



UKS2

Working Together

2025 2026



Prayer

Lord Jesus,

RF

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



RF

~ God has a plan for creation, a plan to build his kingdom of peace, love and justice. ~

Meet the team

Class teachers:

Miss Sidwell – 6S

Miss Houlihan – 5/6H

Mrs Freeman – 5F

TLSA /Teacher:

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



Points of Call...

All queries/concerns should follow the process as follows...

1. Class Teacher (via the office)
2. Phase Leader – Mrs Vella
3. Deputy Headteacher – Mrs Vella
4. Headteacher – Mr Emery

Our Curriculum



6S Timetable 2026 - 2027													
	8:45 – 9:00	9:00 – 10:00	10:00 – 10:15	10:15 – 11:15	11:15 – 11:45	11:45 – 12:30	12:30 – 12:40	12:40 – 1:30	1:30 – 2:15	2:15-3:00	3:00 – 3:15	3:15	
Monday	E M C & R E G I S T E R & P R A Y E R S	Maths	B R E A K	English	SPAG	L U N C H	R E G I S T E R & P R A Y E R S	Zones of Regulation	RE	History	PE	Class Novel	H O M E T I M E
Tuesday		Maths		English	Reading			RE	Arithmetic	PE	Class Novel		
Wednesday		Maths		English	SPAG			RE	Art/D&T	Music/ Computing	Class Novel		
Thursday		Maths		English	Reading			Science	PSHE	MFL	Class Novel		
Friday		Maths		English	Homework/ Spelling			Zones of Regulation	Enrichment			Class Novel	

UKS2 Timetable Subjects...

CH

Mornings:

EMC- Challenges, handwriting, reading and additional activities

Maths (5 hours)

English (4 hours)

Reading (1 hour)

SPAG (1 hour)

Afternoons:

R.E. (2.5 hours in total)

Science

PE

Music

MFL (British Sign Language)

PSHE

History

Computing

Art

D&T

Enrichment

Weekly Learning Plans (WLP)

OLC WEEKLY LEARNING PLAN

Message from your teachers:



We have been so impressed with how brilliantly the children have settled into Year 6. They have returned to school with enthusiasm, positivity, and a fantastic attitude to learning, and it has been wonderful to see them embracing new routines and challenges with confidence. We are very excited for the term ahead and have lots of engaging learning experiences planned. We look forward to supporting the children as they continue to grow in confidence, develop new skills, and achieve their goals throughout the year. Thank you for your continued support. Here's to a fantastic year ahead! 🌟
Miss Houlihan and Miss Sidwell

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Miss Sidwell and Miss Houlihan	Year group:	6	Date:	07.09.2026
R.E. 	<u>Knowledge Statement:</u> Moses is curious about a burning bush that does not burn up, and God calls him from it to lead the Israelites out of Egypt.	<u>Knowledge Statement:</u> God reveals His name to Moses as 'I AM' and promises to be with him in his mission.	<u>Knowledge Statement:</u> At Mount Sinai, God tells Moses that if the Israelites obey Him fully, they will be His treasured possession and a holy nation.		
Maths	Numbers to 10,000,000	Partition numbers to 10,000,000	Powers of 10	Number line to 10,000,000	Compare and order any number

<https://www.olc.solihull.sch.uk/page/?title=OLC+Curriculum+%2D+Weekly+Plans+%282026%2D2027%29&pid=41>

English 	<u>LO:</u>	<u>LO:</u>	<u>LO: To write noun phrases and summarise events in a story using adverbs/adverbials.</u>	<u>LO: To edit and improve writing</u>	RE
	Reading baseline assessment	SPAG baseline assessment	Share the story of The Journey up to the page where the main character enters the forest through the red door she has drawn. Stop on the forest page. Activity: Describe what you can see. Create a simple noun, an expanded noun phrase and a relative clause Explain this using examples Activity 2: Give children some examples of expanded noun phrases and ask them to improve them by adding a relative clause. e.g. a bright red balloon – a bright red balloon that drifted silently above the forest. Main task: Use adverbs/adverbial phrases to write a diary entry in role	Read yesterday's diary entry. Share examples together. Practice editing and improving work as a class by focussing on specific skills each time. E.g. Punctuation, vocabulary and spelling Teacher to model how to do this on example writing. Children to swap books with each other and offer feedback. Task: Edit and improve their writing from yesterday.	RE

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...

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890

Writing Criteria

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

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



SS

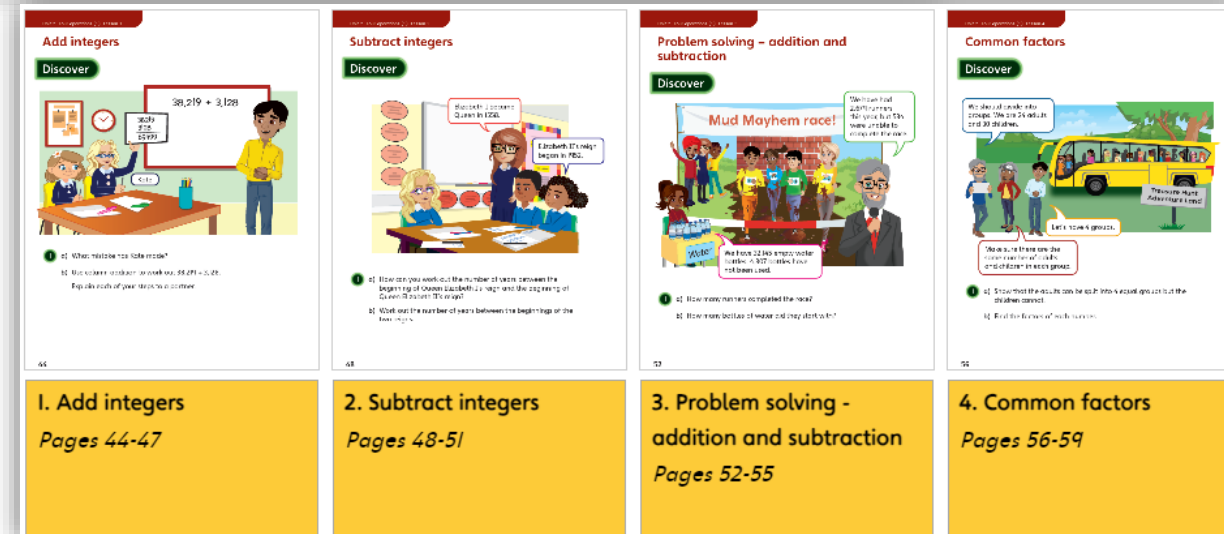
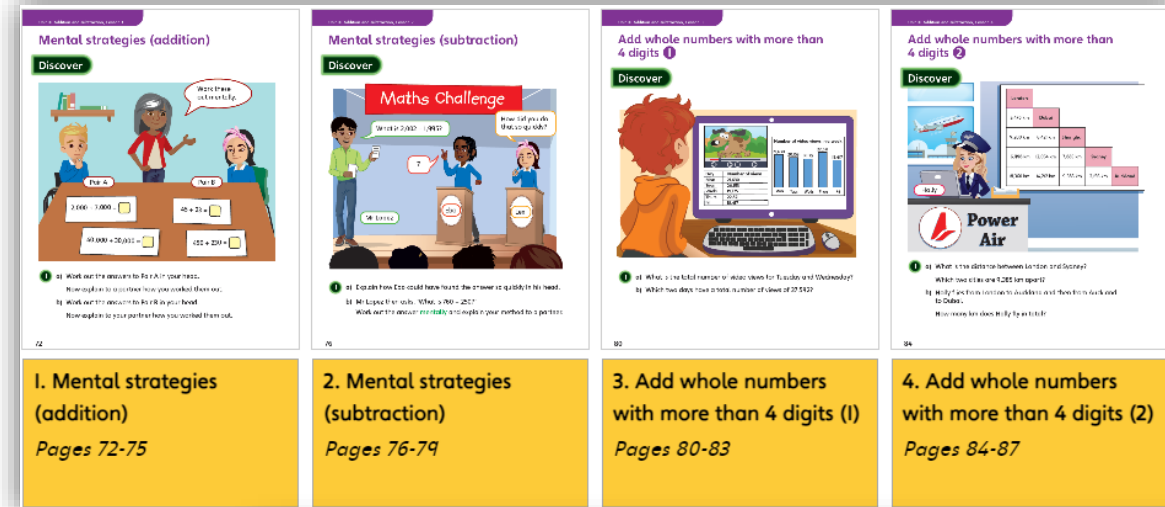
The Power Maths approach to learning and experiencing maths enables children to be:

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

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

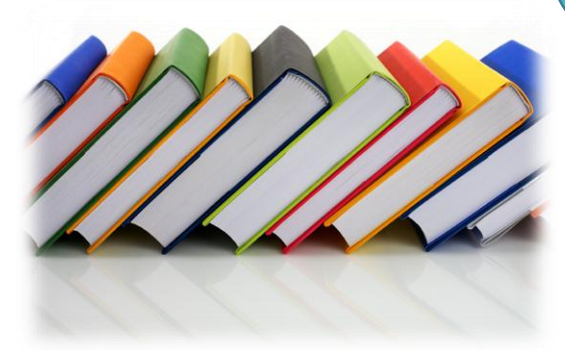
This mastery curriculum promotes a deep, long-term, secure and adaptable understanding of the subject, so that children become fluent in calculations, possess a growing confidence to reason mathematically and develop and secure their problem-solving skills.

Maths lessons are taught in year groups.



Homework

CH



Year 6:

Daily reading – books at home/school

SATs Bootcamp – online

White Rose Maths book (further information to follow).

Weekly Spellings

Year 5:

Daily Reading – from a wide range of genres and authors.

White Rose Maths book (further information to follow).

Weekly Spellings

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 Geography units from the previous year. The other three will be based across the rest of the curriculum.

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

Homework is given out on a Friday and expected back in the following Friday (1weeks time).

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

Curriculum...

SS

Science – Developing Experts	PSHE- Ten: Ten	Music – Kapow	Art – Kapow	D & T – Kapow	Computing - Kapow	PE – Get Set 4 PE
Animals including humans	Calming the Storm	Looping and remixing	Sculpture and 3D installation	Textiles bags	Programming: Music	Fitness
Forces	Girls Bodies/ Boys Bodies	Blues	Craft and design: Photo opportunity	Playground Pioneers	Stop motion animation	Athletics
Earth and Space	Spots and Sleep	Dynamic, pitch and texture	Sculpture and 3D: Making memories	Digital world: Navigating the world	Search engines	Dance
Living things and their habitats	Body Image	Composition to represent the festival of colour: Holi festival	Painting and mixed media: Artist study		Big data 1	Gymnastics
Evolution and inheritance	Peculiar Feelings				Big data 2	Handball
Looking after the environment	Emotional Changes	South and West Africa			Introduction to python	Netball
	Seeing Stuff On-line	Composing and performing a song				Hockey
	Making Babies (Part 1 and 2)					Tag Rugby
	Menstruation					Tennis
	Hope Beyond Death					Volleyball
	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					

RE- Discerning Disciples



**DISCERNING
DISCIPLES**

A religious education programme
for Catholic primary schools in
the Archdiocese of Birmingham

Curriculum has 6 components –Branches

- Creation and covenant
- Prophecy and promise
- Galilee to Jerusalem
- Desert to garden
- To the ends of the Earth
- Dialogue and encounter

Wide range of opportunities for the children to engage in:

- Creative and critical thinking [DISCERN]
- Personal reflection [RESPOND]
- Make meaningful connections between scriptural texts [HEAR]
- Catholic beliefs [BELIEVE]
- Prayer and liturgy [CELEBRATE]
- The relationship of faith to life [LIVE]

Humanities- History

CH

Primary History Units:

- Benin Kingdom
- Medieval monarchs
- Changing Britain
- Industrial Revolution
- Civil rights
- Twentieth century conflict



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
5F and 5/6H– Tuesday and Thursday / 6S – Monday and Tuesday / Swimming Autumn – all of Year 5
- 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. Only for children who walk home or away from the school drive.

Reminders

Please label EVERYTHING (Including year 6 hoodies).

Water bottle each day (no metal water bottles)

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 for Y5).

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



A parent's guide to:

Discovering digital at primary school

Online safety tips to support children

internetmatters.org

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 benefits, there is also risk of them across online harms that range from much screen time to seeing adult content.

As your child starts to communicate through gaming or social media, they accidentally overshare personal information, unkind things, become a victim of cyberbullying 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

SS

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



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.



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

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

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 at Olton Friary– 2pm Thursday 24th September 2026
- Year 6/FS2 Buddy Service – 2:15pm Wednesday 14th October 2026
- Year 6 St Chad's Cathedral, Birmingham – Wednesday 4th November 2026
- Year 5 Swimming – Autumn Term (September – December)
- Year 6 Confirmation at Olton Friary – 7pm Friday 5th February 2027
- Year 5 Bikeability – June
- Year 6 Residential – Wednesday 23rd June 2027 – Friday 25 June 2027

Events for the year... so far!

KS2 Year 6 SATs Dates - May 2027

Date	Test
Monday 10th May 2027	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 11th May 2027	English Reading Test - 60 minutes
Wednesday 12th May 2027	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 13th May 2027	Mathematics Reasoning (Paper 3) - 40 minutes

Confirmation

Friday 5th February 2027 at the Olton Friary.



Preparation throughout Year 6 – Confirmation Booklet

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 2028.

Sponsors must be 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 the time.



Any Questions?

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

The Upper Key Stage 2 Team 😊