



Curriculum Information Afternoon

YEAR 6

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Staffing



6B

Mrs Bhudia (Mondays, Tuesdays, Thursdays, Fridays)

Mrs Ganiwalla (Wednesdays)

Mr King

6K

Mr Karaiskos

Mrs Kody

Groups

Mrs Anwer

Timetable



- PE:
 - 6B: Thursday (Indoor), Friday (Outdoor)
 - 6K: Wednesday (Outdoor), Thursday (Indoor)
- Home Learning:
 - Sent out: Thursday
 - Return by: Following Tuesday
- Library Books:
 - Friday
- Reading Books:
 - Changed when books have finished, but at least once a week. Children are encouraged to keep a book for a minimum of two nights.
 - Reading Records should be signed by parents/carers. Children are encouraged to write their own comments about the books.

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SATs 2025-2026



The Key Stage 2 tests are timetabled from Monday 11th May to Thursday 14th May 2025.

Date (Possible Timetable)	Test
Monday 11 th May	English SPaG papers 1&2
Tuesday 12 th May	English Reading
Wednesday 13 th May	Mathematics Paper 1 & 2
Thursday 14 th May	Mathematics Paper 3

To help your child, please:

Don't book a holiday over this period!

Ensure your child completes any Home Learning.

Read with your child regularly and help them learn their times tables.

We will provide revision packs over the holiday period prior to the SATs.

Take into account your child's well-being.

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Home Learning Support



- English and Maths tasks will be provided in your child's home learning books, or on Google Classroom weekly. Occasionally, an alternative subject, such as history, may be offered.
- Home learning is designed to consolidate the teaching in class, giving children the chance to reinforce and practise what they have already learned.
- Supporting your child with their home learning is important. Research shows that parental involvement can boost children's understanding, motivation, and confidence, helping them develop both academic skills and positive learning habits. Even brief discussions or guidance can make a big difference to their progress.

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Writing



For our writing curriculum, we follow **Literacy Tree – Writing Roots** which is a book-based programme.

We will read and focus on a book between 3-5 weeks covering writing, comprehension, spelling, vocabulary and assessment. Our first book we are focusing on is *The Arrival*.

Reading Comprehension

For our reading curriculum, we follow **Literacy Tree – Literary Leaf**.

We will read as a whole class and focus on a book roughly each half term, covering reading comprehension tasks, exploring new vocabulary and phrases. We will read a range of genres including novels, poetry and non-fiction. The first book we are reading is *Fly Me Home*.



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Maths



- Children will be building on their knowledge from previous years, studying topics such as place value, the four operations, and fractions.
- This year, they will focus on numbers up to 10,000,000 and fractions, decimals and percentages.
- To support their understanding, children will use tools such as number lines, dienes and tens frames.
- For detailed guidance on methods and expectations, please refer to the Maths Calculation Policy on the school website.

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TTRS



- KS2 use Times Tables Rock Stars to master multiplication and division facts.
- Just 10 minutes a day makes a big difference!
- Research shows children who practise 3+ times a week are, on average, 20% faster at recalling key facts.
- Regular use builds fluency, confidence and long-term recall in maths.
- Logins can be found in your child's Homework Diary or Reading Record.
- If your child has lost their login, please ask them to speak to the class teacher.

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SATs Bootcamp



- Year 6 use SATs Bootcamp to prepare for SATs.
- Home Learning expectation is for them to complete at least two activities per week from the Revision section. As we get closer to May, these expectations will increase, including completing the tests on the website.
- Logins can be found in your child's Homework Diary or Reading Record.
- If your child has lost their login, please ask them to speak to the class teacher.

Equipment

In KS2, children are expected to bring their own pencil case containing:

- Pencils
- Colouring pencils
- Rubber
- Sharpener
- Ruler
- Glue stick
- Blue pen/ biro if your child has a pen license



School uniform



School uniform:

At Roxeth Primary School, we uphold a smart and consistent dress code.

- **For boys**, this includes grey or black trousers, a white polo shirt, plain black or grey socks, a formal Roxeth sweatshirt, black school shoes (not trainers), and a Roxeth sun cap is available.
- **For girls**, the uniform comprises a grey pinafore or skirt, grey or black trousers (no leggings), a white polo shirt (short or long sleeves), a formal Roxeth sweatshirt, a sun hat, black shoes (no trainers or boots), a plain black, blue, or white hijab, hair accessories in school colours and a Roxeth sun cap is available.

PE Kit



Children are required to have a complete PE kit. Please ensure all items, including school jumpers, are clearly labelled. If any items are missing, a letter will be sent home to remind parents and carers. **On their allocated PE days, children should come to school dressed in their PE kit.**

Roxeth Primary School PE Kit:

- Plain blue/black shorts/jogging bottoms
- Plain white T-shirt
- Trainers

*Please note that the uniform does not need to be branded with the Roxeth logo.

All jewellery to be removed on the day and hair must be tied back.

Behaviour for learning expectations



- Good learning and behaviour for learning will be rewarded with:
 - House Points
 - Dojos
 - Record of Achievements
 - Head Teacher and Rights Respecting awards on Friday assemblies.

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Behaviour for learning expectations



Behaviour - Roxeth's steps

Step	Behaviour	Consequences
0	Positive behaviour	Dojos, Certificates, Stickers
1	Fidgeting, chatting, unkind words, not working, ignoring	Teacher warning, make a good choice
2	Repeated step 1, ignoring class, rudeness, inappropriate actions and words	Think Sheet, lose golden time, lose time from play/lunch
3	Repeated step 2, disruption to class, threatening, bad words, hurting others	lose time from play/lunch, meet parents, phonecall home
4	Continued: Hurting others, severe disruption, stealing, bullying, damage, having inappropriate items	exclusion from events, suspension from class, possible school exclusion

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What is a Special Educational Need?



- These range from child to child.
- Some children may find some aspects of learning challenging, this does not necessarily mean they have a Special Educational Need – everyone is different!
- Types of Special Educational Needs and Disabilities, where a child’s educational progress is adversely affected, come under 4 umbrella terms:
 - Cognition and Learning (Understanding and applying learning)
 - Communication and Interaction (Speech and Language, interacting with others)
 - Social, Emotional and Mental Health (Emotional wellbeing, challenges with social interaction)
 - Physical and Sensory (Physical impairments, and sensory linked behaviours)

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What do I do if I am worried my child has difficulties with their learning, or a Special Educational Need/Disability?



- First port of call is to speak to your child's teacher. They will provide feedback about your child's learning and development, and share any concerns. Where concerns are shared, they will begin an Assess-Plan-Do-Review process, where they will assess your child's challenges, plan how to address these, implement strategies, and review progress.
- If needed, they will raise a concern with the SENDCO – Mrs Ojo.
- If concerns persist after in-class strategies have been applied, the SENCO will begin an Assess-Plan-Do-Review cycle and provide further advice/take further actions with external agencies.
- Roxeth works closely with Speech and Language therapists, The Autism Advisory Service, Educational Psychologists, and many other agencies.
- If there is something you wish to speak directly to the SENDCO about, please book an appointment to see Mrs Ojo at the office.

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Children on the SEND register



- Where we feel your child may have a learning need, we will inform you that we have placed your child on our SEND register. This allows us to create targeted support plans for your child.
- **For those who are already on the SEND register:**
 - We aim to have Support Planning Meetings in person with parents/carers, where targets will be provided and information/understanding about your child will be shared between both yourselves, and the teacher.
 - We understand that as parents/carers, YOU know your child best, and we value any input you can provide for us to better help them.

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Where to find information - SEND



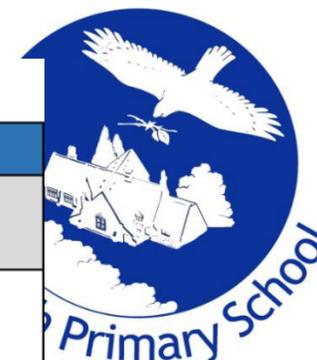
- Our school website has the SEND Information pack and SEND policy available.

www.roxethschoolharrow.org

- You can access information about Harrow's Local offer, which provides information and advice on the website:

www.harrowlocaloffer.co.uk

Curriculum map - <https://www.roxethschoolharrow.org/our-year-groups/year-6>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art (Kapow)	Drawing: Expressing Ideas		Painting and mixed media: Artist study		Craft and design: Photo opportunity	
Computing (Purple Mash and Teach Computing)	Blogging (PM)	Coding (PM)	Spreadsheets (PM)	Web Page Creation (TC)	Text Adventures (PM)	Sensing Movement (TC)
DT (Kapow)		Cooking and nutrition: Come dine with me		Electrical systems: Steady hand game		Structures: Playgrounds
French (Kapow)	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	
Geography (Kapow)	Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
History (Kapow)		What was the impact of WWII on the <u>people of Britain</u> ?		What does the Census tell us about the local area?		The Sikh Empire
Music	Celebrations	WWII	Arctic	<u>Garageband</u>	Electricity	Reggae
Indoor PE (Get Set 4 PE)	<u>Panathlon</u>	Dance	Gymnastics	Core Strength and Stretching	Volleyball	Fitness
Outdoor PE (Get Set 4 PE)	Tag Rugby	Tennis	Basketball	Rounders	Athletics	Outdoor Adventurous Activities
PSHE/RSHE (Kapow)	Ground Rules. Family and Relationships	Health and Well-being	Safety and the changing body	Citizenship	Economic Well-being	Identity. Transition to Secondary School
RE (Kapow)	Why does religion look different around the world? (<u>part 1</u>)	Why does religion look different around the world? (<u>part 2</u>)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
Science (PZAZ)	Animals including humans	Living things and their habitats	Evolution and inheritance	Light	Electricity	

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RCC – Roxeth Community Club



- RCC is Roxeth's PTA.
 - The RCC raise money for the school through fun events the whole community can enjoy.
 - Every parent, carer, guardian and staff member is already part of RCC.
 - Parents can get involved as much or as little as they like — from helping for an hour at an event to joining the organising team.
 - This year, RCC is especially looking for a **Vice Chair**, regular team members and event volunteers.
 - Every bit of help makes a big difference for the children at Roxeth.
- ✦ Sign up tonight and be part of making a difference! ✦ <https://www.roxethschoolharrow.org/rsa-parent-partnership>

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Walking home alone and phones – Year 6



- If you wish your child to walk home alone, you will need to get a letter from the office.
- If children are walking home alone and are bringing a phone to school, it must be turned off and handed in at the start of the day. Phones are not to be switched on until the child is outside, being dismissed for home time.

Choir – Years 4, 5 and 6



Children in Y6 have the option of joining the school choir. A teacher from the company Soundbox will teach weekly lessons (Monday afternoons). Choir will have the opportunity to take part in performances over the school year.

School website



- We will now show you where to find the key information on our school website for Year 6.

<https://www.roxethschoolharrow.org/our-year-groups/year-6>

Thank you for meeting with us
today!

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