



# St John's and St Clement's

---

WORKING TOGETHER IN THE LOVE OF GOD, LOVE OF LIFE AND LOVE OF LEARNING

**Aspiration** **Resilience** **Creativity** **Community** **Kindness**



# Meet our team

---

Class teachers – **Shonibare** Ms Berry

**Banksy** Miss Mclsaac

Teaching assistants – Miss Reed

Mrs Jackie McGinley

Phase Leader – Miss Arnold

Art teacher – Ms Moya Hanif-Banks

PE teacher – Mr Nicholas Bus-Sam

Music Teacher – Miss Ellie Flynn

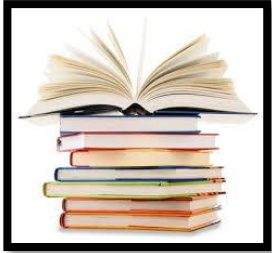


**Aspiration** **Resilience** **Creativity** **Community** **Kindness**



# Learning at SJSC

I  learning



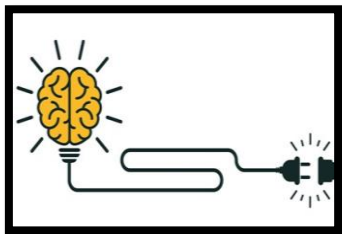
## Empowering Knowledge

Gain a **deeper level of knowledge** and **understanding** and use their knowledge to **develop new thinking**. Children build a knowledge bank that has a high level of cultural capital and supports their understanding of wider concepts.



## Personal Growth

**Developing** and **practising** the skills that **underpin learning**: resilience, creativity, communicating, collaboration, well-being and all other SJSC school values.



## Critical Thinkers

Children **explore** and **connect ideas**. They **problem solve**, **reflect** and **reason**. Children are **actively engaged** in their learning.



# Curriculum

This term's value is: **Community**

In our learning we will be exploring the 'big idea' of: **Identity and diversity**

## Key Information

PE:

**Shonibare:** Thursday and Friday

**Banksy:** Thursday and Friday

## Maths:

Place Value: Read, write, order and compare numbers to 1 million and beyond

Addition and Subtraction: add and subtract using formal written method and a range of mental strategies up to 3 decimal places.

We will be working on:

- all formal written calculations
- times tables at speed and by heart up to 12 x 12
- efficient mental calculation strategies

**Please see the Calculation Policy on the school's website for clarification on methods.**

## Help at home:

Times tables Rock Stars – 1 garage game daily  
Mathletics – approx. **5 activities weekly**



## English – The Unforgotten Coat – *Frank Cottrell Boyce*



Children will write extended narratives and diary entries. They will also have opportunities to write non-chronological reports, following research about Mongolia. Key skills will include punctuation for clarity and writing from alternate points of view.

**Help at home** .... Read other novels by the author Frank Cottrell Boyce. What do you think about the author's writing style? Which book do you prefer?

## YEAR 6 PROJECT

### Migration

**Using The Unforgotten Coat by Frank Cottrell Boyce, we will explore migration. Children will become story tellers, creating a story based on The Un-forgotten Coat**

**We will look at some of the reasons people migrate, and the positive contributions that migrants have made on the UK.**

**Our learning about Eurasia and the Windrush will feed into our exploration of immigration and British history.**

## **History: Windrush**

We will be looking at the migration of the Empire Windrush ship's arrival from the Caribbean - the historical events that led up to people making the journey, what happened when they arrived and the contributions to Britain and society from the people who migrated.

## **Help at home:**

Research recent news articles on the Windrush generation.

## **PSHE:**

We are continuing with our new PSHE scheme called Jigsaw. We will be focusing on "Being Me in My World". We will focus on rights and responsibilities, our hopes and worries about the year ahead and goal-setting. We will be discussing what it means to be a member of our community.

## **Help at home:**

Please encourage positive conversations about differences between people within our school and local community.

## **Geography:**

To support our work in English we will be exploring and learning more about Mongolia.

- Locate countries linked to the text using maps, focusing on environmental regions, key physical and human characteristics, countries and major cities.
- Geographical similarities and differences of human and physical geography of Mongolia and the UK
- Use maps, atlases and globes
- Use the 8 points of a compass for 6 figure grid references, symbols and keys to build knowledge of the UK and wider world.

## **Help at home:**

Locate and identify countries of origin within your family on a globe or map. Spend some looking for key mountain ranges and rivers across the world.



# Home Learning

## READING

### Daily reading is invaluable

In Year 6, we encourage the children to read **daily**

We ask children to aim for daily reading for **at least 20 minutes**.

This helps them to:

- increase their **stamina** and to ensure reading
- becomes **part of their routine**;
- develop their **vocabulary**;
- develop their understanding of **language**;
- Foster a love of learning.

Please **sign the reading record 4 times a week** and help your child remember to bring it into school daily. Reading Records will be checked every **Monday**

## Home learning

### Year 6 Home Learning

The purpose of home learning is to enable children to practice and consolidate the skills and ideas they have learnt at school.

Home learning does not replace the many enriching activities a family can offer and prioritise out of school, such as riding bikes, outings to parks or museums, playing with friends, baking, visits to the library and other brilliant activities.

**Reading**  
Please encourage your child to read independently, read with an adult, or read to another family member as **much as possible**- aim for daily reading for **at least 20 minutes**, to increase stamina and to ensure it becomes part of their routine.  
Discuss the book they are reading - what is happening, who are the characters; ask your child to predict what might happen next. Please **sign the reading record** at least **four times a week**.

**Maths**  
Please play **one garage game daily** in Rock Stars. This takes only **3 minutes**. Battles will be set regularly.

**Mathletics will be set every week** in line with what we're teaching in class and will be reviewed and reset regularly. The children will have a week to complete their home learning. We recommend it is done with pen and paper to support calculations.

If your child cannot access the work please let us know and we will support them as home learning is important in Year 6 as we prepare the children for secondary expectations.

**Spelling**

Children will be given a list of words every Friday ahead of the following week. On Mondays, children are then introduced to the words as a class and the rules/spelling patterns are taught. We encourage children to continue to practise their weekly spellings at home and, where possible, use them in their writing before having a spelling check in on a Friday.

**This week's focus: Common Words – words children are expected to spell correctly at all times**

Spelling Rule / Weekly Focus

**Common Words – Words children are expected to spell correctly at all times.**

- Non-Negotiable words

said	with	went	don't
like	people	children	want
asked	school	thought	something
through	because	friends	why

Home learning at SJSC will not be marked. The reason for this is that the teachers mark work and assess alongside the children every day and are fully aware of their capabilities. If there is a piece of learning the children do at home that they would like to celebrate with us we would really enjoy doing that with them at school. There are also suggested ideas on the half termly Curriculum Newsletter.

If you have any questions or queries about your child's progress please do not hesitate to get in touch with the class teacher.




# Spelling Like a Ninja!

- On Mondays, children are **introduced to the words as a class** and the rules/spelling patterns are taught.
- The **list of words will be sent** every Friday with the home learning ahead of the following week.
- In class, they will practise these spellings using a range of activities.
- We encourage children to continue to practise their weekly spellings at home and, where possible, use them in their writing before having a **spelling check-in on a Friday**.



**Year 6 – Autumn Term – Week 1**

Spelling Rule / Weekly Focus			
 Common Words – Words children are expected to spell correctly at all times.			
• Non-Negotiable words			
said	with	went	don't
like	people	children	want
asked	school	thought	something
through	because	friends	why
water	house	too	who





# Timetable

PE days: Thursday, Friday

On PE days, children should wear their PE uniform to school.

	9:05-9.35	9:35-10.35	10:35-10:55	11:00 – 11:15	PLAY-TIME	11:30-12:40	LUNCH TIME		1:40 – 2:25	2:25 – 3:25
Mon	Guided reading	Maths	Whole school CW	Intro spellings		English		Spelling	Topic	
Tues	Guided reading	Maths		KS2 CW		English		Spelling	R.E.	PSHE
Wed	Music	Maths		singing		English		Spelling	Topic	
Thurs	Guided reading	Maths		Phase CW		English		Spelling	PPA	
Fri	Guided reading	Maths	Good work CW	Spelling Check		English		Spelling	ICT	P.E.

Aspiration Resilience Creativity Community Kindness



# Uniform

\* Please make sure that **all your child's clothes and belongings are named.**

• We would appreciate your support in ensuring the children wear their correct school uniform as outlined on the school website.

• P.E KITS – blue shorts or tracksuits, house colour t-shirt and trainers.



## Uniform List

Jumper

Navy sweat shirt / jumper / cardigan

Grey school shorts or grey trousers

Grey skirt or grey pinafore

White or pale blue polo shirt

White or pale blue school shirt, to be worn with school tie

Summer dress in blue and white check / stripe

White or grey socks

Grey or navy tights

Flat black or navy school shoes. Boots / trainers are not permitted

Hair ribbons or bobbles should be navy or white

Dark coloured plain coat with a hood

### **Pupils should not wear:**

- Jewellery (except a small stud or sleeper in pierced ears)
- Cycle shorts, leggings, pedal pushers, jeans or Capri pants
- T-shirts, or printed or embroidered shirts, hooded tops or sweaters with logos
- Items of clothing, socks or shoes in the wrong colour
- Trainers, open toe sandals or boots

**Aspiration**

**Resilience**

**Creativity**

**Community**

**Kindness**





# Attendance and Punctuality

---

- Please ensure that your child is in school, on time, every day. **Mathletics and TTRS Soft Start.**
- Children to be in the school gates at **8:45am**
- School finishes at **3:20pm**
- Please try to make all medical appointments outside of the school day wherever possible.
- If you have any attendance questions, please ask Chris Ptohides or contact the office.



# Working together

---

It is important to communicate and work together

Speaking with us:

- Make an appointment to see us
- For non urgent matters - email  
(We will reply within the week. Emails are not checked during the school day.)
- If it is urgent, please phone or email the office

**Email address: [Office@sjsc.southwark.sch.uk](mailto:Office@sjsc.southwark.sch.uk)**

[louise.berry@sjsc.southwark.sch.uk](mailto:louise.berry@sjsc.southwark.sch.uk)    [morgan.mcisaac@sjsc.southwark.sch.uk](mailto:morgan.mcisaac@sjsc.southwark.sch.uk)





# Key Reminders

---

- **PE** is on **Thursday** and **Friday**. The children should come to school wearing their PE kit and remain in their PE kit. Please ensure your child's uniform and PE kit both have their names on.
- Please help your child to **develop a love of books by encouraging reading and talking about what they have read**. Please ensure your child's reading record, and books, are in their bag every day.
- Please bring in a **full water bottle everyday** that has your **child's name on it**.
- This term's theme is: **Migration** and we will be focusing on the key ideas of **identity & Diversity**
- We are looking forward to our exciting year together!

**Aspiration**   **Resilience**   **Creativity**   **Community**   **Kindness**



# Thank you for attending.

---

WORKING TOGETHER IN THE LOVE OF GOD, LOVE OF LIFE AND LOVE OF LEARNING

**Aspiration**   **Resilience**   **Creativity**   **Community**   **Kindness**