

**Curwen Primary School**

**Together Everyone Achieves More**

# **WELCOME TO YEAR 6**

**Are we going  
on any trips?**

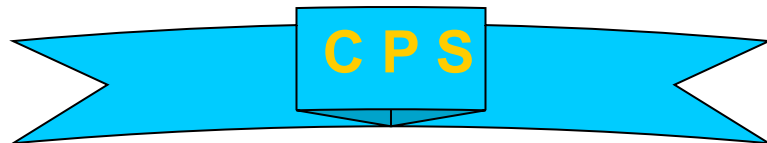
**Welcome back . . .**

**What are we  
learning about  
this year?**

**When are we  
doing PE?**



**What is the  
name of your  
teacher?**



# Introductions . . . .

*The members of staff who will be working in **Year 6** this year are:*

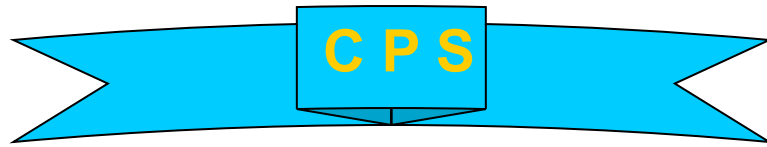
Assistant Head Teacher: **Mr Smale**

Head of Year: **Mr Woolstencroft**

Teachers: **Miss Adjekum, Miss Tully, Miss Koyoncu,  
Miss Carter**

Support Staff:

**Mrs Roberts, Mr Hearn, Mrs Jaw, Mr Cullen, Miss  
Charlotte, Miss Brooks**



# Curwen's Management Team

Each year group has a Year Group Leader. For Year 6 this is **Mr Woolstencroft**

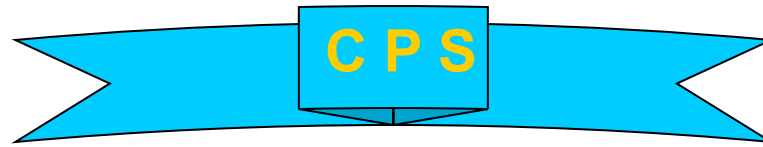
Each year group has an Assistant Head Teacher responsible for the phase. For Year **6** this is **Mr Smale**

We also have an Assistant Head Teacher responsible for Safeguarding, **Ms Sandhu**.

Our Deputy Head Teacher is **Ms White**.

**Mrs Mansfield** is the Head of School.

**Mr Harris** is the Executive Head Teacher, and works across the Tapscott Learning Trust.



# Safeguard & Pastoral Team



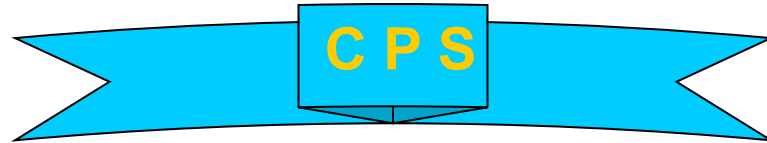
## Safeguarding Team

**Ms Sandhu** – Designated Safeguarding Lead / Safeguarding & Child Protection

**Mrs Mansfield** – Assistant Designated Safeguarding Lead

**Mrs O'Hanlon**- Family Support Officer

**Mr Jammeh** - Pastoral Officer

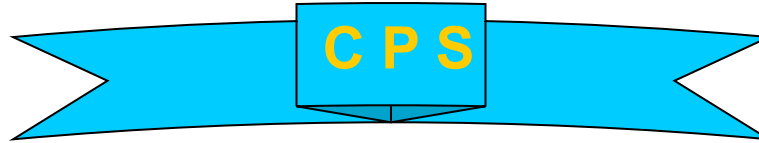


## Arriving at School

Gates to the playground will be open at 8:35am but there will be no staff in the playground until 8:45am, so you will need to supervise your children. Children are not permitted to use the playground equipment/climbing frames at this time.

Classroom doors will open at 8.45 am and close at 8.55 am everyday, any children who are late should make their way to the main office with a parent/carer and wait outside until your child/ren can be taken to their class.

If you want to come to Breakfast Club it is from 7.45 - 8.30am everyday and costs £1.20 per day. (Children will not be admitted after 8.30am). Entrance to breakfast club is via the main office.



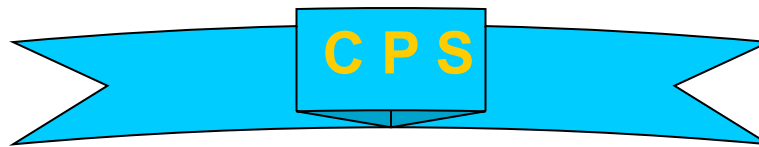
## Collecting your child at the end of the day

Please collect your children from their classrooms at **3:15pm**. Gates will be open from 3:10pm for you to wait in the playground but children won't be dismissed until 3:15pm.

The playground gates will be closed at **3:25pm**. After this time, you are late and you will need to collect from the office.

If your child is collected after 3:30pm you may be charged a late fee.

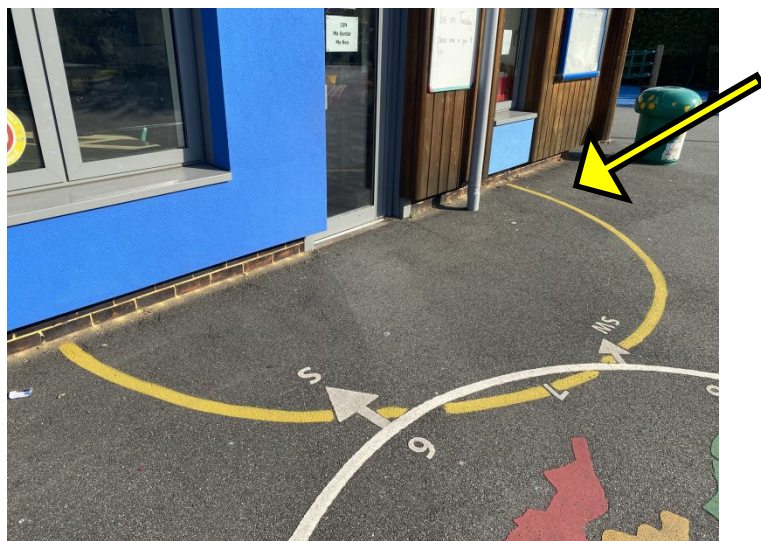
**PLEASE PHONE THE OFFICE AS SOON AS YOU KNOW YOU ARE GOING TO BE LATE COLLECTING YOUR CHILD TO AVOID BEING CHARGED.**



## Collecting your child - safety at the classroom door

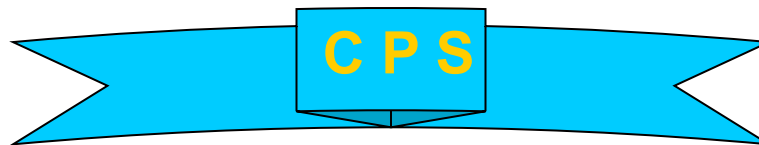
Please be patient with teachers and staff whilst we get to know your faces at the end of the day.

We want to make sure that the children are sent home safely, so please be patient. The teacher may be speaking to another parent, so it may take a minute or 2 to dismiss your child.



Please stand back from the yellow arches to give children space to come out of the classrooms.

**PLEASE PHONE THE OFFICE BEFORE  
3pm IF SOMEONE DIFFERENT IS  
COLLECTING YOUR CHILD AT THE  
END OF THE DAY**



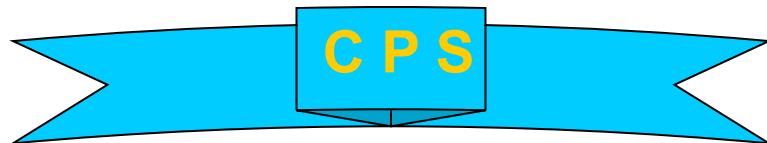
## Scooter & bike safety - before/after school

The playground is a very busy place so all children and adults must **COMPLETELY** dismount from scooters and bikes once on school premises. Expect to be spoken to by school staff and if it continues, your child may not be permitted to bring their scooter/bike to school any longer.

Last year there were several collisions/injuries in the playground relating to scooter/bike usage before & after school.



Thank you for helping to keep all of our school community safe.



## After school childcare provision

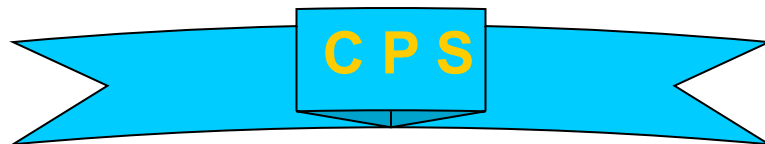
After school we have a 6 o'clock club. This runs Monday to Friday and is open to anyone.

The cost is £13 per day and children are supervised by members of school staff.

This club is flexible - some children stay all week but others only stay on certain days but this **must be booked in advance.**

**Anyone collecting a child from 6 o'clock club must be 16 years old or over.**

Please speak to a member of the office staff if you would like more information about 6 o'clock club.

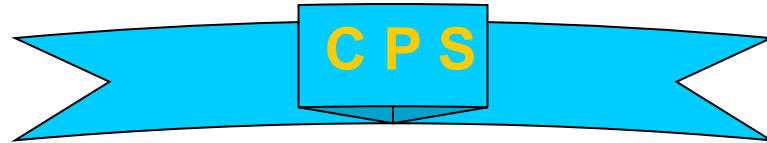


## After school clubs (Yrs 1-6)

There will be 2 types of clubs after school

- (1) Additional Tuition – these are additional learning support sessions delivered after school for specific children. School staff decide on who needs to attend these & they are free. Starting week beginning Monday 28<sup>th</sup> September.
- (2) Extra-curricular activities e.g. cooking, art, sports, gymnastics – there will be a charge for most of these activities. Open to all children. Starting after October Half Term Holiday.

*Letters will be coming out in the next couple of weeks about this.*

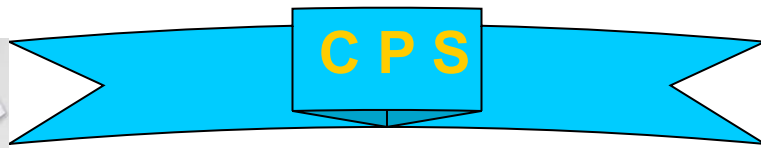


## Half-term Holiday club

In the October Half-term holiday we are running a 2 day holiday club for years 1-6 at Curwen 10am-3pm  
(Monday 26<sup>th</sup> and Tues 27<sup>th</sup> October)

There is a small charge for this club to cover the running costs.

Again, letters will be coming out about this in the coming weeks.



# Uniform



- **Dark Grey or Navy** skirt, pinafore dress, tailored trousers, or tailored shorts
  - **NO** leggings, joggers, jeggings or jeans & **White**, **Black** or **Grey** socks/tights
  - **Navy Blue** jumper or cardigan (**NO** hoodies or branded jumpers or P.E. t-shirts)
- Curwen logo jumpers, cardigans and fleeces can be bought at the school office
- **White** shirt (long or short sleeve) or **White** polo shirt
  - **Blue** Summer Dress
  - **Hairbands/bobbles** - Plain **blue**, **black** or **white** not too big

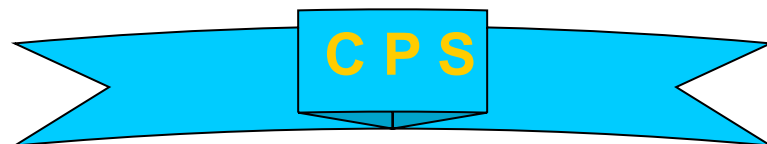
**Footwear:** Shoes or trainers- **NO** open-toed sandals, Heelys or Crocs  
Wellies can be worn but pupils must change into their shoes when inside the school

**Any Hijabs-** **NO** pins: White, Navy or Black

**P.E. KIT** **Curwen Blue P.E. t-shirt** -Sold at the school office

**Black** joggers, leggings or shorts      **Footwear**-comfortable trainers

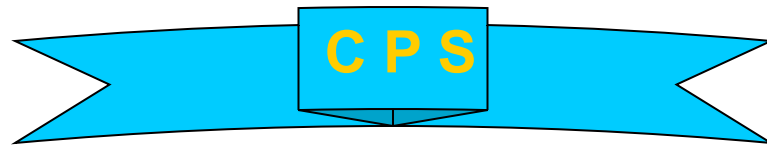
**Jewellery** - **Only** stud earrings and a watch (**no smartwatches or glasses**) *Pupils will be asked to remove any unsuitable jewellery or hair dressings. The school cannot be held responsible for the loss or damage of these items as a result of this.* **NO** make-up, nail polish or false nails



## Uniform & Clothing



- Uniform and jewellery
  - Name in **every** item of clothing
  - Small, stud earrings only
  - Hair bands must be plain and in school colours only
  - Sensible shoes
- PE Kit (Thursday PM)
  - Please send your child into school wearing their PE kit and suitable footwear
  - Name in **every** item of clothing, including vests
- Lost Property
  - Please encourage your child to put their jumpers/cardigans in their trays or school bags if they take them off
  - All lost property is disposed of at the end of every half term
  - All 'unnamed' lost property will be placed in boxes in the glass corridor near our Atlas Road entrance.



# Money

**We are a cash free school.**

**ALL payments should be made online through  
'School Money' (including uniform)**

Please **DO NOT** hand cash to class teachers. On charity collection days, please hand in any cash to staff in the playground holding the blue collection buckets.



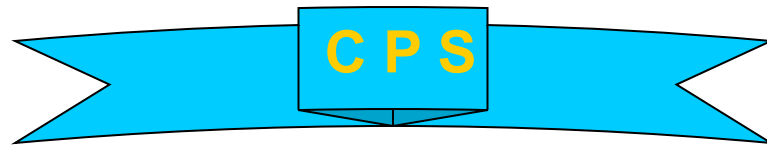
**If you need any help setting this up then  
please speak to office staff.**

# Celebration/birthday treats

We request that parents **do not** send in party bags, sweets, cakes, toys or treats for their child's birthday as this becomes very difficult for us to manage in school and becomes expensive for families.

To celebrate children's birthdays, we invite them to wear **non-uniform** when it is their birthday. That way staff know it is their birthday and we can make it a special day for them. If their birthday falls on a Saturday, Sunday or in the holidays then they can choose whether to celebrate the Friday before or Monday after.





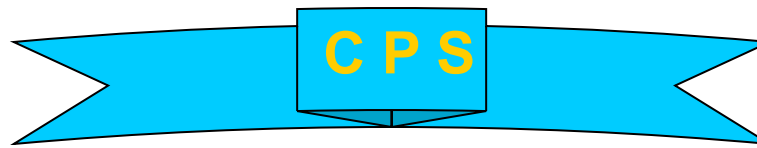
## Water bottles

- Please ensure your child brings a water bottle (with water!) each day
- This should be labelled with your child's name and class
- The children have access to water fountains around the school which are cleaned regularly



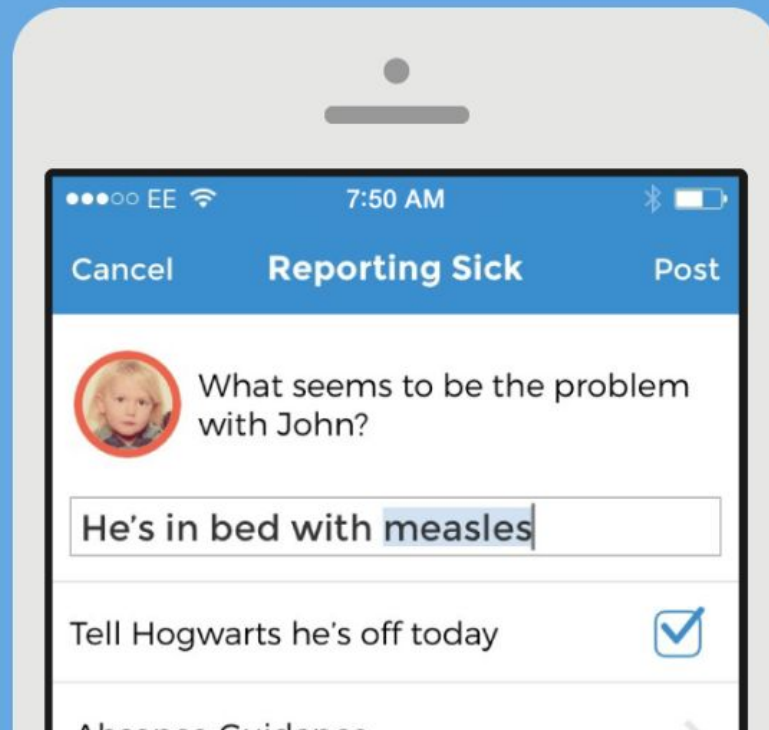
# Appointments

- All medical and dental appointments should be arranged **outside of the school day**.
- Where this is not possible, please inform us through Studybugs and provide evidence of the appointment.
- If your child is at an appointment in the morning, and you cannot get them back to school before 12pm, then they should not come back until 1pm.
- No children will be collected or admitted back into school during the lunch hour 12-1pm.
- No children can be collected from the main office 3:00-3:25pm.



# Report absences through our app...

Studybugs for Parents and Carers



**A better, safer way to report when your child is sick and off school.**

With a few quick taps or clicks, you can give your child's school all they need to record absence due to illness.

Get the free mobile app now...



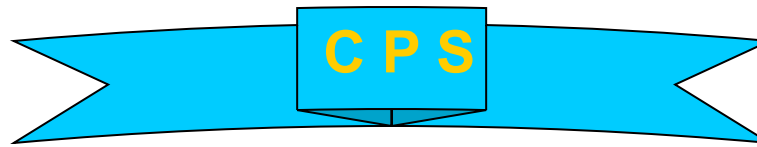
...or register online to use via your web browser:

**Register Free!**

Already a user? [Sign in here.](#)

...and get useful school info straight to your phone!

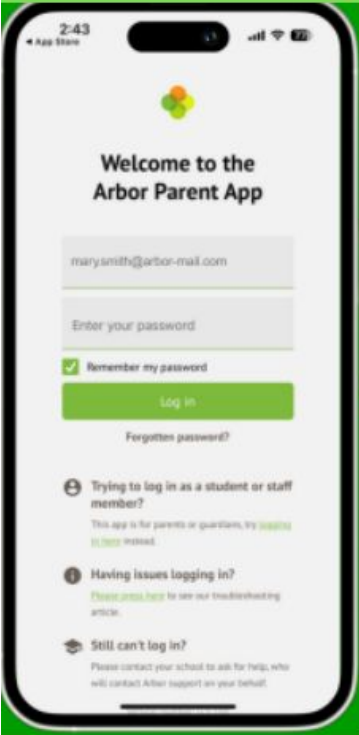
**If your child is reported absent and we have not heard from you, our attendance officer will be conducting home visits**



# Get information and give permissions...

 Arbor

## We're using the Arbor Parent App!



**Get notifications on the app or website**

Check your child's club days

Get First Aid notifications

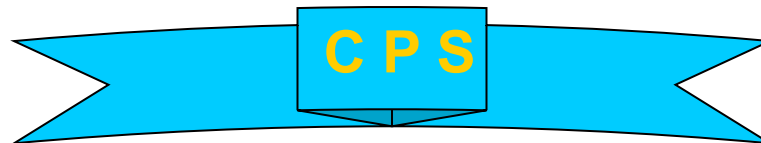
Give permissions

Receive end-of-year reports

And more!

Scan the QR code to download the Arbor Parent App, and use your email address to log in





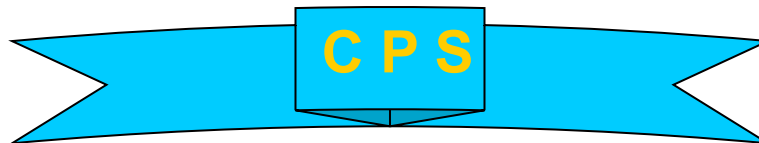
# Medical Conditions

Please ensure that all **medical details are up-to-date** – if anything changes, please let us know **immediately** by speaking to the **office**.

All children with asthma should have an **asthma pump with a prescription label permanently in class (make a note expiry date so you know when to contact your GP)**. If they require any other prescribed medication, then please bring this to the office **ONLY**.

**DO NOT GIVE ANY MEDICATION OR ASTHMA PUMPS TO CLASS TEACHERS OR SEND IT IN YOUR CHILD'S BAG**

Throughout the year we will be contacting parents to update health care plans. This is a legal requirement to ensure pupils are safe in school.

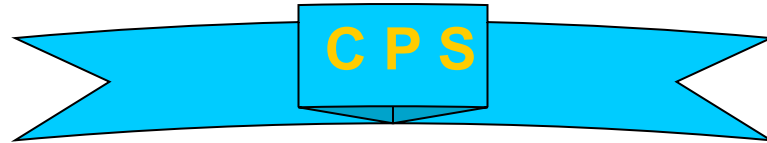


# Medical Conditions

If your child hurts themselves inside or outside of school and it is necessary for them to wear a cast/bandage/support or have crutches etc, then you must inform us as soon as possible and accompany your child to the **main office** on their first day of return.

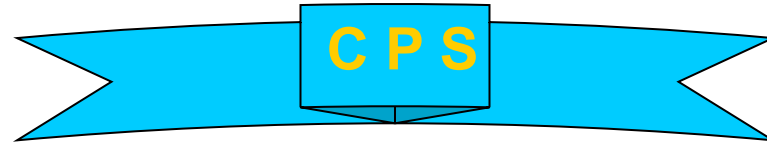
Staff will help you to complete a temporary health care plan before letting them come into school. This is for their own safety.

Please bring with you any paperwork that you are given from the A & E department or doctors.



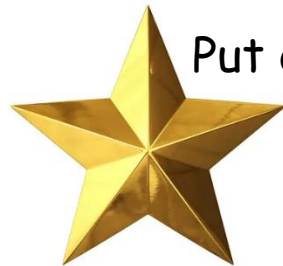
## Behaviour at Curwen

Children behave very well at Curwen and usually make the right choices. However we firmly believe that no one child's behaviour will ever be allowed to disrupt the learning of the rest of the class.

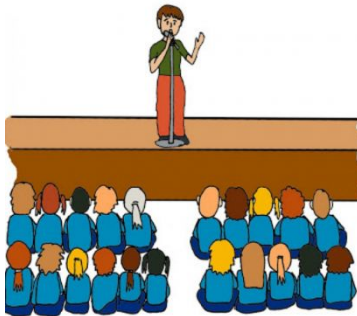
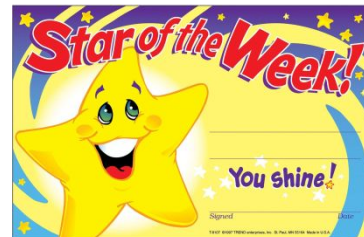


## Positive rewards

Throughout the day and over the course of the year, children who try hard in their work and follow the school rules are rewarded in lots of different ways. Here are just some: Team tokens



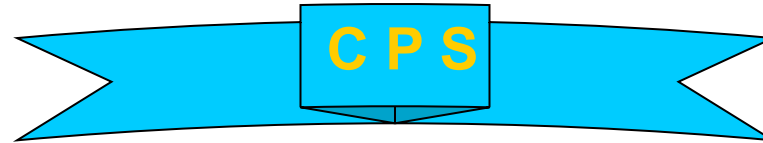
Put on the gold  
star



Celebration assembly

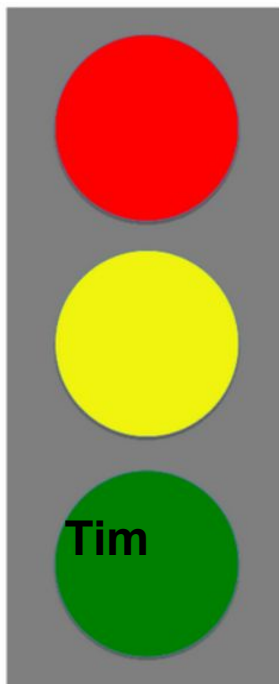


Dojo points



## Behaviour at Curwen

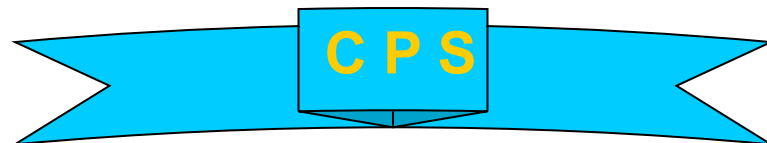
We use a visual traffic light system to remind children of their behaviour choices and associated consequences.



-2<sup>nd</sup> reminder. You will need to attend Restart to reflect on your behaviour choices

-1<sup>st</sup> warning. You need to think carefully about the choices you are making right now

-Well done, you are making the correct choices



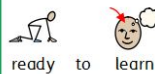
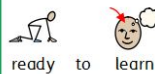
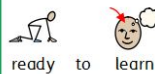
## Behaviour at Curwen

'Restart' is an opportunity for a child to take some time away from their class to reflect on their behaviour choices. They are supported by the pastoral team to talk about strategies they can use next time.

You will always be informed of this and every day is a new day.



# The **ZONES** of Regulation®

| Blue<br>Zone                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Green<br>Zone                                                                                      | Yellow<br>Zone                                                                              | Red<br>Zone                                                                                 |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
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| <table border="1"><tr><td><br/>sad</td><td><br/>tired</td></tr><tr><td><br/>sick</td><td><br/>bored</td></tr></table> | <br>sad          | <br>tired | <br>sick | <br>bored | <table border="1"><tr><td><br/>calm</td><td><br/>happy</td></tr><tr><td><br/>ready to learn</td><td><br/>good</td></tr></table> | <br>calm | <br>happy | <br>ready to learn | <br>good | <table border="1"><tr><td><br/>silly</td><td><br/>worried</td></tr><tr><td><br/>excited</td><td><br/>confused</td></tr></table> | <br>silly | <br>worried | <br>excited | <br>confused | <table border="1"><tr><td><br/>screaming</td><td><br/>mad</td></tr><tr><td><br/>angry</td><td><br/>terrified</td></tr></table> | <br>screaming | <br>mad | <br>angry | <br>terrified |
| <br>sad                                                                                                                                                                                                                                                                                                                                                                       | <br>tired        |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>sick                                                                                                                                                                                                                                                                                                                                                                     | <br>bored       |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>calm                                                                                                                                                                                                                                                                                                                                                                      | <br>happy        |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>ready to learn                                                                                                                                                                                                                                                                                                                                                           | <br>good        |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>silly                                                                                                                                                                                                                                                                                                                                                                   | <br>worried    |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>excited                                                                                                                                                                                                                                                                                                                                                                | <br>confused  |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>screaming                                                                                                                                                                                                                                                                                                                                                               | <br>mad        |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |
| <br>angry                                                                                                                                                                                                                                                                                                                                                                  | <br>terrified |                                                                                             |                                                                                             |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                             |                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                 |                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                             |                                                                                                |                                                                                                    |

CPS

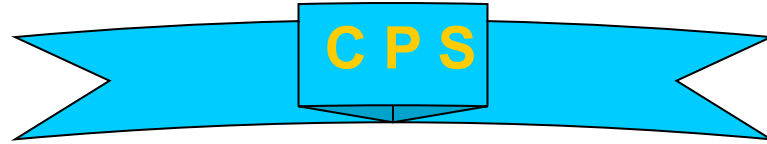
Curwen Primary School

Together Everyone Achieves More

SHINE

At Curwen, we base our entire curriculum around our aim SHINE. We make sure that all we do works towards this aim.

| <div><div>CPS</div><div>Curwen Primary School</div><div>Together Everyone Achieves More</div></div> |                                                                                                                 |                                                                                                                                              |                                                                                                                           |                                                                                                                                             |                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims<br>(SHINE)                                                                                     | <div><div>S</div><div>uccessful</div></div> <div>High expectations and ready to move on in your learning.</div> | <div><div>H</div><div>ealthy &amp; Safe</div></div> <div>Learn how to keep ourselves and others healthy and safe in and out of school.</div> | <div><div>I</div><div>dentify</div></div> <div>Learning about ourselves and our community. Understanding our place.</div> | <div><div>N</div><div>urtured</div></div> <div>Feeling supported and being able to support others. Knowing how and where to get help.</div> | <div><div>E</div><div>ngaged</div></div> <div>Excited and involved during learning. Make the most of opportunities in and out of school.</div> |



### Autumn term

Our theme for this term is Local Achievements and we will look at WW2.

### Spring term

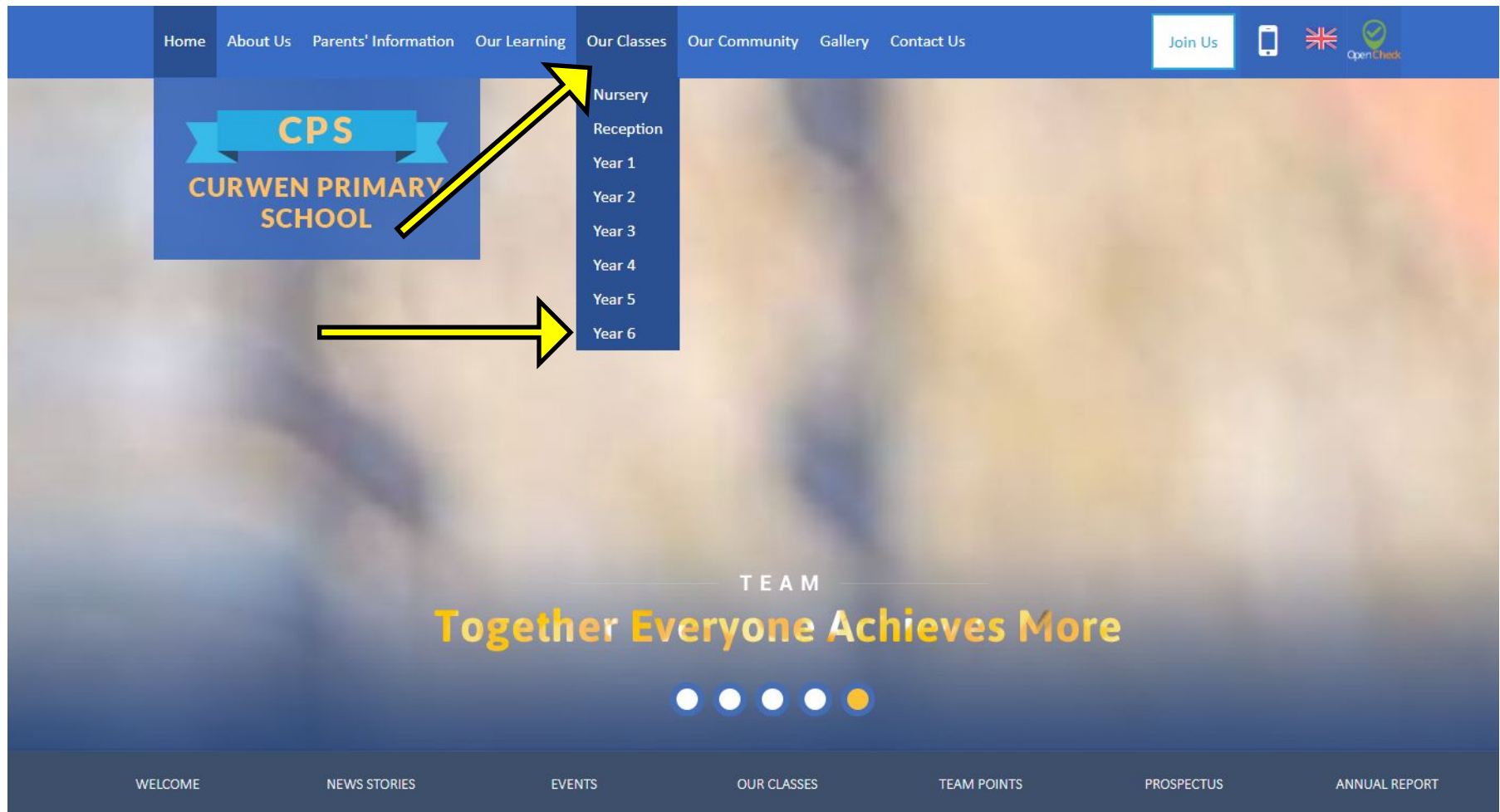
Our theme for the Spring term is National achievements. We will learn about the Windrush generation and their impact on our country.

### Summer term

Our theme for the Summer term is Our achievements. We will focus on the lead up to SATs, and the children will be prepared to successfully transition to secondary school.

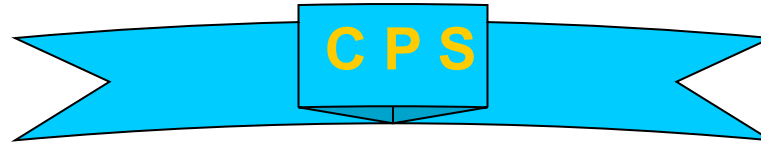
*More curriculum information is available on our website.*

Lots of useful curriculum information can be found on our website:

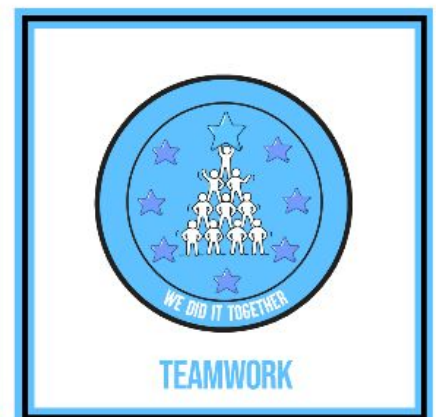


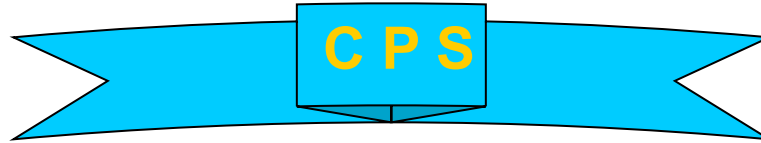
Headteacher's Welcome





# Curwen's Core Skills





## Are we going on any trips?

We will be going on educational trips to support our learning and will have visitors in to share their experiences with us.

These will include:

Autumn -

London's Southbank

Chislehurst Caves

Spring -

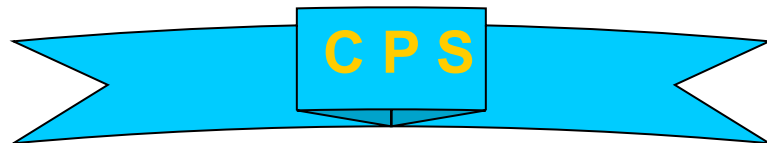
Residential - Fairplay House

Summer -

Swimming, Chessington, Cinema/Theatre, Nandos, Natural History Museum

We will be asking for parent volunteers to accompany us on trips to support us by looking after small groups of children. Please read all letters carefully.

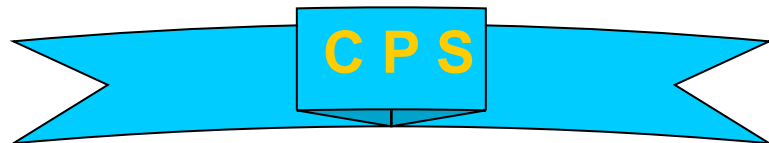
Permission slips - if your child attended Curwen last year, then you would have signed a form giving permission for your child to attend trips and this permission continues into this current year, so there is no need for you to do another. Reminder slips will be sent home before each trip.



## Can parents come on the trips?

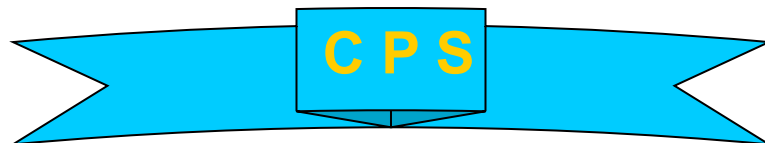
### Yes! But...

- ❖ This is to HELP the school staff supervise a group of 5 or 6 children - keeping them safe and asking the children questions to help them learn on the trip.
- ❖ Helping on trips can be **hard work** so please only volunteer if you are physically able too & can walk/stand unaided for significant periods of time. We go out in ALL weathers!
- ❖ Please only volunteer if you can DEFINITELY attend. Pulling out at the last minute really puts us in a difficult position, meaning the trip may have to be cancelled and you won't be asked again.



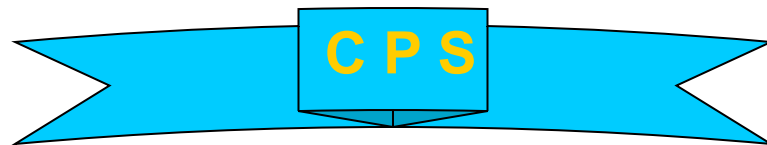
## Can Parents come on the trips? (continued)

- ❖ Reminder letters will be sent home a couple of weeks before each trip.
- ❖ At this point, if you are able to volunteer then please inform your child's class teacher asap either verbally or send us a message on Studybugs.
- ❖ The teachers will then inform you of which volunteers are required.
- ❖ If you have not been chosen to volunteer, then **please do not make your own way to the trip venue unless school staff have explicitly said this is okay.**
- ❖ Throughout the year we will try to ensure that every parent who wishes to support on a trip gets the opportunity to help at some point, but you won't go on every trip. Teachers will keep a record of who goes on which trip so that it is fair.



## Year 6 general timetable

|      | 8:45<br>-<br>8:55                                                                                          | 8:55 - 10:30                | 10:30<br>-<br>10:45                       | 10:45<br>-<br>11:00 | 11:00 - 12:00        | 12:00 -<br>1:00 | 1:00 - 3:00                                            |                          | 3:00 -<br>3.15                                                 |
|------|------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------|---------------------|----------------------|-----------------|--------------------------------------------------------|--------------------------|----------------------------------------------------------------|
|      | Soft opening - holding activities e.g. handwriting, times tables, spelling games, vocabulary building etc. | Maths                       | BREAK TIME - yr 3/4 and 5/6<br>playground | Phase<br>Assembly   | Literacy             | LUNCH TIME      | Reading                                                | Music                    | Class teacher to read to your class - same book<br>as literacy |
| Mon  |                                                                                                            | Literacy                    |                                           | Class<br>Assembly   | Maths                |                 | Science                                                |                          |                                                                |
| Tue  |                                                                                                            | Literacy                    |                                           | Class<br>Assembly   | Maths                |                 | 1:00 - 2:30 - Topic                                    | 2:30 - 3:00<br>RE/PSHE - |                                                                |
| Wed  |                                                                                                            | Literacy                    |                                           | Class<br>Assembly   | Maths                |                 | PE                                                     |                          |                                                                |
| Thur |                                                                                                            | Literacy - Extended writing | BREAK<br>TIME                             | Maths               | 1:00 - 2:30<br>Topic |                 | 2:30 - 3:00<br>Whole<br>school<br>assembly via<br>Zoom |                          |                                                                |
| Fri  |                                                                                                            |                             |                                           |                     |                      |                 |                                                        |                          |                                                                |

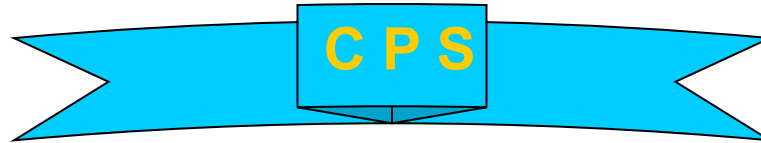


## RSHE (Relationships, Sex & Health Education)

Relationship, Sex and Health Education became mandatory for all primary schools to teach from spring 2020. It is delivered through the school's PSHE (Personal, Social, Health and Economic education) curriculum.

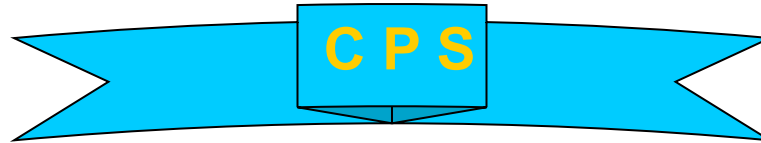
Our curriculum was designed in consultation with Parents, pupils and staff.

More information will follow this meeting for those that wish to find out more.



## Assessment at Curwen

- At Curwen we follow the National Curriculum
- Each Year Group has 'End of Year expectations'
- Throughout the year, your child's teacher uses a range of information to determine what your child can do, and what their next steps are.
- We use their classwork, work books, observations, chats with the children & parents, as well as some test papers at various points in the year to help us work out and share your child's progress with you.
- You can always discuss how your child is doing with the teacher, and their overall attainment will be shared with you in their end-of-year report.



## Year 6 SATs

- Government requirement
- Tests include: reading, grammar, spelling, maths arithmetic and two maths reasoning papers
- They will take place the week commencing **Monday 10<sup>th</sup> May 2027** - please do NOT take any family holidays this week!
- Children will be encouraged to do their best, but please do not panic about these and do not put unnecessary stress onto your children.

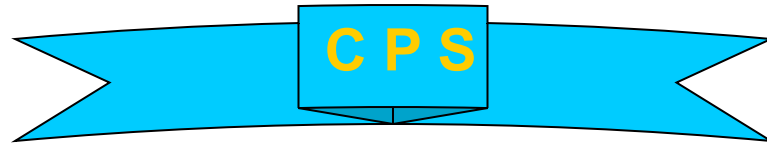


# Homework

All homework will be put online onto your Child's Google Classroom account each Thursday or Friday. There will be a literacy task, a maths task and sometimes a topic project.

This will usually be revision of topics that have been covered in class that week.

Please speak to your child's class teacher if you are having any problems with this.



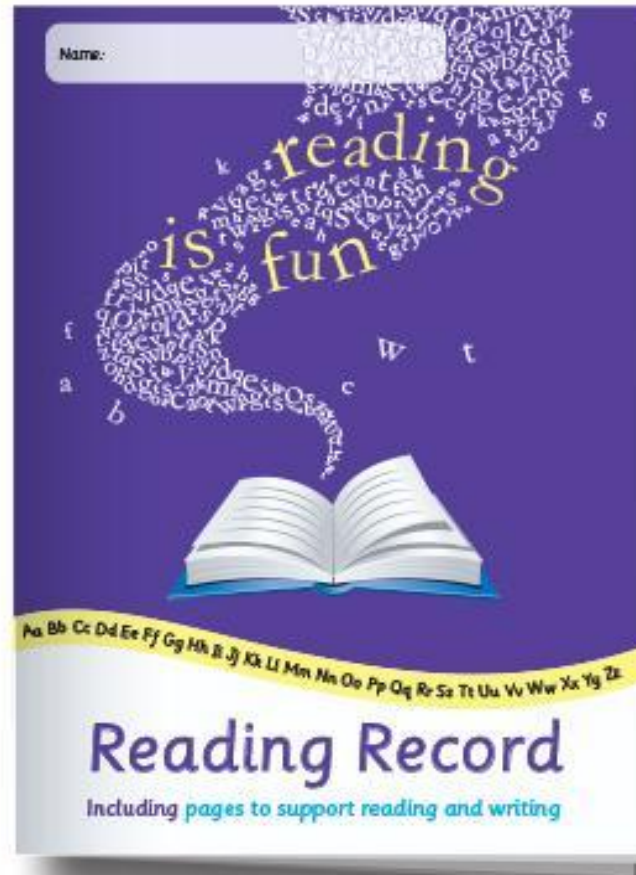
# Reading

- In **Year 6** we expect pupils to be reading for at least 30 minutes (5 times per week minimum) to help pupils build on their fluency and enjoyment in reading.
- Children will soon be given a book by their teacher which they will be able to read independently. They can also select a fiction and a non-fiction book from the school library.
- Year 6's library day: 6T = Tuesday, 6W = Wednesday, 6K = Thursday and 6A = Friday
- **Please ensure books are placed in their book bags for these days.**
- Reading book changing will take place when your child has finished their reading book.

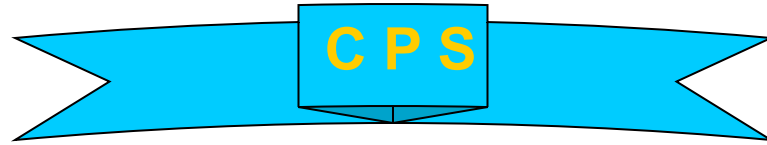


# Home learning

## Reading Record



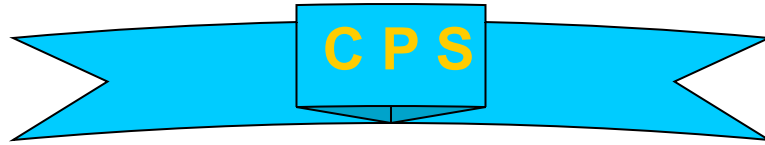
To be completed DAILY with a sentence written by **the children** about what they have read that day.



# Online Home learning

## (1) Bug Club

- An online reading & phonics resource
- Available for children to use at home and in school
- Login, username and school password will be sent out very soon.
- If you ever misplace your logins please send us a message directly on studybugs.



# Online Home learning

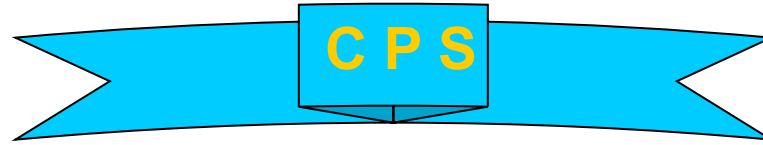
## (2) Times Tables Rock stars

<https://ttrockstars.com/>

## (3) Google Classroom

- All children in years 1-6 are now familiar with how to log on and access homework on Google Classroom.
- Your child's log in details again will be sent to you shortly.

Please do not message teachers on this platform.

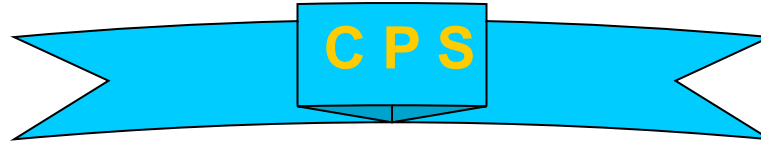


# STAYING SAFE ONLINE

**In class we have displayed three main rules to stay safe online:**

- Don't share personal information
- Don't communicate with strangers
- Tell a trusted adult if you are worried about something

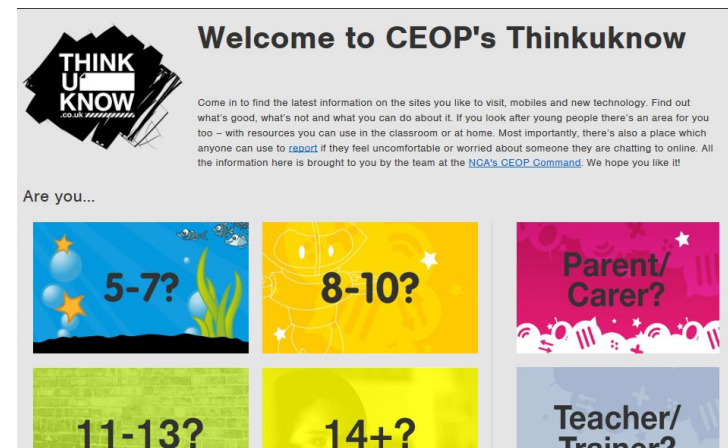
**Stranger Danger applies online!!!!**

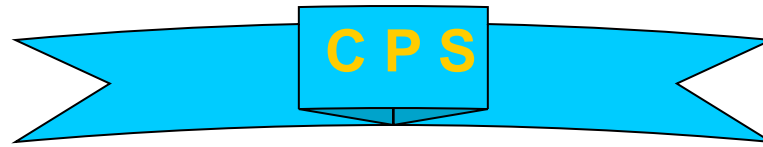


If you are ever concerned about accessing information online or have any questions about internet safety, you can speak to your class teacher, Mr Jammeh or the Computing Leader (Miss Lam).

There are several websites offering help and advice about how to stay safe online. Just search 'e-safety', e.g.

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





# ONLINE SAFETY

## Online Gaming

Is the content age appropriate?

*Fortnite PGI=12 years old*

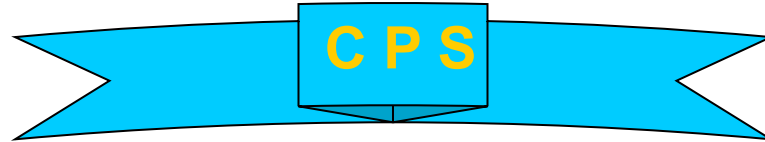
*RoBlox=7 years old*

*Hello Neighbour PGI=13 years old*

*Social Media e.g. TikTok = 13 years old*



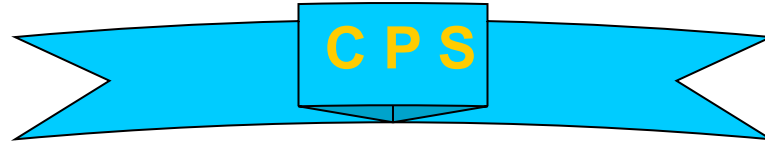
Lots of games have communication facilities that allow strangers to contact your child. Do you know who your child is 'chatting' to?



## Issues we have had reported...



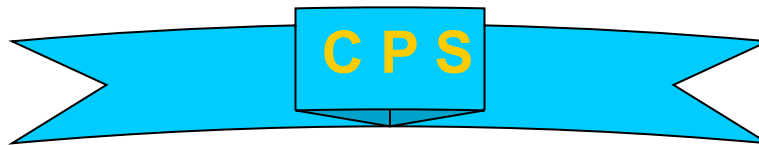
- Sharing pictures of themselves / other people without consent to do so
- Sending messages including unacceptable and offensive language
- Watching and sharing programmes and videos rated 18+
- Bullying, name calling and isolating peers through groups
- Setting up video calls (Facetime/Zoom) to share inappropriate images/videos
- Watching and sharing inappropriate songs/videos and repeated highly offensive language found within them



## Suggested rules for using phones at home

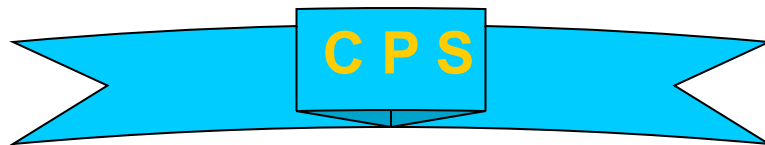


1. Phones only to be used in shared family spaces, never alone in bedrooms.
2. Children to 'hand in' phones when they go to bed
3. No apps to be installed on phones without parental permission. Parents to check these first
4. Think before clicking 'send'. Would my mum / dad / teacher approve of this message?
5. No sending or sharing selfies or photographs without permission from parents/carers
6. No Whatsapp groups. Speak to people on a 1-1 basis only



# How can you support your child's learning?

- Homework
- Reading records - discussing the text with your child and asking them questions
- Handwriting
- BUG Club & other online learning
- Practising times tables
- Come wearing P.E. KIT each Thursday
- Participate in any parent opportunities (mixture of virtual & in-person)
- Talking about their experiences



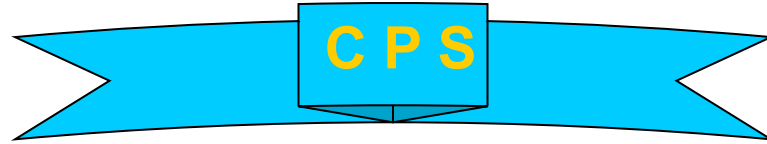
## Well-being



At the end of the school day, your children have lots to share with you. They may have stickers, they may have learned something really exciting they'd like to tell you about!

Please, leave your phones in your pockets for 10 minutes while you greet your child.

And please don't be offended if we don't let your child out until you have finished your call.

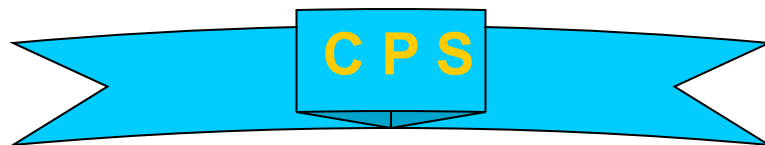


When collecting your children, please welcome them with a smile, not a mobile phone.

This ensures teachers can quickly and safely hand over children and relay any messages.

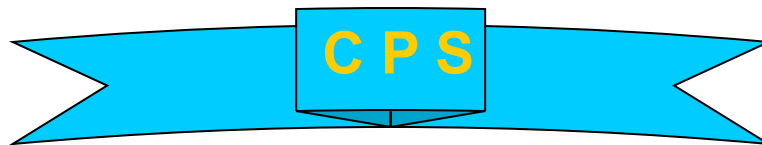
Please remember to inform the office as well as the class teacher of any changes in the collection of your child.





## **2026-27 Big Events @ Curwen**

- Jeans for genes – Fri 18<sup>th</sup> September (50p charity donation)
- Parents' Evening – Tues 20<sup>th</sup> & Wed 21<sup>st</sup> October (virtual)
- Children in Need (show you are unique) – Fri 20<sup>th</sup> November
- KS1 Christmas Concert - Wed 9<sup>th</sup> December (9:15am & 2:15pm)
- EYFS Christmas Concert – Thu 10<sup>th</sup> December (AM & PM)
- Christmas Fair – Friday 11<sup>th</sup> December
- Parents' Evening – Wed 3<sup>rd</sup> & Thu 4<sup>th</sup> February (in school)
- World Book Day – Thurs 4<sup>th</sup> March (no costumes)
- International Family Week – 15<sup>th</sup>–19<sup>th</sup> March with Carnival Thu 18<sup>th</sup>
- Easter Bonnet Parade – Monday 22<sup>nd</sup> March AM
- Sports Week – 28<sup>th</sup> June to 2<sup>nd</sup> July
- Sports Day (EYFS) – Tues 29<sup>th</sup> June
- Sports Day (Yrs1-6) – Wed 30<sup>th</sup> June
- Summer Fair – Fri 9<sup>th</sup> July



# **Keeping in touch...**

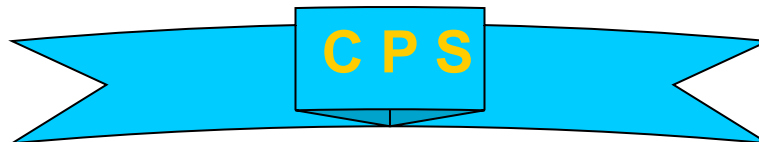
Please download Studybugs and check our weekly newsletter (online).



Members of school staff are on duty before and after school every day.

Attend meetings for parents and workshops. Keep checking the newsletter for more information.

Contact the office to arrange conversations with class teachers via phone if needed. You will be called back when the teacher is not teaching.



## How to find out what's going on...

- School newsletter (sent via Studybugs)
- Arbor
- School website
- 'What we are learning' leaflet (termly)
- Check your child's school bag for letters
- Noticeboards
- Speaking to staff before and after school
- Telephone/visit the school office

# Secondary School

- Sadly, this year will be your child's last at Curwen
- This means they will be venturing out into the big wide world and starting secondary school
- We know that this can be a difficult and often stressful time for both parents and children
- Please try not to panic!



# Starting secondary school in Newham

**Secondary School Admissions**

Information and guidance about moving from primary to secondary school in September 2027 and In-Year admissions during the September 2026 to August 2027 school year.



| October 2026 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| M            | T  | W  | T  | F  | S  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

Saturday 31st Oct 2026

For all parents/carers, the priority should be to achieve the best outcome for your child's future needs without creating an impossible task.

### Don't

- Miss the deadline for on time applications – late applications don't often get one of their preferences and all popular schools are filled with on time applicants.
- Ignore the advice of the local authority and schools – they have done it for many years so really do know the process.
- Choose only to attend the open evening of a few schools
- Pay for advice, any questions you have can be answered by your primary school – when they don't know they will find out.
- Name unachievable preferences.
- Listen to rumours and gossip.
- Convince yourself the local schools aren't good enough for your child.

Deciding on your school preferences is a challenge but remember there are many reliable information sources available to parent and carers to help decide your school preferences:

- Open days and open evenings
- Online virtual school tours
- Official schools websites
- Ofsted reports – remember to check the date
- Family and close friends
- Newham's School finder: to calculate home to school distances
- Oversubscription criteria: to determine a child's priority for a place
- Last year's offer tables: see - We Are Starting Secondary School
- School profiles – NEW DFE comparison tool (next slide)



# School Profiles

The Department for Education (DfE) is trialling a new online service, **School Profiles**, to help parents and carers find, compare and better understand state secondary schools in England.

The service brings together key school information in one place and includes a new feature that allows users to **compare up to six secondary schools side by side**, making it easier to explore options ahead of secondary school applications.

Parents and carers are invited to take part in the trial by searching for schools, testing the comparison tool and sharing feedback directly through the website. Feedback will help the DfE improve the service before its wider rollout and ahead of the next secondary school admissions cycle.

[Visit the School Profiles beta website >](#)

**1) Naming only one preference means you can only be offered that school.**

**False** – every preference is considered using the same rules.

**2) You don't need to name the school where your older children are on roll because they save your child a place.**

**False** – the law does not allow places to be reserved to be considered you must apply.

**3) All applicants must be offered one of their preferred schools.**

**False** – the local authority must provide every child living in the borough with a school place, but we only offer a place at a preferred school where it is possible based on supply and demand.

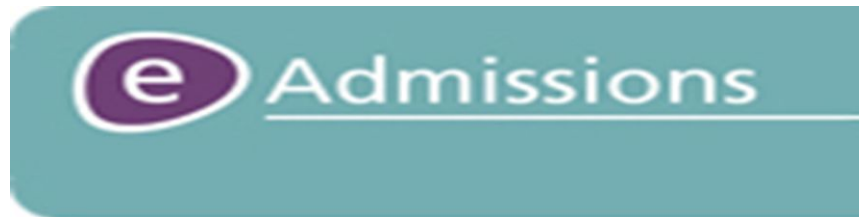


MS

All local authorities are required to co-ordinate admissions for children moving from primary to secondary schools. In London the 33 local authorities and many of the Home Counties work together to deliver Pan London co-ordination.

All London Boroughs use the same application system that you can access direct or via your home local authority.

<https://www.eadmissions.org.uk/eAdmissions/app>



A message will go out on Studybugs about drop in sessions with Mr Smale to support making an application.

**If you apply after this date your application be processed as late!**

**Remember by law late applicants can only be offered the places remaining after the on-time applicants have been given their schools.**



| October 2026 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| M            | T  | W  | T  | F  | S  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

Saturday 31st Oct 2026

MS

Once your application has been successfully submitted through the eAdmissions portal an application reference will be issued which will look like this.

**316-2024-09-E-001234**

Families then need to wait until  
national offer day 1<sup>st</sup> March 2027





# And finally...

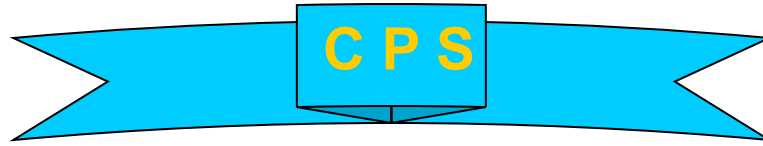
## Thank you all for listening.

With your support, we hope that Year 6 will be a memorable and successful year for our children.

If ever, you have any concerns or would like to discuss anything regarding your child, please don't hesitate to ask.

If you contact the office, they will gladly arrange an appointment by phone.

# **T**ogether **E**veryone **A**chieves **M**ore!



# Any questions?

