



English Martyrs'
Catholic Primary School

Loving Jesus, Loving Learning, Loving Life

Welcome to Year 6

*Curriculum Information Evening
2023-24*





What we will cover...

- *Meet the staff*
- *School - BBCET*
- *Core Values/Ethos*
- *Curriculum / timetables*
- *Expectations - home/school*
- *Lunches*
- *Website/Communication*
- *Parent Survey*
- *'Online support drop-in'*



Meet the staff

*Mrs Watts- Upper Key Stage 2 Phase
lead*

*6W- Mrs Watts- Class Teacher
6BM- Mrs Brown/Mrs Margo- Class
Teachers*

*Mrs Hawkins HLTA
Mrs Wahie- TA*

SCHOOL STAFF





BISHOP BEWICK
CATHOLIC EDUCATION TRUST
Catholic Education in the North of the Diocese of Hexham & Newcastle

<http://www.bishopbewickcet.org/>



Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to comply with best practice and provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and maltreatment and will follow our procedures and government guidance to ensure that children receive effective support, protection and justice.



Mental health and Well-being

At English Martyrs' we are passionate about building strong mental wellbeing and resilience in all our pupils. This is why as a school we have embraced Zumos as a major part of our school's pastoral care. Zumos is a leading online wellbeing system that is CAMHS kitemarked and was developed as part of the HeadStart project.

zumos
TM
how do you feel today?

Our Core Values

Our Core values underpin our expectations for Behaviour & Conduct. They strive to enable everyone to 'BE' happy here at English Martyrs' and 'BE' the best version of themselves.




'BE-attitudes' - our Core Values

Our most important Be-attitude is:-
"Do to others what you would have them do to you."
Matthew 7:12

This is supported and underpinned by the gospel values outlined in the Beatitudes

- Be Gentle - we don't hurt others
- Be Just - we are honest and don't tell lies
- Be Compassionate - we are supportive and comfort each other
- Be Merciful - we don't hurt anyone's feelings
- Be Humble - we celebrate everyone's gifts and talents
- Be Peacemakers - we listen to each other.
- Be Pure - we are kind
- Be Courageous - we stand up for what is right



The Beatitudes are a roadmap for our life: they invite us to keep our hearts pure, to practice meekness and justice, to be merciful to all, to live affliction in union with God.

As a Catholic School we have the Catholic mission at our very core.

Everyone in school is expected to actively follow and live out our mission statement:

"Loving Jesus, Loving Learning, Loving Life."

We achieve our Mission Statement by following the Beatitudes as the foundation blocks of all we do. The Beatitudes give us the ATTITUDES that we want to BE.

We have Be-attitudes for Behaviour and Conduct (Our Core Values), Beatitudes for Learning and Beatitudes for Teaching.





Curriculum

At English Martyrs' we recognise that we are building the foundations for life-long learning with Christ at the centre. We want to capture and nurture a love of learning that our pupils will carry with them as they grow. We therefore strongly believe that learning should be memorable, hands on, active and challenging. Our curriculum is carefully designed to focus on the 'whole child', and harness all their unique gifts, talents and interests.

Our curriculum will maximise opportunities for children to:

- develop inquisitive minds, a spirit of curiosity and a passion for learning*
- be equipped with the skills to fully participate in an ever changing world*
- be respectful and productive members of the community*
- have high expectations and self-belief to enable them to reach their full potential*
- reflect on their learning and seek to extend themselves mentally, physically and spiritually and be aspirational*
- uphold the Catholic ethos of the school whilst respecting their own cultures and beliefs and those of other people*
- persevere and see any mistake making as a positive opportunity for new learning*
- develop an understanding and respect for the environment and God's creation and their role of responsibility for its stewardship*
- have the courage and confidence to take calculated risks and to apply their skills, knowledge and understanding to any problem-solving task.*





Values Curriculum *Living the Beatitudes*

At English Martyrs' Catholic Primary School, it is our aim to raise standards by promoting a school ethos which is underpinned by core values (BE attitudes). These values support the development of the whole child to enable them to be the best version of themselves.

Our curriculum is designed around the Beatitudes from Matthew's Gospel, which have been shaped into 8 core values. We aim to support all children's social, moral, spiritual and cultural development as well as their understanding and use of British Values.

- ✚ As adults, we (all staff) try to live the values: we teach best by being role models.
- ✚ Our BE-attitudes curriculum is delivered during monthly House Group session. Each House group has pupils from Reception to Year 6.
- ✚ The session will follow a clear structure, giving opportunity for discussion, information sharing, reflection and prayer.
- ✚ Sources of evidence are used to construct arguments and aid discussion which helps us to understand that we are all part of a diverse community, that we have a role to play and that we are enough.
- ✚ We all have unique talents, to work as a team, and we are greater working together than acting in isolation.



End of Year - Expectations

Literacy

Reading

Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension:

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.



End of Year - Expectations

Literacy

Writing

Composition:

- I can identify the audience and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non- narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Sentence structure:

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure:

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation:

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.





End of Year - Expectations

Literacy **Writing**

Spelling:

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting:

- I can choose a style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a task.



End of Year - Expectations

Numeracy

Number:

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.





End of Year - Expectations

Numeracy

Measurement and Geometry:

- I can recognise, describe and build simple 3D shapes, including their nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and visa versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.



End of Year - Expectations

Standards for Primary Religious Education – KS2

By the end of age phase, pupils will be able to:

Skill areas		9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	Making Links and Connections	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Show understanding of how own and other’s decisions are informed by beliefs and moral values
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use sources to support a point of view
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements	<ul style="list-style-type: none"> Arrive at judgements
	Recognise Diversity	<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct	



End of Year - Expectations

<p><u>Explaining Science</u></p> <p>I show a secure K&U across all KS2 topics (facts & concepts)</p> <p>I use complex science words correctly (fluency)</p> <p>I use science models to describe & explain (why, how, logical)</p> <p>I draw & annotate my own diagrams to describe & explain</p> <p>I present a clear & logical argument / answer</p>	<p><u>Classification</u></p> <p>I construct both spider & number keys</p> <p>I group & sub-group by fine observation (create criteria)</p> <p>I explain the science behind a range of properties</p>
<p><u>Designing Experiment</u></p> <p>I reason K&U to make a hypothesis (relationship)</p> <p>I select & use equipment with right scale for the task</p> <p>I plan to collect repeat readings (>3) & calculate mean</p>	<p><u>Data, Tables and Graphs</u></p> <p>I scale up/down a number line (axis) & decide on limits</p> <p>I construct a complex table to show repeated data</p> <p>I plot mean values & draw a trend line for linear data</p>
<p>Making Conclusions</p> <p>I describe changing patterns, trends & relationships</p> <p>I spot anomalous data & explain from the method</p> <p>I use 1^o/2^o data & science ideas in my conclusions</p> <p>I suggest limitations (data) & practical improvements</p>	



End of Year - Expectations

Year 6 History



Units we will cover in year 6 are:

- Conflict through time
- Crime and punishment through time
- Local study WW2 the home front

Key themes	Beliefs	Society	Settlement	Conflict	Empire	Power
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End of Year - Expectations

Term 1

Global Ecosystems

- **Describing features of ecosystems**
 - Describe food chains and food webs
 - Describe physical features of rainforests
- Describe how groups might use the rainforest
- **Describe things that are being done to protect the rainforest.**

Term 3

Local Study

Identify human and physical features
Use research techniques
Use fieldwork methods for a river study
Present data and draw conclusions

Geography



Term 2

Hazardous World

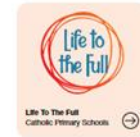
- Describe the difference between the layers of the earth
 - Describe the features and processes at plate boundaries
 - Identify what causes an earthquake
 - Identify features of volcanos
- Describe things that are being done to protect against hazards.**





RSE Online Parent Portal

Online Parent Portal



As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

Ten Ten have provide an Online Parent Portal which parents & carers can use throughout the year to keep you informed and updated about the work we are doing in school.

Login credentials for our school:

Username: Your Parent Login Username is - **english-martyrs**

Password: Your Parent Login Password is - **heart-5**

https://englishmartyrs.eschools.co.uk/web/rse_parentcarer_information_/560862





Day-to-day Expectations

Classroom

- Follow directions first time
- Listen when others are speaking
- Raise your hand before you speak
- Work quietly and do not disturb others
- Keep hands, feet and objects to yourself
- Show respect for school and personal property

Being prepared

- Arrive on time (8.40 - 8.50)
- Come to school in PE kit on PE day*
- No backpacks or unnecessary items in school
- Use school issued water bottle
- No ear-rings/jewelry
- Correct uniform - black school shoes - **trainers for PE days only**



Beatitudes for learning



English Martyrs'
Catholic Primary School

'BE-attitudes' for Learning

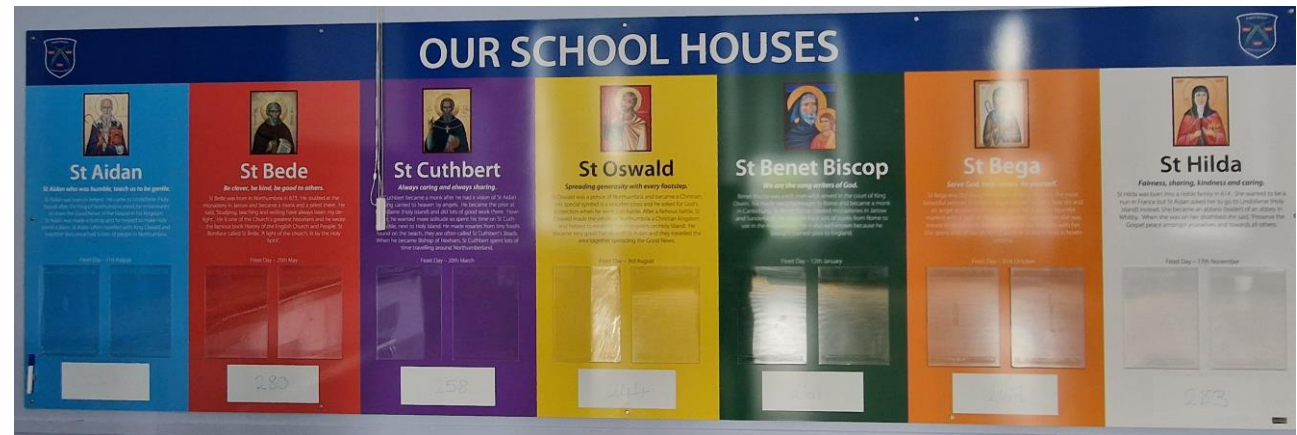
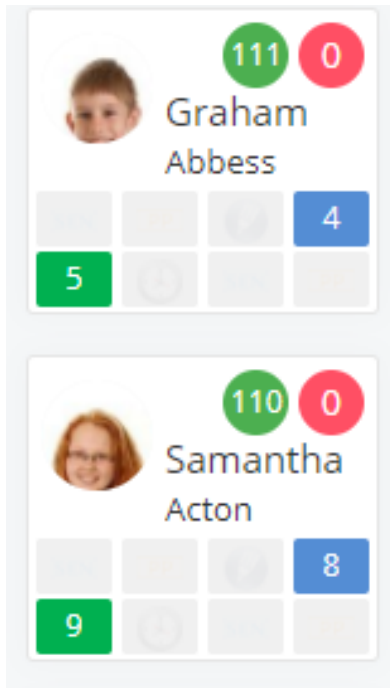
Our most important Learning Be-attitude is-
'Living a life worthy of God's calling ... with
humility, gentleness, patience and love'
(Ephesians 4.)

This is supported and underpinned by our Curriculum aims are-

Be Curious
Be Knowledgeable
Be Adventurous
Be Ambitious
Be Creative
Be Collaborative
Be Reflective
Be Positive



Class Charts /house points / Star & Saint awards





Curriculum overview - Map


English Martyrs' Catholic Primary School Curriculum Framework Overview Year 2023-24

Subject area	Autumn term 1a	Autumn term 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
RE	Loving Vocation and commitment	Vocation and commitment Expectations	Sources Eucharist	Eucharist Death and New Life	Witnesses Healing	Healing Common Good
Literacy	Fiction Story to build up tension Non-fiction Persuasive speech Poetry Vocabulary	Fiction Diary Entry Poetry Carol Anne Duffy Non-Fiction Newspaper Report	Fiction WW2 Setting Description Non-Fiction Chronoglogical Report Poetry vocabulary	Non-fiction Newspaper Report Grammar focus writing Narrative poetry	Fiction Flashback story Non fiction Balanced argument Poetry Vocabulary	Fiction Movie trailer Character Description Poetry appreciation
Quality text Class novel	Holes	Macbeth Carol Anne Duffy Poetry	Letters From the lighthouse	Letters from the Lighthouse	The Hobbit	Varmints
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Addition, Subtraction, Multiplication and Division Number: Fractions Number: Decimals Number: Percentages	Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio Statistics	Geometry: Properties of Shape Position and Direction Consolidation or SAT's preparation	Consolidation, investigations and preparations for KS3	Consolidation, investigations and preparations for KS3
Science	Living Things and their habitats	Animals including Humans	Evolution and Inheritance	Light	Electricity	Working Scientifically





Curriculum overview - Map

Geography	Ecosystems		Hazardous World		Geographical enquiry- local study	
History		Crime and punishment through time		Conflict through time	 (Ctrl) ▾	Local Study
Art	Draw		Paint		3D	
D&T		Food – Celebrating Culture and Seasonality		Mechanical Systems – Pulleys or Gears		Textiles - Combining Fabric Shapes/CAD
PE	Tag Rugby	Invasion Games Dance	Striking and Fielding	Athletics	Gymnastics Swimming	Dance Swimming
Computing	Information Technology Spreadsheets – Excel (Lessons 1-4)	Information Technology Blogging	Computer Science – Coding & Computational Thinking Coding	Computer Science – Theory Communication	Information Technology Spreadsheets – Excel (Lessons 5 – 8)	Computer Science – Theory Binary
MFL	All about me	All about me	Family	Family	My School and Me	My School and Me
Music	Charanga Happy	Charanga Classroom Jazz	Charanga A New Year Carol	Charanga You've Got a Friend	Charanga Music and Me	Charanga Reflect and Rewind and Replay
PSHE (RSE)	Jigsaw Being me in my World Ten Ten	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me





Weekly Timetable



English Martyrs'
Catholic Primary School
Loving Jesus, Loving Learning, Loving Life

Year 6 Timetable Autumn 1

Day	8.50-8.55	8.55 - 9.55		9.55 - 10.45	10.45-11.00	11.00-12.00		1.05 - 2.05	2.05 - 3.05	3.05-3.20
Mon.	Registration & prayers Welcome task	W/S Worship	Pre-Teaching	English	Break	Maths	Lunch 1.00 - 1.05 - Registration & Prayers	Art	Geography	Class Focus time
Tues.		Class Worship	SPaG	English		Maths		RE	RE	
Wed.		Assembly		Computing		Music		Maths	English	
Thurs.		Maths Pre teaching arithmetic		Maths		English		Science	Maths Arithmetic	
Fri.		English		PE		Maths		P.S.H.E	Homework Marking / Worship	





Homework

English

Reading for Fluency/Pleasure - Your child should be reading at least 4 times a week. Please make sure they have written the page numbers they have read in their diary.

Reading Comprehension and SPaG - CGP Sats Buster 10 minute tests - complete 1 reading and 1 SPaG per week.
This needed to be marked on the Friday in class.

Maths

Times-tables Knowledge - it is important that every child can say their multiplication facts up to and including 12x12 **Times table** 'Rockstars' supports this.

Maths Arithmetic - GCP SATs buster Arithmetic 10 minute test.
Complete pages that consolidate the teaching focus of the week.





Year 6 Assessments

Assessment in Year 6 is ongoing and will always inform our teaching, learning and planning.

Maths - KS2 SATs

English - KS2 Reading SATs

Grammar, Punctuation and Spelling -
KS2 SPaG SATs

Writing - Teacher Assessment



PE Kit

PE
(children to come dressed in PE
kit on PE day)

BOYS & GIRLS

White/blue T shirt (boys and girls)

Royal blue or black shorts

Black or navy track suit or jogging pants

School sweatshirt or dark coloured hoodie.

Training shoes



PE kit



joggers



Uniform

General uniform BOYS & GIRLS

Royal blue sweatshirt - at least 1 embroidered with school logo OR Royal blue cardigan embroidered with school logo

Light blue polo shirt - with or without embroidered school logo

Grey trousers, Grey shorts (in summer)
Grey skirt or pinafore for girls

Light blue/white gingham dress (in summer)

Black or dark coloured shoes (**no trainers**)*

Blue or Black plain Headscarf (for Muslim girls)

Please note that LEGGINGS are NOT part of our school uniform

*** Trainers for PE days only**



https://www.emcps.co.uk/web/school_uniform/42813

You can purchase school uniform from Top Class Uniforms who are a locally based firm.

4 Moulton Place, Blakelaw, Newcastle, NE5 3RL
Telephone No: 0191 271000
Website: www.tcuniforms.co.uk





Every child in Reception, Year 1 and Year 2 will receive a free hot nutritious school meal as part of the Universal Free School Meals initiative which was introduced in 2014. You may also wish to apply for benefits related free school meals, and if you qualify you will also receive supermarket vouchers during the school holidays.

Once your child enters into Key Stage 2 (Year 3) you have the choice of your child taking a packed lunch or continuing with school meals. Please note whatever option you choose this needs to be a weekly pattern, i.e. if you want to change from packed lunch to school meals or vice versa you would need to give school at least 1 week's notice of the change.

Please note if you are not eligible for free school meals and would like your child to have a hot meal you will need to create an online account to pay for your meals weekly in advance. The current cost for school meals is £11.00 per week.

Please contact the school office on 0191 274 7463 or by email to office@emcps.co.uk who will provide further details and account information to create your online account.



Food contained in a packed lunch

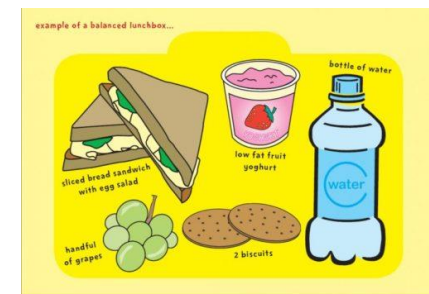
If you choose to provide your child with a packed lunch, in KS2 - it is expected that the food contained in the packed lunch is consistent with the nutritional standards based on the Eat Well plate model and the School Food Trust guidelines.

At English Martyrs' we encourage healthy eating, so if your child is having a packed lunch, in keeping with our healthy eating policy, their packed lunch could include:

- A sandwich or starchy salad (e.g. pasta/potatoes/rice)
- 2 fruit or veg
- Yogurt or cheese
- A drink
- Other items such as seeds, bread sticks, oat flapjacks, banana bread etc.

PLEASE NOTE: Chocolates, cakes and fizzy drinks are NOT allowed in packed lunches and will be sent home.

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

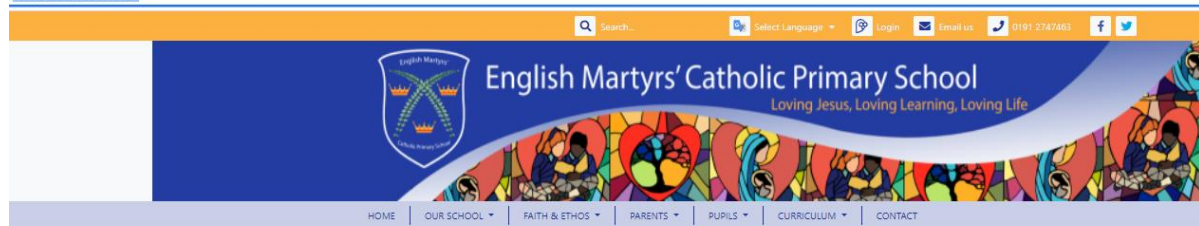




School Website

<https://www.emcps.co.uk>

emcps.co.uk/web



Important to check school website regularly as key information will be uploaded here, including; Messages from Miss Elliott and SLT, policy updates, dates/times of events - much more!



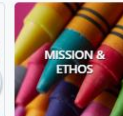
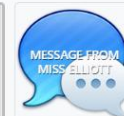
Welcome to English Martyrs' Catholic Primary School

A very warm welcome to our school website-welcome to our school community where we are 'Loving Jesus, Loving Learning and Loving Life' each day as we journey through school.

I hope this website gives you a flavour of life at English Martyrs' Catholic school and helps you to find information about the wonderful things we do here.

English Martyrs' is a Catholic Primary in the West End of Newcastle. We currently have 470 pupils on roll from Nursery to Year 6.

We are a warm, friendly Catholic school where the staff, Governors and parish community work together to provide a caring and safe environment in which children thrive.



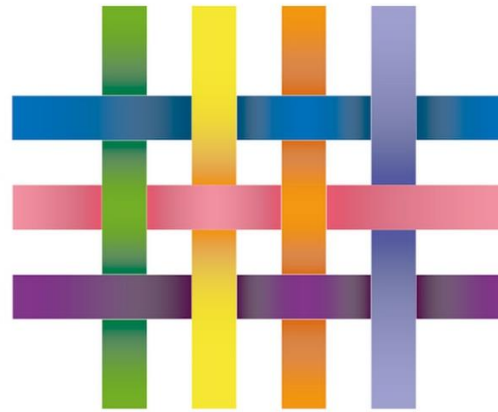
Facebook



English Martyrs' Catholic Primary

499 likes • 556 followers





TAPESTRY

- *Tapestry is a secure online Learning Journal to record photos, observations and comments to build up a record of your child's experiences during their time with us at English Martyrs'.*
- *Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or Android device such as a tablet or smart phone.*
- *Parents and carers are given their own log-in using their email and password (which is pre-set by us but can be changed by you to make it more secure). All our staff are given a secure log-in. They can then upload observations, photos or videos; recording children's achievements and assessing their learning*

Thank you for your continued support.

Thank you for listening



Email contact: 6BM@emcps.co.uk
6W@emcps.co.uk

Parent/Carer Survey

