



UKS2  
Working Together  
2025 2026



# Prayer

Lord Jesus,

We pray that your guiding light will forever shine upon our family of Our Lady and All Saints.

Help us to live as Jesus taught us by your word to love, learn and grow in faith and friendship together.

May we strive to always follow your example as we serve as earthly saints

and journey together joyfully in your footsteps.

May we always hear God speaking to our hearts

As we care, share and love one another.

We are all created by God's love and faith is our shared foundation.


















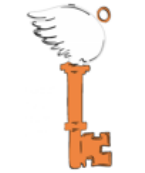
Our Lady and All Saints

Pray for us.

AMEN



# Catholic Social Teaching

CATHOLIC SOCIAL TEACHING ~ The Gospel On The Streets ~								
Human Dignity	Common Good	Participation	Subsidiarity	Stewardship of Creation	Solidarity	Option for the Poor	Distributive Justice	Promoting Peace
Luc the Deer	Chikondi the Giraffe	Patariki the Penguin	Sid the Sheep	Sofia the Sloth	Shristi the Sun Bear	Poppy the Popokotea	DJ the Dolphin	Daisy the Dove
								
We are beautifully made in the image and likeness of God.	We are called to work for the good of each and of all.	We all have the right and duty to participate fully in society.	We are called to empower communities, to let everyone have a say.	We are guardians of God's creation, living sustainably and enhancing the well-being of our planet.	God created us as one global family, called to support our brothers and sisters.	The needs of the poor and vulnerable should be put first.	Everyone should have access to their fair share of resources.	We can be God's instruments of peace through seeking justice.
								
~ God has a plan for creation, a plan to build his kingdom of peace, love and justice. ~								

# Meet the team

## Class teachers:

Mrs Redfern- 5R (Phase leader)

Miss Dowling 6D

& Mrs Freeman- 5/6F

Miss Chick- Year 5 support 5/6

## TLSA /Teacher:

Miss Badder, Mrs Cooper, Miss Cottrell – Enrichment (PPA cover)

Mrs Falkiner and Mrs O’Riordon (Based in 6)



# Points of Call...

- All queries/concerns should follow the process as follows...
- Class Teacher (via the office)
- Phase Leader- Mrs Redfern
- Deputy Headteacher – Mrs Vella
- Headteacher – Mr Emery

# Our Curriculum



# 5R, 5/6F & 6D Timetable:



2025-2026 AUTUMN TERM 5R / 5/6F 6D		(Computing and D.T. Blocked)								
UKS2	8:45 - 9am	9:00-10:00am	10:15-11:15am		10:45-11:45am	12:30 pm-12:40	12:40 pm-13:05	13:00-14:00	14:00-15:00	
Monday	EMC/REGISTRATION/ PRAYER/ CHECK IN/handwriting	Maths	English	Arithmetic	11:45-12:30 Lunch	REGISTRATION/ PRAYERS/ CHECK IN/ Quiet Reading	Gospel: Worship	RE (1 hour)	Geography	
Tuesday		Maths	English	Reading			Zone of regulations	MFL- French/Music (alternating weeks)	PE 2pm -3pm Swimming (Au 6 Sp 5/6 Su 5)	
Wednesday		Maths	English	SPAG			I moves	RE (30 minutes)	PSHE/ Computing (1 hour) 1:45-2:45	Short P.E. 2:30pm-3pm
Thursday		Maths	English	Reading			Zone of Regulation	SCIENCE	Art & Design	
Friday		Maths	RE (1 hour)	SPAG			Weekly Homework	Enrichment Afternoon UKS2		Assembly
		10:00-10:15 Break				15:00-15:15 Class novel and home time				

# UKS2 Timetable Subjects...

## Mornings:

EMC- Challenges, handwriting, reading and additional activities

Maths (5 hours)

English (4 hours)

Reading (1.5 hours)

SPAG (1 hour)

## Afternoons:

R.E. (2.5 hours in total)

Science

P.E.

Music/ French

PSHE Ten:Ten

Geography

Computing

Art

D&T

Enrichment

# Weekly Learning Plans (WLP)

OLC WEEKLY LEARNING PLAN

Message from teachers



Teachers:	Mrs Redfern Mrs Freeman Miss Chick	Year group:	5	Date:	8.9.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p><b>People of God Unit: Creation</b></p> <p><b>Vocab:</b></p> <ul style="list-style-type: none"> <li>Bible</li> <li>Old Testament</li> <li>Genesis</li> <li>Inspired</li> <li>Creation</li> <li>Image</li> <li>Likeness</li> <li>Canticle</li> <li>Beatitude,</li> <li>Talents</li> <li>Dignity</li> </ul> <p><b>CREATION</b> ABOUT THE UNIT</p>	<p>Marys Birthday</p> <p>Children to create birthday cards for Mary</p>	<p>LO: Compare and contrast the stories of creation in Genesis. <b>Big Question:</b> How can two stories about the same event teach different things about God and humanity?</p> <p>Explain to the children that for thousands of years people from every nation and culture have been telling and writing stories about the creation of the world. During Year 5 children will learn some important Bible referencing skills. Revise previous learning in Year 4 about the Bible being a library of books and the basic structure of the Bible. Explain to the children the numbering of chapters and verses and how they can tell which is a chapter and which is a verse. Provide</p>	<p>LO: Compare and contrast the stories of creation in Genesis. <b>Big Question:</b> How can two stories about the same event teach different things about God and humanity?</p> <p>Explain to the children that for thousands of years people from every nation and culture have been telling and writing stories about the creation of the world. During Year 5 children will learn some important Bible referencing skills. Revise previous learning in Year 4 about the Bible being a library of books and the basic structure of the Bible. Explain to the children the numbering of chapters and verses and how they can tell which is a chapter and which is a verse. Provide</p>	<p><b>Prayer for Creation</b></p> <p>Loving God, we thank you for the wonderful diversity and beauty of creation. We ask that you help us to be better guardians of our fragile world.</p> <p>Our Lady of Compassion, inspire us to act with kindness and care towards all living things. Give us the wisdom to protect the earth and be compassionate stewards of your gift. Amen.</p>

		children to find. Children to find the two stories of the creation of human beings in the Book of Genesis. Compare and contrast both stories. And create a table with two columns to record their findings. Children to write a brief summary of	children to find. Children to find the two stories of the creation of human beings in the Book of Genesis. Compare and contrast both stories. And create a table with two columns to record their findings. Children to write a brief summary of
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OLC WEEKLY LEARNING PLAN

Jubilee Pledges

Gospel Values and Virtues

The Season of Creation

Our Lady of Sorrows- We celebrate Our Lady of Compassion's Feast Day on Monday 15<sup>th</sup> September 2025

CLASS 'WE ARE CALLED TO BE SAINTS...'

We ask Saint Carlo Acutis and Saint Pier Giorgio Frassati, who were canonised on Sunday 7<sup>th</sup> September, to pray for us.

Remember that we are called to be Saints as we learn more about St. Carlo Acutis and Saint Giorgio Frassati in our forthcoming 'Saints' homework in preparation of our Confirmation next year.



# Reading:

- Your children will have reading books that they have selected from their class libraries.
- These books are checked by the teachers to ensure they are suitable for the child's reading level.
- Please ensure that the children have their books with them in school each day.
- Reading Journals/ Records – We would love to see comments from children, as well as parents, to keep a record of the children's reading (children can also access their common exception words from within these).
- To instil a love of reading, we encourage your children to read each and every day.



Handwriting...

abcdefghijklmnopqrstuwxxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890

# Writing criteria and KIRFs

## Year 5:

Criteria	Teacher Judgement					
1	Can make some use of paragraphs.					
2	In narratives, can describe settings and characters, using limited vocabulary and strategies, e.g. listing adjectives.					
3	Can use conjunctions in the middle of sentences.					
4	Can use simple cohesive devices, e.g. time openers, some adverbials.					
5	Can spell most Year 3 & 4 words correctly, and some Year 5 words correctly.					
6	Uses a mostly legible, joined handwriting.					
7	Can use capitals, full stops, question marks, exclamation marks, commas for list, apostrophe for contraction mostly correct.					
9	Can consistently use paragraphs to structure writing, showing a change of time, place and topic.					
10	In narratives, can describe setting and characters in detail with a range of vocabulary, with a well-structured plot.					
11	In narratives, can use some dialogue to move a story on.					
12	In non-narratives, can use a wide range of organisational features to inform and engage an intended audience.					
13	Can use different verb forms mostly correctly and simple verb tenses correctly.					
14	Can use coordinating and some subordinating conjunctions with some variation of placement.					
15	Can use a more varied range of cohesive devices within and across sentences and paragraphs including conjunctions, adverbials and prepositions.					
16	Is starting to use a range of clause structures in all types of writing.					
17	Is more precise with their vocabulary choices and use of grammar.					
18	Can consistently and correctly use capital letters, full stops, question marks, exclamation marks, apostrophes for possession and contraction, commas for a list.					
19	Can sometimes use commas for clauses, semi colons, colons, dashes, parenthesis, and hyphens correctly.					
20	Can spell most of words from Year 3, 4, 5 lists correctly.					
21	Uses a legible, joined, fluent style of writing.					
22	In narratives, can create atmosphere.					
23	In narratives, can use dialogue with accurate speech rules to effectively move the story on.					
24	Can use a rich and varied vocabulary, selected for purpose and effect.					
25	Can use an expanded range of clause structures with commas mostly correct.					
26	Can sometimes use semi colons, colons, hyphen, dashes and parenthesis.					
27	Spelling almost all accurate.					
28	Uses a joined up style of handwriting.					

## Year 6:

Criteria				
1	Can write for a range of purposes.			
2	Can use paragraphs to organise ideas.			
3	In narratives, can describe settings and characters.			
4	In non-narrative writing, can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).			
5	Can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.			
6	Can spell correctly most words from the year 3 / year 4 spelling list.			
7	Can spell correctly some words from the year 5 / year 6 spelling list.			
8	Can write legibly.			
9	Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).			
10	Can in narratives, describe settings, characters and atmosphere.			
11	Can integrate dialogue in narratives to convey character and advance the action.			
12	Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).			
13	Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.			
14	Can use verb tenses consistently and correctly throughout their writing.			
15	Can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).			
16	Can spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.			
17	Can maintain legibility in joined handwriting when writing at speed.			
18	Can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).			
19	Can distinguish between the language of speech and writing and choose the appropriate register.			
20	Can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.			
21	Can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	



visit [twinkl.com](https://www.twinkl.com)

## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



visit [twinkl.com](https://www.twinkl.com)

# Mathematics- Power Maths



The Power Maths approach to learning and experiencing maths enables children to be:

- Numerate
- Creative
- Independent
- Inquisitive
- Enquiring
- Confident

Children learn to make mistakes, embracing the fact that these form an essential part of learning.

This mastery curriculum promotes a deep, long-term, secure and adaptable understanding of the subject, so that children become fluent in calculations, possess a growing confidence to reason mathematically and develop and secure their problem-solving skills.

Maths lessons are taught in year groups.

<p><b>Mental strategies (addition)</b></p> <p>Discover</p> <p>1. What are the answers to the 'A1' questions? How might you go about how you worked them out? How might you go about how you worked them out? Now explain to your partner how you worked them out.</p>	<p><b>Mental strategies (subtraction)</b></p> <p>Discover</p> <p><b>Maths Challenge</b></p> <p>1. Could you have £1000 less than the amount in your pocket in your head? How might you do this? Write a number between 1 and 1000. Work out the answer mentally to explain your method to a partner.</p>	<p><b>Add whole numbers with more than 4 digits (1)</b></p> <p>Discover</p> <p>1. What is the total number of miles flown for London and Wednesday? Which two days have a total number of miles of 22 542?</p>	<p><b>Add whole numbers with more than 4 digits (2)</b></p> <p>Discover</p> <p>1. What is the distance between London and Sydney? Which two cities are 1285 km apart? Why might you have to double it and then divide it by 2? How many times does Billy fly to Paris?</p>
<p><b>1. Mental strategies (addition)</b></p> <p>Pages 72-75</p>	<p><b>2. Mental strategies (subtraction)</b></p> <p>Pages 76-79</p>	<p><b>3. Add whole numbers with more than 4 digits (1)</b></p> <p>Pages 80-83</p>	<p><b>4. Add whole numbers with more than 4 digits (2)</b></p> <p>Pages 84-87</p>



<p><b>Add integers</b></p> <p>Discover</p> <p>1. What makes 'the little person'? How many children are there in the class? How many of your class are in the class?</p>	<p><b>Subtract integers</b></p> <p>Discover</p> <p>1. How do you work out the number of years between the beginning of Queen Elizabeth II's reign and the beginning of Queen Elizabeth II's reign? How many years between the beginning of the two reigns?</p>	<p><b>Problem solving - addition and subtraction</b></p> <p>Discover</p> <p>1. How many runners completed the race? How many bottles of water did they drink?</p>	<p><b>Common factors</b></p> <p>Discover</p> <p>1. How many children are there on the bus? How many children are there on the bus? How many children are there on the bus?</p>
<p><b>1. Add integers</b></p> <p>Pages 44-47</p>	<p><b>2. Subtract integers</b></p> <p>Pages 48-51</p>	<p><b>3. Problem solving - addition and subtraction</b></p> <p>Pages 52-55</p>	<p><b>4. Common factors</b></p> <p>Pages 56-59</p>

# Homework

DC



Daily reading – books at home/school

Year 6: SATs Bootcamp- online

Year 5:

Reading- Daily, from a wide range of genres and authors.

White Rose Maths book & SPAG (further information to follow).

TTRS- Times-tables Rockstars

Both:

**Mini Projects-** These are set every half term and will reflect on prior learning. Three of these projects will be based on our History units from the previous year. The other three will be based across the rest of the curriculum. One has been set so far.

All homework pages will be put on our school WLP (Access via school website)

# Y6 Homework – SATs Bootcamp

**SATS BOOT CAMP**

Welcome, Fiadh H, A.K.A: Celestial Blaze  
Instructions | Logout

Dashboard    Revise    Practice SATs tests    Test Scores

100 hero coins

Instructions

### maths boot camp

Topic 1 Addition	Topic 2 Subtraction	Topic 3 Multiplication
Topic 4 Division	Topic 5 Order of Operations & Number Systems	Topic 6 Roman Numerals & Properties of Numbers
Topic 7 Fractions	Topic 8 Decimals	Topic 9 Percentages
Topic 10 Equivalence	Topic 11 Measurements	Topic 12 Area & Perimeter

### literacy boot camp

Topic 1 Basic Punctuation	Topic 2 Commas & Inverted Commas	Topic 3 Apostrophes
Topic 4 Colons & Semi-colons	Topic 5 Other Punctuation	Topic 6 Nouns & Pronouns
Topic 7 Adjectives	Topic 8 Verbs	Topic 9 Adverbs & Adverbials
Topic 10 Reading Skills, Vocabulary & Language	Topic 11 Types of sentences	Topic 12 Clauses & Phrases



# KIRFs - 'Key Instant Recall Facts'

Key facts which have been carefully structured to build upon each other term by term, year by year.

Each half term the children will focus on one area of KIRF's that will be taught in school but will benefit from being practised at home too - they are not designed to be a time-consuming task and can be practised anywhere in a fun way, in the car, walking to school, etc.

Regular practice helps the children retain these facts and keep their skills sharp - little and often will support the children in embedding these facts in their long-term memory.

	YEAR 5	YEAR 6
AUTUMN 1	To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
AUTUMN 2	To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	To identify common factors, common multiples and prime numbers.
SPRING 1	To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	To compare and order fractions, including fractions $> 1$ .
SPRING 2	To read and write decimal numbers as fractions [for example, $0.71 = 71/100$ ].	To identify the value of each digit in numbers given to three decimal places.
SUMMER 1	To read, write, order and compare numbers with up to three decimal places.	To multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
SUMMER 2	To interpret negative numbers, counting forwards and backwards with positive and negative whole numbers, including through zero.	To revisit previous KIRFs.

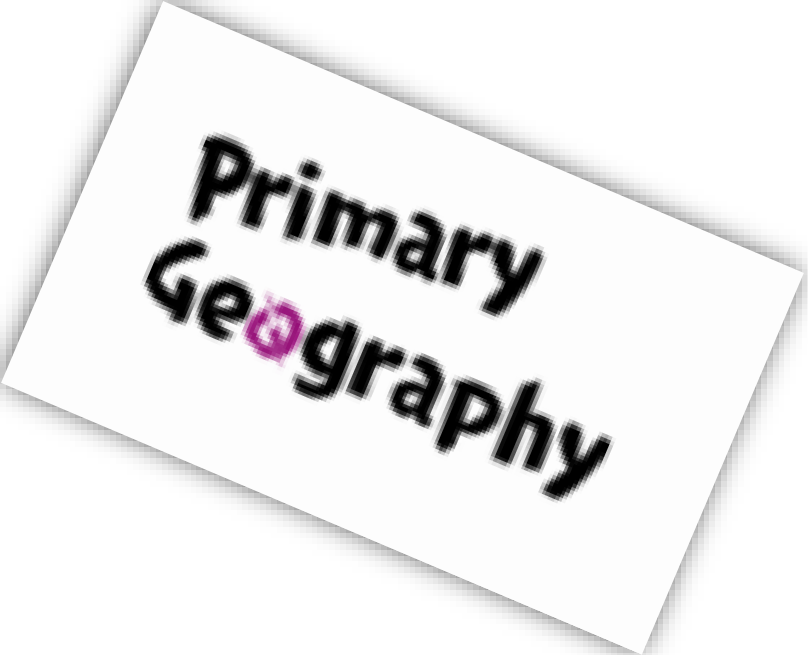
# Curriculum...

Science - Hamilton	PSHE- Ten: Ten	Music - Kapow	Art - Kapow	D & T - Kapow	Computing - Kapow	PE - Real PE
Properties of Materials  Light  Electricity Living Things and Their Habitats  Medical Manoeuvres  Animals including Humans	Calming the Storm Girls Bodies/ Boys Bodies Spots and Sleep Body Image Peculiar Feelings Emotional Changes Seeing Stuff On-line Making Babies (Part 1 and 2) Menstruation Hope Beyond Death Coping with Change Under Pressure Do you want a piece of Cake? Self-Talk Build Others Up Sharing isn't always caring Cyberbullying Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance The Holy Trinity CST Reaching Out The World of Work Money and Me	Film music  Composition notation: Theme Ancient Egypt  Musical theatre Theme and variations Theme: Pop Art  Songs of World War 2 Composing  Y6 Leavers Production: performing a leavers' song	Drawing: I need space!  Craft and design: Architecture  Drawing: Make my voice heard  Craft and design: Photo opportunity	Textiles: Stuffed toys  Electrical systems: Doodlers  Structures: Bridges  Digital world: Monitoring devices  Developing a recipe  Mechanical system: Making a pop-up book	Programming Micro:bit  Data Handling Mars Rover 1  Skills Showcase Mars Rover 2  Computing systems and networks Bletchley Park  Creating media History of computers  Skills showcase Inventing a product	Personal  Social  Cognitive  Creative  Physical  Health and Fitness

# Humanities- Geography

Primary Geography units:

1. Slums
2. Biomes
3. Energy and Sustainability
4. Local Fieldwork
5. Population
6. Globalisation
7. Toolkits: Cause and Effect; Change; Decision Making and Location and Purpose



Primary  
Geography

# Assessment

Regular formative assessments will take place throughout the year.

Year 6 complete practice SATs papers to help prepare them for actual SATs.

Year 5 will complete regular assessments from TestBase.

Teacher assessment for writing, science and RE (evidence in books)

# Uniform & Equipment

## O.L.C. School Uniform: (OLC Policy)

- No jewellery or earrings and no nail varnish or false nails.
- Navy shorts (not too short) or joggers, a coloured house PE top and trainers.
- Trainers are to be worn on their PE days only.
- PE Kits to be worn on PE days
  - All classes have Long PE on a Tuesday (swimming or outdoor PE)
  - All classes have Short PE on a Wednesday

## Swimming

- Autumn 6D
- Spring 5/6F
- Summer 5R

- Basic equipment e.g. pen, pencil, ruler etc has been provided with pencil case
- No personal belongings in school – toys, electronics, cards etc.
- Mobile phones must be clearly labelled and handed put in the phone box on arrival in school. These must not be used until the children are off school grounds.

# Reminders

Please label EVERYTHING (Including year 6 hoodies)- biro washes off.

Water bottle each day

Children bring a healthy snack for break time or tuck from school kitchen

Please speak to us if you have any concerns.

PE Kit – according to your child's class timetable (Swimming kit).

No fit-bits or smart watches.

Please let us know of any changes at home that may impact your child.

# Online safety

Websites...

Primary online safety for teachers

[www.internetmatters.org](http://www.internetmatters.org)



A parent's guide to:  
**Discovering digital at primary school**  
internetmatters.org

Online safety tips to support children



**What are kids doing online?**

Before they've even learnt to read, most children can navigate through devices to play games and watch videos.

The more time that children spend online, the more likely they are to face risks of online harms. However, there are also a lot of great benefits.

Use this guide to stay on top of common issues your child might face online during primary school and how you can help them stay happy and safe.

**Popular online activities at primary**

- Watch videos and livestreamed content on apps like YouTube and TikTok
- Play a range of online games like Minecraft, Fortnite and various games on Roblox
- Despite age minimums of 13, some children in primary also use social media platforms
- Use the internet to support their learning and schoolwork
- Use AI chatbots like ChatGPT for a range of purposes

**What risks and challenges do they face?**

While the internet can offer children many benefits, there is also risk of them coming across online harms that range from too much screen time to seeing adult content.

As your child starts to communicate with others through gaming or social media, they might accidentally overshare personal information, unkind things, become a victim of cyberbully or receive messages from harmful strangers.

**Choose a risk below to learn how you can protect your child from harm:**

- ▶ [Seeing inappropriate content](#)
- ▶ [Sharing personal information](#)
- ▶ [Too much screen time](#)
- ▶ [Cyberbullying and online hate](#)
- ▶ [Harmful contact from strangers](#)
- ▶ [Feelings of loneliness](#)

You can also explore a range of [useful resources](#)

**Seeing inappropriate content**

Like looking up rude words in the dictionary before the internet, children remain curious creatures.

They might seek out content they learn about from friends or unknowingly look up inappropriate words they hear in a song. Or they might accidentally stumble upon inappropriate content during these activities:

- Joining apps and platforms before reaching the minimum age (13 for most social media platforms)
- Playing games and using apps designed for older children or adults
- Watching livestreams where content is less able to be controlled



**What can you do to help?**

- Set up parental controls across broadband, devices and apps. These can help you limit access to websites, apps and content.
- Talk with them about what to do if they have questions or a curious about something they hear (e.g. asking you).
- Discuss what is and isn't appropriate for them based on their age, maturity and media literacy skills.
- Explain what to do if they come across scary or confusing content by accident such as telling you and using in-built reporting tools.

**Support from schools**

All schools are required by law to use filtering tools to block access to inappropriate content on devices connected to the internet. They should also teach children the basics about online safety such as the importance of keeping things private, where to go for support if something goes wrong online and how to recognise good and bad behaviour online. Most schools will want to work in partnership with parents and will provide support when things go wrong.



**More resources**

- [Inappropriate content advice hub](#)
- [Protecting children from online violence](#)
- [Parental controls guides](#)

# Behaviour/rewards

To Live as Jesus taught us

Star of the week

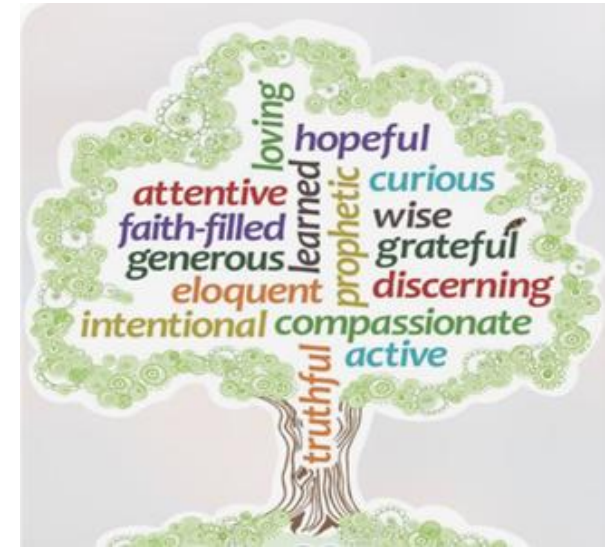
Our Gospel Values and Virtues

CLASSROOM 'Going for Gold' Chart

Stickers and Stampers

Praise

Raffle tickets



# New School App

- As a school, we use the School App to communicate with parents.
- It is essential that you sign up to it and enable the notifications as it allows school to quickly get a message to you.
- Please download it from the App Store and follow the instructions.
- By entering your phone number and email, you will be able to receive messages straight to your phone.
- If you encounter any problems with this, please contact the school office so that they can help you activate the app



# Attendance

Children are expected to be in school daily and on time to enable them to take full advantage of the educational opportunities available – 8.45am to 3.15pm.

Parents have a legal duty under the Education Act 1996 (section 444) to make sure that children of compulsory school age attend school on a regular and full-time basis.

School is unable to authorise holidays in term-time unless in exceptional circumstances; permitting unauthorised absence from school is an offence.



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Children will have the opportunity to engage in three memorable moments across the school year.

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One of these will be a school trip – the other two may involve a special occasion in school.

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Further details of these will be sent across the school year – we will send information well in advance of the school trip to ensure that there is sufficient time for payments.

# Memorable Moments

# Events for the year... so far!

- Year 6 Prefect Service -1:30pm (Olton Friary)
- Year 6/ FS2 Buddy Service – 10<sup>th</sup> October 2025 @ 2:15pm (School)
- Visit to St Chad's Cathedral, Birmingham– 17<sup>th</sup> October 2025 (Year 6)
- Confirmation – Friday 6<sup>th</sup> February 2026 (Year 6)
- SATs week - 11<sup>th</sup> May – 14<sup>th</sup> May 2026 (Year 6)
- Bikeability –Monday 18<sup>th</sup> May- Thursday 21<sup>st</sup> May 2026 (Year 5)
- Y6 Residential – Monday 1<sup>st</sup> June – Wednesday 3<sup>rd</sup> June to Blackwell in Worcestershire (Year 6)

# Confirmation

Friday 6<sup>th</sup> February 2025 at the Olton Friary.



Preparation throughout Year 6 – Confirmation Booklet- Some Twilight sessions.

Y6 Saints Project- Homework project (focusing on their chosen saint)

Y5 Saints Project – Research three saints that they would like to discover more about in preparation for their Confirmation in 2027.

Sponsors must be Catholic (preferably, practicing Catholic), 16 years or older. A sponsor cannot unfortunately be the child's parent. Sponsors can be siblings, grandparents, God parents, etc.

More information will be coming out soon, there will be a virtual meeting closer to time.

# SAT's (11<sup>th</sup> May – 14<sup>th</sup> May 2026)

The children will complete the following assessments for SAT's

Spelling, punctuation and grammar test: questions paper (45 minutes)

Spelling test (20 questions)

Reading paper (60 minutes)

Maths paper 1: arithmetic (30 minutes)

Maths paper 2: reasoning (40 minutes)

Maths paper 3: reasoning (40 minutes)

Children will have regular practice throughout the year so they become familiar with test timings, test style questions and can then approach SATs comfortably.

There will be a meeting closer to the time with further details.



*Any Questions?*

*Thank you so much for joining  
us this evening!*

*The Upper Key Stage 2 Team 😊*