bits of information in the middle of the sentences

) Brackets. ... Ellipses. Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup () usually have rice) for dinner.

Apostrophes

uses epostrophe (*) to show possession

(one thing belongs to enother) - The bone of the dog -> the dog's bone

uses epostrophe (') to show you have omitted (left out) some letters in a word - You have -> you've

? Question

uses question mark to esk e question

- How many friends do you have?

Statement simply tells the reader

something

- I have many friends

! Exclamation

uses explemetion merk to show sentence is saying something surprising or with force

- That dog is dirty!

Command

when you are telling

something; usually

starts with a verb

Give the prese

to your friend.

someone to do

(doing word)

Noun

names, person, place, or thing

Common - hand table dog - Sarah, Londor Collective

- team, family, herd Abstract - love, peace, hate

Subject the thing or person

who is carrying out Object

who is the action

- Andrea (subject) spoke to (verb) Jorge (object).

Pronoun

takes the place of a poun

- I, you, she, him, we, us, they, them Relative

- that, which, who, whom, whose, Possessive

- my, mine, you, his, her, their, theirs

Verb

a doing or

action word

- play, work, study

describes e noun

- a friendly tiny dog

Adjective

Adverbs

edverbs give edditional information about the time. place or manner of the verb

many adjectives can be turned into edverbs by edding -ly to the end

 proud -> proudly, kind -> kindly, alow -> alowly

Adverbial

an adverbial phrase is when more than one word does the edverb's job

The hurricane struck the island whilst we were asleep.

Determiners

words that introduce nouns

tells you whether noun is specific (the) or general (a or an)

- She took a small suitcase.

She took the small suitcase

Preposition

where or when something is in relation to something else

- after, above, on, under

- The dog was under the table

- After the exam, Lucy was happy.

Present & Past

Progressive Present progressive - She is reading the book

Past Progressive

- He was reading the book when Lerrived.

Active & **Passive**

Verbs

verb where the subject does

- The boy hugged the teddy bear. The boy does the action.

Passive

verb where the subject of the sentence has the action done to it

- The teddy beer was hugged by the boy. The bear receives the action.

Modal Verbs Simple

verb used to show the level of

show obligation, give permission

- We will have a sandwich for lunch.

- You must take the test tomorrow

possibility indicate ability.

- Mrs Jones is a great teacher has 2 clauses linked together

Types of

has one clause

Sentences

with a connective

- Mrs Jones is a great teacher and she is always helpful.

subordinate clause

always has a smile on her face.

- Mrs Jones, who is a great teacher.

also used in commends, wishes and requests

- If I were stronger, I would lift that box.

- I walked to school this

use hed

- He had left the room

Present & Past Perfect

use have/has - I have read 'The Three Little Pias'.

Connective

word or phrese that links

- also, besides, however

clauses or sentences

- under the weather

Preposition Phrase starts with preposition

Phrases

group of words which doesn't have a verb subject or both. - The young man

Noun Phrases

- The old city Adjective Phrase

starts with adjective - happy at his results

Semicolons. : Colons

sentences

used at the start of lists;

- It was very late; everyone

used in between clauses in

used to divide complicated

was still not home.

a sentence - Bring these things to the

Complex has a main clause, connective and picnic: cutlery, plates, and food.

Subjunctive Forms subjunctive shows something imagined, wished or possible.

Simple Past

Present

something which

happens regularly

I walk to school.

something that's finished

Present perfect form

Past perfect form

www.satscompanion.com

Verb Forms & Tenses

repeating what someone said: do not need to use speech merks

Speech

write down exactly what the

commes ("speech merks")

person is saying; use inverted

- "I don't want to go to school,"

Capital

.?!

endinas

- Peter said he did not want to go to school.

a, e, i, o, u

Plural nouns ends in yowel + o -> edd s - cat > cats

consonent + o/ ends in sh, ch, x, z, s

ends in f, fe -> change f to v, add as

Standard

Non-standard

is the capital of France (relative clause).

Conjunctions for end, nor but, or

yet, so (FANBOYS) - He likes dogs and she likes cats. Subordinating conjunctions

when, if, that, because - I do not like dogs because they are loud.

SATs

- * SATs 2024 Monday 13th May Thursday 16th May
- * Tests take place in grammar and spelling, reading and maths.
- * Writing is assessed by the teacher.
- * Science is also assessed by the teacher.
- * Children are assessed through a raw score which is converted to a standardised score. This score determines whether they are judged to be 'working towards' or 'have met' the expected standard or are working at 'greater depth'
- All children sit the same papers. There are no extension papers.
- Detailed information covering all aspects of the SATs tests is provided in January.
- Regular assessments take place, identifying strengths and areas for development. Sats style questions are an important part of our learning.

The Wider Curriculum in Year 6

With Year 6 come many unique opportunities and special projects. Some of these are listed here -

- Year 6 Retreat Day a day spent exploring what Year 6 will bring, what is expected and how to make the most of the year ahead. (Takes place in church and in school grounds).
- * **PSHE and e-safety projects** to be undertaken throughout the year. We explore resilience and change, friendships, positive and negative influence, growing up, independence and looking ahead.
- * Liturgy Leaders and Flame Newspaper editors the chance to mentor younger children in RE and collective worship or to help edit the school newspaper.
- * **St George's College Partnership** working with Sixth Form students on an RE topic (this will take place next spring).
- * Workshops and themed days World War II Day, Creative Arts Day, Junior Citizens Training Day, Secondary School workshops in collaboration with Salesian
- * **Time to Shine** school productions, concerts, assembly, church celebrations, sporting fixtures.
- * Isle of Wight four night, five day residential details to follow

Roles and Responsibilities

- * **Prefects** all children have the opportunity to act as prefects, but roles change and develop as the year progresses. They fulfil duties on a fortnightly rota.
- * House Captains these will be selected to assist the organising of sports fixtures and other inter-house competitions.
- * **Sports Leaders** support PE, exercise and sporting initiatives throughout the school.
- * Well Being Ambassadors support well-being throughout the school
- * **Reading Partners** share books and reading opportunities with younger children.
- School Councillors class representatives are elected to the School Council.
- * Liturgy Leaders and Partners work to prepare and deliver liturgy and mindfulness sessions with other classes.
- * Increasingly independent members of Year 6 are often called upon to represent the school or support others in special 'one off' projects.
- * Behaviour Expectations the importance of role models

Isle of Wight

- Residential trip of five days and four nights duration
- Trip dates 3rd-7th June 2024 (week after half term)
- * Following the deposit payment, you will have the opportunity to pay in monthly instalments
- Paperwork will be sent home shortly.



Isle of Wight 2024

Leaving school 10.00 Monday, returning around 4pm Friday

- * Price includes all costs excluding pocket money
- Operator Activity Island IOW
- Hotel Wight Hill Hotel Sandown
- Accompanied by 5 staff members, dedicated driver and coach
- * Four and a half days of activities morning, afternoon and evening.

Monday









Tuesday







Wednesday















Thursday









Friday



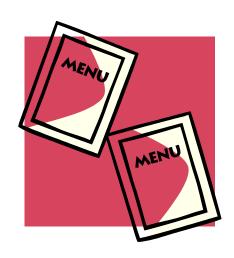






Sample Menus

- Shepherds Pie, homemade cake and custard
- Vegetable curry, ice lolly
- Roast chicken, fruit salad or jelly
- Fish and chips, choc ice
- Vegetarian option, jacket potato
- Cooked or continental
- breakfast and cereal
- Packed lunch each day
- (lunch required Mon)



Packing List

Comfortable clothes for 5 days

Trousers

T shirts

Fleeces (hoodie)

Track suit or similar

Shorts and tops for warmer

weather (fingers crossed!)

Swimming things

Small and large towel

Socks and underwear for 5 days

plus spares

Nightwear and slippers

Waterproof coat

Coat for cold/windy days

Party outfit!

Flip flops or beach shoes

Comfortable shoes/trainers

Back pack

Sunglasses and a cap

Purse or wallet

Sun cream, toiletries

Camera

Water Bottle

Book and teddy

NO electricals or gadgets!



Before the trip.....

- Consent forms completed
- Medical questionnaire completed
- Emergency contact details provided
- Special Dietary Requirements declared
- Medicines brought to school
- All payments made by mid May
- Pocket Money into school before half-term if possible.

Please look out for the information pack. Any other questions, please do not hesitate to contact me.



Finally, Year 6 is all about ...

* Expectations

* Encouragement

* Enjoyment

* Eager and ready for secondary school 27