MEET THE TEACHER
Year 6
Monday 11th September

Staff

6G Class teacher: Ms Marantha Cabey
6B Class teacher: Ms Ellie Beecroft
KS2 Additional Adults: Ms Lily Azevedo & Ms Johanna Hollingsworth
Phase Leader: Ms Simone Bunbury
SENCo: Ms Caireann Conlon

Timetables

6G - Marantha Cabey										
Day	9.00	10.00	10.20	10.40	11.40	12.10	12.30	1.30	1.45	2.30
Monday	Maths	Assembly	Break	Art & Design	Reading	Story Time	Lunch	PE (PPA)		PSHE/RE (PPA)
Tuesday	Maths			Spanish	Reading			HW	SPaG	Science
Wednesday	Maths			Reading	SPaG			Writing		Computing
Thursday	PE (Coach)			Writing	Reading			Maths		Geography
Friday	Maths			Writing	SPaG			MM	Geography	Reading

6B - Ellie Beecroft										
Day	9.00	10.00	10.20	10.40	11.40	12.10	12.30	1.30	1.45	2.30
Monday	Maths	Assembly	Break	Spanish	Reading	Story Time	Lunch	PSHE / RE		PE (PPA)
Tuesday	Maths			Reading	Art & Design			HW	SPaG	Science
Wednesday	Maths			Reading	SPaG			Writing		Computing
Thursday	Writing			PE (Coach)	Reading			Maths		Geography
Friday	Maths			Writing	SPaG			MM	Geography	Reading

Yearly Curriculum Overviews

Art & Design and Design Technology Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	DT: Transport	Art: Autumn	Art: Lunar New Year	DT: Contrasting Countries	Art: Mixing Colours	Art: Summer DT: Starting Big School
YR	Art: Colour	DT: Toys	DT: Jamaica	Art: Spring	DT: My Local Community	Art: Minibeasts DT: Let's Create
Y1	Art: Drawing Spirals	DT: Preparing Fruit & Vegetables	Art: Simple Printmaking	DT: Sliders & Levers	DT: Templates & Joining	Art: Making Birds
Y2	DT: Wheels & Axles	Art: Explore & Draw	DT: Free standing structures	Art: Expressive Painting	DT: Templates & Joining - Sewing	Art: Be an Architect
Y3	DT: Shell Structures	Art: Gestural drawing with charcoal	Art: Working with Shape & Colour	DT: Levers & Linkages	Art: Making animated drawing	DT: Healthy & varied diet
Y4	Art: Storytelling through drawing	DT: 2D Shape to 3D product	DT: Circuits & switches	Art: Exploring Pattern	Art: Festival Feasts	DT: Pneumatics
Y5	Art: Topography & Maps	DT: Frame Structures	DT: Cams	Art: Fashion Design	DT: Celebrating seasonality	Art: Architecture- Dream Big or Small
Y6	DT: Pulleys	Art: 2D Drawing to 3D Making	Art: Print & activism	DT: Complex Switches	Art: Brave Colour	DT: Combing Fabric Shapes

Computing Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport	Christmas	Winter	Life Cycles	Mixing Colours	Farm Animals
YR	Colour	Toys	Jamaica	Spring	Minibeasts	Let's Create
Y1	Technology Around Us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
Y2	IT Around Us	Digital Photography	Robot Algorithms	Pictograms	Digital Music	Programming Quizzes
Y3	Connecting Computers	Stop Frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events & Actions in Programmes
Y4	The Internet	Audio Production	Repetition in shapes	Data Logging	Photo Editing	Repetition in games
Y5	Systems & Searching	Video Production	Selection in Physical Computing	Flat file Database	Vector Drawing	Selection in quizzes
Y6	Communication & Collaboration	Web Page Creation	Variables in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movement

History & Geography Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Geography: Transport	History: Christmas	Lunar New Year	Contrasting Countries	History: Holi	Seasons: Summer History: Starting Big School
YR	History: All About Me	Geography: My School History: Toys	Geography: Jamaica History: Homes	Geography: Burkina Faso	Geography: My Local Community	History: Super Duper Me
Y1	Geography: Map It!	History: Living Past	Geography: England	History: The Great Fire of London	Geography: The United Kingdom	History: Monarchy
Y2	Geography: Map It!	History: Hackney's History	Geography: Hackney & Alexandria	History: Marvellous Medics	Geography: Weather	History: The Victorians
Y3	Geography: Map It!	History: Stone Age to Iron Age	Geography: Settlements	History: Ancient Egypt	Geography: Rivers	History: Ancient Civilizations
Y4	Geography: Map It!	History: The Romans	Geography: Tectonic Plates	History: Anglo Saxons	Geography: North & South America	History: Leisure & Entertainment
Y5	Geography: Map It!	History: The Vikings	Geography:Our Natural Planet	History: The Greeks	Geography: Trade	History: Islamic Civilizations
Y6	Geography: Map It!	History: Benin	Geography: What's It Like There?	History: Building the Past	Geography: Sharing the World	History: British Empire

Science Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport	Autumn	Winter	Life Cycles	Growing Things	Summer
YR	All About Me	Toys	Homes	Spring	Minibeasts	Super Duper You
Y1	Everyday Materials	Animals & The Human Body		Plants		Seasonal Changes
Y2	Living Things & Their Habitats	Uses of Everyday Materials		Growing Plants		Animals Including Humans
Y3	Light	Forces & Magnets	Rocks	Plants & their Life Cycles		Healthy Bodies
Y4	States of Matter	Sound	Electricity	Identification & Classification		Digestion & Food Chains
Y5	Properties and Changes of Materials	Forces	Earth and Space	Plant and Animal Life Cycles		The Human Life Cycle
Y6	Classification	Electricity	Light	Evolution & Inheritance		The Circulatory System

Half Termly Curriculum Information

English

We will be learning how to:

- make and justify inferences about *The Girl of Ink and Stars* and *Great Adventurers*
- explain and evidence our ideas about a text
- develop our stamina to allow us to write longer, sustained pieces of work

Maths

We will be learning how to:

- represent, read, write, order and compare numbers up to ten million
- round numbers, make estimates and use this to solve problems in context
- solve multi-step problems involving addition and subtraction

Science

We will be learning how to:

- describe how living things are classified into broad groups according to common observable characteristics
- give reasons for classifying plants and animals based on specific characteristics

Geography

We will be:

- understanding time zones
- collecting and interpreting data from varied sources to draw conclusions about a location
- studying three contrasting but similar locations - the English Channel, Straits of Gibraltar and the Panama Canal

Curriculum Information | new wave federation | **Year 6 - Autumn 1**

Computing

We will be learning about:

- transferring information using an IP address
- different forms of media on the internet, including types of communication

PE

We have a PE lesson every **Monday** and **Thursday.** Please ensure your child wears their PE kit on those days.

The focus of the sessions will be football and handball.

PSHE

Our PSHE focus is Being Me and we will be learning about:

- goals and challenges for the year ahead.
- my actions affect other people locally and globally.
- our rights and responsibilities as a citizen.

Art and Design

We will be exploring pulleys, looking closely at:

- how a pulley mechanism works
- designing, making and evaluating a motor vehicle

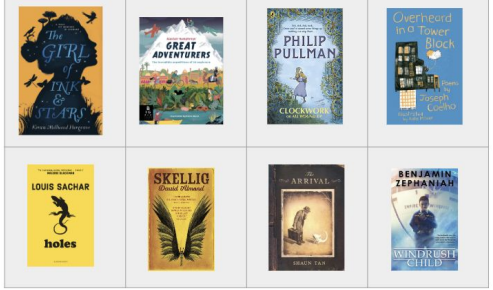
English

New Wave - Year 6 - Reading Pathway

Books to Read for Pleasure

The Classic	The Future Classic	The Non-Fiction One
		
The Poetry Collection	**The Graphic Novel**	**The Funny One**
		

Books to Write From



This year, Year 6 will be writing: a fantasy story, a newspaper report, a horror story, instructions, poetry, an adventure story, an explanation text, a monologue, diary entries, persuasive letters and non-chronological reports

new wave federation

Year 6 Spellings Autumn Term 1

Unit 1	Unit 1	Focus Unit 1	Unit 2	Unit 2	Focus Unit 2
Test w/c 11.09.23	Test w/c 18.09.23	Test w/c 25.09.23	Test w/c 02.10.23	Test w/c 09.10.23	Test w/c 16.10.23
suffixes	**suffixes**	**ough**	**suffixes**	**suffixes**	**orange words**
asking	fussing	borough	sensible	confidently	communicate
jumping	sprinted	thorough	cycling	hesitation	communication
happiest	buzzing	although	famous	celebration	community
hunter	floated	doughnut	observant	frantically	committee
shouted	proudly	ploughed	persuasive	separation	harass
neater	loudly	drought	appreciative	preparation	harassment
lightest	completely	boughs	creating	television	occur
yawning	carefully	nought	grizzly	alteration	occurrence
surprised	transporting	coughing	highest	gradually	occupy
tapping	suggested	fought	paused	separately	occupation

Maths

Mathematics Mastery **Curriculum Map: Year 6**

The first two units need to be taught before any other units as these cover place value and the four operations and ensure firm foundations for the rest of the learning.

The remaining units can be taught in any order with the following caveats:

- The first five lessons of the first Fractions unit should be taught prior to learning on calculating with fractions.
- The Proportion problems unit should only be taught after the units on fractions, decimals and percentages.

1) Integers and decimals (10 lessons)	2) Multiplication and division (15 lessons)	3) Calculation problems (10 lessons)	4) Fractions (10 lessons)	5) Missing angles and length (5 lessons)
• Represent, read, write, order and compare numbers up to ten million • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems involving addition and subtraction	• Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers using a range of strategies • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies	• Understand the use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values	• Deepen understanding of equivalence • Order, simplify and compare fractions, including those greater than one • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions	• Compare and classify a range of geometric shapes • Use angle facts to find unknown angles

6) Coordinates and shapes (10 lessons)	7) Fractions (5 lessons)	8) Decimals and measure (15 lessons)	9) Percentage and statistics (10 lessons)	10) Proportion problems (10 lessons)
• Draw a range of geometric shapes using given dimensions and angles • Describe, draw, translate and reflect shapes on a co-ordinate plane • Recognise and construct 3-D shapes • Name and illustrate parts of a circle	• Represent multiplication involving fractions • Multiply two proper fractions • Divide a fraction by an integer	• Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids	• Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalence of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts	• Use fractions to express proportion • Identify ratio as a relationship between quantities and as a scale factor • Unequal sharing involving ratio

The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

Science

Classification - Year 6 - Unit 1

Scientific Enquiry

identifying and classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will use information about the characteristics of an unknown animal or plant to assign it to a group.

researching

We will **research using secondary sources** to learn about the formal classification system devised by Carl Linnaeus and why it is important. We will also use secondary sources to research the characteristics of animals that belong to a group.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Measuring (taking measurements)
Gathering and **recording** results
Presenting results
Interpreting results
Concluding (drawing conclusions)
Predicting
Evaluating an enquiry

Subject Specific Vocabulary

vertebrate

Vertebrates are animals with a backbone.
Vertebrates can be divided into five animal groups: fish, amphibians; reptiles, birds and mammals. Each group has common characteristics.
For example, amphibians are cold-blooded, have lungs and lay eggs. When adult, they can live in water and on land.
Mammals are warm-blooded with hair or fur. They give birth to live young. Reptiles have dry, scaly skin that lay soft-shelled eggs on land.

invertebrate

Invertebrates are animals without a backbone.
Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.
Insects have bodies in 3 sections with a hard outer casing, 6 legs and 2 sets of wings.

Spiders are arachnids. They have 2 body parts, 8 legs, 6 or 8 eyes and spinnerets on their abdomens that produce silk.

micro-organism

Living things can be grouped according to characteristics. Plants and animals are two main groups but there are other livings things such as **microorganisms**.
Microorganisms are living things that are too small to be seen with the naked eye. They are normally viewed using a microscope. Viruses, bacteria and yeast as well as fungi: toadstools and mushrooms are the main

flowering plants

Flowering plants can make their own food whereas animals cannot. Plants can generally be divided into two main groups: **flowering plants** and non-flowering plants.
Flowering plants produce seeds, fruits and flowers in order to reproduce. Examples of flowering plants are: sunflowers, orchids, lavender, oak trees and potatoes.

non-flowering plants

Non-flowering plants are those that do not ever produce flowers. Like flowering plants, they make their own food. They can be divided into two main groups - those that reproduce with spores and those that reproduce with seeds.
Non-flowering plants that produce spores include mosses and ferns.

Non-flowering plants that produce seeds include conifers such as pines and firs.

Things you learnt in previous topics

In Year 4 you recognised that living things can be grouped in a variety of ways. You explored and used classification keys to help group, identify and name a variety of living things in my local and wider environment.
In Year 5 you described the differences in the life cycles of a mammal, an amphibian, an insect and a bird. You described the life process of reproduction in some plants and animals.

How this connects with future learning

Later in Year 6 you will learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. You will learn to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
In KS3, you will learn the differences between species.

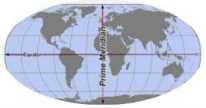
Geography

Map It - Year 6 - Autumn 1

Tier 2 Vocabulary

enquiry	interpret
The process of seeking information.	To explain the meaning of information
In Year 2, you carried out an **enquiry** to find the safest route from school.	In Year 4, you **interpreted** data on the local area to find out why there were different levels of noise pollution.
We will by carrying out an **enquiry** on 3 contrasting regions.	We will **interpret** all our research on the three regions to enable us to draw conclusions.
I **enquired** about the price in the shop.	I didn't understand so I asked my friend to **interpret**.

Key Vocabulary

time zones	Prime Meridian	strait	channel	canal
A geographic region where the same standard time is used.	The imaginary line that divides Earth into two equal parts which is also the basis for the world's time zones.	a narrow passage of water connecting two seas or two other large areas of water.	a length of water wider than a strait, joining two larger areas of water, especially two seas	an artificial waterway constructed to allow the passage of boats or ships inland
New York City in North America and Lima, Peru, in South America are in the same **time zone.**	The **Prime Meridian** intersect Algeria.	The **Straits** of Gibraltar separate Africa & Europe by only 8.1miles / 13km.	The English **channel** is called the *Manche* by the French.	The Panama **canal** was completed in 1914.
Australia and England are in different **time zones**.	The **Prime Meridian** runs through Greenwich in London.	The **Straits** of Gibraltar are an important trade route from Europe to the Atlantic Ocean.	The English **Channel** is 348 miles/560km long and 21 miles/34km wide at its narrowest point.	The Suez **canal** connects the red Sea to the Mediterranean Sea
				

How this connects with previous learning

n Year 4, you learned how longitude can be used to describe the position of a place.	In Year 4, you learned about the link between climate zones, biomes and vegetation belts.	In Year 5, you learned about trade and natural resources.

How this connects with future learning

Throughout Year 6 will apply your data analysis skills to your scientific enquiries.	In Year 7 you will learn about the interdependence of trade relationships across the world	In Year 7 you will apply your analysis skills to more regions of the world.

Art & Design/Design Technology

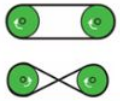
Pulleys - Year 6 - Autumn 1

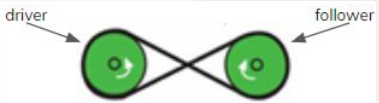
DT Themes

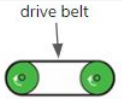
mechanisms	construct	accuracy
A device used to create movement in a product.	Something that limits or controls what you can do.	Something new and original.
Mechanisms are used in in many everyday objects including analogue clocks and bikes.	Time **constraints** mean that there is only a certain amount of time to complete a project.	The wheel was an **innovative** product because it made it much easier to transport items or people quickly.
A **mechanical system** is a set of related parts or components used to create movement.	A money **constraint** means that you are given a budget which you must stick to.	Mobile phones were an **innovative** product as they allowed people to be contacted outside of the home.
Our moving vehicles will use a **mechanical system.**	Limited resources can also be a **constraint** for a project.	**Innovation** enables us to solve new or existing problems.

Tier 2 — Key Vocabulary

pulley	driver	follower	drive belt
A grooved wheel over which a drive belt can run.	The pulley that provides the input movement to the system.	The pulley that provides the output movement to the system.	The belt which connects and transfers movement between two pulleys.
Pulleys are often used to lift heavy items.	Our **driver** will be a small pulley attached to the motor.	Our **follower** will be a large pulley attached to the wheels.	The **drive belt** will transfer power from the driver to the follower.
We will use **pulleys** to transfer power from the motor to the wheels.	The small pulley is known as the **driver** because it provides all the power to the mechanical system.	Our **follower** will move in the same direction as the driver.	We will use an elastic band as our **drive belt**.







How this connects with previous learning

In Year 1, you designed, made and evaluated a moving poster.	In Year 2, you designed, made and evaluated a vehicle using wheels and axles.	In Year 4, you used an electrical system when designing, making and evaluating a lamp.

How this connects with future learning

In Year 6, you will design, make and evaluate an electrical system, considering a range of constraints.	In Year 6, you will work accurately when making an electrical device case.	In Key Stage 3, you will explore how more advanced mechanical systems enable changes in movement and force.

Spanish

Year 6 Spanish Knowledge Organiser
Todo sobre mí

Saludos
Greetings

Buenos días
Good morning

Buenas tardes
Good afternoon

Buenas noches
Good night

Learning intentions

- ❑To ask and answer basic questions about myself.
- ❑To review previous knowledge about hobbies and sports.
- ❑To know the numbers 1-100 and use them in sentences.
- ❑To ask and answer Wh- questions.
- ❑To write an introduction about myself.

Preguntas
Questions

¿Cómo estás?
Estoy .....

¿Cómo te llamas?
Me llamo.....

¿Cuántos años tienes?
Tengo ..... años.

¿Cuándo es tu cumpleaños?
Mi cumpleaños es el ..... de .....

Sentimientos
Feelings

Estoy	
	bien / mal
	feliz / triste
	hambrient**o**
	cansad**o**
	aburrid**o**

Los números
The numbers

1	uno	11	on**ce**	21	veinti**uno**	31	treinta y **uno**
2	**dos**	12	do**ce**	22	veinti**dos**	32	treinta y **dos**
3	**tres**	13	tre**ce**	23	veinti**tres**	...	...
4	cu**atro**	14	cator**ce**	24	veinti**cuatro**	40	cuarenta
5	c**inco**	15	qu**ince**	25	veinti**cinco**	50	cincuenta
6	seis	16	dieci**seis**	26	veinti**seis**	60	sesenta
7	siete	17	dieci**siete**	27	veinti**siete**	70	setenta
8	ocho	18	dieci**ocho**	28	veinti**ocho**	80	ochenta
9	nueve	19	dieci**nueve**	29	veinti**nueve**	90	noventa
10	**diez**	20	veinte	30	treinta	100	cien

Preguntas
Wh- questions

Qué
What

Cuándo
When

Quién/Quiénes
Who

Cómo
How

Cuánto/a/os/as
How much/many

Por qué
Why

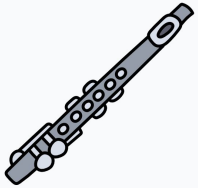
Dónde
Where

Cuál
Which

porque
because

Music

Every child in Key Stage 2 will have a weekly, small group instrumental lesson taught by specialist tutors, week beginning Monday 18th September. Children will have the opportunity to choose either flute or guitar. This is an initiative in collaboration with Hackney Music Service.



Year 6 will also have a whole class singing lesson and there will be the opportunity to join the school choir with Mr Jake Stevens.

Wider Curriculum – Specialist Teachers

Spanish will be taught every week by Ms Maria Bujalance.

Design & Technology and Art & Design lessons with be taught by Ms Alison Dunne and the class teachers.

The children will have PE every Monday and Thursday with one of our sports coaches, Coach Hassan or Coach Ansell.

Excellence for All – Our Values

collaboration

creativity

focus

kindness

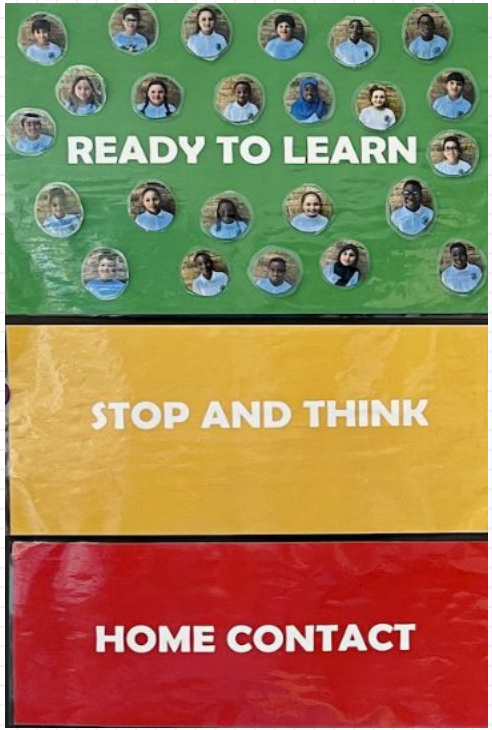
responsibility

Excellence for All

Green- Ready to Learn.

Orange -Stop and think. Children are given the opportunity to reflect on their choices and get ready for learning again.

Red – Parent contact. Consequence if undesirable behaviour persists or if a child's actions are considered extreme.



School Uniform

- navy crewneck sweatshirt or cardigan with logo
- light blue polo shirt with logo
- black school trousers, knee length shorts or skirt, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

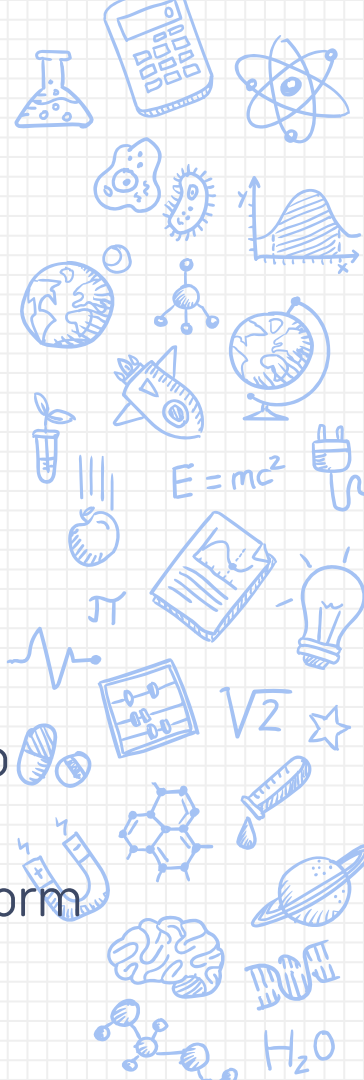
PE Uniform

- light blue polo shirt with logo
- black PE shorts or tracksuit bottoms
- plain black, white or grey socks
- plain black (or white) plimsolls or plain trainers
- **on Monday and Wednesday, children should come to school dressed in their PE uniform.**

Simple ear studs and religious items are the only jewellery permitted.
Please leave all other jewellery at home.
Pre-loved uniform is available via the PSA website or school office.

Arrival and Collection

- the school day begins at 8:55am
- there are two bells in the morning – one at 8.53am where children get ready to learn in their lines and one at 8.55am where children go into their classrooms to complete their morning review tasks whilst the register is taken
- please be punctual to avoid late marks and unauthorised absences. late = after registration has closed
- shortly, year 6 children will be asked to arrive 8.45am and go straight to their classrooms
- children may go home alone - please complete the google form shared if you wish your child to do this



Absences

- if your child is sick please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am.
- holiday during term time will not be authorised
- you may receive a fine for unauthorised absence
- the government requires schools to inform parents when attendance is below 95%
- attendance below 90% is classified as persistent and is reported to the local authority.

Communication

- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists and home learning are saved in the classes section of the website
- you can make appointments to see the class teacher or phase leader/SENCo after school (we can usually be flexible with timings to meet your needs)
- e-mails with messages for class teachers or school leaders should go through the school office

Home learning

- spelling practice (weekly tests begin this week)
- reading - at least 20 mins daily
- maths activities - targeted practice linked to weekly learning
- geography, history or science tasks to be completed each half term and links to learning resources in other wider curriculum subjects
- iPads (and Google Classrooms) are being updated and reallocated and will begin to go home again by the end of the month

Year 6 Geography Homework Project

It's time to get creative, Year 6! We would like you to use the materials you have at home to make one of the following:

1. A model of a country or continent of your choice, including the timezone it is in and its climate.

2. A model of one of the settlements you have learnt about.

3. A walking guide for a local walk

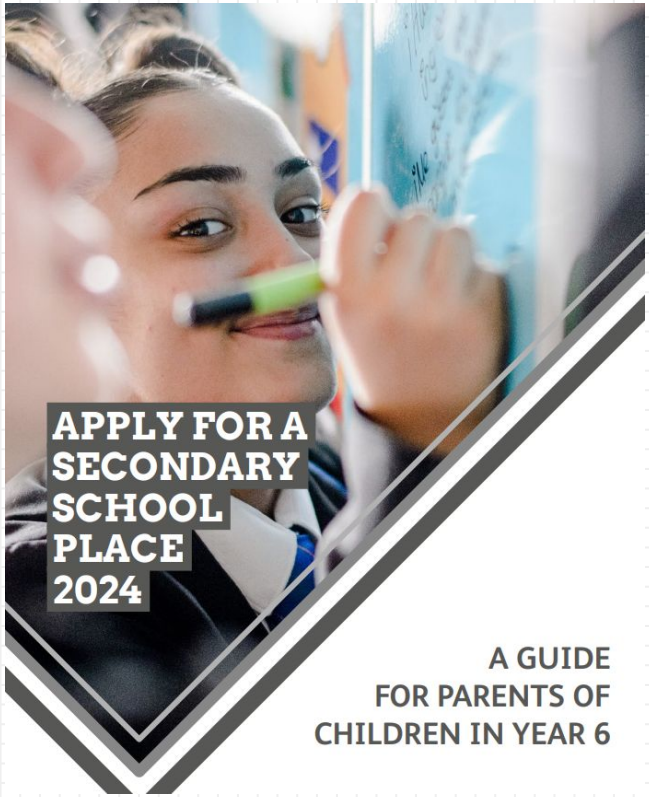
Please hand in your projects by **Friday 13th October**. We can't wait to see them!

Science	Computing	Art / DT

Admin

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all monies are collected through ParentPay
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- **ensure your child's clothes and property are named**
- **ensure your child brings in (and takes home) daily a named water bottle**

Secondary School Applications



- guidance booklets can be found on Hackney Education's website here
- there is also a recorded briefing to support with the application steps
- if your child has an EHCP, our SENCO, Ms Conlon, can support you
- please let us know if you would like support with completing the application

Secondary School Applications

OPEN EVENTS at Hackney Secondary Schools in 2023

These open mornings and evenings are intended for students who will transfer from primary to secondary school in September 2024.

All the dates listed are in 2023.

CARDINAL POLE CATHOLIC SCHOOL

205 Morning Lane, London, E9 6LG
020 8985 5150
www.cardinalpole.co.uk

Open Evening: Thursday 21 September 4.30pm-7.30pm (Headteacher's speech at 5pm and 6.30pm, last entry at 7pm)

Open Day: Saturday 23 September 9.30am-11.30am (Headteacher's speech at 10am and 11am)

Open Mornings: Monday 25 September through to Friday 6 October from 9.15am-10.15am (by appointment only)

CITY OF LONDON ACADEMY, SHOREDITCH PARK

Hyde Road, London, N1 5JU
020 3011 2162
www.shoreditch.cola.org.uk

Open Evening: Thursday 12 October, 4.30-7.00pm
(Principal's speeches at 5.00pm and 6.00pm. Last entry to the Academy at 6.30pm)

Open Morning (appointment only): Thursday 19 October, 9-10.30am (Principal's speech at 10.00am) and 11.00am-12.30pm (Principal's speech at 12 noon)

Please note, these are the only dates and times offered for visits by prospective applicants and their parents/carers.

CLAPTON GIRLS' ACADEMY

Laura Place, Lower Clapton Road, E5 0RB
020 8985 6641
www.clapton.hackney.sch.uk

Thursday 21 September, 9.15-10.30am
Tuesday 26 September, 9.15-10.30am
Tuesday 3 October, 9.15-10.30am
(please arrive by 9.15am at the latest for a tour)

Thursday 5 October, 5-7.30 pm
(Headteacher's speeches at 5.30pm and 6.30pm, last entry to the Academy at 7pm)

HAGGERSTON SCHOOL

Weymouth Terrace, London, E2 8LS
020 7739 7324
www.haggerston.hackney.sch.uk

Tuesday 26 September, 9-10.30am
Tuesday 03 October, 9-10.30am
Tuesday 10 October, 5-7.30pm
Tuesday 17 October, 9-10.30am

LUBAVITCH SENIOR GIRLS SCHOOL

107–115 Stamford Hill, London, N16 5RP
020 8049 1899 ext 2003
www.lubavitchseniorgirls.com

Open mornings are held in September and October by appointment only.

MOSSBOURNE COMMUNITY ACADEMY

100 Downs Park Road, London, E5 8JY
020 8525 5200
www.mca.mossbourne.org

Thursday 28 September 4.30-7.30pm (last entry at 7.00pm).

Please note, this is the only date and time offered for visits by prospective applicants and their parents/carers.

The Principal's speech will be shown throughout the evening and available on our website from Friday 29 September.

MOSSBOURNE VICTORIA PARK ACADEMY

Victoria Park Road, London E9 7HD
020 8510 4550
www.mvpa.mossbourne.org

Thursday 29 September, 4.30–8pm (Last entry 7.15pm. Last Principal's speech at 7.30pm. Evening ends at 8pm)

Please note, this is the only date and time offered for visits by prospective applicants and their parents/carers.

OUR LADY'S HIGH SCHOOL

6–16 Amhurst Park, London, N16 5AF
020 8800 2158
www.ourladys.hackney.sch.uk

Wednesday 27 September, 4-8pm (Last entry: 7.00pm. Headteacher's speech at 4.15pm, 6pm and 7.15pm).

Register via the school website.

Friday 29 September through to Friday 13 October from 9.30-10.30am and Saturday 30 September, 10am-12noon.

Please notify the school of your attendance by emailing officeadmin@olchs.co.uk

SKINNERS' ACADEMY

Woodberry Grove, London, N4 1SY
020 8800 7411
www.skinnersacademy.org.uk

Wednesday 20 September, 4.30-6.30pm (Tours. Principal's presentation at 4.45pm and 5.45pm)

Wednesday 11 October, 5-7pm (Tours. Principal's presentation at 5.15pm and 6.15pm)

Thursday 12 October, 9-9.45am (Tours. Final tour at 9.15am)

STOKE NEWINGTON SCHOOL AND SIXTH FORM

Clissold Road, London N16 9EX
020 7241 9600
www.sns.hackney.sch.uk

Open Mornings
Thursday 21 September, 9am-10am
Thursday 28 September, 9am-10am
Last entry 9.15am

Open Evening
Wednesday 4 October, 4.30pm - 6.30pm
Headteacher's speech at 5.00pm and 6.00pm
Last entry 6.00pm

Details to book tickets for open events on the school website.

THE BRIDGE ACADEMY

Laburnum Street, London E2 8BA
020 7749 5240
www.bridgeacademy.hackney.sch.uk

Tuesday 12 September, 4.30-7.30pm (Last admission 7pm)

Tuesday 19 and 26 September, 9-10am (Last admission at 9.15am)

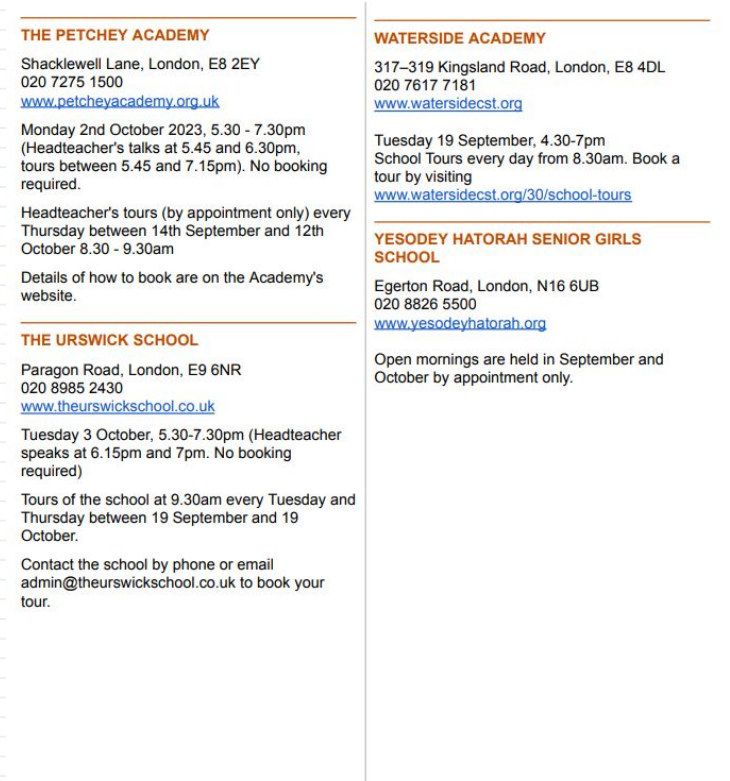
THE CITY ACADEMY, HACKNEY

Homerton Row, London, E9 6EA
020 8525 5440
www.thecityacademy.org

Tuesday 26th September, 4.30-7.30pm
(Last entry: 7.00pm) Principal's Talks at 4.30pm & 6pm

Open Mornings:
Thursday 5th October 9-10am
Friday 6th October 9-10am
(By appointment via Eventbrite - limited space available)

Secondary School Applications



THE PETCHEY ACADEMY

Shacklewell Lane, London, E8 2EY
020 7275 1500
www.petcheyacademy.org.uk

Monday 2nd October 2023, 5.30 - 7.30pm (Headteacher's talks at 5.45 and 6.30pm, tours between 5.45 and 7.15pm). No booking required.

Headteacher's tours (by appointment only) every Thursday between 14th September and 12th October 8.30 - 9.30am

Details of how to book are on the Academy's website.

THE URSWICK SCHOOL

Paragon Road, London, E9 6NR
020 8985 2430
www.theurswickschool.co.uk

Tuesday 3 October, 5.30-7.30pm (Headteacher speaks at 6.15pm and 7pm. No booking required)

Tours of the school at 9.30am every Tuesday and Thursday between 19 September and 19 October.

Contact the school by phone or email admin@theurswickschool.co.uk to book your tour.

WATERSIDE ACADEMY

317–319 Kingsland Road, London, E8 4DL
020 7617 7181
www.watersidecst.org

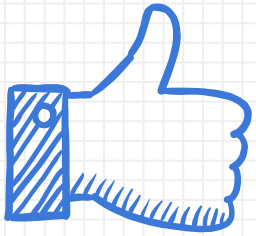
Tuesday 19 September, 4.30-7pm
School Tours every day from 8.30am. Book a tour by visiting
www.watersidecst.org/30/school-tours

YESODEY HATORAH SENIOR GIRLS SCHOOL

Egerton Road, London, N16 6UB
020 8826 5500
www.yesodeyhatorah.org

Open mornings are held in September and October by appointment only.

- visit schools - visits within school hours will be authorised (please inform the office of visits)
- complete an online application form
- apply to up 6 schools (do not just apply to 1 as you may not get in)
- apply by 31st October 2023



THANK YOU

ANY QUESTIONS?