



	Important Dates		Friday 11 th September: Parent Welcome Meeting Year 6	Monday 14 th – Friday 18 th September: Year 6 Isle of Wight Residential Trip	Mon 21.9.26 St Teresa's House Celebration TBC 23.9.26 Year 5/6 Girls' Tag Rugby Saturday 26 th September PTA Autumn Welcome Fair	Mon 28.9.26 Mass for the Start of the Year Poetry Week Wb 28 th September Thursday 1 st October National Poetry Day	5.10.26 Harvest Festivals Monday 5 th October TBC Year 6 Padel Tournament Wednesday 7 th October 'A Million Children Praying the Rosary for Peace & Unity Day' Friday 9 th October: Year 6 Isle of Wight Assembly	TBC 15.10.26 Year 5/6 Mixed Tag rugby tournament Friday 16 th October: UPPER KS2 Disco 5pm-7pm.	Black History Week Monday 19 th October: National Global Dignity Day 5.10.26 Tuesday 20 th October: Parent Consultation Evening 1pm-7pm. School Finished normal time at 3.20pm.	
	Focus of Unit	1 Wb. 31.8.26	2 Wb. 7.9.26	3 Wb. 14.9.26	4 Wb. 21.9.26	5 Wb. 28.9.26	6 Wb. 5.10.26	7 Wb. 12.10.26	8 Wb. 19.8.26	Optional Home Learning Activity. Children can bring completed tasks to share in school.
R.E.	Creation & Covenant	House Saints	School Mission Statement and Values CST: Rights & Responsibilities Our School Prayer	Isle of Wight	Creation and Covenant To identify symbolism in the second Creation Story To describe how God created man and reflect on human dignity	Creation and Covenant To consider how living in community with others promotes dignity and equality To show understanding of Original Sin and how temptation damages our relationships.	Creation and Covenant To express on suffering and sin in today's world To make links between John's Gospel and the second Creation story.	Creation and Covenant To explain why Christians say the Creed and describe what it teaches about God and Jesus. To identify and explain the symbols of Baptism in relation to new life in Christ.	Creation and Covenant To reflect on the work of Christian Scientists and science as a way to appreciate God. To reflect on how Christians live out dignity, equality, and stewardship today.	Research one Christian scientist (e.g. Gregor Mendel, Georges Lemaître, or another scientist you know who is a person of faith). Write a short fact file (about half a page). Include: - Who they were / when they lived - What they discovered or invented - How their work connects with Christian faith - How their science can help people appreciate God's creation. Use headings: <i>Name – Dates – Discovery – Faith – Legacy</i> . You may use books, websites, or family knowledge to help. https://kids.britannica.com/ https://catholicscientists.org/scientists-of-the-past/
PSHE		CIRCLE TIME Getting to know you	E-safety (cross-curricular with Computing)		Class rules and expectations	Zones of Regulation	Behaviour Expectations	NSPCC PANTS	CIRCLE TIME Reflect of start of year	Talk together about emotion and well-being. Encourage positive friendships where communication is open and honest.
Reading	Resist by Tom Palmer	Text Title: Resist by Tom Palmer Reading skill: Prediction	Text Title: Resist by Tom Palmer Reading skill: Inference		Text Title: Resist by Tom Palmer Reading skill: Vocabulary	Text Title: Resist by Tom Palmer Reading skill: Summarising	Text Title: Resist by Tom Palmer Reading skill: Retrieval	Text Title: Resist by Tom Palmer Reading skill: Review of all skills	Text Title: Resist by Tom Palmer Reading skill: Prediction	Reading regularly with your child and discussing the text. Record this in the reading record. - Encourage a variety of strategies to decode words e.g. using the sounds of letters. - Ask your child about what has happened in the story so far. - Ask them to make predictions about what will happen. - Read a variety of texts of different genres and authors. - Discuss the text: I wonder...? Why...? What...? How...? Who...? - Read less accessible texts to them/together and discussing them together
Writing	Biographies and Poetry		Writing Outcome: Recounts: (3 rd person) and Biographies		Writing Outcome: Recounts: (3 rd person) and Biographies	Writing Outcome: Recounts: (3 rd person) and Biographies	Oracy Focus: Assembly Performance (1 week)	Writing Outcome: Poetry Stimulus Text: Night Mail <i>W.H. Auden</i>	Writing Outcome: Poetry Stimulus Text: Night Mail <i>W.H. Auden</i>	Create a poster to show how and when we use a grammatical feature or punctuation type. Ensure your poster is accurate and gives good examples. Think about Year 6 terminology! Possible ideas: - Fronted adverbials - Expanded noun phrases - Similes - Homophones - Progressive tense

										- Relative clauses - Active and passive verbs and sentences This BBC Bitesize website has information on different areas of grammar: https://www.bbc.co.uk/bitesize/topics/zhrrd2p
Spelling focus	Spelling Shed		Statutory Words		Words with the short vowel sound /i/ spelled 'y'	Words with the long vowel sound /igh/ spelled 'y'	Challenge Words 6.3	Words with the suffix '-al'	Words with the suffix '-al'	Encourage your child to log into Spelling Shed and try some of the games. Go over the spelling list and ask your child to write the spellings out. Please ensure spelling rules from previous years are secure.
Maths	Place Value, Four operations, shape.		6LS1 – Place value		6LS2 – Multiply and divide by 10, 100 and 1,000	6LS3 – Choosing effective mental calculation strategies 6LS4 – Problem solving with four operations	6LS5 – Application of factors, multiples and primes 6LS6 – Formal written method of multiplication	6LS7 – Area of parallelograms and triangles	6LS8 – Formal written method of short division	Encourage children to complete My Maths homework and the CGP book. My Maths also has lessons which children can use to practise their learning. TTRS – keep practising times tables to maintain fluency. You could also use songs, flash cards, times tables books etc to help. Use weights and measures when cooking, e.g.ml, l, g, kg. Practise reading analogue clocks (with hands) and reading timetables. Problem solving at shops, e.g. How much would 7 of these cost?
Science -	Classification of Living Things		L.O: To give reasons for classifying plants and animals based on specific characteristics Activity: Sorting and classifying liquorice Allsorts and creating a key		L.O: To classify the local environment Activity: Outdoor Learning – Identifying plants in the school grounds Creating Fact Files Creating a key to identify plants	L.O: To understand why Carl Linnaeus is important to scientific classification Activity: Learn key facts about Carl Linnaeus’ work on classification Discuss the 5 Kingdoms	L.O: To understand that bacteria are not animals or plants Activity: Discuss where bacteria belong in the natural world Debate if all bacteria are bad. Exponential growth – Purple Soup	L.O: To plan and carry out a fair test To use their results to draw conclusions Activity: Compare plants and fungi to identify differences Mould investigation – Child-led	Assessment	Research what the 5 Kingdoms of classification are for living things: animals, plants, fungi, protista and monera. Find out about two-five living things that belong to each kingdom and bring the information back to class to share. https://www.bbc.co.uk/bitesize/articles/zyq9r2p
Computing -	Simple Coding using Python		E-Safety – Social Media Positives, Negative and Keeping Safe Design a Poster outlining various issues which specific Social Media Platforms		LO: To tinker with new software Kapow Lesson 1	L.O. To understand nested loops Kapow session: Lesson 2	L.O.: To understand basic Python commands Kapow Lesson 3	L.O.: To use loops when programming Kapow Lesson 4	L.O.: To understand the use of random numbers Kapow Lesson 5	Discuss how to stay safe online: Understand and monitor what your child is doing online. Set boundaries and screen time limits Use parental controls and screen time settings Be aware of age requirements for social media e.g.Instagram, Tik Tok, Snap chat, YouTube, Twitter 13 years WhatsApp 16 years. https://www.bbc.co.uk/bitesize/articles/zfmhfdm
Geography - Coastlines	Map skills and Coastlines		Map skills – mapping the classroom using 6 digit map references		L.O.: Identifying features of a coastline. Key Question: What is a coastline? Activity: Vocab building	L.O.: Why does the coast change and form bays and headlands? Key Question: How are	L.O.: Exploring the human geography of coastlines. Key Question: How do humans use the coast and does this	L.O.: How is the rising sea going to affect our coastline in the UK? Key Question: as above	Big Question response activity - How and why are our coasts changing? Discussion followed by write up	Create a leaflet for a coastal resort or town, persuading people to go. Make it look exciting and inviting! Make sure you include interesting facts and tell us about the attractions there.

						coastlines made? Activity: Describing formation of bays, headlands, arches, caves, stacks and stumps	change what happens to the coastline over time?. Activity: Describe the management of coastlines	Activity: Reflecting on the impact of climate change on the physical and human geography of our coastlines.		
Art and DT	Watercolours and textiles		Collaborative Art Project		L.O. Activity: Contrasting coastal sketches	L.O. Activity: landscape paintings- watercolours.	Making pouches Lesson 1: Running Stitch	Making pouches Lesson 2: Using a template	Making pouches Lesson 3: Making a pouch	Vanessa Gardiner is a landscape artist based in Devon. You can view her work here: https://www.vanessagardiner.co.uk/ Create a piece of artwork in her style of somewhere you have been or perhaps a recognisable part of St Albans!
P.E. (teacher-led)	Outdoor Adventurous Activities		Lesson 1: Advanced Team Mechanics & Non-Verbal Communication		Lesson 2: Map Orientation & Symbol Recognition	Lesson 3: Blind Navigation & Trust Protocols	Lesson 4: Tactical Problem-Solving (The STEP Principle)	Lesson 5: Leadership under Constraints	Lesson 6: The Ultimate OAA Challenge (Score Orienteering)	