

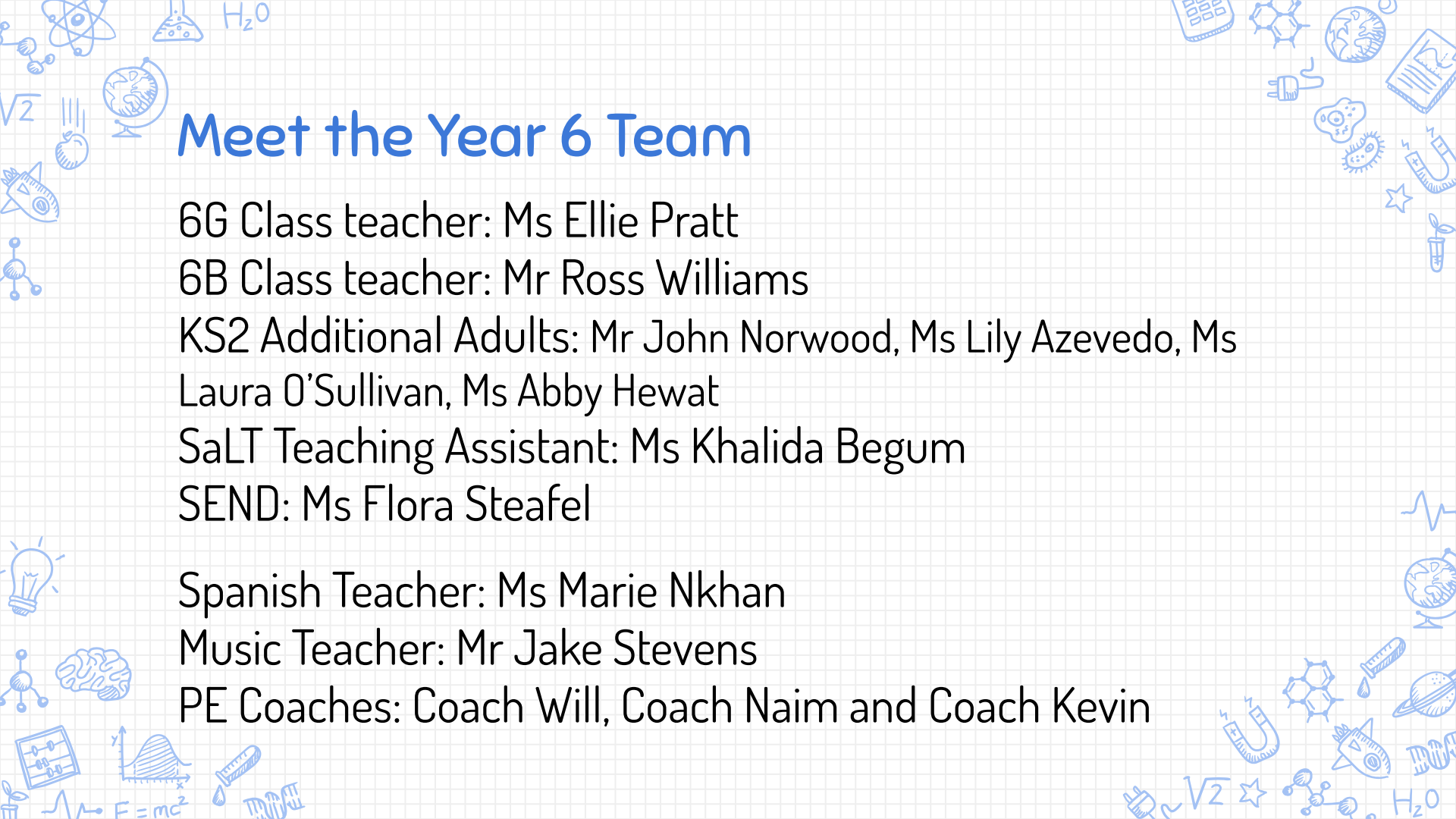


MEET THE TEACHER

Year 6

Monday 7th September

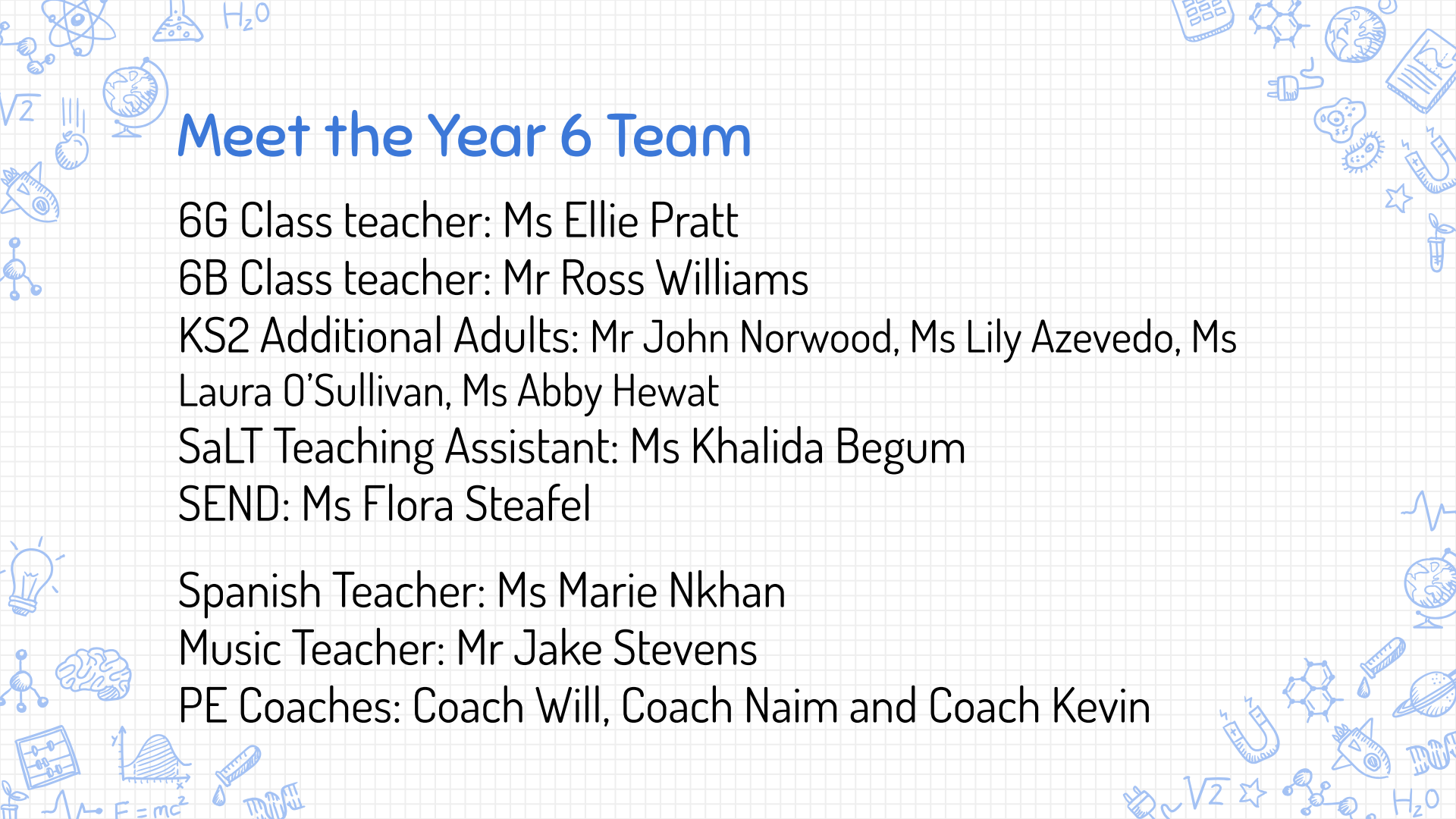




Meet the Year 6 Team

6G Class teacher: Ms Ellie Pratt
6B Class teacher: Mr Ross Williams
KS2 Additional Adults: Mr John Norwood, Ms Lily Azevedo, Ms Laura O'Sullivan, Ms Abby Hewat
SaLT Teaching Assistant: Ms Khalida Begum
SEND: Ms Flora Steafel

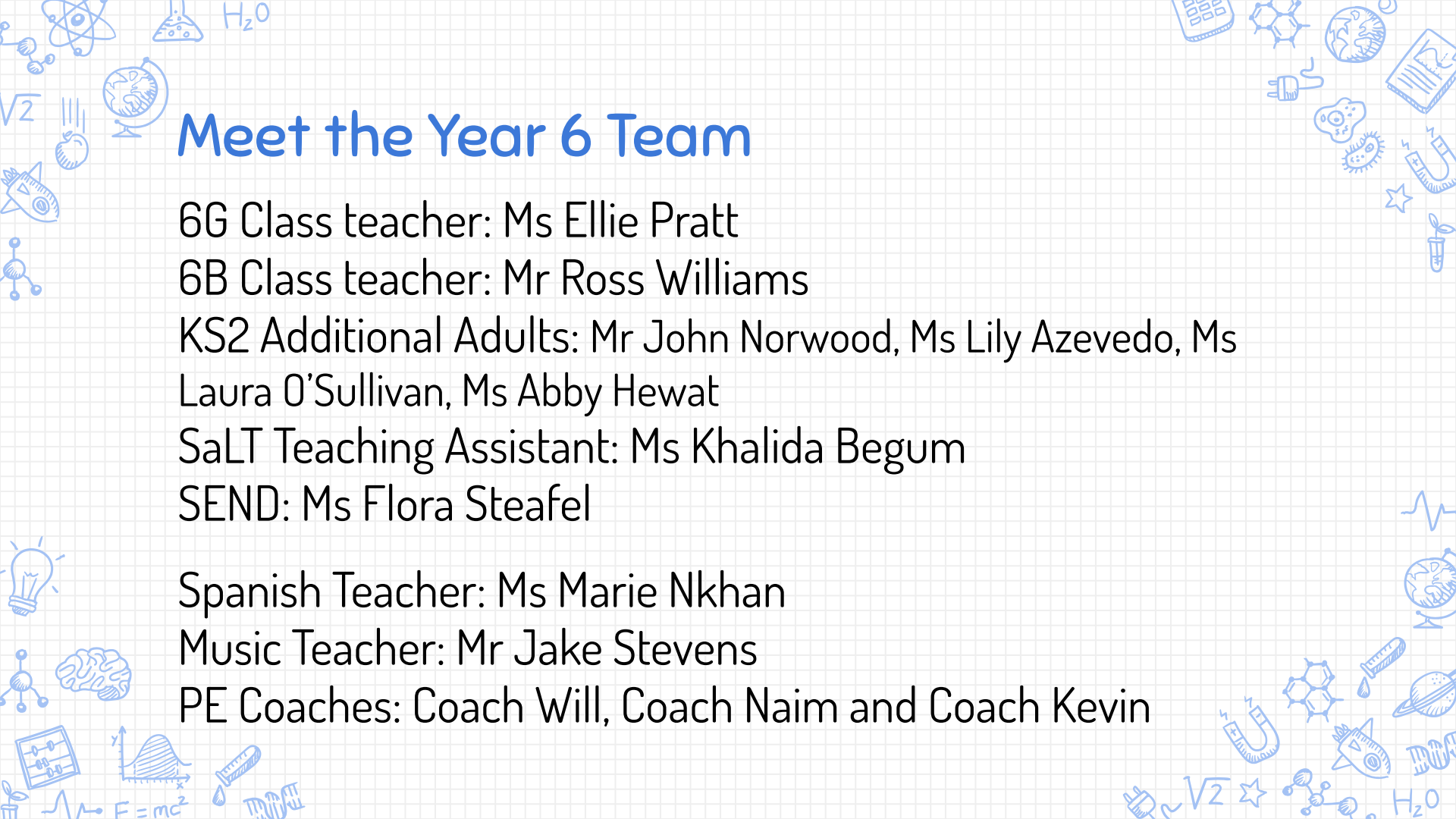
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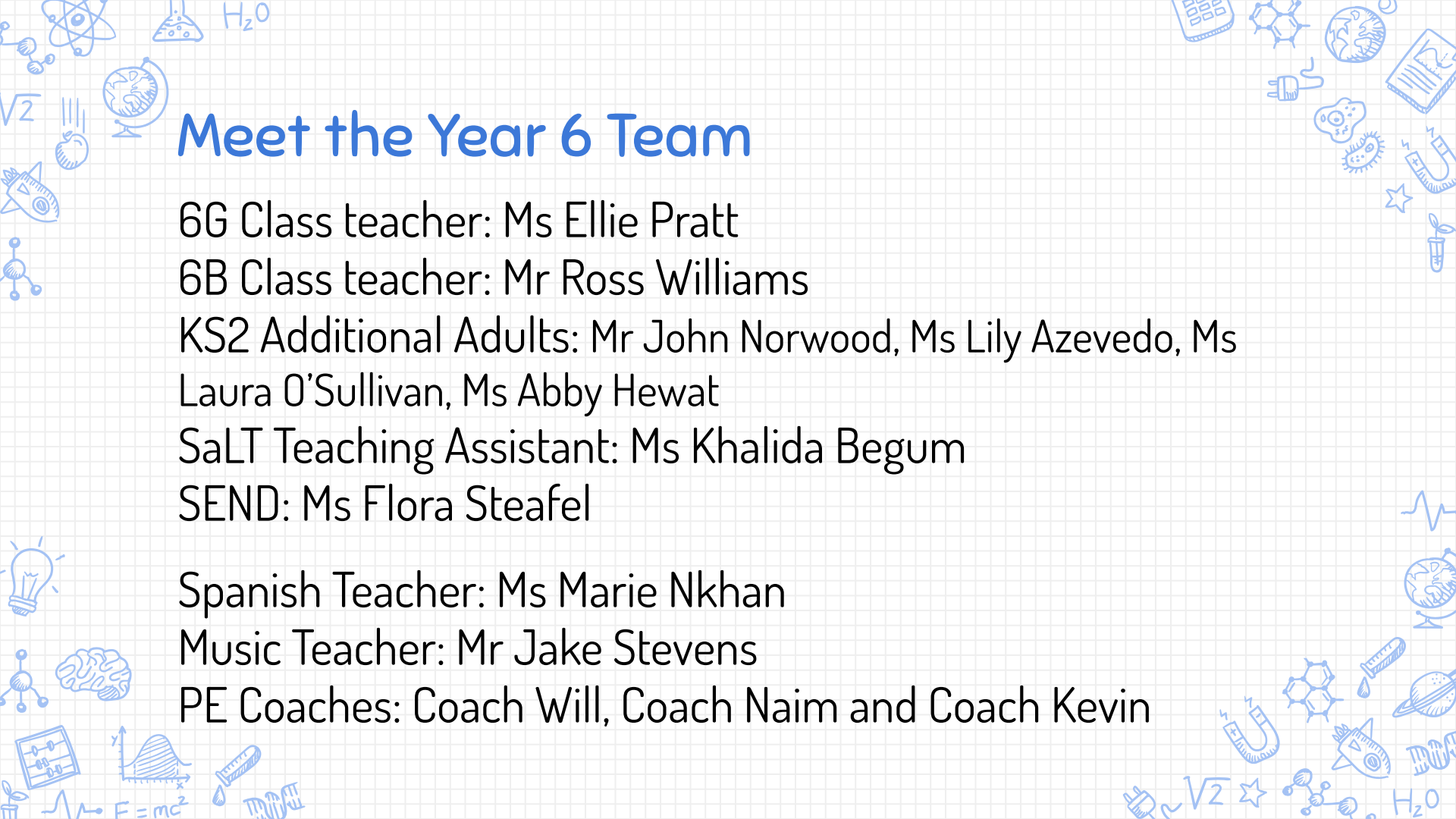
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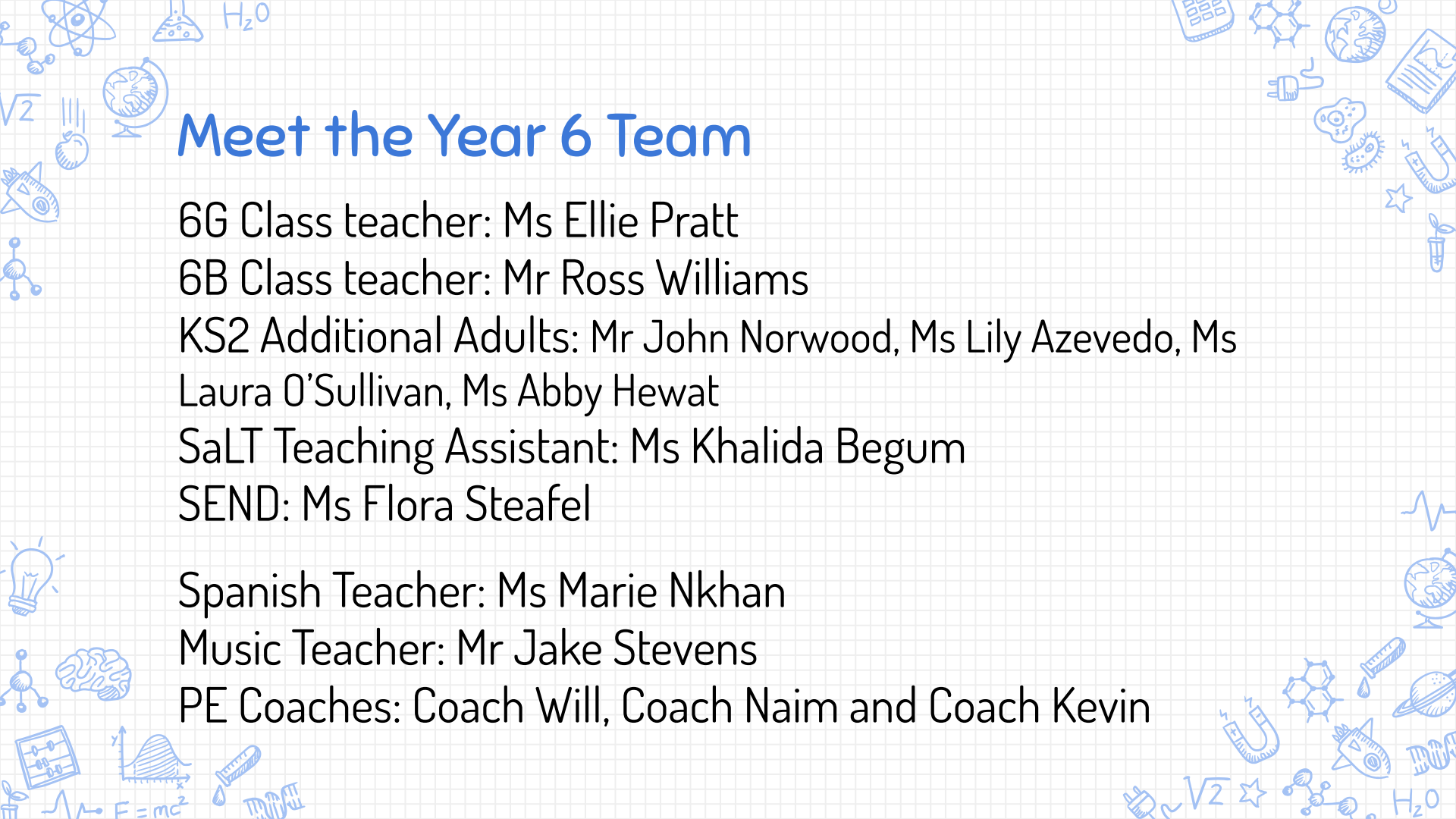
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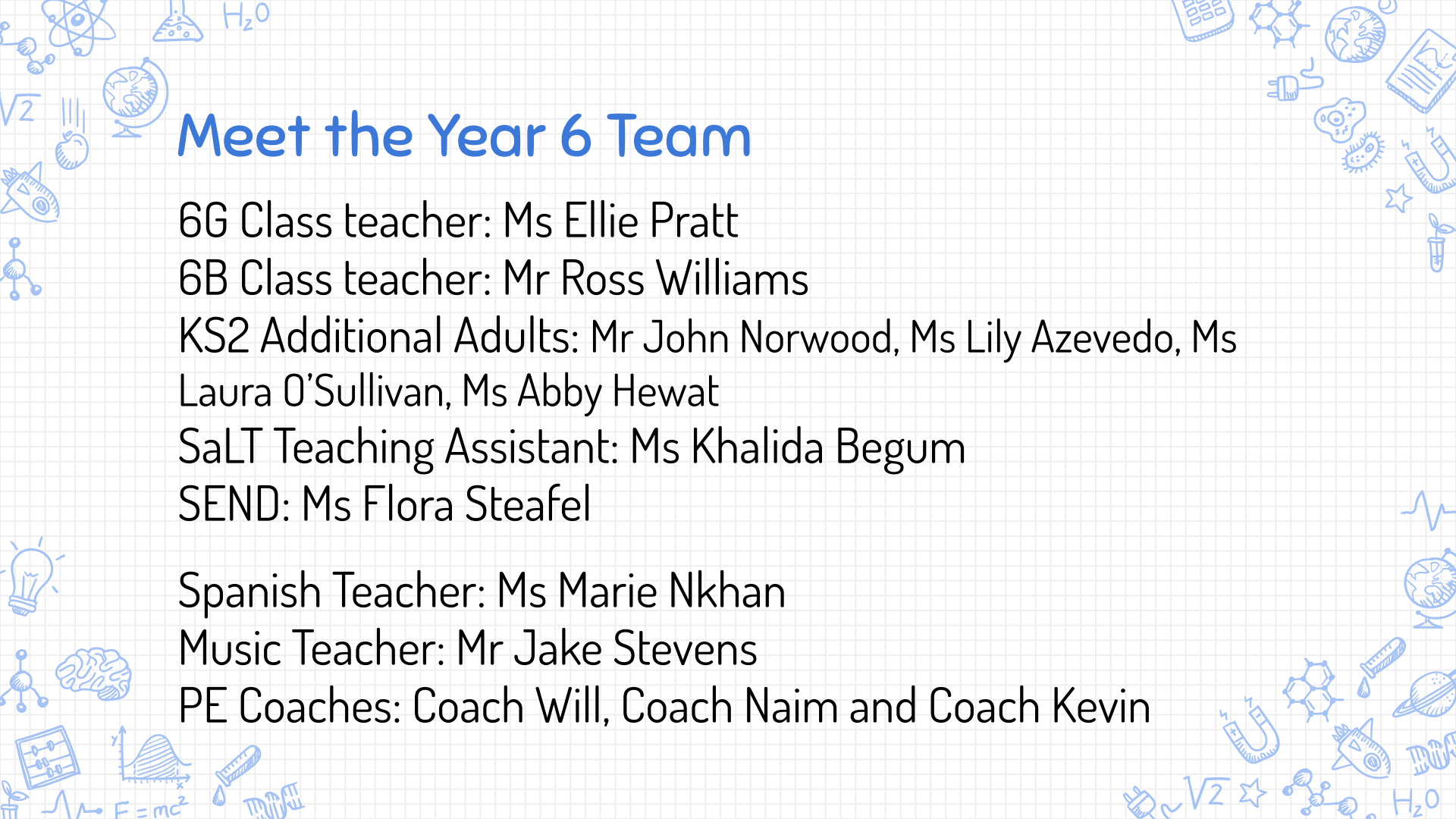
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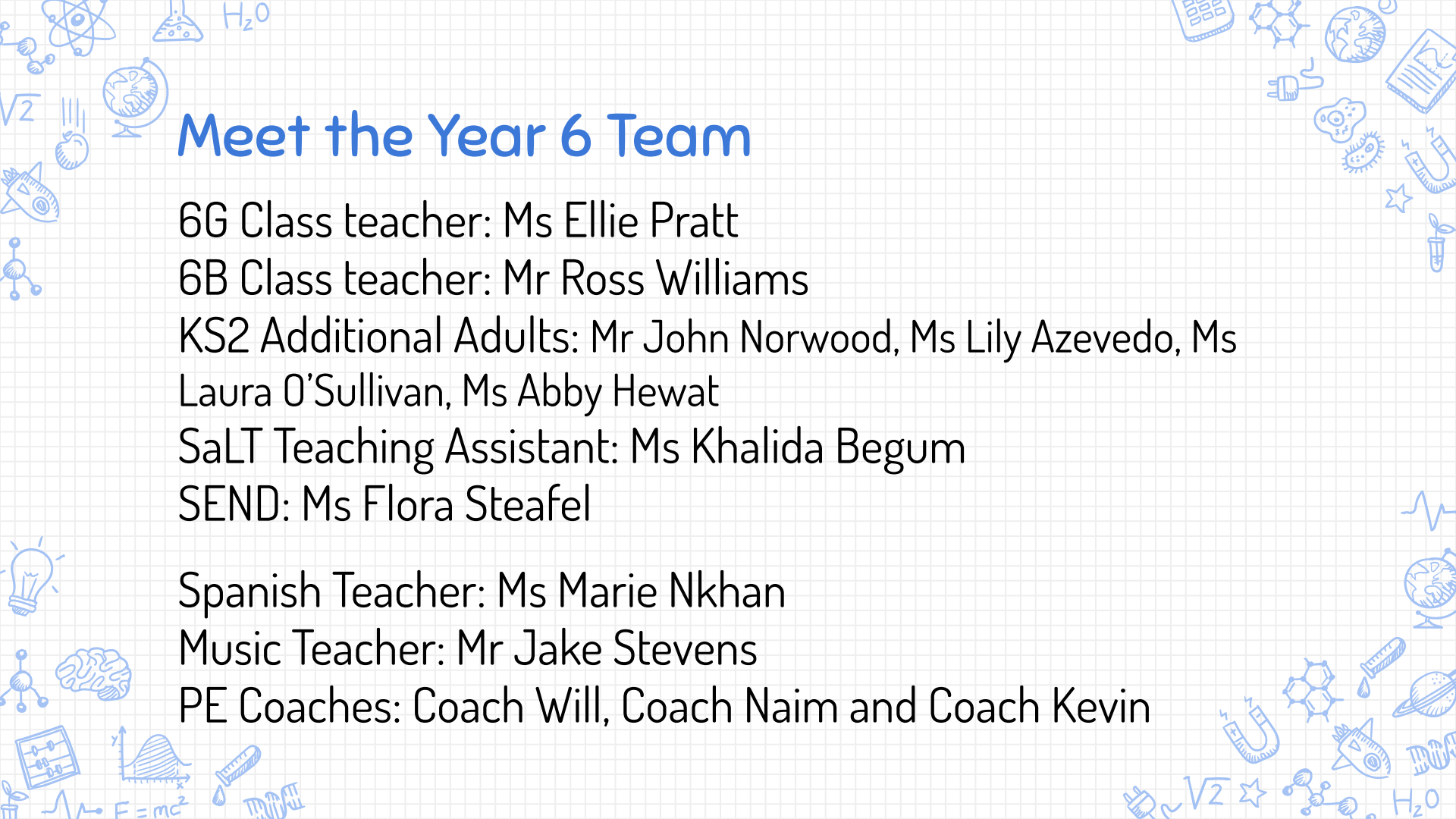
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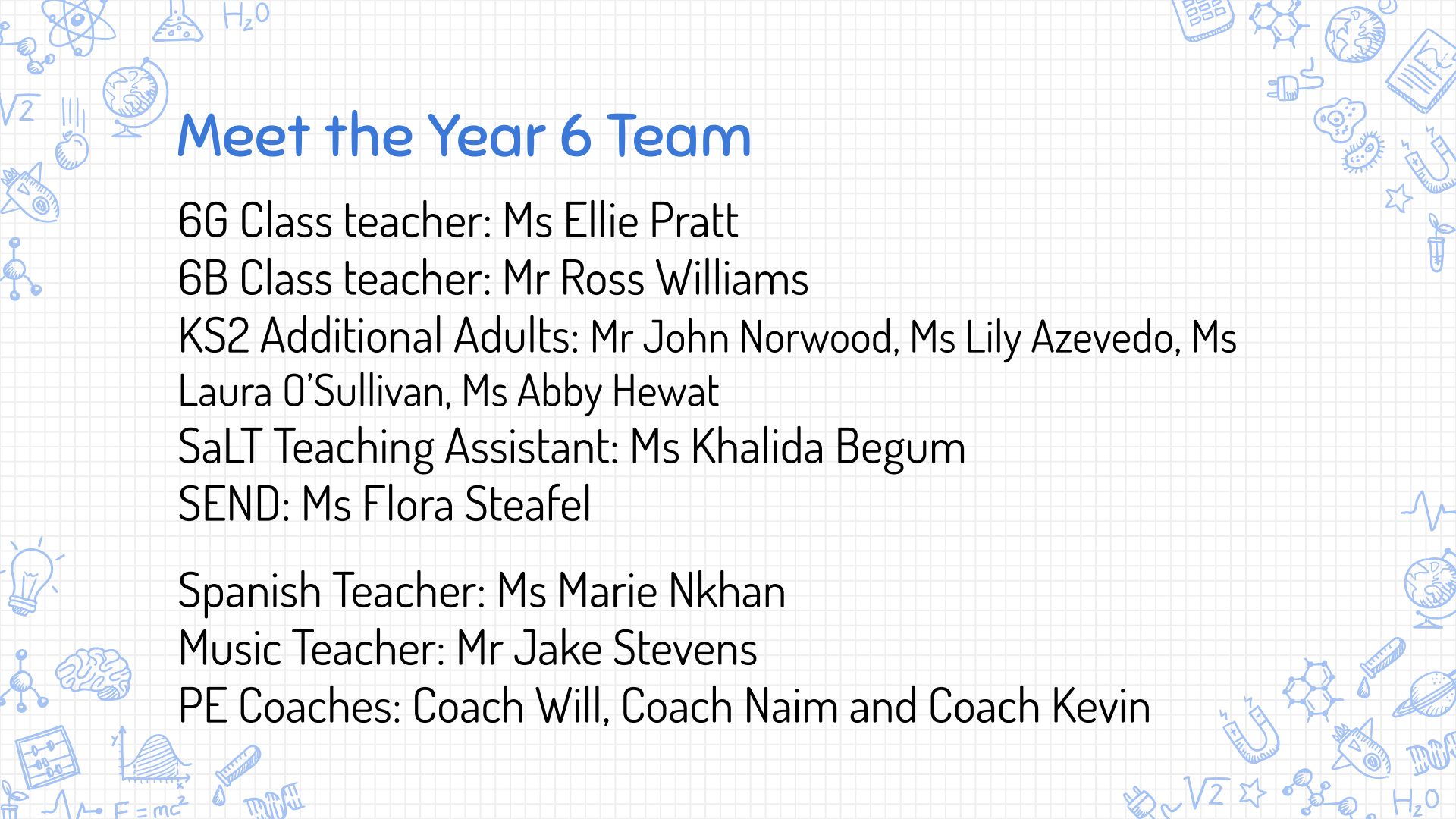
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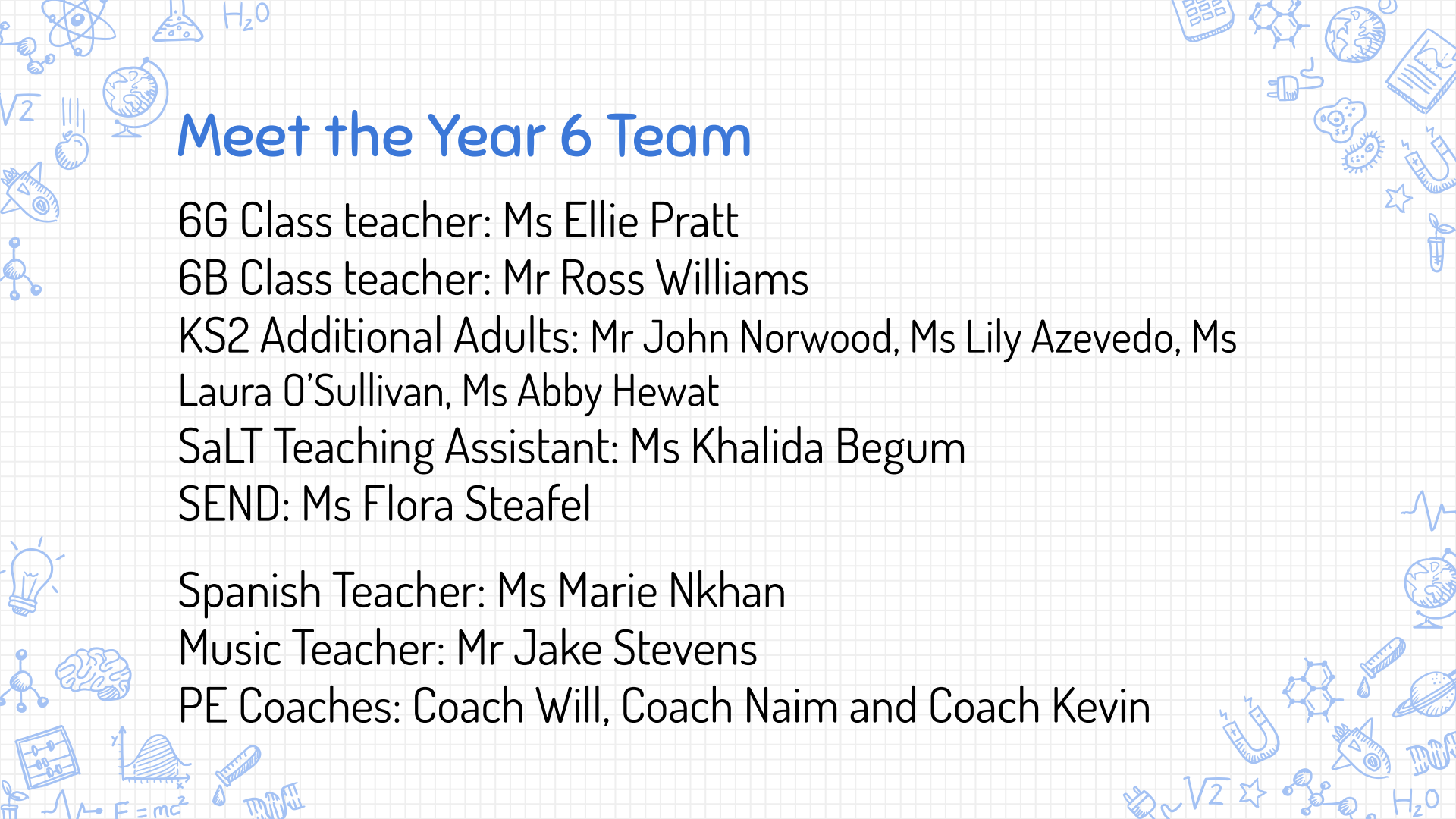
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Excellence for All – Our Values



collaboration

creativity

focus

kindness

responsibility

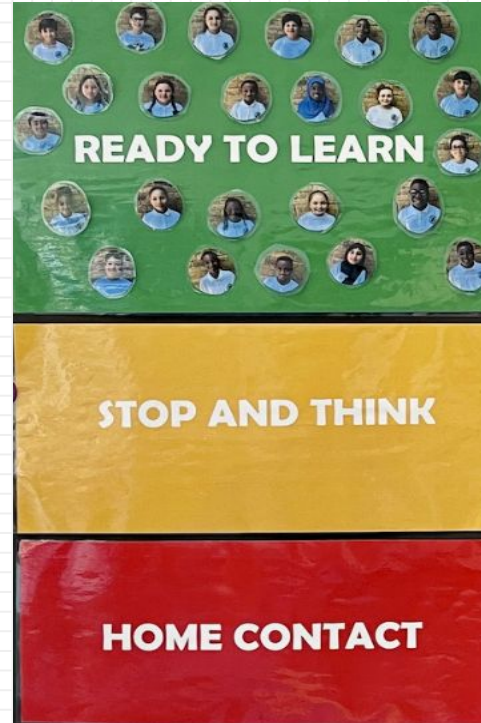


Excellence for All

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

new wave
federation

Grazebrook Primary School
Autumn
2026-2027

6G- Ellie Pratt												
Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 11.40am	11.40am - 12.00pm	12.00pm - 12.30pm	12.30pm - 1.30pm	1.30pm - 2.30pm	2.30pm - 3.30pm	
Monday	Maths		Assembly /ST	B r e a k	PE		Reading		Lunch	Humanities		
Tuesday	Spanish	SPaG			Maths		Reading			Science		
Wednesday	PE		Singing Assembly		Maths		Reading			Music	SPaG	Writing
Thursday	Maths		Assembly /ST		Reading		Writing			Computing		Art/DT
Friday	Maths				Writing		PSHE/RE			MM		SC

6B- Ross Williams													
Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 11.40am	11.40am - 12.00pm	12.00pm - 12.30pm	12.30pm - 1.30pm	1.30pm - 2.30pm	2.30pm - 3.30pm		
Monday	Maths		Assembly /ST	B r e a k	PSHE/RE		Reading		Lunch	Science			
Tuesday	SPaG	Spanish			Maths		Reading			Humanities			
Wednesday	Maths		Singing Assembly		PE		Reading			Writing	SPaG	Music	
Thursday	Maths		Assembly /ST		Reading		Writing			Art/DT		Computing	
Friday	PE				Maths		Writing			MM		SC	ST

Year 6 Wider Curriculum Overview

Year 6

	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: My Healthy Self 	RE: Worship 	PSHE: Connecting With Others	RE: Expressing Beliefs 	PSHE: Citizenship	PSHE: Growing Up & Staying Safe 
Science	Classification 	Electricity 	Light 	Evolution and <u>Inheritance</u> 		The Circulatory System 
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 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.

PSHE



Our topic is, 'My Healthy Self'. We will:

- Understand how daily habits protect long-term dental health;
- Make informed choices about food using nutritional information;
- Recognise and regulate strong and complex feelings;
- Understand how our mindset and actions can impact ourselves and others.

YEAR 6 CURRICULUM LEAFLET 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.

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.

ART & DESIGN



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.

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.

English

New Wave - Year 6 - Reading Pathway

Books to Read for Pleasure

The Classic



The Future Classic



The Non-Fiction One



The Poetry Collection



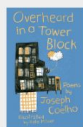
The Graphic Novel



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

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 drought bought 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 occurrence occupy occupation	amateur ancient apparent existence explanation familiar frequently committee community desperate

Maths



Mathematics 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)

- 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

2) Multiplication and division (15 lessons)

- 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

3) Calculation problems (10 lessons)

- 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

4) Fractions (10 lessons)

- 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

5) Missing angles and length (5 lessons)

- Compare and classify a range of geometric shapes
- Use angle facts to find unknown angles

6) Coordinates and shapes (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

7) Fractions (5 lessons)

- Represent multiplication involving fractions
- Multiply two proper fractions
- Divide a fraction by an integer

8) Decimals and measure (15 lessons)

- 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

9) Percentage and statistics (10 lessons)

- 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

10) Proportion problems (10 lessons)

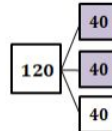
- Use fractions to express proportion
- Identify ratio as a relationship between quantities and as a scale factor
- Unequal sharing involving ratio

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.

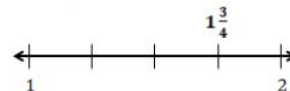
$$\frac{1}{4} = \frac{3}{12}$$



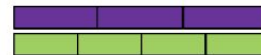
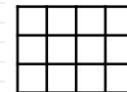
$$\frac{8}{5} = 1\frac{3}{5}$$



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

Knowledge Organiser Booklet Year 6 Autumn 1



Name _____

Class _____

Classification - Year 6 - Unit 1

Subject Specific Vocabulary

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 (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 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.

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 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 do not ever produce flowers. Like flowering plants, they make their own food. They can be divided into two main groups: **non-flowering plants** and **non-flowering plants**.

Non-flowering plants produce spores and those that reproduce with 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 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.

Communication and Collaboration - Year 6 - Autumn 1

Key Vocabulary

Tier 2 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 devices, with a focus on inputs, processes, 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 these communicate.

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.

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 be carrying out an enquiry on 3 contrasting regions.

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

I enquired about the life of the ship.

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

time zones

A geographic region where the same standard time is used.

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

Australia and England are in different time zones.

The Prime Meridian runs through Greenwich in London.

Prime Meridian

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

The Prime Meridian separates Africa & Europe by only 8.1 miles / 13km.

The Straits of Gibraltar are an important trade route from Europe to the Atlantic Ocean.

The English Channel is 348 to 560km long and 21 miles/34km wide at its narrowest point.

strait

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

The Straits of Gibraltar are an important trade route from Europe to the Atlantic Ocean.

The English Channel is 348 to 560km long and 21 miles/34km wide at its narrowest point.

The Suez Canal connects the red Sea to the Mediterranean Sea

channel

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

The English Channel is 348 to 560km long and 21 miles/34km wide at its narrowest point.

The Suez Canal connects the red Sea to the Mediterranean Sea

The Panama Canal was completed in 1914.

canal

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

The Panama Canal was completed in 1914.

The Panama Canal was completed in 1914.

The Panama Canal was completed in 1914.

How this connects with future learning

Throughout Year 6, you will apply your data analysis skills to your scientific enquiries.



Pulleys - Year 6 - Autumn 1

Key Vocabulary

DT Themes

Tier 2

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.

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



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.

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



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 move in the same direction as the driver.



drive belt

The belt which connects the input 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.

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

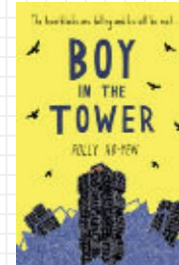
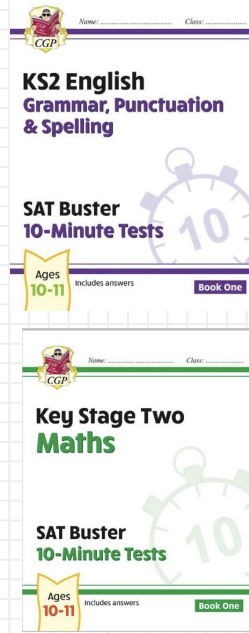
In Year 6, you will design, make and evaluate an electrical system considering a range of constraints.

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





Start and End of Day Reminders

- **After half term**, 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) 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 by emailing the the office
- 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

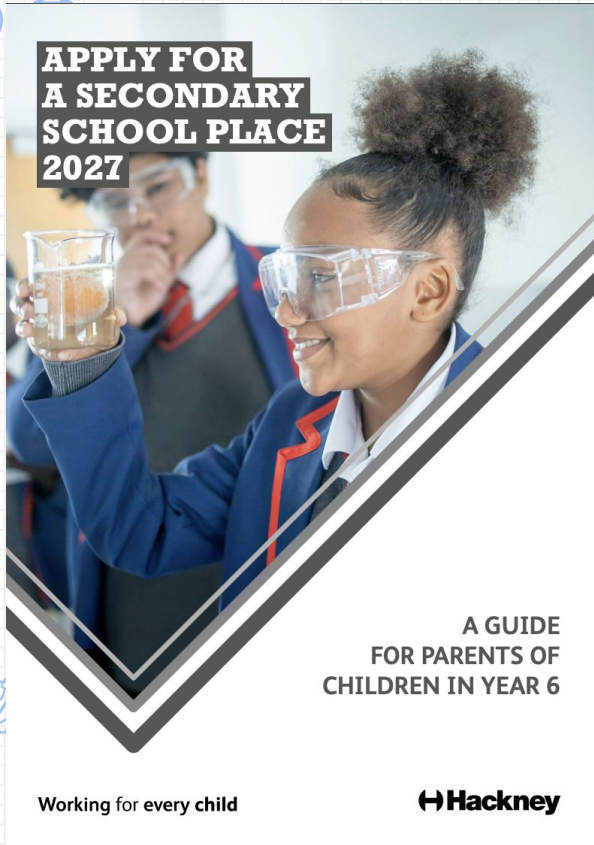


Admin Reminders

- 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**



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 2026

These open mornings and evenings are intended for students who will transfer from primary to secondary school in September 2027.

All the dates listed are in 2026.

ALL SAINTS CATHOLIC HIGH SCHOOL

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

www.allsaintschs.co.uk

Open Evening:

Wednesday 30 September, 4.30–7.30pm
Headteacher's talks at 5.15pm and 6pm

Open Mornings:

2 - 9 October (weekdays only), 9.30-10.30am
No registration required.

Open Saturday: 3 October, 10am–12pm

Register your interest here:

<https://www.eventbrite.co.uk/e/open-evening-tickets-1991197286686>

CARDINAL POLE CATHOLIC SCHOOL

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

www.cardinalpole.co.uk

Open Evening:

Tuesday 22 September: 4pm-7pm
(Executive Headteacher's speech at 5pm and 6pm, last entry 6.30pm)

Live Tours: Every day from Monday 28 September to Friday 9 October 2026.
Please arrive by 9.15am.

CITY OF LONDON ACADEMY, SHOREDITCH PARK

Hyde Road, London, N1 5JU
020 3011 2162

www.shoreditch.colala.org.uk

Open Evening:

Thursday 24 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 17 September, 9-10.30am (Principal's speech at 10am) and 11am-12.30pm (Principal's speech at 12 noon)

Thursday 8 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

Open Evening:

Thursday 8 October, 5-7.30pm
Headteacher's speeches at 5.30pm and 6.30pm, last entry at 7pm.

Live Tours:

Friday 18 September, 9.15-10.30am*
Thursday 24 September, 9.15-10.30am*
Tuesday 29 September, 9.15-10.30am*
(*Please arrive by 9.15am at the latest for a tour on these dates)

Thursday 15 October, 11.45am-12.20pm
(Please arrive by 11.45am at the latest for a tour on this date)

HAGGERSTON SCHOOL

Weymouth Terrace, London, E2 8LS
020 7739 7324

www.haggerstoncst.org

Open Evening:

Tuesday 15 September 5-7.30pm
Headteacher's speech at 5pm and 6pm; last entry at 7pm.

Open Mornings:

Wednesday 23 and 30 September
Wednesday 7 and 14 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

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 1 October 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 2 October.

MOSSBOURNE VICTORIA PARK ACADEMY

Victoria Park Road, London E9 7HD
020 8510 4550

www.mvpa.mossbourne.org

Thursday 1 October 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

Wednesday 23 September from 4 - 7.30pm
Tours available. Principal's presentations at 4pm, 5.15pm and 6.45pm.
Last entry to the Academy and final tour at 7pm.

Thursday 1 October, 8 October and 15 October, 9 - 10.30am.

Tours available. Principal's presentation at 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

All Open Events require a ticket for entrance which will be made available from our Eventbrite Page on 1 September 2026.

Open Mornings

Thursday 17 September 9-10am
Tuesday 22 September 9-10am
Wednesday 30 September 9-10am

Open Evening - Wednesday 7 October

Session 1: 4.00pm-5.15pm
Session 2: 5.30pm-6.45pm

Open Morning for students with an EHCP ONLY.
To be booked through primary school SENCo ONLY.

Friday 25 September 9-11am

Secondary School Open Days & Applications

THE BRIDGE ACADEMY

Laburnum Street, London E2 8BA
020 7749 5240
www.tbah.uk

Open Evening (no booking required):
Tuesday 6 October, 4.30-7.20pm.
Last admission at 6.30pm.
Principal's talks at 5.30pm and 7pm.

Open Mornings (booking required):
Wednesday 16, 23 and 30 September,
8.45-10am.

Details of how to book are on the Academy's
website: www.bridgeacademy.hackney.sch.uk

THE CITY ACADEMY, HACKNEY

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

Open Morning:
Thursday 15 October 9 - 10:30am.
Friday 16 October 9 - 10:30am.

Open mornings are via appointment and places
are limited - please see our website from
September for booking information.

Open Evening:
Wednesday 14 October 4.45 - 7.30pm.
Doors open at 4.45pm. Last entry 6.55pm.
Principal's Speech at 5pm, 6pm and 7pm.

THE EXCELSIOR ACADEMY

Shacklewell Lane, London, E8 2EY
Tel: 0207 275 1500
www.excelsiorcst.org

Tuesday 29 September 2026, 5-7.15pm - no
booking required.

Doors open at 5pm. Headteacher's talk at 6pm.
Tours from 5.15-6pm and 6.30-7.15pm.

Headteacher's morning tours (by appointment
only) are every Thursday from 10 September
2026 at 9am and last approx. 1 hour.

Details of how to book your place(s) can be
found on the Academy's website.

THE URSWICK SCHOOL

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

Wednesday 16 September, 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 22 September and 22
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 3870 7500
www.watersidecst.org

Open Evening
Date: Thursday 17 September
Time: 4:30pm - 6:00pm (last entry)

Headteacher's Morning Tours
Days: Monday to Thursday
Time: 8.45am - 10:00am
When: Throughout September and October
Booking: By appointment only

Book your place here:
<https://www.watersidecst.org/30/school-tours>

YESODEY HATORAH SENIOR GIRLS SCHOOL

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

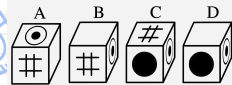
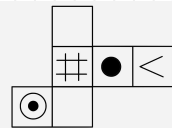
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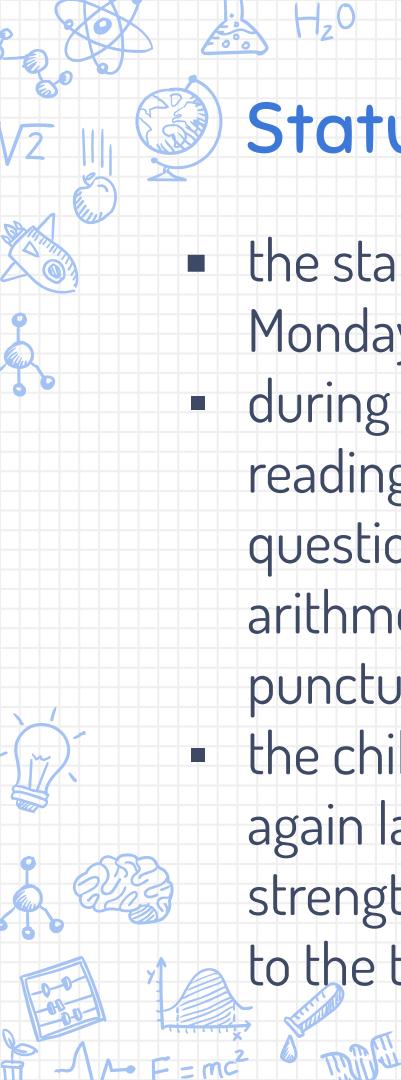


1. visit schools (visits within school hours will be authorised - please inform the office of visits)
2. complete an online application form
3. apply to up to 6 schools (do not just apply to 1 as you may not get in)
4. apply by 31st October 2026

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

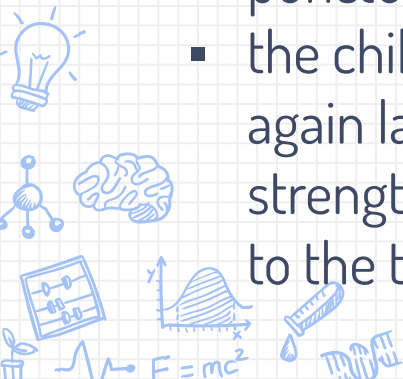


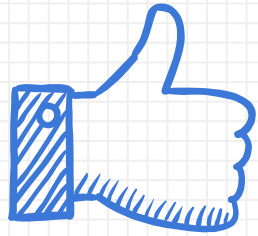


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- the statutory key stage 2 tests are timetabled from Monday 10 May to Thursday 13 May 2027.
- during the four days, the children will sit: one reading paper containing 3 texts with a range of questions about each; three maths papers (one arithmetic 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?