



# MEET THE TEACHER

Year 6

Monday 8th September





# Meet the Year 6 Team

6G Class teacher: Ms Ellie Pratt

6B Class teacher: Mr Ross Williams

KS2 Additional Adults: Ms Lily Azevedo, Mr John Norwood,  
Mr Jean François Julian, Ms Neve Rooney

SaLT Teaching Assistant: Ms Khalida Begum

SEND: Ms Eleanor Alford

Spanish Teacher: Ms Marie Nkhan

Music Teacher: Mr Jake Stevens

PE Coach: Coach Ryan Hassan

# Excellence for All – Our Values



collaboration

creativity

focus

kindness

responsibility



# Excellence for All

Green-ready for learning.

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 skirt or shorts, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

## PE Uniform

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



**Simple ear studs and religious items are the only jewellery permitted.  
Please leave all other jewellery at home.**













































**Pre-loved uniform is available through the school office and at PSA events.**

# Timetables

6G - Ellie Pratt											
Day	8.45	10.00	10.20	10.40	11.40	12.45	1.45	2.35			
Monday	Maths	A s s e m b l y	B r e a k	Reading		Computing		SPaG	Music		
Tuesday	Maths			Spanish	MM	Reading		Writing		Art/DT	
Wednesday	Maths			Reading	Humanities			ST	MM	Science	
Thursday	Maths			Reading		PE			Writing		Humanities
Friday	Maths			PE		SPaG	SC	ST	Writing		PSHE/RE
*MM: Maths Meeting *SPaG: Spelling, Punctuation and Grammar *SC: Spellings Check *ST: Story Time											

6B - Ross Williams											
Day	8.45	10.00	10.20	10.40	11.40	12.45	1.45	2.35			
Monday	Maths	A s s e m b l y	B r e a k	Reading		Computing		SPaG		Art/DT	
Tuesday	Maths			Reading	Spanish	MM	ST	MM	Science		
Wednesday	Maths			Reading	Humanities			Music		Writing	
Thursday	Maths			PE		Reading			Writing		Humanities
Friday	PE			Maths		SPaG	SC	ST	Writing		PSHE/RE
*MM: Maths Meeting *SPaG: Spelling, Punctuation and Grammar *SC: Spellings Check *ST: Story Time											

# Year 6 Wider Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
History/ Geography	Geography: Map It! 	History: Benin 	Geography: What's It Like There? 	History: Building the Past 	Geography: Sharing the World 	History: British Empire 	
Design Technology /Art and Design	DT: Pulleys 	Art: 2D Drawing to 3D Making 	Art: Print & Activism 	DT: Complex Switches 	Art: Brave Colour 	DT: Combing Fabric Shapes 	
Computing	Communication & Collaboration 	Web Page Creation 	Variables in Games 	Introduction to Spreadsheets 	3D Modelling 	Sensing Movement 	
PE: Coach	Football 	Netball 	Gymnastics Unit 1 	Tag Rugby 	Athletics 	Cricket 	
PE: Teacher	Handball 	Hockey 	Dance 	Orienteering 	Basketball 	Rounders 	
RE/ PSHE	PSHE: Family & Relationships 	RE: Worship 	PSHE: Health and Wellbeing	RE: Expressing Beliefs 	PSHE: Citizenship	RE: Commitment in Religious Beliefs 	PSHE: Safety & Changing Me 
Science	Properties and Changes of Materials 	Forces 	Earth and Space 	Plant and Animal Life Cycles 	The Human Life Cycle		
Spanish	All About Me 	My daily routine 	At the café 	Countries of the World 	Holidays 	Recap & Review 	

# Half Termly Curriculum Information

## English

In English, we will:

- read *Holes* and *Overheard in 9 Tower Block* and explore the key themes, explaining and evidencing our ideas about the texts
- develop our stamina to allow us to write longer, sustained pieces of work across genres



## Maths

In 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

Our topic is, 'Classification'. We will be:

- describing how living things are classified into broad groups according to common observable characteristics
- giving reasons for classifying plants and animals based on specific characteristics
- learning about the formal classification system devised by Carl Linnaeus and why it is important



## Geography

Our topic is, 'Map It!'. We will be:

- developing our understanding of 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
  - The Panama Canal



## Curriculum Information

new wave  
federation

## Year 6 - Autumn 1

## Computing

Our topic is, 'Communication and Collaboration'. We will:

- explore how data is transferred over the internet through data packets
- look at how the internet facilitates online communication and collaboration
- complete shared projects online and evaluate different methods of communication

## PE

Our topics are, 'Football' and 'Handball'. We will:

- play effectively in a variety of positions and formations on the pitch or court
- use a range of attacking and defensive techniques
- control the travel of the ball over longer distances

Don't forget to wear your PE kit to school on PE days.



## PSHE

Our topic is, 'Family and Relationships'. We will:

- understand what we mean by respect and why it is important, that it is two-way and how we treat others is how can expect to be treated
- understand stereotypes and be able to share information on them.
- understand how to resolve disputes and conflict through negotiation and compromise

## Design Technology

Our topic is, 'Pulleys'. We will:

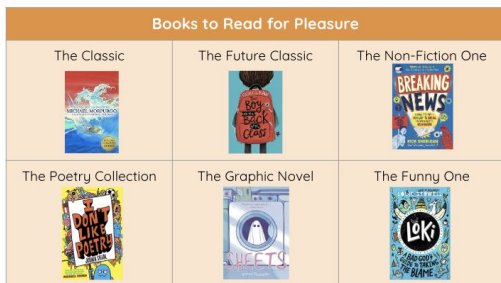
- generate ideas by carrying out research using surveys, interviews, questionnaires and web-based resources
- develop ideas through annotated and exploded drawings and drawings from different perspectives
- design, make and evaluate a motor vehicle



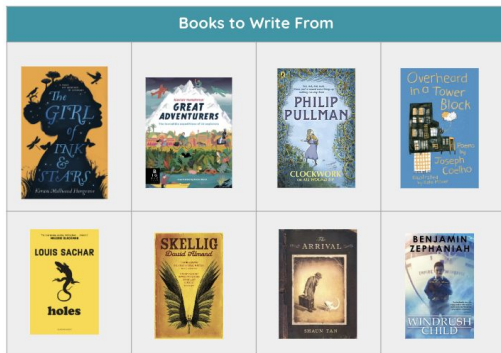
# English

## New Wave - Year 6 - Reading Pathway

### Books to Read for Pleasure



### 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

Test w/c 09.09.24	Test w/c 16.09.24	Test w/c 23.09.24	Test w/c 30.09.24	Test w/c 07.10.24	Test w/c 14.10.24	Test w/c 21.10.24
suffixes	suffixes	ough	suffixes	suffixes	common exception words	common exception words
asking jumping happiest hunter shouted neater lightest yawning surprised tapping	fussing sprinted buzzing floated proudly loudly completely carefully transporting suggested	borough thorough although doughnut ploughed loudly bought nought coughing fought	sensible cycling famous observant persuasive drought creating grizzly highest paused	confidently hesitation celebration frantically separation preparation television alteration gradually separately	communicate communication community committee harass harassment occur occurrence occupy occupation	amateur ancient apparent existence explanation familiar frequently committee community desperate

# Maths

## Mathematics Curriculum Map: Year 6 Mastery

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.

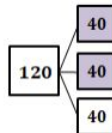
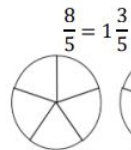
The remaining units can be taught in any order with the following caveats:

- 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.

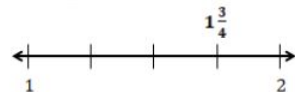
1) Integers and decimals (10 lessons)	2) Multiplication and division (15 lessons)	3) Calculation problems (10 lessons)	4) Fractions (10 lessons)	5) Missing angles and length (5 lessons)
<ul style="list-style-type: none"> <li>• Represent, read, write, order and compare numbers up to ten million</li> <li>• Round numbers, make estimates and use this to solve problems in context</li> <li>• Solve multi-step problems involving addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use properties of number, focusing on primes</li> <li>• Multiply larger integers and decimal numbers using a range of strategies</li> <li>• Divide integers by 1-digit and 2-digit numbers representing remainders appropriately</li> <li>• Illustrate and explain formal multiplication and division strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the use of brackets</li> <li>• Use knowledge of the order of operations to carry out calculations</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Solve equations with unknown values</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen understanding of equivalence</li> <li>• Order, simplify and compare fractions, including those greater than one</li> <li>• Recall equivalence between common fractions and decimals</li> <li>• Find decimal quotients using short division</li> <li>• Add and subtract fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and classify a range of geometric shapes</li> <li>• Use angle facts to find unknown angles</li> </ul>
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)
<ul style="list-style-type: none"> <li>• Draw a range of geometric shapes using given dimensions and angles</li> <li>• Describe, draw, translate and reflect shapes on a co-ordinate plane</li> <li>• Recognise and construct 3-D shapes</li> <li>• Name and illustrate parts of a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Represent multiplication involving fractions</li> <li>• Multiply two proper fractions</li> <li>• Divide a fraction by an integer</li> </ul>	<ul style="list-style-type: none"> <li>• Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units</li> <li>• Calculate the area of parallelograms and triangles</li> <li>• Calculate, estimate and compare the volume of cuboids</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate and compare percentages of amounts</li> <li>• Connect percentages with fractions</li> <li>• Explore the equivalence of fractions, decimals and percentages</li> <li>• Calculate the mean</li> <li>• Construct and interpret lines graphs and pie charts</li> <li>• Compare pie charts</li> </ul>	<ul style="list-style-type: none"> <li>• Use fractions to express proportion</li> <li>• Identify ratio as a relationship between quantities and as a scale factor</li> <li>• Unequal sharing involving ratio</li> </ul>

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.

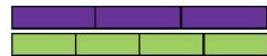
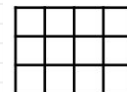
$$\frac{1}{4} = \frac{3}{12}$$



Two thirds  
of 120 is  
40



There are three rows with a value of four. There are four columns with a value of 3.  
 $3 \times 4 = 12$     $4 \times 3 = 12$   
 $12 \div 4 = 3$     $12 \div 3 = 4$



Three groups of four are equal to 12.

Four groups of three are equal to 12.

Which strategy  
is most  
efficient here?

# Knowledge Organisers



Name \_\_\_\_\_ Class \_\_\_\_\_

## Classification - Year 6 - Unit 1

### Scientific Enquiry

### Subject Specific Vocabulary

#### identifying and classifying

**identifying** means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We 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** (drawing conclusions)  
**Predicting**  
**Evaluating an enquiry**

#### 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.

#### 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 adults, 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 shell-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.

#### micro-organism

Living things can be grouped according to characteristics. Plants and animals are two main groups but there are other living 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, protozoans and mushrooms are the main

#### flowering plants

**Flowering plants** that bring their own food whereas animals cannot. Plants can generally be divided into two main groups - **flowering plants** and **non-flowering plants** - those that reproduce with spores and those that reproduce with seeds. **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 - **non-flowering plants** - 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.



#### How this connects with future learning

Later in Year 7 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.

## Communication and Collaboration - Year 6 - Autumn 1

### Tier 2 Vocabulary

### Key Vocabulary

#### transfer

To move something or someone from one place to another.

You can transfer files, data and media through email.

You will explore how images, text, audio and video are transferred using an IP address.

The performance will transfer from the West End Theatre to Hackney Empire.

#### IP Address

An online device address used for connecting and communicating across the internet.

A numerical identifier for every device or network that is connected to the internet.

You will understand IP Addresses and the rules that computers have in order to communicate with each other.



#### Domain Name Server (DNS)

A server responsible for keeping the file that contains information about the domain name(s) and corresponding IP addresses.

A DNS turns domain names into IP addresses, which allows browsers to get to websites.

You will use a Domain Name Server to translate web addresses into IP addresses.



#### data packet

A unit of data made into a single package that travels along a given network path.

Data packets are used in IP transmissions for data that navigates the web.

You will learn the key parts of a data packet: the header and the data payload.



#### media

The main means of mass communication from broadcasts, publishing and the internet.

A type of media that involves content and a device for which it is to be seen.

You will come across many forms of media on the internet including video, audio and images.



#### internet based communication

Means to share information over the internet.

From instant messaging to virtual calling, the internet offers many ways to communicate.

You will learn how internet based communication can be most effective.



#### How this connects with previous learning

In Year 3, you began to develop your understanding of digital processes, with a focus on inputs, devices, and outputs.

In Year 4, you learnt that the World Wide Web is part of the internet, and learnt who owns content and what is honest, accurate, or reliable information.

In Year 5, you learnt how information is transferred between systems and devices using networks and connected devices.

In KS3, you will gain a stronger understanding of computer networks and how they communicate.

#### How this connects with future learning

You will also learn more about how networks are used, the benefits of them and how data is transmitted across vast networks using protocols.

In everyday life you will begin to see how information and news is delivered to you and the impact of the

## Map It - Year 6 - Autumn 1

### Key Vocabulary

### Tier 2 Vocabulary

#### enquiry

The process of seeking information.

#### interpret

To explain the meaning of information

#### time zones

A geographic region where the same standard time is used.

#### Prime Meridian

The imaginary line that divides Earth into two equal parts which is also the basis for the world's time zones.

#### strait

a narrow passage of water connecting two seas or two other large areas of water.

#### channel

a length of water wider than a strait, joining two larger areas of water, especially two seas

#### canal

an artificial waterway constructed to allow the passage of boats or ships inland

In Year 2, you carried out an enquiry to find the safest route from school.

In Year 4, you interpreted data on the location to find out why there were different levels of noise pollution.

New York City in North America and Lima, Peru, in South America are in the same time zone.

The Prime Meridian intersects Algeria.

The Straits of Gibraltar separate Africa & Europe by only 8 miles / 13km.

The English channel is called the Manche by the French.

The Panama canal was completed in 1914.

We will be carrying out an enquiry on 3 contrasting regions.

We will interpret all our research on the three regions to enable us to draw conclusions.

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 349 x 560km long and 21 miles/34km wide at its narrowest point.

The Suez canal connects the red Sea to the Mediterranean Sea

I enquired about the price in the shop.

I didn't understand so I asked my friend to interpret.



#### How this connects with future learning

Throughout Year 6 you 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.

### DT Themes

### Tier 2

## Pulleys - Year 6 - Autumn 1

### mechanisms

A device used to create movement in a product.

Mechanisms are used in many everyday objects including analogue clocks and bikes.

A mechanical system is a set of related parts or components used to create movement.

Our moving vehicles will also be a mechanical system.

### construct

Something that limits or controls what you can do.

Time constraints mean that there is only a certain amount of time to complete a project.

A money constraint means that you are given a budget which you must stick to.

Limited resources can also be a constraint for a project.

### accuracy

Something new and original.

The wheel was an innovative product because it made it much easier to transport items or people quickly.

Mobile phones were an innovative product as they allowed people to be contacted outside of the home.

Innovation enables us to solve new or existing problems.

### pulley

A grooved wheel over which a drive belt can run.

Pulleys are often used to lift heavy items.

We will use pulleys to transfer power from the motor to the wheels.

Our moving vehicles will also be a mechanical system.

### Key Vocabulary

#### driver

The pulley that provides the input movement to the system.

Our driver will be a small pulley attached to the motor.

The small pulley is known as the driver because it provides all the power to the mechanical system.

Our driver will be a large pulley attached to the wheels.

#### follower

The pulley that provides the output movement to the system.

Our follower will be a large pulley attached to the wheels.

Our follower will move in the same direction as the driver.

Our follower will be a small pulley attached to the motor.

#### drive belt

The belt which connects and transfers movement between two pulleys.

The drive belt will transfer power from the driver to the follower.

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.

# Home learning

- reading – 20 mins daily (books can be borrowed from school)
- weekly maths practice including learning key facts related to number and measure
- weekly spelling practice
- geography, history or science home learning projects



CCPS  
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## KS2 English Grammar, Punctuation & Spelling

SAT Buster  
10-Minute Tests

Ages 10-11 Includes answers **Book One**

CCPS  
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Key Stage Two Maths

SAT Buster  
10-Minute Tests

Ages 10-11 Includes answers **Book One**

## 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 an area in North or South America, showing how land is used in this area.



3. A map or model showing the different time zones.



Please hand in your projects by **Friday 18th October**. We can't wait to see them!

Science	Computing	Art / DT

new wave federation		Year 6 Spellings Autumn Term 1				
Test w/c 09.09.24 suffixes	Test w/c 16.09.24 suffixes	Test w/c 23.09.24 ough	Test w/c 30.09.24 suffixes	Test w/c 07.10.24 suffixes	Test w/c 14.10.24 common exception words	Test w/c 21.10.24 common exception words
asking jumping happiest hunter shouted neater lightest yawning surprised tapping	fussing sprinted buzzing floated proudly loudly completely carefully suggested	borough thorough although doughnut ploughed drought boughs nought coughing fought	sensible cycling famous observant persuasive appreciative creating grizzly highest paused	confidently hesitation celebration frantically separation preparation television alteration gradually separately	communicate communication community committee harass harassment occur occupation	amateur ancient apparent existence explanation familiar frequently committee community desperate



# Start and End of Day Reminders

- from Monday 15th of September, the school day will begin with a 'soft start' at **8:45am** for Year 6 children - children should come straight into class on arrival at school (no lining up)
- please be punctual to avoid missing the start of lessons, late marks and unauthorised absences (arrivals after 9.00am are considered to be late)
- children should be collected from their classroom at 3.30pm, the KS1 playground from after school clubs and the reception area from Our Space (if someone different is collecting your child, please let the office and/or teacher know)
- please complete the google form shared last week if you wish your child to walk home alone and you have not yet given permission

# Absence Reminders

- if your child is unwell, please ring (or email [gboffice@newwavefederation.co.uk](mailto:gboffice@newwavefederation.co.uk)) on the first morning of absence by 9am
- holiday during term time will not be authorised
- schools are required to inform parents when attendance goes below 95% and does not improve and will monitor this
- attendance below 90% is classified as persistent and is reported to the school's Education Welfare Officer
- Pam Sealy is Grazebrook's Attendance Officer

# Communication Reminders

- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists, core books and home learning are saved under the [Year 6 tab](#) in the KS1 & KS2 classes section of the website
- you can make appointments to see the class teacher via the office (we can usually offer times before and after school)
- e-mails with messages for class teachers or school leaders should be sent to the school office for the attention of the member of staff you wish to contact



# Admin Reminders

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all clubs and wraparound care can be booked and paid for through My Child At School (MCAS)
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- **we are a nut and sesame free school**
- **ensure your child's clothes and property are named**
- **ensure your child brings in (and takes home) daily a named water bottle**

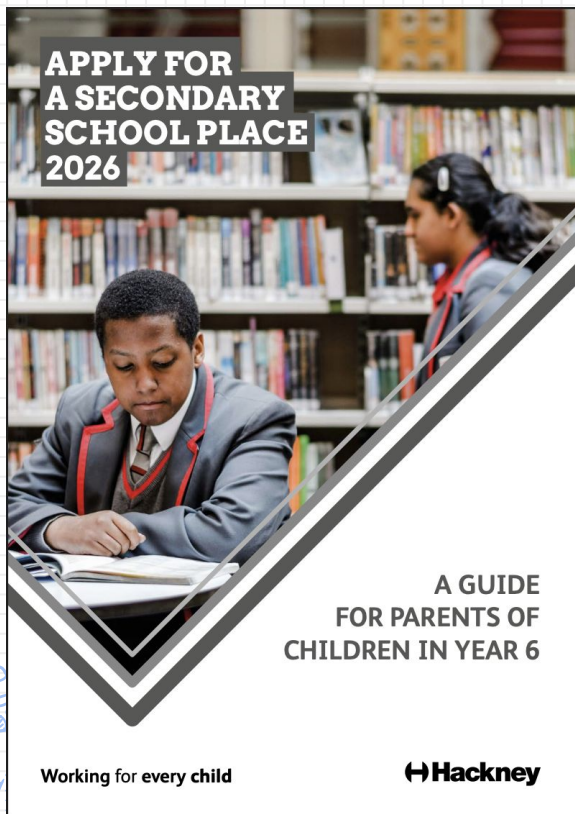


# Key Year 6 Autumn Dates

## Family Events:

- Reading Breakfast: Friday 3rd October @ 8.30am in the Main Hall
- Come Dine With Me: Thursday 27th November @ 12.30pm - bookable via the school office
- Come Learn With Me: Wednesday 10th December @ 9am in the Small Hall
- Learning Celebration Assembly: Friday 17th October @ 10am in the Main Hall

# 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, can support you
- please let us know if you would like support with completing the application

# Hackney Secondary School Open Days

## OPEN EVENTS at Hackney Secondary Schools in 2025

These open mornings and evenings are intended for students who will transfer from primary to secondary school in September 2026.

All the dates listed are in 2025.

### ALL SAINTS CATHOLIC HIGH SCHOOL

6–16 Amhurst Park, London, N16 5AF  
020 8800 2158

[www.allsaintschs.co.uk](http://www.allsaintschs.co.uk)

#### Open Evening:

Wednesday 1 October, 4.30–7.30pm  
Headteacher's talks at 5.15pm and 6pm

#### Open Mornings:

Friday 26 September – Tuesday 14 October  
(weekdays only), 9.30–10.30am  
No registration required.

Open Saturday: 4 October, 10am–12pm

Register your interest here:

<https://forms.gle/t1NoFTvGTkxERnXjN9>

### CARDINAL POLE CATHOLIC SCHOOL

205 Morning Lane, London, E9 6LG  
020 8985 5150

[www.cardinalpole.co.uk](http://www.cardinalpole.co.uk)

#### Open Evening:

Tuesday 23 September  
4.30–7.30pm (Executive Headteacher's speech at 5pm and 6.30pm, last entry 7pm)

#### Live Tours:

Every day from Monday 29 September to Friday 10 October 2025. Please arrive by 9.15am.

### CITY OF LONDON ACADEMY, SHOREDITCH PARK

Hyde Road, London, N1 5JU  
020 3011 2162

[www.shoreditch.coia.org.uk](http://www.shoreditch.coia.org.uk)

#### Open Evening:

Thursday 18 September, 4.30–7.00pm  
(Principal's speeches at 5pm and 6.40pm. Last entry to the Academy at 6.30pm)

#### Open Morning (appointment only):

Thursday 2 October, 9–10.30am (Principal's speech at 10am) and 11am–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](http://www.clapton.hackney.sch.uk)

#### Open Evening:

Thursday 9 October, 5–7.30pm  
Headteacher's speeches at 5.30pm and 6.30pm, last entry at 7pm.

#### Live Tours:

Friday 19 September, 9.15–10.30am  
Thursday 25 September, 9.15–10.30am  
Tuesday 30 September, 9.15–10.30am  
Please arrive by 9.15am at the latest for a tour.

### HAGGERSTON SCHOOL

Weymouth Terrace, London, E2 8LS  
020 7739 7324

[www.haggerston.hackney.sch.uk](http://www.haggerston.hackney.sch.uk)

#### Open Evening:

Tuesday 30 September 5–7.30pm  
Headteacher's speech at 5pm and 6pm; last entry at 7pm.

Open Mornings (booking required on Eventbrite - link on school website):

Wednesday 17 and 24 September  
Wednesday 8 and 15 October  
9–10.30am. Tours from 9am; Headteacher's speech at 10am.

### LUBAVITCH SENIOR GIRLS SCHOOL

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

[www.lubavitchseniorgirls.com](http://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](http://www.mca.mossbourne.org)

Thursday 25 September 4.30–7.30pm (last entry at 7pm).

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 will also be available on our website from Friday 26 September.

### MOSSBOURNE VICTORIA PARK ACADEMY

Victoria Park Road, London E9 7HD  
020 8510 4550

[www.mvpa.mossbourne.org](http://www.mvpa.mossbourne.org)

Thursday 25 September 2025 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.

### SKINNERS' ACADEMY

Woodberry Grove, London, N4 1SY  
020 8800 7411

[www.skinnersacademy.org.uk](http://www.skinnersacademy.org.uk)

Wednesday 24 September, 4–7.30pm  
Tours available. Principal's presentations at 4pm, 5.15pm and 6.45pm. Final tour at 7pm. Last entry to the Academy at 7pm.

Thursday 2, 9 and 16 October, 9–10.30am  
Tours available. Principal's presentations at 9am and 9.30am. Last entry to the Academy and final tour at 10am.

### STOKE NEWINGTON SCHOOL AND SIXTH FORM

Clissold Road, London N16 9EX  
020 7241 9600

[www.sns.hackney.sch.uk](http://www.sns.hackney.sch.uk)

All Open Events require a ticket for entrance which will be made available in September 2025.

#### Open Mornings

Thursday 18 September 9–10am  
Tuesday 23 September 9–10am  
Wednesday 1 October 9–10am

#### Open Evening

Wednesday 8 October  
Session 1: 4.00pm - 5.15pm  
Session 2: 5.30pm - 6.45pm

Open Morning for students with an EHCP ONLY  
Friday 26 September 9–11am.  
To be booked through primary school SENCO ONLY.

Further details can be found on our school website.

### THE BRIDGE ACADEMY

Laburnum Street, London E2 8BA  
020 7749 5240

[www.bridgeacademy.hackney.sch.uk](http://www.bridgeacademy.hackney.sch.uk)

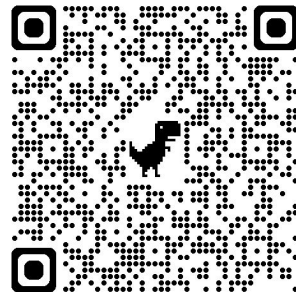
#### Open Evening (no booking required):

Thursday 2 October, 4.30–7.20pm.  
Last admission at 6.30pm. Principal's talks at 5.30pm and 7pm.

#### Open Mornings (booking required):

Wednesday 17, 24 September and 1 October, 8:45–10am.

Details of how to book are on the Academy's website: [www.bridgeacademy.hackney.sch.uk](http://www.bridgeacademy.hackney.sch.uk)



# Secondary School Open Days & Applications

## LUBAVITCH SENIOR GIRLS SCHOOL

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

[www.lubavitchseniorgirls.com](http://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](http://www.mca.mossbourne.org)

Thursday 25 September 4.30-7.30pm (last entry at 7pm).

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 will also be available on our website from Friday 26 September.

## MOSSBOURNE VICTORIA PARK ACADEMY

Victoria Park Road, London E9 7HD  
020 8510 4550

[www.mvpa.mossbourne.org](http://www.mvpa.mossbourne.org)

Thursday 25 September 2025 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.

## SKINNERS' ACADEMY

Woodberry Grove, London, N4 1SY  
020 8800 7411

[www.skinnersacademy.org.uk](http://www.skinnersacademy.org.uk)

Wednesday 24 September, 4-7.30pm  
Tours available. Principal's presentations at 4pm, 5.15pm and 6.45pm. Final tour at 7pm. Last entry to the Academy at 7pm.

Thursday 2, 9 and 16 October, 9-10.30am  
Tours available. Principal's presentations at 9am and 9.30am. Last entry to the Academy and final tour at 10am.

## STOKE NEWINGTON SCHOOL AND SIXTH FORM

Clissold Road, London N16 9EX  
020 7241 9600

[www.sns.hackney.sch.uk](http://www.sns.hackney.sch.uk)

All Open Events require a ticket for entrance which will be made available in September 2025.

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## THE BRIDGE ACADEMY

Laburnum Street, London E2 8BA  
020 7749 5240

[www.bridgeacademy.hackney.sch.uk](http://www.bridgeacademy.hackney.sch.uk)

Open Evening (no booking required):  
Thursday 2 October, 4.30-7.20pm.  
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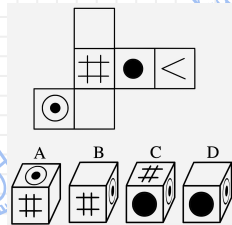
Open Mornings (booking required):  
Wednesday 17, 24 September and 1 October, 8.45-10am.

Details of how to book are on the Academy's website: [www.bridgeacademy.hackney.sch.uk](http://www.bridgeacademy.hackney.sch.uk)

1. visit schools (visits within school hours will be authorised – please inform the office of visits)
2. complete an online application form
3. apply to up to 6 schools (do not just apply to 1 as you may not get in)
4. apply by 31st October 2025

# Cognitive Ability Tests (CATs)

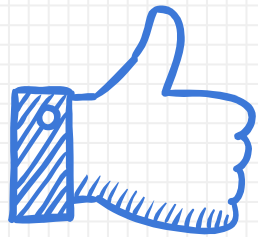
- this half term, your child will sit a series of short CATs (Cognitive Abilities Tests) which are used by Hackney secondary schools to band the year 7 cohort into ability groups
- the aim of the tests is to ensure that each school admits a wide range of children of different abilities
- these tests assess how well children can independently think about tasks and solve problems using a range of different questions
- the reasoning questions are: non-verbal (shapes and patterns), verbal (words), quantitative (numbers) and spatial ability (shape)
- the CATs test are completed electronically by the pupils on chromebooks or iPad



# Statutory Assessment Tests (SATs)

- the statutory key stage 2 tests are timetabled from Monday 11 May to Thursday 14 May 2026.
- during the four days, the children will sit: one reading paper containing 3 texts with a range of questions about each; three maths papers (one arithmetic and two reasoning); a grammar and punctuation paper and a spelling paper
- the children will take mock SATs this half term and again later in the year to support us to identify their strengths and next steps and to help them get used to the tests





THANK YOU  
ANY  
QUESTIONS?